



Wildwood Childcare

Policies and Procedures

Contents

Safe Recruitment of Staff.....	5
Health and Safety Policy	12
Inclusion and Equality Policy	17
Dealing with Discriminatory Behaviour Policy.....	23
Special Educational Needs and Disabilities (SEND) Policy and Procedure.....	26
Accident / Incident and First Aid Policy and Procedure.....	33
Opting out of Funding / Additional Service Charges Policy	41
Extreme Weather Policy	42
Promoting Positive Behaviour	46
Mobile Phone and Electronic Device Use	51
Social Networking Policy.....	54
Complaints and Compliments Policy	56
Safeguarding and Child Protection	59
Policy and Procedure	59
Attendance Policy.....	84
Visits and Outings	86
Infection Control Policy	89
Sickness and Illness Policy	91
Pandemic Policy.....	101
Medicine Policy Including Allergies and Allergic Reactions	104
Biting Policy and Procedure	110
Fire Safety and Evacuation Policy	112
Safe Sleeping Policy	114
Critical Incident Policy	115
Use of Dummies.....	119
Early Learning Opportunities Statement	120

Equipment and Resources	122
Outdoor Play	123
Forest School Policy	125
Outdoor Procedure	129
Nutrition and Mealtimes Policy	130
Late Collection and Non-Collection	133
Settling In and Transitions Policy	135
Alcohol and Substance Misuse	138
No Smoking/Vaping Policy	140
Staff Development and Training	141
Volunteers, Young Workers and Students	143
Supervision of Children	146
Visitors and Unknown People	148
Suitability of Staff	150
Parents as Partners	153
Conflict Resolution with Parents Who May Be Challenging	156
Missing Child Procedure	158
Lone Working Policy	160
Intimate Care Policy Including Nappy Changing	162
Data Protection and Confidentiality Policy and Procedure	167
Emergency Lockdown Procedure	171
Dietary Requirements including Allergies and Intolerances	174
Acceptable Internet Use Policy	179
Access, Storage and Retention of Records Policy	181
Arrivals and Departures Policy	183
Bereavement Policy	185
Environmental Sustainability Policy & Our Climate Action Plan	187

GDPR Privacy Notice 191

Looked after Children Policy 205

Online Safety Policy 208

Overall Approach to Risk Assessment 211

Separated Family Policy 212

Children’s Well-being Policy 215

Anti-Bribery Policy 217

Meals and Snacks from Home Policy 219

Safe Recruitment of Staff

At Wildwood Childcare we are vigilant in our recruitment procedures aiming to ensure all people working with children are suitable to fulfil the requirements of their role. We are committed to ensuring that all staff, including students, volunteers and any agency or supply staff are suitable to fulfil the requirements of their role to work with, or be in regular contact with children.

We have effective systems in place to ensure that practitioners and any other person who may have regular contact with children are suitable, as part of the recruitment process as well as monitoring continued suitability, as part of regular staff and/or student supervision.

Every time we recruit a new member of staff to join our team, we follow these procedures:

Legal requirements

We abide by all legal requirements relating to safe recruitment set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) and accompanying regulations, including our legal responsibilities under the Equality Act 2010.

We also follow any requirements or guidance given by the Disclosure and Barring Service (DBS) in relation to carrying out checks; and abide by the employer's responsibilities relating to informing the DBS of any changes to the suitability of their staff, whether this member of staff has left the setting or is still under investigation. Please refer to the safeguarding and child protection policy for further information.

Advertising

We use reputable websites to advertise for any vacancies. We ensure that all recruitment literature includes details of our equal opportunities and our safe recruitment procedures; including an enhanced DBS check and at least two independent references for every new employee. We also include the requirement for an additional criminal records check (or checks if more than one country) for anyone who has lived or worked abroad.

Interview stage

We shortlist all suitable candidates against a pre-set specification and ensure all applicants receive correspondence regardless of whether they are successful in reaching the interview stage or not.

All shortlisted candidates will receive a job description, a person specification, an equal opportunities monitoring form, and a request for identification prior to the interview.

The manager will decide the most appropriate people for the interview panel. There will be at least two people involved in the overall decision making.

At the start of each interview all candidates' identities will be checked using, for example, their passport and/or photocard driving licence. All candidates will be required to prove they are eligible to work in the UK. The interview will also cover any gaps in the candidate's employment history.

All candidates reaching the interview stage are questioned using the same set criteria and questions. These cover specific areas of childcare, including safeguarding the children in their care, planning suitable activities to enhance the child's development and their understanding of the legal frameworks applied to childcare and used in the setting. The questions will be value based and will ensure the candidate has the same values as the setting with regards to the safety and welfare of the children in their care.

Every shortlisted candidate will be asked to take part in a supervised practical exercise which will involve spending time in the setting, interacting with the children and staff.

In addition, the manager may choose to carry out an online search for every shortlisted candidate. This may help identify any incidents or issues publicly available online, which may be explored with the applicant at interview.

The manager and deputy manager will then select the most suitable person for this position based their knowledge and understanding of the Early Years Framework, as well as the needs of the setting.

Every candidate who is interviewed will receive communication stating whether they have been successful or not. Unsuccessful candidates are given feedback if requested.

Starting work

The successful candidate will be offered the position subject to at least two references from previous employment or, in the case of a newly qualified student, their tutor and a personal or professional reference. These references will be taken up **before** employment commences.

References will be obtained from the candidate's current employer. Where a candidate is not currently employed, verification of their most recent period of employment and reasons for leaving will be obtained from the school, college, local authority or organisation at which they were employed.

We will obtain a reference relating to a previous role in which the applicant worked with children. If the person is not currently working with children, we will also obtain a reference from the person's current employer.

References will be obtained from the person's current employer/ manager and not simply a peer colleague who may not be aware of any safeguarding concerns/ investigations or disciplinary action.

If the candidate has indicated that s/he does not want a reference to be requested from the current employer, the reasons for this should be followed up with the candidate. We will consider further action that may need to be taken if there are concerns.

If the candidate has not been previously employed in any capacity or is or has been working independently or on a freelance basis, we will ensure that the referees named in the application form are not solely a friend or family member i.e. those who may not provide an objective/ unbiased reference.

Referees will be asked to;

"Please confirm whether you are satisfied with the candidate's suitability to work with children and provide facts (not opinions) of any substantiated safeguarding concerns and allegations that meet the harm threshold*. Please do not include information about concern/allegations which are unsubstantiated, unfounded, false or malicious. <https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs#what-is-harm>

(We will use the Early Years Employment reference template provided by gov.uk in line with the safer recruitment guidelines which came into effect in September 2025)

Qualifications

The successful candidate will be asked to provide proof of their qualifications, where applicable. All qualifications will be checked, and copies taken for their personnel files. Prior to employment but after the job has been offered a health check questionnaire may be given to the employee and its results may be considered in making an overall decision about suitability. The setting reserves the right to take any further advice necessary in relation to a person's physical and mental fitness to carry out their role. Please see the absence management policy for more details about how the setting manages health problems including access to medical records.

All new starters, other than those who have registered for the continuous updating service (see below), will be subject to an enhanced Disclosure and Barring Service (DBS) check. This will be initiated before the member of staff commences work in the setting and they will not have unsupervised access to any child or their records before this check comes back clear.

Further to this, without an up to date enhanced DBS check, the new starter will not be allowed to take photographs of any child, look at their learning and development log or change the nappy of any child without an up-to-date enhanced DBS check (whether supervised or not).

Additional criminals records check (or checks if more than one country) should also be made for anyone who has lived or worked abroad.

Once a new employee has a clear enhanced DBS check, they will then apply for an EY2 form, due to our childcare being provided on domestic premises, the employee will continue to not be unsupervised/ assist with any nappy changes or help in the bathroom until the EY2 form has come back clear. (Please see EY2 policy in our staff Policies and Permissions for more information).

The setting will record and retain details about the individual, including staff qualifications, identity checks carried out and the vetting process completed. A check list will be completed by the manger in line with the safer recruitment process. This will include the disclosure and barring service reference number, the date the disclosure was obtained and details of who obtained it. The setting will not retain copies of the disclosure itself once the employment decision is taken.

If the individual has registered on the DBS system since 17 September 2013, managers may use the update service with the candidate's permission instead of carrying out an enhanced DBS check.

New starters are required to sign (either application form, contract, or separate form) to state that they have no criminal convictions, court orders or any other reasons that disqualify them from working with children or unsuitable to do so.

All new members of staff will undergo an intensive induction period during which time they will read and discuss the setting policies and procedures and be assigned a 'mentor' who will introduce them to the way in which the setting operates.

During their induction period all new staff will receive training on how to safeguard children in their care and follow the Safeguarding Children/Child Protection Policy and Procedure, Emergency Evacuation and Lock Down Procedures, Equality Policy and Health and Safety Policy and Procedure.

New staff members will have a probationary period for the first 6 months of work during which suitability for the position to which they have been appointed will be assessed. The setting reserves the right to extend the probationary period if necessary.

The new member of staff will have regular meetings with the manager and/or mentor during their induction period to discuss their progress, support required and/or further training and professional development opportunities.

Delayed DBS checks/awaiting EY2 form

Where possible, staff will have the checks completed prior to starting employment. As long as the DBS check has been applied for, if there are delays in the results coming through, staff may work in the setting before these checks are completed as a last resort, but they must be supervised at all times by staff who already hold an enhanced check. All setting staff will be informed of any staff awaiting enhanced DBS clearance.

Staff waiting for delayed DBS checks/ EY2 forms will never:

- Be left unsupervised whilst caring for children
- Take children for toilet visits unless supervised by staff holding an enhanced check
- Change nappies
- Be left alone in a room or outside with children
- Administer medication
- Administer first aid
- Take photographs of any children
- Be involved in looking at a child's learning and development log, but can contribute to it
- Have access to children's personal details and records

While adhering to the above list, we recognise that it is vital that the staff member awaiting an enhanced disclosure/EY2 is made to feel part of the team and we support them in participating fully in every other aspect of the day.

Ongoing support and checks

All staff are responsible for notifying the manager in person if there are any changes to their circumstances that may affect their suitability to work with children (staff suitability status will also be checked in every supervision). This includes any incidents occurring outside the setting. Staff will face disciplinary action should they fail to notify the manager **immediately**.

We act on any information that comes to our attention that suggests someone may no longer be suitable for their role.

All members of staff will update a health questionnaire on every supervision to ensure management have a good knowledge of any changes that may require support or additional resources to aid them to carry out their day-to-day duties.

Management may require this more regularly where health circumstances change.

There are more details about how the setting deals with any health problems in the Absence management procedure.

The manager will review any significant changes to an individual's circumstances that may suggest they are no longer suitable to work with children and take appropriate action to ensure any unsuitable or potentially unsuitable employee does not have unsupervised contact with children until the matter is resolved. Please see the Disciplinary procedure for further details.

Every member of staff will have a formal appraisal with the manager on an annual basis. This will provide an opportunity for the manager and member of staff to discuss training needs for the following year as well as evaluate and discuss their performance in the previous twelve months.

The manager, and deputy manager will be responsible for any support the staff team may have between these reviews. This includes mentor support, one-to-one training sessions, ongoing supervision, work-based observations, and constructive feedback.

We will ensure staff receive continuous support, training, and supervision from management to provide a safe, secure, and healthy environment for all children in the setting. The setting will provide appropriate opportunities for all staff to undertake professional development and training to help improve the quality of experiences provided for children.

Students and agency/supply staff

All students will receive an interview to ensure they are suitable for the setting and an induction process to ensure they fully understand and are able to implement the settings procedures, working practices and values.

All students will be fully supervised to ensure they receive the appropriate support, training, and information they may require.

We request confirmation that all necessary checks have been completed by the agency before using any supply or agency staff. Once checks are obtained, we record the DBS check reference number, the date the check was obtained and details of who obtained it.

It is our policy that all agency and supply staff are fully supervised and not left alone with children.

Students on long term placements and volunteers (aged 17 or over) and staff working as apprentices in Early Education (aged 16 or over) may be included in the ratios at the level below their level of study, if the provider is satisfied that they are competent and responsible,

they must also hold a valid and current Paediatric First Aid qualification to be counted in ratios.

In reference to level of study, for ratio purposes:

- Level 2 students can only be counted in ratio as unqualified
- Full & relevant (as per the Government qualification list) Level 3, 4, 5 & 6 (undergraduate degree) students can be counted as L2 (if they have Level 2 or equivalent English qualification and a PFA certificate)
- Students undertaking EYITT (EYT) or QTS accreditation can be counted at Level 3

Policy reviewed December 2025 by Rachael Waite,

Next review date - December 2026

Health and Safety Policy

At Wildwood Childcare we provide and maintain safe and healthy working conditions, equipment, and systems of work for all our employees, as well as a safe early learning environment in which children learn and are cared for. To develop and promote a strong health and safety culture within the setting for the benefit of all staff, children, parents, and any visitors, we provide information, training, and supervision. We also accept our responsibility for the health and safety of other people who may be affected by our activities.

The allocation of duties for safety matters and the arrangements which we will make to implement our health and safety procedures are set out within this policy and we make sufficient resources available to provide a safe environment.

Legal framework

We follow all relevant legislation and associated guidance relating to health and safety within the setting including:

- The requirements of the Statutory Framework for the Early Years Foundation Stage (EYFS) 2017.
- The regulations of the Health & Safety at Work Act 1974 and any other relevant legislation such as Control of Substances Hazardous to Health Regulation (COSHH).
- Any guidance provided by UK Health Security Agency, the local health protection unit, the local authority environmental health department, fire authority or the Health and Safety Executive.

Aims and objectives

The aim of this policy statement is to ensure that all reasonably practical steps are taken to ensure the health, safety and welfare of all persons using the premises.

To achieve this, we will actively work towards the following objectives:

- Establish and maintain a safe and healthy environment throughout the setting, including outdoor spaces
- Establish and maintain safe working practices amongst staff and children
- Make arrangements for ensuring the safety and the minimising of risks, to health in connection with the use, handling, storage and transport of hazardous articles and substances

- Ensure the provision of sufficient information, instruction and supervision to enable all people working in or using the setting to avoid hazards and contribute positively to their own health and safety and to ensure that staff have access to regular health and safety training
- Maintain a healthy and safe setting with safe entry and exit routes
- Formulate effective procedures for use in case of fire and other emergencies and for evacuating the settings premises. Practice this procedure on a regular basis to enable the safe and speedy evacuation of the setting
- Maintain a safe working environment for pregnant workers or for workers who have recently given birth, including undertaking appropriate risk assessments
- Maintain a safe environment for those with special educational needs and disabilities and ensure all areas of the setting are accessible (wherever practicable)
- Provide a safe environment for students or trainees to learn in
- Encourage all staff, visitors, and parents to report any unsafe working practices or areas to ensure immediate response by the management.

We believe the risks in the settings environment are low and we will maintain the maximum protection for children, staff, and parents.

The setting will:

- Ensure all entrances and exits from the building, including fire exits are clearly identifiable, free from obstruction and easily opened from the inside
- Regularly check the premises room by room for structural defects, worn fixtures and fittings or electrical equipment and take the necessary remedial action
- Ensure that all staff, visitors, parents, and children are aware of the fire procedures and regular fire drills are carried out
- Have the appropriate fire detection and control equipment which is checked regularly to make sure it is in working order
- Ensure that all members of staff are aware of the procedure to follow in case of accidents for staff, visitors, and children
- Ensure that all members of staff take all reasonable action to control the spread of infectious diseases, wash hands regularly and wear protective gloves and clothing where appropriate
- Ensure there are suitable hygienic changing facilities
- Prohibit smoking or vaping on the setting premises
- Prohibit any contractor from working on the premises without prior discussion with the owner / manager
- Encourage children to manage risks safely and prohibit running inside the premises unless in designated areas
- Risk assess all electrical sockets and take appropriate measures to reduce risks where necessary and ensure no trailing wires are left around the setting
- Ensure all cleaning materials are placed out of the reach of children
- Ensure staff wear protective clothing when cooking or serving food

- Prohibit certain foods that may relate to children’s allergies, e.g. nuts are not allowed in the setting
- We follow the EU Food Information for Food Consumers Regulations (EU FIC). These rules are enforced in the UK by the Food Information Regulations 2014 (FIR). We identify the 14 allergens listed by EU Law that we use as ingredients in any of the dishes we provide to children and ensure that all parents are informed
- Follow the allergies and allergic reactions policy for children who have allergies or have a reaction at the setting
- Ensure risk assessments are undertaken on the storage and preparation of food produce within the setting
- Familiarise all staff and visitors with the position of the first aid boxes and ensure all know who the appointed first aiders are
- Provide appropriately stocked first aid boxes and check their contents regularly
- Ensure children are supervised, at all times
- Take all reasonable steps to prevent unauthorised persons entering the premises and have an agreed procedure for checking the identity of visitors
- Ensure no student or volunteer is left unsupervised at any time

Responsibilities

The designated Health and Safety Officer at Wildwood Childcare is Rachael Waite, she has overall and final responsibility for this policy being carried out. All employees have the responsibility to cooperate with the manager to achieve a healthy and safe setting and to take reasonable care of themselves and others. Neglect of health and safety regulations/duties will be regarded as a disciplinary matter (see separate policy on disciplinary procedures).

Whenever a member of staff notices a health or safety problem which they are not able to rectify, they must immediately report it to the appropriate person named above. Parents and visitors are requested to report any concerns they may have to a member of staff in the area as soon as possible.

Daily contact, regular one to one staff supervision meetings and whole staff meetings provide consultation between management and employees. This will include health and safety matters. We are committed to all our staff holding a full paediatric First Aid certificate and these are made available to parents on request. New recruits will undertake training as soon as practicably possible.

Health and Safety Training

Person responsible for monitoring staff training is Rachael Waite.

Health and safety is covered in all induction training for new staff.

At least one member of staff on the premises and available at times when children are present MUST hold a full paediatric first aid (PFA) certificate in the setting and must accompany children on outings.

The certificate must be for a full course consistent with the criteria set out in Annex A of the EYFS. The 12 hour full PFA must be a full course and delivered consistent with the criteria set out in Annex A of the EYFS.

This must be renewed every three years.

In addition to this, all newly qualified entrants to the Early Years workforce who have completed a level 2 and/or level 3 qualification on or after 30 June 2016, must also have either a full PFA or an emergency PFA certificate within three months of starting work and ongoing in order to be included in the required staff: child ratios at level 2 or level 3.

At Wildwood Childcare, we take into account the number of children, staff, layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly.

Health and safety arrangements

- All staff are responsible for general health and safety in the setting
- Risk assessments will be conducted on all areas of the setting, including rooms, activities, outdoor areas, resources, cleaning equipment, legionella, and lone working
- These are reviewed at regular intervals and when arrangements change
- The building is kept secure at all times, when free flow play is not taking place, the door will be kept locked with the keys on a high hook to prevent children opening the door to strangers, both gates have locks which will be secured and locked before children access outdoor play. Only authorised staff are permitted to open doors/gates to parents/carers at collection times. The door will be monitored by a member of staff during drop off and pick up times
- Appropriate safety equipment is used such as finger guards etc. These are checked regularly
- All equipment, rooms and outdoor areas will be checked thoroughly by staff before children access them or the area. Unsafe areas will be made safe or unsafe items removed from the area by this member of staff to promote the safety of children. If this cannot be achieved the manager will be notified immediately
- We provide appropriate facilities for all children, staff, parents, and visitors to receive a warm welcome and provide for their basic care needs, e.g. easy to access toilet area and fresh drinking water
- The setting will adhere to the Control of Substances Hazardous to Health Regulation (COSHH) to ensure all children, staff, parents, and visitors are safe in relation to any chemicals we may use on the premises
- We identify and assess any water sources at risk of legionella, and manage these risks including avoiding stagnant water

- All staff including new staff and will receive appropriate training in health and safety which will include risk assessments, manual handling, fire safety and emergency evacuation procedures. We may also use risk assessments for particular activities and resources for children
- We have a clear accident and first aid policy to follow in the case of any person in the setting suffering injury from an accident or incident. All accidents/incidents for children are recorded on our online system. Staff will need to fill in our accident book if any accidents or incidents occur. First aid boxes are allocated in the main room. This is checked and restocked regularly
- We have a clear fire safety policy and procedure which supports the prevention of fire and the safe evacuation of all persons in the setting. The fire alarm is tested weekly to ensure it is in good working order. Fire drills are performed regularly
- We review accident and incident records to identify any patterns/hazardous areas, a report and action plan is written and shared with staff
- All health and safety matters are reviewed informally on an ongoing basis or when something changes
- Staff and parents are encouraged to contribute to any policy through communication with the management team Policy

Policy reviewed- December 2025 by Rachael Waite,

Next review date – December 2026

<https://www.hse.gov.uk/legionnaires/>

Inclusion and Equality Policy

Statement of intent

At Wildwood Childcare we take great care to treat everyone as a person in their own right, with equal rights and responsibilities to any other individual, whether they are an adult or a child. We are committed to providing equality of opportunity and anti-discriminatory practice for all children and families according to their individual needs. Discrimination on the grounds of gender, age, race, religion or belief, marriage or civil partnership, disability, sexual orientation, gender reassignment, pregnancy, or maternity, ethnic or national origin, or political belief has no place within our setting.

A commitment to implementing our inclusion and equality policy will form part of each employee's job description. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the Manager at the earliest opportunity. Appropriate steps will then be taken to investigate the matter and if such concerns are well-founded, disciplinary action may be taken under the settings disciplinary policy.

The legal framework for this policy is based on:

- Special Education Needs and Disabilities Code of Practice 2015
- Children and Families Act 2014
- Equality Act 2010
- Childcare Act 2006
- Children Act 2004
- Care Standards Act 2002
- Special Educational Needs and Disability Act 2001.

The setting and staff are committed to:

- Recruiting, selecting, training, and promoting individuals based on occupational skills requirements. In this respect, the setting will ensure that no job applicant or employee will

receive less favourable treatment because of age, sex, gender reassignment, disability, marriage or civil partnership, race, religion or belief, sexual orientation, pregnancy or maternity/paternity which cannot be justified as being necessary for the safe and effective performance of their work or training

- Creating a working environment free of bullying, harassment, victimisation, and unlawful discrimination, promoting dignity and respect for all, and where individual differences and the contributions of all staff are recognised and valued
- Providing a childcare place, wherever possible, for children who may have learning difficulties and/or disabilities or are deemed disadvantaged according to their individual circumstances, and the setting's ability to provide the necessary standard of care
- Making reasonable adjustments for children with special educational needs and disabilities to remove barriers and improve access for all
 - Striving to promote equal access to services and projects by taking practical steps (wherever possible and reasonable), such as ensuring access to people with additional needs and by producing materials in relevant languages and media for all children and their families.
- Providing a secure environment in which all our children can thrive, and all contributions are valued
- Including and valuing the contribution of all families to our understanding of equality, inclusion, and diversity
- Providing positive non-stereotypical information
- Continually improving our knowledge and understanding of issues of equality, inclusion and diversity and training all staff about their rights and responsibilities under the inclusion and equality policy
- Regularly reviewing, monitoring, and evaluating the effectiveness of inclusive practices to ensure they promote, and value diversity and difference and that the policy is effective, and practices are non-discriminatory
- Making inclusion a thread which runs through the entirety of the setting, for example, by encouraging positive role models through the use of toys, imaginary play and activities, promoting non-stereotypical images and language and challenging all discriminatory behaviour (see dealing with discriminatory behaviour below).

Admissions/service provision

Wildwood Childcare is accessible to all children and families in the local community and further afield through a comprehensive and inclusive admissions policy. The setting will strive to ensure that all services and projects are accessible and relevant to all groups and individuals in the community within targeted age groups.

Recruitment

Recruitment, promotion, and other selection exercises such as redundancy selection will be conducted based on merit, against objective criteria that avoid discrimination. Shortlisting should be done by more than one person if possible.

All members of the selection group will be committed to the inclusive practice set out in this policy and will have received appropriate training in this regard. Application forms will be sent out along with a copy of the equal opportunities monitoring form.

Application forms will not include questions that potentially discriminate on the grounds specified in the statement of intent.

Vacancies are generally advertised to a diverse section of the labour market.

Advertisements should avoid stereotyping or using wording that may discourage people from applying.

At interview, no questions will be posed which potentially discriminate on the grounds specified in the statement of intent. All candidates will be asked the same questions and members of the selection group will not introduce nor use any personal knowledge of candidates acquired outside the selection process.

Candidates will be given the opportunity to receive feedback on the reasons why they were not successful.

We may ask questions (under the Equality Act 2010) prior to offering someone employment in the following circumstances:

- To establish whether the applicant will be able to comply with a requirement to undergo an assessment (i.e. an interview or selection test)
- To establish whether the applicant will be able to carry out a function that is intrinsic to the work concerned
- To monitor diversity in the range of people applying for work

The National College for Teaching and Leadership provides further guidance specific to working with children, which we follow:

Providers have a responsibility to ensure that practitioners have the health and physical capacity to teach and will not put children and young people at risk of harm. The activities that a practitioner must be able to perform are set out in the Education (Health Standards England) Regulations 2003. Providers are responsible for ensuring that only practitioners who have the capacity to teach remain on the staff team.

People with disabilities or chronic illnesses may have the capacity to teach, just as those without disabilities or medical conditions may be unsuitable to teach. Further information on training to teach with a disability is available from the DfE website.

Successful applicants offered a position may be asked to complete a fitness questionnaire prior to commencing the programme. Providers should not ask all-encompassing health questions but should ensure that they only ask targeted and relevant health-related questions, which are necessary to ensure that a person is able to teach.

Staff

It is the policy of Wildwood Childcare to respect all individuals, and to not discriminate in the treatment of individuals. All staff are expected to co-operate with the implementation, monitoring and improvement of this and other policies. All staff are expected to challenge language, actions, behaviours, and attitudes which are oppressive or discriminatory on the grounds specified in this policy and recognise and celebrate other cultures and traditions. All staff are expected to participate in equality and inclusion training.

Staff will follow the 'Dealing with Discriminatory Behaviour' procedure where applicable to report any discriminatory behaviours observed.

Training

The setting recognises the importance of training as a key factor in the implementation of an effective inclusion and equality policy. All new staff receive induction training including specific reference to the inclusion and equality policy. The setting will strive towards the provision of inclusion, equality, and diversity training for all staff on a regular basis.

Early learning framework

Early learning opportunities offered in the setting encourage children to develop positive attitudes to people who are different from them. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

- Identifying a key person to each child who will ensure that each child's care is tailored to meet their individual needs and continuously observe, assess, and plan for their learning and development
- Listening to children's verbal and non-verbal communication and making children feel included, valued, and good about themselves

- Ensuring that we know what each child knows and “can do” and has equal access to tailored early learning and play opportunities
- Reflecting the widest possible range of communities in the choice of resources
- Avoiding stereotypical or derogatory images in the selection of materials
- Acknowledging and celebrating a wide range of religions, beliefs, and festivals
- Creating an environment of mutual respect
- Supporting children to talk about their feelings and those of others, manage emotions and develop empathy
- Helping children to understand that discriminatory behaviour and remarks are unacceptable
- Knowing children well, being able to meet their needs and know when they require further support
- Ensuring that all early learning opportunities offered are inclusive of children with special educational needs and/or disabilities and children from disadvantaged backgrounds
- Ensuring that children whose first language is not English have full access to our early learning opportunities and are supported in their learning
 - Working in partnership with all families to ensure they understand the policy and challenge any discriminatory comments made
- Ensuring the medical, cultural, and dietary needs of all children are met and help children to learn about a range of food and cultural approaches to mealtimes and to respect the differences among them.

Information and meetings

Information about the setting, its activities, experiences, and resources are shared with parents, as well as information about their child’s development. This is given in a variety of ways according to individual needs (written, verbal and translated), to ensure that all parents can access the information they need. Wherever possible, meetings are arranged to give all families opportunities to attend and share information about their child.

We also consult with parents regularly about the running of the setting and ask them to contribute their ideas.

Multiple Birth Families

We ensure that all families are included and supported fully, no matter how big or small. There are more and more multiple births occurring in the UK, with twins, triplets and more. As a setting we accommodate all families and work together with parents to ensure all children are treated as individuals and supported to make the best progress they can.

This policy should be read in conjunction with our Settling in policy and Parents as partners policy. In addition to these to support the needs of multiple birth families, we will:

- Acknowledge multiple birth relationships as special and to be celebrated as well as encouraging children to develop as individuals
- Work with parents to explore each child's individual preferences, interests, needs and starting points including, where applicable, ways for staff to identify them
- Complete individual forms for each child to discover their individual routines, specific requirements, dietary needs etc.
- Recognise and celebrate all individual achievements
- Report back on each child separately at the end of the day to the parents
- Arrange parental consultations for each child. Each child will receive the same time during the consultation as any other child in the setting. Assessments will be shared based on their individual progress and comparisons between the children will not be made, any concerns will be discussed as per SEND policy
- Understand that each child is unique and not expect them to behave in the same manner, excel in the same areas or enjoy the same activities.

Policy reviewed- December 2025 by Rachael Waite,

Next review date - December 2026

Dealing with Discriminatory Behaviour Policy

We do not tolerate discriminatory behaviour and take action to tackle discrimination. We believe that parents have a right to know if discrimination occurs and what actions the setting will take to tackle it. We follow our legal duties in relation to discrimination and record all incidents any perceived or actual relating to discrimination on any grounds and report these where relevant to children's parents and the registering authority.

Definition and legal framework

Types of discrimination:

- Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic
- Discrimination by association occurs when there is a direct discrimination against a person because they associate with a person who has a protected characteristic
- Discrimination by perception occurs when there is a direct discrimination against a person because they are perceived to have a protected characteristic
- Indirect discrimination can occur where a provision, criterion or practice is in place which applies to everyone in the organisation but particularly disadvantages people who share a protected characteristic
- Harassment is defined as 'unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual'
- Victimisation occurs when an employee is treated badly or put to detriment because they have made or supported a complaint or raised grievance under the Equality Act 2010 or have been suspected of doing so.

Protected characteristics

The nine protected characteristics under the Equality Act 2010 are:

- Age
- Disability
- Gender reassignment
- Race
- Religion or belief
- Sex
- Sexual orientation
- Marriage and civil partnership
- Pregnancy and maternity.

Incidents may involve a small or large number of persons; they may vary in their degree of offence and may not even recognise the incident has discriminatory implications; or at the other extreme their behaviour may be quite deliberate and blatant.

Examples of discriminatory behaviour are:

- Physical assault against a person or group of people
- Derogatory name calling, insults and discriminatory jokes
- Graffiti and other written insults (depending on the nature of what is written)
- Provocative behaviour such as wearing badges and insignia and the distribution of discriminatory literature
- Threats against a person or group of people pertaining to the nine protected characteristics listed above
- Discriminatory comments including ridicule made during discussions
- Patronising words or actions.

Our procedures

We tackle discrimination by:

- Providing inclusive Early Years practice where all staff can identify, understand, and break down barriers to participation and belonging and create an ethos of equality
- Consistently promoting the British values; democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs to all practitioners, children, and families in the setting. We value diversity and celebrate differences in children and families
- Providing training and support around this subject to support staff understanding and confidence in challenging discriminatory practice
- Challenging any observed instances of inequalities, discrimination and prejudice as they arise in play, conversation, books or other contexts from practitioners, children and families and follow this policy, as outlined below, to ensure that discriminatory behaviours against the protected characteristics are not tolerated within our setting
- Ensuring all children and families have a sense of belonging and they can see themselves and their family's identity reflected in the setting
- Expecting all staff in the setting to be aware of and alert to any discriminatory behaviour, stereotyping, bias, or bullying taking place in person or via an online arena
- Expecting all staff to intervene firmly and quickly to prevent any discriminatory behaviour or bullying, including behaviour from parents and other staff members

- Expecting all staff to treat any allegation seriously and report it to the settings manager. Investigating and recording each incident in detail as accurately as possible and making this record available for inspection by staff, inspectors, and parents where appropriate, on request. The setting manager is responsible for ensuring that incidents are handled appropriately and sensitively and recorded appropriately. Any patterns of behaviour should be noted. Perpetrator's and victim's initials may be used in the record.
- Ensuring any online bullying or discriminatory behaviour is tackled immediately
- Informing the parents of the child(ren) who are perpetrators and/or victims of the incident and of the outcome, where an allegation is substantiated following an investigation
- Excluding or dismissing any individuals who display continued discriminatory behaviour or bullying, but such steps will only be taken when other strategies have failed to modify behaviour. This includes any employees where any substantiated allegation after investigation leads to disciplinary procedures (please see the Disciplinary procedures).

We record any incidents of discriminatory behaviour or bullying to ensure that:

- Strategies are developed to prevent future incidents
- Patterns of behaviour are identified
- Persistent offenders are identified
- Effectiveness of settings policies are monitored
- A secure information base is provided to enable the setting to respond to any discriminatory behaviour or bullying.

If the behaviour shown by an individual is deemed to be radicalised, we will follow our procedure as detailed in our Safeguarding Policy and the Prevent duty and radicalisation policy to safeguard children and families concerned.

Staff

We expect all staff to be alert and seek to overcome any ignorant or offensive behaviour based on fear or dislike of distinctions that children, staff, or parents may express in the setting.

We aim to create an atmosphere where the victims of any form of discrimination have confidence to report such behaviour, and that subsequently they feel positively supported by the staff and management of the setting.

It is incumbent upon all members of staff to ensure that they do not express any views or comments that are discriminatory; or appear to endorse such views by failing to counter behaviour, which is prejudicial in a direct manner. We expect all staff to use a sensitive and informed approach to counter any harassment perpetrated out of ignorance.

Policy reviewed- December 2025 by Rachael Waite,

Next review date - December 2026



Special Educational Needs and Disabilities (SEND) Policy and Procedure

This policy has been created with regard to:

- The SEND Code of Practice 2015
- Children and Families Act 2014 (Part 3)
- Equality Act 2010
- Working Together to Safeguard Children
- Statutory Framework for the EYFS

Special Educational Needs and Disability (SEND) code of practice

The setting has regard to the statutory guidance set out in the Special Educational Needs and Disability code of practice to identify, assess, and make provision for children's special educational needs.

At Wildwood Childcare we use the SEND Code of Practice definition of Special Educational Needs and Disability:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age...

Statement of intent

At Wildwood Childcare we are committed to the inclusion of all children. We ensure all children are cared for and educated to develop to their full potential alongside each other through positive experiences, to enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs and we work hard to ensure no

children are discriminated against or put at a disadvantage as a consequence of their needs. Each child's needs are unique, and we do not attempt to categorise children.

We are committed to working alongside parents in the provision for their child's individual needs to enable us to help the child to develop to their full potential. We are committed to working with any child who has a specific need and/or disability and making reasonable adjustments to enable every child to make full use of the setting's facilities. All children have a right to a broad and well-balanced early learning environment.

We undertake a Progress Check of all children at age two in accordance with the Code of Practice and statutory framework for the EYFS to support early identification of needs.

We will work closely with the child's parents and any relevant professionals if we identify any areas where a child's progress is less than expected to establish if any additional action is required. This may include:

- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority/professionals
- Observing each child's development and assessing such observations regularly to monitor progress

All new children will be given a full settling in period when joining the setting according to their individual needs.

Aims

We will:

- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice
- Ensure that all children are treated as individuals and are supported to take part in every aspect of the day according to their individual needs and abilities
- Include all children and their families in our provision
- Identify the specific needs of children with special educational needs and/or disabilities and meet those needs through a range of strategies
- Ensure that children who learn at an accelerated pace, e.g. 'more able' are also supported
- Encourage children to value and respect others
- Provide well informed and suitably trained practitioners to help support parents and children with special educational difficulties and/or disabilities
- Develop and maintain a core team of staff who are experienced in the care of children with additional needs and identify a Special Educational Needs and Disabilities Co-ordinator (SENCO) who is experienced in the care and assessment of children with additional needs. Staff will be provided with specific training relating to Special Educational Needs and Disabilities (SEND) and the SEND Code of Practice
- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services if needed

- Challenge inappropriate attitudes and practices
- Promote positive images and role models during play experiences of those with additional needs wherever possible
- Celebrate diversity in all aspects of play and learning.
- Work in partnership with parents and other agencies in order to meet individual children's needs, including the education, health and care authorities, and seek advice, support and training where required
- Share any statutory and other assessments made by the setting with parents and support parents in seeking any help they or the child may need

Our Special Education Needs and Disabilities Co-ordinator (SENCO) is Rachael Waite-

The role of the SENCo in our setting includes:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND
- Advising and supporting colleagues
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting
- Liaising with professionals or agencies beyond the setting
- Taking the lead in implementing the graduated response approach and supporting colleagues through each stage of the process.

We will:

- Designate a named member of staff to be the SENCo and share their name and role with all staff and parents
- Have high aspirations for all children and support them to achieve their full potential
- Develop respectful partnerships with parents and families
- Ensure parents are involved at all stages of the assessment, planning, provision and review of their child's care and education and include the thoughts and feelings voiced by the child, where possible
- Undertake formal Progress Checks and assessments of all children in accordance with the SEND Code of Practice and statutory framework for the EYFS
- Ensure that the provision for children with SEN and/or disabilities is the responsibility of all members of staff in the setting through training and professional discussions
- Set out in our inclusive admissions practice on how we meet equality of access and opportunity
- Make reasonable adjustments to our physical environment to ensure it is, as far as possible suitable for children and adults with disabilities using the facilities

- Provide a broad, balanced, aspirational early learning environment for all children with SEN and/or disabilities and differentiated activities to meet all individual needs and abilities
- Liaise with other professionals involved with children with special educational needs and/or disabilities and their families, including transition arrangements to other settings and schools (see our Transitions policy)
- Use the graduated approach response system to assess, plan, do and review to ensure early identification of any SEND
- Ensure that children with special educational needs and/or disabilities and their parents are consulted at all stages of the graduated response, taking into account their levels of ability
- Review children's progress and support plans every term and work with parents to agree on further support plans
- Provide privacy of children with special educational needs and/or disabilities when intimate care is being provided
- Raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff
- Ensure the effectiveness of our SEN and disability provision by collecting information from a range of sources, e.g. additional support reviews, Education, Health and Care (EHC) plans, staff and management meetings, parental and external agencies' views, inspections, and complaints. This information is collated, evaluated, and reviewed annually
- Provide a complaints procedure and make available to all parents
- Monitor and review our policy and procedures annually.

Effective assessment of the need for early help

We are aware of the process for early help and adhere to the following procedure:

Local agencies should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services. Children and families may need support from a wide range of local agencies. Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These early help assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

The early help assessment should be undertaken by a lead professional who should provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. The lead professional role could be undertaken by a General Practitioner (GP), family support worker, teacher, health visitor and/or special educational needs coordinator. Decisions about who should be the lead professional should be taken on a case-by-case basis and should be informed by the child and their family.

For an early help assessment to be effective:

- The assessment should be undertaken with the agreement of the child and their parents. It should involve the child and family as well as all the professionals who are working with them
- A teacher, GP, health visitor, early years worker or other professional should be able to discuss concerns they may have about a child and family with a social worker in the local authority. Local authority children's social care should set out the process for how this will happen
- If parents and/or the child do not consent to an early help assessment, then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children's social care may be necessary.

If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm, or is likely to do so, a referral should be made immediately to local authority children's social care. This referral can be made by any professional (Working together to safeguard children).

Graduated response approach

We follow the SEND Code of Practice recommendation that, in addition to the formal checks above, we adopt a graduated approach to assessment and planning, led and coordinated by a SENCO. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs or disability. This graduated approach will be led and coordinated by our SENCO and appropriate records will be kept according to the Code of Practice.

Assess

In identifying a child as needing SEND support, the key person, working with the SENCO and the child's parents, will carry out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services, or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO will contact them, with the parents' agreement.

Plan

Where it is decided to provide SEND support, and having formally notified the parents, the key person and the SENCO, in consultation with the parents, will agree the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans will take into account the views of the child. The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs are identified and addressed. Parents will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Do

The child's key person will be responsible for working with the child on a daily basis. With support from the SENCO, they will oversee the implementation of the intervention agreed as part of SEN support. The SENCO will support the key person in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the key person and the SENCO in full consultation with the child's parents and taking into account the child's views. Information will be shared with parents about the impact of the support provided.

Education and Health Care Plan (EHCP)

Some children and young people may require an EHC needs assessment in order to decide whether it is necessary to develop an EHC plan. The purpose of an EHC plan is to make adjustments and offer support to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care.

The local authority will conduct the EHC needs assessment and take into account a wide range of evidence, including:

- Evidence of the child's developmental milestones and rate of progress
- Information about the nature, extent and context of the child's SEND
- Evidence of the action already being taken by us as the early years provider to meet the child's SEND needs
- Evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided

- Evidence of the child’s physical, emotional and social development, and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies. We will then work with the local authority and other agencies to ensure that the child receives the support they need to gain the best outcomes.

Policy reviewed- December 2025 by Rachael Waite,

Next review date - December 2026

Accident / Incident and First Aid Policy and Procedure

At Wildwood Childcare the safety of all children is paramount, we have measures in place to help to protect children. However, sometimes accidents do unavoidably happen. We follow this policy and procedure to ensure all parties are supported and cared for when accidents or incidents happen; and that the circumstances of the accident or incident are reviewed with a view to minimising any future risks.

Accidents

Accidents are recorded on our online system (Baby's Days)

When an accident or incident occurs, we ensure:

- The child is comforted and reassured first
- The extent of the injury is assessed and if necessary, a call is made for medical support or an ambulance
- First aid procedures are carried out where necessary, by a trained paediatric first aider
- The person responsible for reporting accidents, incidents or near misses is the member of staff who saw the incident or was first to find the child where there are no witnesses. They must record it on an accident form on Baby's Days and report it to the Room Leader for effective communication to parents at the end of the day.
- In a more serious case, the witness must inform the Manager and provide a written statement. This should be done as soon as the accident is dealt with, whilst the details are still clearly remembered. Parents must be shown the Accident Report, informed of any first aid treatment given and asked to acknowledge it on the same day, or as soon as reasonably practicable after.
- The manager reviews the accident forms termly for patterns, e.g. one child having a repeated number of accidents, a particular area in the setting, or a particular time of the day when most accidents happen. Any patterns will be investigated by the manager and all necessary steps to reduce risks are put in place.
- The manager will report serious accidents to the registered person for investigation or further action to be taken (i.e. a full risk assessment or report under (RIDDOR) Reporting of Injuries, Diseases and Dangerous Occurrences Regulations.
- All accidents for a child will be kept until they reach the age of 21 years and three months.
- Where medical attention is required, a senior member of staff will notify the parent(s) as soon as possible whilst caring for the child appropriately. The manager will follow the insurance company procedures, which may involve informing them in writing of the accident.
- The manager will report any accidents of a serious nature to Ofsted and the local authority's Bradford Partnership team where necessary. Where relevant such accidents will also be reported to the Local Authority Environmental Health Department or the

Health and Safety Executive and their advice followed. Notification must be made as soon as is reasonably practical, but in any event within 14 days of the incident occurring.

Organisation	Contact
Ofsted Report Form	https://ofstedonline.ofsted.gov.uk/ofsted/Ofsted_Early_Years_Notification_ofml
Local Authority Children's Social Care Team	01274 433999 (Bradford's Children Services Integrated Front Door) 01274 431010 (Social Services Emergency Duty, out of office hours)
Local Authority Environmental Health Department	01274 434474 / 01274 437766
Health and Safety Executive	http://www.hse.gov.uk/contact/index.htm
RIDDOR report form	http://www.hse.gov.uk/riddor/report.htm

Head injuries

If a child receives a head injury while in the setting, we will follow this procedure:

- Offer comfort, stay calm and reassure the child
- Assess the child's condition to ascertain if a hospital or ambulance is required. We will follow our procedures if this is required (see below)
- If the skin is not broken, we will administer a cold compress for short periods of time, repeated until the parent arrives to collect their child (Depending on the severity of the bump)
- If the skin is broken then we will follow our first aid training and stem the bleeding
- Call the parent and make them aware of the injury (if serious) and if they need to collect their child
- Complete the accident form

- Keep the child in a calm and quiet area whilst awaiting collection, where applicable
- We will continue to monitor the child and follow the advice on the NHS website as per all head injuries <https://www.nhs.uk/conditions/minor-head-injury/>
- For major head injuries we will follow our paediatric first aid training.
- For minor head injuries we will closely monitor the child for the rest of the day and complete an accident form on Baby's Days to inform parents.

Transporting children to hospital procedure

The manager/staff member must:

- Call for an ambulance immediately if the injury is severe. We will not attempt to transport any children in our own vehicle
- Contact the parent(s) and arrange to meet them at the hospital
- Arrange for the most appropriate member of staff to accompany the child taking with them any relevant information such as registration forms, relevant medication sheets, medication, and the child's comforter (if applicable)
- Redeploy staff if necessary, to ensure there is adequate staff deployment to care for the remaining children.
- Inform a member of the management team immediately
- Remain calm at all times. Children who witness an incident may well be affected by it and may need lots of cuddles and reassurance. Staff may also require additional support following the accident.

First aid

The first aid box is located inside the white freestanding unit near the main door, as well as one in the kitchen and one in the cottage.

These are always accessible, with appropriate content for use with children. The appointed person responsible for first aid checks the contents of the boxes regularly and replaces items that have been used or are out of date.

The staff first aid box is kept in the kitchen, this is kept out of reach of children.

First aid boxes should only contain items permitted by the Health and Safety (First Aid) Regulations Act 1981, such as sterile dressings, bandages, and eye pads. No other medical items, such as paracetamol should be kept in them.

All staff are trained in paediatric first aid, or will undertake training within 3 months of employment, and this training is updated every three years.

When children are taken on an outing away from our setting, a first aid kit is taken on all occasions along with any medication that needs to be administered in an emergency, including inhalers etc.

Food safety and play

Children are supervised during mealtimes and food is adequately cut up to reduce the risk of choking. The use of food as a play material is discouraged. However, as we understand that learning experiences are provided through exploring different malleable materials the following may be used:

- Playdough
- Cornflour
- Dried pasta, rice, and pulses. **(EXCEPT WHERE A CHILD HAS A KNOWN ALLERGY TO ANY OF THE LISTED FOODS E.G. LEGUME ALLERGY)**

These are risk assessed and presented differently to the way it would be presented for eating, e.g. in tuff trays. Food items may also be incorporated into the role play area to enrich the learning experiences for children, e.g. fruits and vegetables. Children will be fully supervised during these activities.

Food that could cause a choking hazard, including raw jelly, is not used.

Personal protective equipment (PPE)

The setting provides staff with PPE according to the need of the task or activity. Staff must wear PPE to protect themselves and the children during tasks that involve contact with bodily fluids. PPE is also provided for domestic tasks. Staff are consulted when procuring PPE to ensure all allergies and individual needs are supported and this is evaluated on an ongoing basis.

Dealing with blood

We may not be aware that any child attending the setting has a condition that may be transmitted via blood.

Any staff member dealing with blood must:

- Always take precautions when cleaning wounds as some conditions such as hepatitis or the HIV virus can be transmitted via blood.
- Wear disposable gloves and wipe up any blood spillage with disposable cloths, neat sterilising fluid or freshly diluted bleach (one part diluted with 10 parts water). Such solutions must be carefully disposed of immediately after use.

Needle punctures and sharps injury

We recognise that injuries from needles, broken glass and so on may result in blood-borne infections and that staff must take great care in the collection and disposal of this type of material. For the safety and well-being of the employees, any staff member dealing with needles, broken glass etc. must treat them as contaminated waste. Parents of children requiring needles as part of managing a medical condition should supply the setting with an approved sharps box for safe disposal. Full boxes will be returned to the parents. If a needle is found the local authority must be contacted to deal with its disposal.

Existing Injuries

If your child has had an accident or incident at home, however small or trivial it may seem, please let us know the details of the accident by messaging your child's key person on Baby's Days, so we can best care for your child and ensure they are monitored appropriately whilst they are with us. The room leader will then add parents' information to our Baby's Days system using our Incident form, selecting 'Existing injury' from the drop down box, noting the time and person who provided the message. You will then receive a copy of this to sign and acknowledge via our online system.

Policy reviewed- December 2025 by Rachael Waite,

Next review date - December 2026

Admissions Policy and Waiting List

At Wildwood Childcare we provide care for children between the ages of 2- 5 years. (up to the 31st August after a child's fifth birthday). The numbers and ages of children admitted to the setting comply with the legal space requirements set out in the Early Years Foundation Stage (EYFS).

When considering admissions, we are mindful of staff: child ratios, and the facilities available at the setting.

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

Prior to a child attending, parents must complete child registration details on our online system, and, acknowledge all our permissions on our online system Baby's Days.

Admissions are made to ensure that the setting operates to as near full capacity as possible, as set out by Ofsted registrations. Admissions are made at the discretion of the management, but places are available to everyone in the community who require day care whilst they are, primarily, at work. Admissions are available all year round without reference to ability or aptitude.

You can be added to our waiting list by emailing wildwoodchildcare@outlook.com- you will then be invited for a show round. Once a visit has taken place you will be added to our waiting list.

If a space can be agreed, a Registration Fee will become payable when the online Baby's Days Registration form is completed. The Registration Fee will be taken off a parents first invoice. It is not payable for children taking up a government funded only place (Just 15/30/Nilcost) and taking no settling visits outside of the funded entitlement, settling visits may be taken during the funded only hours if required.

If a place is offered but the parent chooses not to take this up, then the deposit or registration fee will not be refunded. If a parent requires different days/start date then the place may be forfeited or charged from the date agreed.

The completion of a Registration Form does not in itself guarantee an offer of a place, as this will be decided by the available places that we have on offer at that time. Place allocation is a complex matter and some sessions have limited availability which is dependent on the number of full-time equivalent places being taken up. We reserve the right to give parents a month's notice of not being able to offer a place, and refund the deposit. Parents can opt out of additional service charges by putting this request in writing to the manager 8 weeks prior to starting/start of a term. Parents must adhere to our opt out policy which includes providing

food in line with our policy and children not accessing additional services and consumables which are not covered by funding.

If there are more applications than places available then places will be allocated by the Manager, firstly to those who have completed the relevant forms. Full-time and full-day places will take priority over part-time places and sibling places will take priority over new applicants. Where a place cannot be found then children will be placed on a Waiting List.

All new registrations will be acknowledged, and the details will be entered onto our database. When a place has been confirmed then the child or children will be booked into Preschool for their settling visits as per the agreed schedule. These will preferably take place in the weeks immediately before starting. In emergency admissions then these settling visits may need to be altered to accommodate the child's and parent's needs.

Waiting List Allocation Criteria

Children will remain on the Waiting List until a place becomes available. Considerations such as days and the age of the child, and if they are a sibling will impact when allocating spaces.

Where we have a waiting list for Nil Cost places these will be allocated on the following priority basis: Children who have been eligible for 2 year disadvantaged funding; children who qualify for EYPP; Staff, siblings of children in the previous categories.

Flexible Funded Childcare & Education Offer

A1 "Government funding is not intended to cover the costs of meals, other consumables, additional hours or additional services." Operational Guidance February 2025.

We offer funding across 38 weeks of the year, and we are term time only. Dates of which can be found on our website- www.wildwood-childcae.co.uk

We know most of our families value the fully inclusive offering covered by our additional service, food and consumable charge. Therefore this is applied to all children unless parents choose to opt out. This must be done in writing 8 weeks prior to a child starting/term to allow us time to make operational adjustments, and parents must follow the opt out policy, and in some circumstances may require a change in attendance day.

15 funded hours for disadvantaged 2-year olds are available for eligible families (see government criteria on their website), either with or without additional hours. These families can make a voluntary contribution to food charges if you attend for funded hours only. Please note though that if attending for funded only hours, this attendance pattern may be changed once 3-year entitlement starts, as our spaces are managed term by term. Although we aim to offer continuity of care for your child at all times.

Children may access some or all of their funded entitlement with us. Children attending 2 settings may have their 15/30 hours split between settings. The decision about which hours go to which setting is usually the choice of the parent, although some Local Authorities do make this decision. In our setting we provide parents with a range of sessions to choose from. This

includes 7.30am-5.30pm days or 9.00am-3.00pm days. We then allocate your funded entitlement hours into those sessions

Where parents chose to access a 15/30 Offer, there is an additional charge that covers additional services. These services include, but are not limited to, extra hours, breakfasts, snacks, lunches, teas, and our Forest School Curriculum. You are not obliged to take up these additional services and you can access your funded only hours by opting out and following our opt out policy. Any additional hours and services outside our funded delivery are charged for, we ensure your funded entitlement is accounted for on your invoice as a number of hours. This equates to your 'free' entitlement from the government, and the balance relates to the fees for your remaining childcare as shown in the Fees List, plus any outstanding balance carried forward.

We will always endeavour to ensure continuity of care for your child in order to support their remaining with the setting but have limited spaces for some sessions.

Grace Periods have been put in place to support families where their circumstances and therefore their eligibility might change. These are available from your Local Authority website. If your eligibility changes, your fees may alter.

Parents are responsible for ensuring their codes are renewed and that they are not in the grace period when entering their first term, as this will impact on eligibility.

Complaints Procedure for the Government Funded Entitlement

If you consider that your funded place has not be provided correctly, or the terms of your contract have not been fully explained, then you should make a complaint, in writing to the Manager at wildwoodchildcare@outlook.com, if you do not get a satisfactory answer to your complaint within 4 weeks then you may contact the Local Authority. (See below):

If you consider the complaint has not been dealt with satisfactorily then you may contact the Local Authority in which the setting operates and follow their complaints procedure. It is the responsibility of the Local Authority to ensure we are delivering our funded hours within the national guidelines and whilst we might not offer our funding in the way you might like to access it, the Local Authority can help you in finding a setting that might better suit your needs, if this is the cause of your complaint.

Ofsted are not concerned with, or have time to deal with, issues relating to funding or fee charges that are made for childcare or education. Their responsibilities lie clearly with the regulation and inspection of the welfare and safeguarding requirements and the children's learning and development.

Policy reviewed- December 2025 by Rachael Waite,

Next review date - December 2026



Opting out of Funding / Additional Service Charges Policy

Additional consumable and service charges help to cover the cost of food (breakfast, morning and afternoon snack, lunch and dinner) as well as consumables such as wipes, nappy sacks and suncream as well as additional enhanced activities that offer a breadth of awe and wonder to a child's nursery journey through our Forest School activities.

The government funding provides 15 or 30 hours a week for 38 weeks of the year.

If parents would like to opt out of the additional consumable / services charge, you must give 8 weeks notice in writing prior to the start of a term or your child's first day with us. By opting out of our additional service charges it will mean that you must provide food, which adheres to our meals and snacks from home policy, as well as our healthy eating and allergy policy. Provide wipes, nappy sacks and sun cream.

Unfortunately, you will not be able to attend stay and play or graduation events as these incur staffing and resource costs not covered by funding.

(Please also see our Meals and Snacks from Home Policy),.

Policy Reviewed December 2025 by Rachael Waite

Next Review due December 2026

Extreme Weather Policy

At Wildwood Childcare we have an extreme weather policy in place to ensure our setting is prepared for all weather conditions that might affect the running of the setting such as floods, snow, and heat waves.

If any of these incidents impact on the ability of the setting to open or operate, we will contact parents as soon as is possible to do so.

We will not take children outdoors where we judge that weather conditions make it unsafe to do so.

Storms

In the event of high winds, thunder, or lightning, we may advise keeping the children indoors to minimise risks of flying debris and lightning strikes. Forest School sessions will not take place if there is a weather warning in place for strong winds or thunderstorms. Practitioners will make a judgement about the safety of being outdoors on the day.

Flood

In the case of a flood we will follow our critical incident procedure to enable all children and staff to be safe and continuity of care to be planned for.

Snow or other severe weather

In the event of very low temperatures, when the ground may be frozen, staff will ensure that paths on the setting premises are gritted with rock salt at the earliest time of the day to minimise slips and falls. If high snowfall, or another severe weather condition such as dense fog, is threatened during a setting day then the manager will take the decision as to whether to close the setting. This decision will take into account the safety of the children, their parents and the staff team. In the event of a planned closure during the setting day, we will contact all parents to arrange for collection of their child.

In the event of staff shortages due to snow or other severe weather, we will contact all available off duty staff and group the children differently until they are able to arrive. If we are unable to maintain statutory ratio requirements after all avenues are explored, we will contact Ofsted to inform them of this issue, recording all details in our incident file. If we feel the safety, health or welfare of the children is compromised then we will take the decision to close the setting.

Extreme Heat

Heat wave

We are committed to ensuring that all children are fully protected from the dangers of too much sun/UV rays as severe sunburn in childhood can lead to the development of malignant melanoma (the most dangerous type of skin cancer) in later life. Children are unable to control

their body temperature as efficiently as adults. Heat related illness can range from mild heat stress to potentially life-threatening heatstroke.

Heat Stress

Children suffering from heat stress may seem out of character or show signs of discomfort and irritability. These signs worsen with physical activity and if left untreated can lead to heat exhaustion or heatstroke.

Heat Exhaustion

Symptoms of heat exhaustion vary but include one or more of the following:

- Tiredness
- Dizziness
- Headache
- Nausea
- Vomiting
- Hot, red, and dry skin
- Confusion

Heatstroke When the body is exposed to extremely high temperatures, the mechanism that controls the body temperature may stop working. Heatstroke can develop if heat stress or exhaustion is left untreated, but it can also occur suddenly and without warning.

Symptoms of heatstroke may include:

- High body temperature - a temperature of or above 40°C is a major sign of heatstroke
- Red, hot skin and sweating that then suddenly stops
- Fast heartbeat
- Fast shallow breathing
- confusion/lack of co-ordination
- Fits
- Loss of consciousness

Sunburn

Severe sunburn in childhood can lead to the development of malignant melanoma (the most dangerous type of skin cancer) in later life.

Actions in hot weather

We follow guidance from the weather and UV level reports and use the following procedures to keep children safe and healthy in the sun:

- Parents are asked to provide children with a sun hat which we will encourage them to wear at all times, whilst outside in sunny weather. This hat will preferably be of legionnaires design (i.e. with an extended back and side to shield children's neck and ears from the sun) to provide additional protection. The setting will provide spares in case a child arrives without one.
- Parents are also asked to provide high factor sun cream with prior written consent for staff to apply. The setting will provide cream in case a child arrives without sun cream. Sun cream will be applied to children at regular intervals throughout the day as well as after any water play. Staff will ensure they check the expiry date and discard sunscreen after this date. Sun cream containing nut-based ingredients will not be allowed in the setting.
- Parents are requested to supply light-weight cotton clothing for their children suitable for the sun, with long sleeves and long legs.
- Children's safety and welfare in hot weather is the setting's prime objective so staff will work closely with parents to ensure all appropriate cream and clothing is provided.
- Staff will make day-to-day decisions about the length of time spent outside depending on the strength of the sun, especially between 11.00am – 3.00pm on hot days. We will check the UV index each morning so that we know how long it is safe for children to be outdoors, however in the Wildwood we are fortunate to have large amounts of shade cover from the Sycamore trees.
- Met Office Advice from Sun Safe Nurseries is that action should be taken when the UV levels are above 3 (sun cream, hats, shade etc), and to be indoors if the UV levels are 8 or above.
- Children will have sun cream applied at frequent intervals during the day.
- Children are encouraged to drink cooled water more frequently throughout sunny or warm days, this will be accessible both indoors and out.
- Shade will be provided to ensure children are able to still go out in hot weather, cool down or escape the sun should they wish or need to.

Vitamin D

Sunlight is important for the body to receive vitamin D. We need vitamin D to help the body absorb calcium and phosphate from our diet. These minerals are important for healthy bones, teeth, and muscles. Our bodies create vitamin D from direct sunlight on our skin when we are outdoors. Most people can make enough vitamin D from being out in the sun daily for short periods with their hands or other body parts uncovered.



We also promote the NHS recommendation to parents that all children aged under 5 years should be given vitamin D supplements even if they do get out in the sun.

Actions if a child is suspected of suffering with a heat related illness

The following steps to reduce body temperature should be taken immediately:

1. Move the child to as cool a room as possible and encourage them to drink cool water (such as cold water from a tap).
2. Cool the child as rapidly as possible, using whatever methods you can. For example, sponge, spray the child with cool (25 to 30°C) water - if available, place cold packs around the neck and armpits, or wrap the child in a cool, wet sheet and assist cooling with a fan.
3. Dial 999 to request an ambulance if the person does not respond to the above treatment within 30 minutes.

Policy reviewed- December 2025 by Rachael Waite,

Next review date - December 2026

Promoting Positive Behaviour

At Wildwood Childcare we believe that children flourish best when they feel safe and secure and have their needs met by supportive practitioners who act as good role models, show them respect and value their individual personalities. Children are supported through co-regulation, where adults and children work together towards a common purpose, including finding ways to resolve upsets from stress in any domain and return to balance leading onto a path to self-regulation. The setting actively promotes British values and encourages and praises positive, caring, and polite behaviour and provides an environment where children learn to respect themselves, other people and their surroundings.

We implement the early years curriculum supporting children to develop their Personal, Social, and Emotional development. This involves helping children to understand their own feelings and others and beginning to regulate their behaviour. We support children to do this through working together with parents, having consistent approaches, structure, routine, and age/stage appropriate boundaries appropriate to the emotional development of the child. We help build confidence and self-esteem by valuing all children and giving lots of praise and encouragement.

To support behaviour in our setting we aim to:

- Recognise the individuality of all our children
- Provide a warm, responsive relationship where children feel respected, comforted, and supported in times of stress, and confident that they are cared for at all times
- Understand that certain behaviours are a normal part of some young children's development, e.g. biting
- Encourage self-regulation, consideration for each other, our surroundings and property
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills
- Ensure that all staff act as positive role models for children
- Encourage parents, carers, and other visitors to be positive role models
- Work in partnership with parents by communicating openly
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent
- Promote non-violence and encourage children to deal with conflict peacefully
- Provide a key person system enabling staff to build a strong and positive relationship with children and their families

- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where appropriate
- Supporting and developing children's understanding of different feelings and emotions, self regulation, and empathy as appropriate to stage of development. This includes using strategies and naming and talking about feelings and ways to manage them
- Have a named person who has overall responsibility for promoting positive behaviour and behaviour support.

Our setting rules are concerned with safety, care, and respect for each other. We ensure that these are age and stage appropriate. We regularly involve children in the process of setting rules to encourage cooperation and participation and ensure children gain understanding of the expectations of behaviour relevant to them as a unique child.

Children who are displaying distressed and /or behaviour which challenges, for example, by physically abusing another child or adult, e.g. biting, or through verbal bullying, are helped to talk through their feelings and actions through co-regulation before thinking about the situation and apologising if appropriate. We make sure that the child who has been upset is comforted. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child or their feelings.

Our promoting positive behaviour procedure is:

- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs
- We never use or threaten to use physical punishment or corporal punishment such as smacking or shaking or use or threaten any punishment that could adversely affect a child's well-being
- We only use physical intervention (where practitioners may use reasonable force to prevent children from injuring themselves or others) or to manage a child's behaviour if absolutely necessary. We keep a record of any occasions where physical intervention is used and inform parents on the same day, or as reasonably practicable
- We recognise that there may be occasions where a child is displaying distressed and/or behaviour which challenges and may need individual techniques to restrain them to prevent a child from injuring themselves or others. This will only be carried out by staff who have been appropriately trained to do so. Any restraints will only be done following recommended guidance and training and only with a signed agreement from parents on when to use it. We will complete an incident form following any restraints used and notify the parents
- We do not single out children or humiliate them in any way. Where children are displaying behaviour which challenges, they will, wherever possible, be distracted and re-directed to alternative activities. Discussions with children will take place as to why

their behaviour was not acceptable, respecting their level of understanding and maturity

- Staff do not raise their voices (other than to keep children safe)
- In any case of behaviour which challenges, we always make it clear to the child or children in question, that it is the behaviour and not the child that is unwelcome
- We decide on particular strategies to support particular types of behaviour depending on the child's age, level of development and the circumstances surrounding the behaviour. This may involve asking the child to talk and think about what he/she has done. All staff support children in developing empathy and children will only be asked to apologise if they have developed strong empathy skills and have a good understanding of why saying sorry is appropriate
- We help staff to reflect on their own responses towards behaviours that challenge to ensure that their reactions are appropriate
- We inform parents if their child's behaviour is unkind to others or if their child has been upset. In all cases we deal with behaviour that challenges in setting at the time. We may ask parents to meet with staff to discuss their child's behaviour, so that if there are any difficulties, we can work together to ensure consistency between their home and the setting. In some cases, we may request additional advice and support from other professionals, such as an educational psychologist
- We support children in developing non-aggressive strategies to enable them to express their feelings and emotions
- We keep confidential records on any behaviour that challenges that has taken place. We inform parents and ask them to read and sign any incidents concerning their child

Through partnership with parents and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions, we will implement an individual behaviour support plan where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. The manager will complete risk assessments, identifying any potential triggers or warning signs ensuring other children's and staff's safety at all times. In these instances, we may remove a child from an area until they have calmed down.

We recognise that children need their own time and space and that it is not always appropriate to expect a child to share. We focus on turn taking and allowing children to have their turn. We believe it is important to acknowledge each child's feelings and to help them understand how others might be feeling.

At our setting, staff follow the procedure below to enable them to deal with behaviour that challenges:

- Staff are encouraged to ensure that all children feel safe, happy, and secure
- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way

- Children are helped to understand that using aggression to get things is inappropriate and they will be encouraged to resolve problems in other ways
- Staff will initiate games and activities with children when they feel play has become overly boisterous or aggressive, both indoors and outdoors
- We will ensure that this policy is available for staff and parents
- Staff and parents are also welcomed to review and comment on the policy and procedure
- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. Working together can ensure our children feel confident and secure in their environment, both at home and in the setting
- All concerns will be treated in the strictest confidence.

Anti-bullying

Bullying takes many forms. It can be physical, verbal, or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened. We acknowledge that any form of bullying is unacceptable and will be dealt with immediately while recognising that physical aggression is part of children's development in their early years.

We encourage children to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

British Values

What are British values?

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of different faiths and beliefs

How this looks in the setting:

- We create an environment of mutual respect and tolerance: treat others as you wish to be treated.
- We will challenge behaviours of staff, children, and parent's if they are demonstrating being intolerant of other cultures, races or religions, stereotyping genders, or isolating children from the wider community.
- We have a zero tolerance to terrorism or radicalisation, and we will immediately take appropriate action if we suspect a child, their family or a practitioner is involved or could become involved in such activity.
- Children are supported in developing a positive sense of themselves, to build self-confidence and self-esteem in their own beliefs, abilities and decision making.

- Children are encouraged and supported to make decisions as a group and independently. Children's views are listened to and incorporated into the setting.
- Children are supported to understand the ground rules and values of the setting which in turn enables them to understand rules and boundaries outside of the setting. Children learn their own and others' behaviour has consequences and learn to distinguish right from wrong.

By promoting positive behaviour, valuing co-operation and a caring attitude, we hope to ensure that children will develop a positive sense of self, have confidence in their own abilities, make good friendships, co-operate, and resolve conflicts peaceably. These will provide them with a secure platform for school and later life.

Policy reviewed- December 2025 by Rachael Waite,

Next review date - December 2026

Mobile Phone and Electronic Device Use

This policy refers to how mobile phones, cameras and other electronic devices with imaging and sharing capabilities. The following document may also be helpful to read 'Safeguarding children and protecting professionals in early years settings: online safety considerations'.

To ensure the safety and well-being of children we do not allow staff to use personal mobile phones or other personal devices with imaging and sharing capabilities during working hours. (Unless on a lunch break in a room or garden separate from the children)

We mobile phones supplied by the setting only to provide a means of contact in certain circumstances, such as outings.

This policy should be used in conjunction with our Online safety policy and Acceptable internet use policy, to ensure children are kept safe when using the setting devices online.

Staff must adhere to the following:

- Mobile phones, or other personal devices with imaging and sharing capabilities are not accessed during working hours (Unless on a lunch break in a room or garden separate from the children)
- Mobile phones, or other personal devices with imaging and sharing capabilities can only be used on a designated break and then this must be away from the children
- Mobile phones, or other personal devices with imaging and sharing capabilities must be stored safely in the kitchen, at all times, during working hours
- The use of setting devices, such as tablets, must only be used for setting purposes
- The setting devices will not have any social media or messaging apps on them, except those used by management for setting purposes only
- Any apps downloaded onto setting devices must be done only by management. This will ensure only age and content appropriate apps are accessible to staff, or children using them
- Passwords and/or passcodes for setting devices must not be shared or written down
- During outings, staff must only use mobile phones belonging to the setting
- Only setting owned devices will be used to take photographs or film videos
- Setting devices will not be taken home with staff and will remain secure at the setting when not in use.

Parent use of mobile phones and smartwatches

Parents are kindly asked to refrain from using their mobile telephones, or other personal devices with imaging and sharing capabilities, whilst in the setting or when collecting or dropping off their children.

We will ask any parents using their phone/device inside the setting premises to finish the call or take the call outside. We do this to ensure all children are safeguarded and the time for dropping off and picking up is a quality handover opportunity where we can share details about your child.

Parents are requested not to allow their child to wear or bring in devices with imaging and sharing capabilities. This ensures all children are safeguarded and protects their property as it may get damaged or misplaced at the setting.

Visitors' use of mobile phones or other personal devices with imaging and sharing capabilities

Visitors are not permitted to use their mobile phones or other personal devices with imaging and sharing capabilities whilst at setting and are asked to leave them in a safe secure place such as the kitchen, for the duration of their visit.

Photographs and videos

At Wildwood Childcare we recognise that photographs and video recordings play an important part in the life of the setting. We ensure that any photographs or recordings taken of children in our setting are only done with prior written permission from each child's parent and only share photos with parents in a secure manner.

We obtain this when each child is registered and update it on a regular basis to ensure that this permission is still valid. We ask for individual permissions for photographs and video recordings for a range of purposes including: use in the child's learning journey; for display purposes; for promotion materials including our setting website, brochure and the local press. for different social media platforms, and for special events held (including photographs taken by other parents). We ensure that parents understand that where their child is also on another child's photograph, but not as the primary person, that may be used in another child's learning journey.

Photographs and videos will not be taken in areas where intimate care routines are carried out. If a parent is not happy about one or more of these uses, we will respect their wishes and find alternative ways of recording their child's play or learning.

Staff are not permitted to take any photographs or recordings of a child on their own personal devices with imaging and sharing capabilities e.g. cameras, mobiles, tablets or smartwatches and may only use those provided by the setting.

The setting manager will monitor all photographs and recordings to ensure that the parents' wishes are met, and children are safeguarded.

Parents and children are not permitted to use any personal devices with imaging and sharing capabilities on the setting premises without the prior consent of the manager.

During special events, e.g. Christmas or graduation, staff may produce group photographs to distribute to parents on request. In this case we will gain individual permission for each child before the event. This will ensure all photographs taken are in line with parental choice. Parents are permitted to take photographs but only of their own child. Parents wanting to take group photographs on special events are asked to gain permission from parents of children involved before taking it. We ask that photos of events are not posted on any social media websites or other platform areas without permission from the parents of all the children included in the picture.

Online Learning Journals

At Wildwood Childcare we use tablets to take photos of the children and record these directly on to their electronic learning journeys. We ensure that these devices are used for this purpose only and do not install applications such as social media / messaging sites or games on to these devices.

We carry out routine checks to ensure that emails and text messages (where applicable) have not been sent from these devices and remind staff of the Whistleblowing policy if they observe staff breaching these safeguarding procedures.

Policy reviewed- December 2025 by Rachael Waite,

Next review date - December 2026

Social Networking Policy

Social media is a large part of the world we live in and as such at Wildwood Childcare we need to make sure we protect our children by having procedures in place to ensure the safe use.

We use Facebook and Instagram to share posts, pictures and videos of the experiences and activities the children have accessed at setting, as well as to post updates, reminders, and links to best practice.

In order to safeguard children we ensure:

- We do not use any photographs of children's faces where they could be easily identified, unless parents have given consent for their child's face to be seen. (We are making a more conscious choice to show photos without children's faces to protect them online).
- We have prior written permission in place from parents before posting any images of children
- Only the designated person or management can post on our social media pages
- We have separate permission to use any images for any open public pages that we use for marketing purposes
- We monitor comments on all posts and address any concerns immediately.

Staff use of social media

We require our staff to be responsible and professional in their use of social networking sites in relation to any connection to the setting, setting staff, parents, or children.

- When using social networking sites such as Facebook or Instagram we ask staff:
- Not to make comments relating to their work or post pictures in work uniform
- Not to send private messages to any parents or family members
- To direct any parent questions relating to work via social networking sites, to the manager
- To ensure any posts reflect their professional role in the community (e.g. no inappropriate social event photos or inappropriate comments i.e. foul language)
- To report any concerning comments or questions from parents to the manager or designated safeguarding lead
- To follow the Staff behaviour policy
- Not to post anything that could be construed to have any impact on the setting's reputation or relate to the setting or any children attending the setting in any way

- To follow this in conjunction with the Whistleblowing policy.

If any of the above points are not followed then the member of staff involved will face disciplinary action, which could result in dismissal.

All electronic communications between staff and parents should be professional and take place via the official setting communication channels, e.g. Baby's Days, work emails and phone numbers. This is to protect staff, children, and parents.

Parents' and visitors' use of social networking

We promote the safety and welfare of all staff and children and therefore ask parents and visitors not to post, publicly or privately, information about any child on social media sites such as Facebook, Instagram, and Twitter. We ask all parents and visitors to follow this policy to ensure that information about children, images and information do not fall into the wrong hands.

We ask parents **not to:**

- Send friend requests to any member of setting staff
- Screen shot or share any posts or pictures from the setting on social media platforms (these may contain other children in the pictures)
- Post any photographs to social media that have been supplied by the setting with other children in them (e.g. Special parent events or photographs from an activity at setting).

We ask parents to:

- Share any concerns regarding inappropriate use of social media through the official procedures (please refer to the Parents as partners policy, Complaints, and Compliments policy).

Policy reviewed- December 2025 by Rachael Waite,

Next review date - December 2026

Complaints and Compliments Policy

At Wildwood Childcare we believe that parents should be treated with care, courtesy, and respect, with careful attention to their individual needs and wishes. We hope that, parents are happy with the service provided and we encourage parents to voice their appreciation to the staff concerned and/or management.

We record all compliments and share these with staff. We welcome any suggestions from parents on how we can improve our services, comments can be made using our feedback questionnaires that are sent out at regular intervals.

We will give prompt and serious attention to any concerns that parents may have. Any concerns will be dealt with professionally and promptly to ensure that any issues arising from them are handled effectively and to ensure the welfare of all children, enable ongoing cooperative partnership with parents and to continually improve the quality of the setting.

We have a formal procedure for dealing with complaints where we are not able to resolve a concern.

Where any concern or complaint relates to child protection, we follow our Safeguarding and Child Protection Policy

Internal complaints procedure

Stage 1

If any parent should have cause for concern or any queries regarding the care or early learning provided by the setting, they should in the first instance take it up with the child's key person or a senior member of staff i.e. the Room Leader.

Stage 2

If the issue remains unresolved or parents feel they have received an unsatisfactory outcome, then they must present their concerns in writing as a formal complaint to the setting manager. The manager will then investigate the complaint and report back to the parent within 5 working days. The manager will document the complaint fully and the actions taken in relation to it.

(Most complaints are usually resolved informally at stage 1 or 2.)

Stage 3

If the matter is still not resolved, the setting will hold a formal meeting between the manager, parent, and a senior staff member to ensure that it is dealt with comprehensively. The setting will make a record of the meeting and document any actions. All parties present at the

meeting will review the accuracy of the record and be asked to sign to agree it and receive a copy. This will signify the conclusion of the procedure.

Stage 4

If the matter cannot be resolved to their satisfaction, then parents have the right to raise the matter with Ofsted. Parents are made aware that they can contact Ofsted at any time if they have a concern, including at all stages of the complaint's procedure, and are given information on how to contact Ofsted.

Ofsted is the registering authority for nurseries in England and investigates all complaints that suggest a provider may not be meeting the requirements of the setting's registration. Ofsted risk assess all complaints made and may visit the setting to carry out a full inspection where it believes requirements are not met.

A record of complaints will be kept in the setting. The record will include the name of the complainant, the nature of the complaint, date and time complaint received, action(s) taken, result of any investigations and any information given to the complainant including a dated response.

Parents will be able to access this record if they wish; however, all personal details relating to any complaint will be stored confidentially and will be only accessible by the parties involved. Ofsted inspectors will have access to this record at any time during visits to ensure actions have been met appropriately.

Contact details for Ofsted:

Email: enquiries@ofsted.gov.uk

Telephone: 0300 123 4666

By Post:

Ofsted

Piccadilly Gate

Store Street

Manchester

M1 2WD



Parents will also be informed if the setting becomes aware that they are going to be inspected and after inspection the setting will provide a copy of the report to parents and/or carers of children attending on a regular basis.

Policy reviewed- December 2025 by Rachael Waite,

Next review date - December 2026

Safeguarding and Child Protection Policy and Procedure

At **Wildwood Childcare** we work with children, parents, external agencies, and the community to ensure the welfare and safety of children and to give them the best start in life. Children have the right to be treated with respect, be helped to thrive and to be safe from any abuse in whatever form.

‘Nothing is more important than children’s welfare. Children and young people who need help and protection deserve high quality and effective support as soon as a need is identified.

‘Practitioners will be clear about what is required of them individually, and how they need to work together in partnership with others.’

‘Everyone who comes into contact with children and families has a role to play. Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment whether that is within or outside the home, including online
- preventing impairment of children’s mental and physical health or development
- ensuring that 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’

Taken from Working Together to Safeguard Children (DfE, 2023:7)

Safeguarding is a much wider subject than the elements covered within this single policy, therefore this document should be used in conjunction with the setting’s other policies and procedures, including: Mobile Phone, Camera and Recording Device Policy; Visitors and Unknown People Policy; Suitability of Staff Policy; Volunteers, Young Workers and Students Policy; Safe Recruitment of Staff Policy; Whistle Blowing Policy; Non-Smoking, Alcohol and Substance Abuse Policy.

The Designated Safeguarding Lead (DSL) at the setting is **Rachael Waite**.

Legal framework and supporting documentation

- Children Act 1989 and 2004
- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- The Statutory Framework for the Early Years Foundation Stage (EYFS) 2017
- Working together to safeguard children 2015 (updated 2017)
- Keeping children safe in education 2016
- What to do if you're worried a child is being abused 2015
- Information Sharing September 2018
- Counter-Terrorism and Security Act 2015.
- The Prevent Duty Departmental advice for schools and childcare providers June 2015
- Bradford's continuum of need and risk identification tool

Policy intention

Our prime responsibility is the welfare and well-being of each child in our care. As such we believe we have a duty to the children, parents, and staff to act quickly and responsibly in any instance that may come to our attention. This includes sharing information with any relevant agencies such as local authority services for children's social care, health professionals or the police. All staff will work with other agencies in the best interest of the child, including as part of a multi-agency team, where needed.

The setting aims to:

- Keep the child at the centre of all we do, providing with a safe and secure environment where we always listen to children
- Ensure staff are trained right from induction to understand the child protection and safeguarding policy and procedures, are alert to identify possible signs of abuse (including the signs known as softer signs of abuse), understand what is meant by child protection and are aware of the different ways in which children can be harmed, including by other children through bullying or discriminatory behaviour
- Staff must receive safeguarding training which must be renewed every 2 years, plus refresher training in between if needed.
- Safeguarding training must cover the following areas:

- What is meant by the term safeguarding.
- The main categories of abuse, harm and neglect.
- The factors, situation and actions that could lead or contribute to abuse, harm or neglect.
- How to work in ways that safeguard children from abuse, harm and neglect
- How to identify signs of possible abuse, harm and neglect at the earliest opportunity. These may include:
 - Significant changes in children’s behaviour.
 - decline in children’s general well-being.
 - Unexplained bruising, marks or signs of possible abuse or neglect.
 - Concerning comments or behaviour from children.
 - Inappropriate behaviour from practitioners and assistants or household members, or any other person working with the children.
 - Any reasons to suspect neglect or abuse outside the setting
 - How to respond, record and effectively refer concerns or allegations related to safeguarding in a timely and appropriate way.
 - The setting’s safeguarding policy and procedures.
 - Legislation, national policies, codes of conduct and professional practice in relation to safeguarding.
 - Roles and responsibilities of practitioners and other relevant professionals involved in safeguarding.

Training for the DSL must cover

- Local child protection procedures and how to liaise with local statutory children’s services agencies and with the local safeguarding partners to safeguard children.
- How to refer and escalate concerns
- How to manage and monitor allegations of abuse against other staff.
- How to ensure internet safety.

- Staff must be aware of the increased vulnerability of children with Special Educational Needs and Disabilities (SEND) and other vulnerable or isolated families and children

- Ensure that all staff provide positive role models and feel confident and supported to act in the best interest of the child, share information and seek the help that the child may need

- Ensure that all staff are familiar and updated regularly with child protection training and procedures and kept informed of changes to local/national procedures, including thorough annual safeguarding newsletters and updates.

- Make any child protection referrals in a timely way, sharing relevant information as necessary in line with procedures set out by Bradford’s Children’s Services Integrated Front Door (IFD) Approach.
- Make any referrals relating to extremism to the police (or the Government helpline) in a timely way, sharing relevant information as appropriate
- Ensure that information is shared only with those people who need to know to protect the child and act in their best interest, this may include other outside agencies
- Keep the setting safe online, using appropriate filters, checks and safeguards, monitoring access at all times
- Identify changes in staff behaviour and act on these as per the Staff Behaviour Policy
- Take any appropriate action relating to allegations of serious harm or abuse against any person working with children or living or working on the setting premises including reporting such allegations to Ofsted and other relevant authorities
- Ensure parents are fully aware of child protection policies and procedures when they register with the setting and are kept informed of all updates when they occur
- Regularly review and update this policy with staff and parents where appropriate and make sure it complies with any legal requirements and any guidance or procedures issued by Bradford’s IFD.
- Encourage children to develop a sense of independence and autonomy in a way that is appropriate to their age and stage of development and create an environment to encourage children to develop a positive self-image
- Promote tolerance and acceptance of different beliefs, cultures, and communities
- Help children to understand how they can influence and participate in decision-making and how to promote British values through play, discussion, and role modelling
- Provide an environment where practitioners are confident to identify where children and families may need intervention and seek the help they need

Contact telephone numbers for Concerns about a Child

During office hours (8.30am – 5pm Monday to Thursday, 4.30pm on Friday)

Bradford Children's Services Integrated Front Door (IFD)
dedicated practitioner's advice and referral contact number –
01274 433999

At all other times,
Social Services Emergency Duty Team –
01274 431010

If you have any reason to believe that a child is at immediate risk of harm,
call **999**

Local authority Designated Officer (LADO)
01274 435600 or **LADO@bradford.gov.uk**

Ofsted
0300 123 1231

Non-emergency police
101

Bradford Prevent Office
01274 376041 / 474783 / 376116

Government helpline for extremism concerns
020 7340 7264

Types of abuse

The setting is aware that abuse does occur in our society and we are vigilant in identifying signs of abuse and reporting concerns. Our practitioners have a duty to protect and promote the welfare of children. Due to the many hours of care we are providing, staff may often be the first people to identify that there may be a problem. They may well be the first people in whom children confide information that may suggest abuse or to spot changes in a child's behaviour which may indicate abuse.

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by harming them or by failing to act to prevent harm. Children may be abused within a family, institution or community setting by those known to them or a stranger. This could be an adult or adults, another child, or children.

The signs and indicators listed below may not necessarily indicate that a child has been abused, but will help us to recognise that something may be wrong, especially if a child shows a number of these symptoms or any of them to a marked degree.

The four main types of abuse are:

- **Physical** - deliberate poisoning, bruising or injuries in an area that is not usual for a child, (e.g. fleshy parts of the arms and legs, back, wrists, ankles, and face) shaking or throwing, burns or scalds
- **Emotional** - extremes of discipline, shouted at or put down on a consistent basis, lack of emotional attachment by a parent, placing inappropriate age or developmental expectations upon them, change in behaviour and temperament, shying away, withdrawn, aggressive, clinginess
- **Sexual** - child indicating sexual activity through words, play, drawing, acting out, sexual language, may become worried when clothes are removed, physical symptoms such as genital trauma, bruises, STD's, change of behaviour
- **Neglect** - exposure to danger (e.g. cold, starvation or failure to seek medical treatment), unwashed or unkempt, wearing clothes that are too small, arriving at setting in the same nappy they went home in, persistently hungry, not providing enough for a child's needs

Softer signs of abuse as defined by National Institute for Health and Care Excellence (NICE) include:

- Low self-esteem
- Wetting and soiling

- Recurrent nightmares
- Aggressive behaviour
- Withdrawing communication
- Habitual body rocking
- Indiscriminate contact or affection seeking
- Over-friendliness towards strangers
- Excessive clinginess
- Persistently seeking attention.

Other types of abuse may include (but are not limited to):

- bullying
- racist, disability and homophobic or transphobic abuse, gender-based violence or violence against women and girls
- peer on peer abuse such as sexual violence and harassment
- radicalisation and/or extremist behaviour
- child sexual exploitation and trafficking
- child criminal exploitation including county lines
- serious violent crime
- risks linked to using technology and social media including online bullying; the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content e.g. sexting
- teenage relationship abuse
- up skirting
- substance misuse
- issues that may be specific to a local area or population e.g. gang activity and youth violence
- domestic abuse
- FGM
- forced marriage
- fabricated or induced illness
- poor parenting
- homelessness
- honour based violence
- witchcraft
- breast ironing

Female Genital Mutilation (FGM)

FGM is a form of child abuse. It is dangerous and a criminal offence in the UK. This can happen to girls at different ages:

- When a baby is new born
- During childhood or as a teenager
- Just before marriage
- During pregnancy

Signs that FGM might happen:

- A relative is visiting from abroad
- A special occasion / ceremony taking place where a girl 'becomes a woman' or is 'prepared for marriage'.
- A female relative has undergone FGM themselves
- Family arrange a long holiday overseas
- Unexpected long absences
- A girl struggling to keep up in school
- A girl runs away or plans to run away from home

Signs that FGM might have taken place:

- Having difficulty walking, standing, or sitting
- Pain and / or frequent urinary infections
- Spending longer in the bathroom or toilet
- Appearing quiet, anxious, or depressed
- Acting differently after an absence
- Reluctance to go to the doctors or have medical examinations
- Asking for help though not being explicit about a problem

Prevent Duty

Under the Counter-Terrorism and Security Act 2015 we have a duty to refer any concerns of extremism to the police (In Prevent priority areas the local authority will have a Prevent lead who can also provide support).

This may be a cause for concern relating to a change in behaviour of a child or family member, comments causing concern made to a member of the team (or other persons in the setting) or actions that lead staff to be worried about the safety of a child in their care.

Alongside this we will be alert to any early signs in children and families who may be at risk of radicalisation, on which we will act, and document all concerns when reporting further.

Recording concerns and disclosures

Staff should make an objective record of any observation or disclosure, supported by the setting manager and/or Designated Safeguarding Lead (DSL). This record should include:

- Child's name
- Child's address
- Age of the child and date of birth
- Date and time of the observation or the disclosure
- Exact words spoken by the child
- Exact position and type of any injuries or marks seen
- Exact observation of any incident including if any concern was reported, with date and time; and the names of any other person present at the time
- Any discussion held with the parent(s) (where deemed appropriate).

These records should be recorded on our online system 'Baby's Days' by the person who has raised the concern.

If a child starts to talk to an adult about potential abuse it is important not to promise the child complete confidentiality. This promise cannot be kept. It is vital that the child can talk openly, and disclosure is not forced, or words put into the child's mouth. As soon as possible after the disclosure details must be logged accurately.

Stage 1

RECEIVE: Listen to the child and accept what they are telling you. Encourage the child to allow another person to be present. It is okay to ask questions e.g. 'I notice you don't appear to be yourself today', 'Can you tell me how you are feeling?' and you can ask them to clarify what they have said. You can ask questions such as: 'Tell me a bit more...', 'Can you explain that...' or 'Can you describe' ... (TED – Tell, Explain and Describe).

But **NEVER** ask **leading** (investigative) questions e.g. 'Was his hair brown? What was her name?' (This conversation could be deemed as the 'interview' and a child can only be 'interviewed' once with regards to a disclosure and this should be left to a professionally qualified person at Bradford Children's Social Care).

REASSURE: Stay calm and reassure them they have done the right thing. Do not promise confidentiality. Explain you may need to share what they are telling so you can help them. Reassure them they are not to blame or in trouble for what they have told you.

REACT: Explain what you have to do next. Do not pass judgement or show shock or disquiet.

RECORD: Record what was said as soon as possible after any disclosure (it is important to record the same language/words used by the child). Make a note of any signs or injuries and any behaviour. Where possible draw a picture to indicate location of injuries. The person who receives the allegation or has a concern should complete the organisation pro-forma and **ensure it is signed and dated on each page.**

Respect confidentiality and file documents securely on our online system.

SUPPORT:

Offer support to the child or young person throughout any process that may happen to them. Make sure the child or young person will be safe. Get support for yourself through your line manager or agreed alternative.

Notify the nominated Designated Safeguarding Lead or their Deputy of the disclosure immediately or contact Initial Contact Point and/or the police if no-one from your organisation is available and you believe the child or young person to be in immediate danger.

Parental Consultation

Professionals should seek, in general, to discuss concerns with the family and, where possible seek the family's agreement to making a referral unless this may, either delay the referral or place the child at increased likelihood of suffering Significant Harm.

A decision by any professional not to seek parental permission before making a referral to Children's Social Care Services must be approved by their manager, recorded and the reasons given. Where a parent has agreed to a referral, this must be recorded and confirmed on the relevant Referral Form.

Where the parent is consulted and refuses to give permission for the referral, further advice and approval should be sought from a manager or the Designated Senior Person or Named Professional, unless to do so would cause undue delay. The outcome of the consultation and any further advice should be fully recorded.

If, having taken full account of the parent's wishes, it is still considered that there is a need for a referral:

- The reason for proceeding without parental agreement must be recorded;
- The Children's Social Care Services team should be told that the parent has withheld her/his permission;
- The parent should be contacted by the referring professional to inform her/him that after considering their wishes, a referral has been made.

Stage 2

The Designated Safeguarding Lead (DSL) will take immediate action if there is a suspicion a child has been abused or likely to be abused and will contact:

- **Bradford Children's Social Care Initial Contact Point** **01274 433999**
Mon - Thurs 8.30am – 5pm and Friday up to 4.30pm

For advice and referrals. If a referral is made by telephone, this must be followed up in writing immediately, using the Common Referral Form.



- At all other times contact the **Emergency Duty Team** on **01274 431010**
- If you believe a child is at immediate risk of harm by a member of the public or family member contact the Police – **999**
- For all general enquiries contact Children’s Specialist Services on **01274 435600**

Bradford Safeguarding Children Partnership, see the Safer Bradford Website <https://www.saferbradford.co.uk/children>

Note: In the event that an agency does not agree with the response and decisions about the referral by the Children’s Social Care Services, the referring agency should discuss their concerns directly with the line manager of the social worker, in the first instance to seek resolution.

Advice can also be sought through:

NSPCC 24-hour National Child Protection Helpline on: **0808 800 5000**

The NSPCC Child Protection Helpline is a free 24-hour service that provides counselling, information, and advice to anyone concerned about a child at risk of abuse.

The NSPCC is unique amongst charities as it also has statutory powers to intervene on behalf of children, along with local authorities. Professionals can also therefore make referrals to the NSPCC if they become aware of safeguarding concerns. They should however contact their local authority in the first instance.

Bradford Safeguarding Children Board (BSCB) is responsible for safeguarding children and young people in the district.

Workers or volunteers should also refer to the organisation ‘Allegations Management Policy’ and ‘Whistle Blowing Policy’ where necessary.

It may be thought necessary that through discussion with all concerned the matter needs to be raised with the local authority IFD and Ofsted. We have a duty of care to report any disclosures a child has made about existing injuries where a child has indicated someone else caused the injury or incident. Parents will be informed about this before it is reported where we feel this is safe to do so.

Staff involved may be asked to supply details of any information/concerns they have with regard to a child. The setting expects all members of staff to co-operate with the Bradford Children's Services, police, and Ofsted in any way necessary to ensure the safety of the children.

Staff must not make any comments either publicly or in private about the supposed or actual behaviour of a parent or member of staff.

Prevention and Early Help

'Prevention' is about stopping problems, and 'Early Help' is about preventing problems. 'Early Help' is not a specific service. It is a way of 'thinking' and 'working' through a collaborative approach between services with families. It is about providing support to families when a need is identified or as soon as a problem emerges, at any point in a child's life.

This can be from the point of conception through childhood and into adolescence (0 to 18yrs, and 24yrs SEND) to prevent or reduce the need for statutory services. These services are provided by the Family Hubs.

Bradford's four Family Hubs Family Hubs are designed to bring services together to work with families to deliver an Integrated Local Offer. Think about any service that families may need, and the Family Hubs are designed to provide information and access to these.

This could include a wide range of services ranging from day care and early learning; schools and alternative education; midwifery and health visiting services; mental health support; and advice on parenting; family support; adult learning and employment opportunities.

Bradford East familyhubeast@bradford.gov.uk **01274 437523**

Bradford West familyhubwest@bradford.gov.uk **01274 436700**

Bradford South familyhubsouth@bradford.gov.uk **01274 434940**

Keighley and Shipley keighleyshipley@bradford.gov.uk **01535 61800**

Existing Injuries

If a child comes to setting with any injuries sustained outside of the setting, these will be recorded using our incident form on our online system. If the injury or injuries are serious or

have caused unusual marks / bruises or are of a more significant nature, we may seek advice from the Bradford Children's services practitioner advice line. Parents will be kept informed about any advice or feedback that we receive, unless it is felt that by doing so it puts the child at risk of harm.

Injuries in non-mobile babies/children

Bruising or unexplained marks are rare on a baby/child who is non-mobile. Therefore all such bruising or marks in non-mobile babies/children should be viewed as an indicator of possible physical abuse and, as such, should be thoroughly investigated. Any bruising, burns or scalds to babies/children who are not yet self-mobile should be subject to multi-agency enquiries in order to assess risk of harm. We are required to make a referral to children's social care, regardless of the explanation offered by parents or carers, and regardless of the practitioner's own opinion about how the injury may have been caused.

Procedure for dealing with suspected abuse:

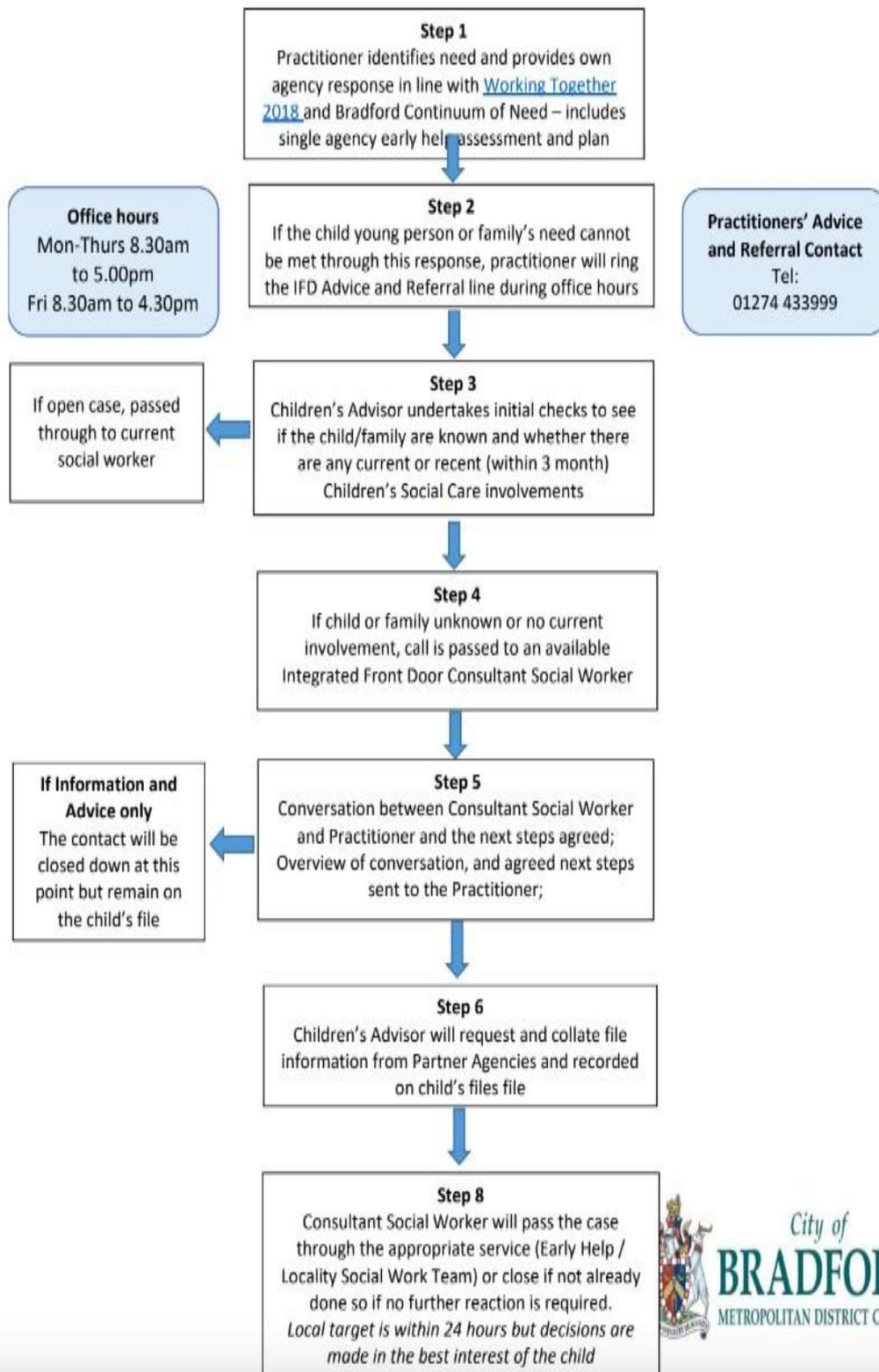
- The adult should reassure the child and listen without interrupting if the child wishes to talk
- All signs of marks/injuries to a child, when they come into setting or occur during time at the setting, will be recorded as soon as noticed by a staff member
- The observed instances will be detailed in a confidential report
- The concern should be discussed with the setting manager/DSL/room leader
- The concern will be discussed with the parent (unless by doing so there is an immediate risk of harm)
- If a child has made a direct disclosure (indicating that someone else caused the injury) this will be referred immediately to Bradford Children's Services IFD



(Taken from LA training for DSL's)

- All discussions will be recorded, and the parent will have access to such records
- An assessment may be completed using the **Bradford's Continuum of Need and Risk Identification** Tool to identify the level of need and the response to take;
- Level 1 - Universal - no additional needs. Needs are met by universal services i.e. GP, dentist, health visitor, school, childcare setting
- Level 2 - Universal Plus - additional support needed which may or may not require multiagency work with other professionals and/or services i.e. food bank, debt service
- Level 3 - Targeted Support / Partnership Plus - help and support from a range of professionals for families with complex needs
- Level 4 - Statutory / Specialist and Child Protection - high priority needs including other specialist services - children who are experiencing significant harm
- If concerns are at level 1 or 2 in the continuum of need then we will complete an Early Help Assessment with parental consent. [Safer Bradford](#)
- If concerns are at level 3 or 4 in the continuum of need document, we will phone Bradford Children's Services Integrated Front Door (IFD) to make a referral (01274 433999).
- After phoning Bradford Children's Services Integrated Front Door (IFD) and discussing concerns, the IFD will advise what steps to take next.
- We may also seek advice from the Local Authority Quality Support team (Please see IFD flowchart below).

Integrated Front Door (IFD) Flow Chart – Practitioner Contact during office hours



More information can be found in the publication

[What to do if you're worried a child is being abused](#)

Monitoring children's attendance

(This should be read in accordance to our Attendance policy).

As part of our requirements under the statutory framework and guidance documents we are required to monitor children's attendance patterns to ensure they are consistent and do not raise cause for concern.

Parents should inform the setting prior to their children taking holidays or days off, and all sickness should be recorded on our online system or called into the setting on the day so the setting management are able to account for a child's absence.

This should not stop parents taking precious time with their children but enables children's attendance to be logged so we know the child is safe.

If a child has not arrived at setting within one hour of their normal start time, or if a child is absent for a prolonged period of time, or absent without notification from the parent/carer, the parents will be contacted to ensure the child is safe and healthy. If the parents are not contactable then the emergency contacts numbers listed will be used to ensure all parties are safe. Staff will work their way down the emergency contact list until contact is established and we are made aware that all is well with the child and family. The setting will aim to hold **MORE THAN TWO** emergency contact numbers for each child where possible.

If contact cannot be established, then we would assess if a home visit were required to establish all parties are safe. If contact is still not established, we would assess if it would be appropriate to contact relevant authorities, including the police, for them to investigate further.

Where a child is part of a child protection plan, or during a referral process, any absences will immediately be reported to the Local Authority children's social care team to ensure the child remains safe and well.

Collection of children from setting

All parents will be asked for a password that can be recorded on the child's personal profile on our online system. If a child is to be picked up by someone other than the parents, then this password will be asked for before children are released from the setting. Sometimes we may ask for you to send a photograph beforehand to confirm someone's identity. We will only release a child to someone if they are over the age of 18 (or over the age of 16 where parents have given us written permission prior to collecting). If anyone under the age of 18 arrives to collect a child, the parent will be contacted.

In the event of no password being given or the wrong password, we will attempt to contact the parent to confirm the collection and ask them to let the person know the correct password

before the child is released to them. If the parents cannot be contacted, the child will remain with us until we can confirm the person collecting.

Staff will not release any child to someone that they themselves have never met without an agreed password. If a staff member has not met a parent before, they will always check with another member of staff that has or ask for the agreed password.

Looked after children

As part of our safeguarding practice we will ensure our staff are aware of how to keep looked after children safe. To do this, we ask that we are informed of:

- The legal status of the child (e.g. whether the child is being looked after under voluntary arrangements with consent of parents or on an interim or full care order)
- Contact arrangements for the biological parents (or those with parental responsibility)
- The child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her
- The details of the child's social worker and any other support agencies involved
- Any child protection plan or care plan in place for the child in question.

Staffing and volunteering

Our policy is to provide a secure and safe environment for all children. We only allow an adult who is employed by the setting to care for children and who has an enhanced clearance from the Disclosure and Barring Service (DBS) **AND** an EY2 form to be left alone with children.

We will obtain enhanced criminal records checks (DBS) for all volunteers and do not allow any volunteers to be unsupervised with children. All staff also complete an EY2 form as part of working on childcare on domestic premises. Staff awaiting their EY2 form will never be left unsupervised with children.

We have a Staff Behaviour Policy in place that supports us to monitor staff and changes in their character. Staff are aware of the need to disclose changes to circumstance and use the whistle blowing policy where required.

Training

All staff will attend child protection training and receive initial basic child protection training during their induction period. This will include the procedures for spotting signs and behaviours of abuse and abusers/potential abusers, recording and reporting concerns and creating a safe and secure environment for the children in the setting.

During induction staff will be given contact details for the LADO (local authority designated officer), the Bradford Children’s Services IFD and Ofsted to enable them to report any safeguarding concerns, independently, if they feel it necessary to do so.

Designated Safeguard Lead

We have a named person within the setting who take lead responsibility for safeguarding and co-ordinate child protection and welfare issues, known as the Designated Safeguarding Lead (DSL).

These designated persons will receive comprehensive training at least every two years and update their knowledge on an ongoing basis.

The settings DSL liaises with the local authority Quality Support team and Bradford’s IFD, undertake specific training, including a child protection training course, and receives regular updates to developments within this field. They in turn support the ongoing development and knowledge update of all staff in the team.

The Designated Safeguarding Lead (DSL) at the setting is **Rachael Waite**, in her absence **Val Waite**, deputy manager with take on DSL responsibilities.

Informing parents

Parents are normally the first point of contact. If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where this may put the child at risk except where the guidance of the Local Authority children’s social care team, police or LADO does not allow this to happen.

This will usually be the case where the parent or family member is the likely abuser or where a child may be endangered by this disclosure. In these cases, the investigating officers will inform parents.

All guidance from [Information Sharing: Advice for Practitioners Providing Safeguarding Services](#) will be followed, particularly the 7 golden rules (See Below):

The seven golden rules to sharing information

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Confidentiality

Confidentiality must not override the right of children to be protected from harm. However, every effort will be made to ensure confidentiality is maintained for all concerned if an allegation has been made and is being investigated.

If uncertain about whether sensitive information can be disclosed to a third party, contact the DSL or call the Information Commissioner's Office on 0303 123 1113. They will provide advice about the particulars relating to each individual case, including information which can and cannot be shared.

Staff must not make any comments either publicly or in private about the supposed or actual behaviour of a parent, child, or member of staff.

All suspicions, enquiries and external investigations are kept confidential and shared only with those who need to know. Any information is shared in line with guidance from Bradford Children's Services IFD.

Support to families

The setting takes every step in its power to build up trusting and supportive relations among families, staff, students, and volunteers within the setting.

The setting continues to welcome the child and the family whilst enquiries are being made in relation to abuse in the home situation. Parents and families will be treated with respect in a non-judgmental manner whilst any external investigations are carried out in the best interest of the child.

We will do all in our power to support and work with the child's family. Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child, if appropriate in line with guidance of IFD.

Allegations against adults working or volunteering with children

Public interest disclosure (whistleblowing)

Whistleblowing is the term used when a worker passes on information concerning wrongdoing. All safeguarding allegations, internal or external, current, or historical, must be passed on the DSL. We will cooperate fully with the authorities involved and follow any guidance given. We believe keeping children safe is the highest priority and if, for whatever reason, concerns cannot be reported to the DSL or deputy DSL, concerns can be reported anonymously to the NSPCC, the police or the LA social services safeguarding children team.

Allegations

If an allegation is made against a member of staff, student or volunteer or any other person who lives or works on the setting premises regardless of whether the allegation relates to the setting premises or elsewhere, we will follow the procedure below:

The allegation should be reported to the senior manager on duty. If this person is the subject of the allegation, then this should be reported to the deputy manager instead.

The Local Authority Designated Officer (LADO) and, Ofsted will then be informed immediately for this to be investigated by the appropriate bodies promptly:

- The LADO will be informed immediately for advice and guidance
- If as an individual, you feel this will not be taken seriously or are worried about the allegation getting back to the person in question then it is your duty to inform the LADO yourself directly
- A full investigation will be carried out by the appropriate professionals (LADO, Ofsted) to determine how this will be handled
- The setting will follow all instructions from the LADO, Ofsted, local authority and ask all staff members to do the same and co-operate where required
- Support will be provided to all those involved in an allegation throughout the external investigation in line with LADO support and advice
- The setting reserves the right to suspend any member of staff during an investigation
- All enquiries/external investigations/interviews will be documented and kept confidential and secure for access by the relevant authorities
- Unfounded allegations will result in all rights being reinstated
- Founded allegations will be passed on to the relevant organisations including the local authority and where an offence is believed to have been committed, the police, and will result in the termination of employment. Ofsted will be notified immediately of this decision. The setting will also notify the Disclosure and Barring Service (DBS) to ensure their records are updated
- All records will be kept until the person reaches normal retirement age or for 21 years and 3 months if that is longer. This will ensure accurate information is available for references and future DBS checks and avoids any unnecessary reinvestigation
- The setting retains the right to dismiss any member of staff in connection with founded allegations following an inquiry

If a child makes a direct disclosure it must be acted upon and referred to Bradford's Children's Services Integrated Front Door and/or the Police. Before deciding what to do next, the practitioner whom the child has made the disclosure to, needs to find out more information from the child by asking open ended questions 'fact finding,' ready to share with the IFD practitioner advice and referral helpline, and for the setting records.

Depending on the answers the child provides, and the information already held, the setting needs to consider if speaking to the parent/carer would put the child in more danger by doing so. If after speaking to the parent/carer a plausible explanation is provided, or the child changes their story the setting must still refer.

It is not the role of the setting to decide if the allegation is true or not.

Bradford Children's Services Integrated Front Door (IFD) dedicated practitioner's advice and referral contact number – **01274 433999**

What is an allegation?

An allegation is where anyone (including a child, or another practitioner) alleges that a person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere) has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

Allegations must be taken seriously and dealt with sensitively and promptly.

Practitioners can also 'whistleblow' their concerns directly to the Designated Officer (LADO) 01274 435600.

Responding to an allegation made against a member of staff; volunteer/student; or household members in a childminding setting

- Listen to and record the allegation Early Years and Childcare
- Refer to the setting's allegation management policy and procedure
- Contact the Duty Local Authority Designated Officer (LADO) immediately for advice and guidance by phone 01274 435600

Alternatively an email can be sent to LADO@bradford.gov.uk asking for the LADO to phone back.

Include in the email, name and role of person emailing, name of the setting, and a contact number.

Please note if the LADO is not available when ringing 01274 435600, an email will have to be sent instead, as detailed above.

- The LADO may instruct you to make a formal referral within one day, by completing the 'LADO referral form'
- Inform Ofsted asap, or within 14 days using the serious childcare incident report online

Responding to an allegation made against a childminder/practitioner

- Listen to and record the allegation
- Refer to the setting's allegation management policy and procedure
- Contact Ofsted immediately and follow their guidance using **serious childcare incident report online**.
- Ofsted/Childminding Agency will inform the Local Authority Designated Officer of the allegation
- Email **LADO@bradford.gov.uk** to inform the LADO that an allegation has been made, please note you are not making a referral to the LADO (As Bradford's LADO does not take self referrals, Ofsted/ Childminding Agency has to do this on the childminder's behalf)

Making a referral to the Disclosure and Barring Service Group providers and childminders are required to make a referral to the Disclosure and Barring Service if a member of staff/assistant is dismissed (or would have been, had they not left the setting first) because they have harmed a child or put a child at risk of harm. This is a legal requirement as per section 35 of the Safeguarding Vulnerable Groups Act 2006.

Reporting any serious accident, illness, or injury to, or death of, any child

All registered providers must;

- notify Ofsted, of any serious accident, illness, or injury to, or death of, any child while in their care, and of the action taken.
- This must be done as soon as is reasonably practicable, but in any event, within 14 days of the incident occurring
- Settings registered with Ofsted will do this by using **the serious childcare incident report online**

Providers must notify the Bradford District Safeguarding Children Partnership, and must act on any advice from those agencies

Bradford Children's Services Integrated Front Door (IFD) dedicated practitioner's advice and referral contact number – 01274 433999

Our setting has a clear commitment to protecting children and promoting welfare.

Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the setting manager/owner/DSL at the earliest opportunity.

Record Keeping and Retention

Practitioners will ensure written records are made in an appropriate and timely way and are held securely where adults working with children or learners are concerned about their safety or welfare.

Records will be shared appropriately with other agencies and professionals where this is necessary to safeguard the child, while complying with data protection legislation.

Staff will ensure the following information is recorded:

Accidents or incidents that happen at the setting, and any physical intervention.

Medicine requests from parents/carers (consider fabricated or induced illness).

Existing injuries if a child arrives at the setting with one; use of body maps to record where the injuries are; a record of the parent's/carer's and child's version of the injury; and record whether medical attention was sought or not.

It is the responsibility of the practitioner seeing, hearing, reporting the concern.

It will be recorded as soon as practically possible. Practitioners should not break the child off from sharing but ensure it is recorded as soon as possible after you have seen / heard the concern. It **MUST** be within the same day.

The setting's DSL (Rachael) will then decide the next steps.

We will always speak to parents/carers around the concerns unless by doing so would put the child in danger. If a practitioner feels their concerns have not been taken seriously by the DSL, this can be escalated to a more senior member of staff (if applicable), or the practitioner can 'whistleblow.' (please see above)

All information will be stored securely on our online system Family, under the setting 'Safeguarding' this only allows access to Management, as they have the correct permissions to see the concerns.



Files will be stored in line with GDPR and the setting's privacy notice on record retention.
(See GDPR Policy for more information)

The DSL will review all concerns monthly, to ensure that records are completed correctly, and that no information is missing, and checking for any patterns in the records which may cause concern;

- Registers – regular absences
- Accidents and incident records
- Behaviour and physical interventions
- Pre-existing injury records
- Medication records

Policy reviewed- December 2025 by Rachael Waite,

Next review date - December 2026

Attendance Policy

Regular attendance is crucial for children's development and well-being in their early years. This policy outlines our expectations for attendance, procedures for reporting absences, and the actions we will take in cases of unexplained or prolonged absences. We are committed to ensuring the safety and well-being of all children in our care.

Expectations for Attendance

We expect children to attend their scheduled sessions regularly and punctually. Parents/carers are responsible for ensuring their child's attendance. If a child is unable to attend, parents/carers must notify us as soon as possible.

Reporting Absences

Parents/carers must notify the nursery of their child's absence on the day of the absence. Absences can be reported on our online system, by telephone: 07802827445 or via Email:wildwoodchildcare@outlook.com. When reporting an absence, please provide the child's full name, reason for absence (e.g. illness, appointment) and the expected duration of absence.

Unexplained Absences

If a child is absent without notification, we will attempt to contact the parent/carer using the primary contact number provided. If the parents are not contactable then the emergency contacts numbers provided will be used to ensure all parties are safe. Staff will work their way down the emergency contact list until contact is established and we are made aware that all is well with the child and family. All contact attempts and outcomes will be recorded in the child's attendance record on our online app Baby's Days. If we are unable to make contact and have concerns about the child's welfare, we will follow our safeguarding procedures.

Prolonged Absences

A prolonged absence is defined as 2 consecutive sessions of absence without a valid explanation. If a child is absent for a prolonged period, we will: Make repeated attempts to contact parents/carers and emergency contacts. Send a written communication (e.g., email or letter) to the parent/carer. Consider a home visit, if appropriate and following internal procedures which could include the withdrawal of the child's nursery placement. Consult with our designated safeguarding lead if there are concerns about the child's welfare.

Illness

If your child is unwell, please keep them at home to prevent the spread of infection.

* Please inform us of any contagious illnesses, such as chickenpox, measles, or COVID-19. *

Children should not return to the setting until they are symptom-free or as advised by a medical professional.

Late Arrival/Early Collection

Please inform us if your child will be arriving late or collected early.

Only authorised persons can collect children. Please inform us of any changes to collection arrangements.

Late Collection

It is important that you arrive on time to collect your child. If for any reason you are unable to, please arrange for a family member or friend to collect your child and inform the nursery, where we will ask for a password. In the unlikely event that you are unable to make alternative arrangements, you will incur a charge for late collection.

Safeguarding

Staff are trained to identify and respond to safeguarding concerns. Any concerns about a child's welfare will be reported to the Designated Safeguarding Lead (DSL).

We will follow our safeguarding procedures and work with relevant authorities, as necessary.

Review

This policy will be reviewed annually or as needed to ensure its effectiveness and compliance with relevant legislation.

Policy reviewed December 2025 by Rachael Waite,

Next review date - December 2026

Visits and Outings

At Wildwood Childcare we offer children local walks onto the moorland. We believe that planned walks complement and enhance the learning opportunities inside the setting environment and extend children's experiences. We always seek parents' permission for children to be included in such outings. Outings will be planned to meet the developmental needs of the children as the walk to the moors is steep and challenging.

Procedures

Outings are carefully planned using the following procedures, along with any local and national guidelines, whatever the length or destination of the visit:

- A pre-walk checklist, full risk assessment and outings plan will always be carried out by a senior member of staff before the outing to assess the risks or hazards which may arise for the children, and identify steps to be taken to remove, minimise and manage those risks and hazards.
- Written permission for outings is given on our permissions form that parents sign on admission, but we will always inform parents before taking children on specific trips
- We provide appropriate staffing levels for outings dependent on an assessment of the safety and the individual needs of the children.
- A member of staff will hold current paediatric first aid certificate and a fully stocked first aid kit will always be taken on all outings along with any special medication or equipment required
- We designate one member of staff to be the outing leader, this may be the most senior member of staff attending and it will be their role to take the lead in the event of any emergencies and/or incidents (see Missing child from outings policy) and any safeguarding or child protection concerns (see Safeguarding children and child protection policy)
- A completed trip register will be taken on all outings
- Regular headcounts will be carried out throughout the outing. Timings of headcounts will be discussed in full with the setting manager prior to the outing
- All children will be easily recognisable; they will wear high visibility vests/jackets
- A fully charged work mobile phone will be taken as a means of emergency contact
- In the event of an accident, staff will assess the situation. If required, the group will return to setting immediately and parents will be contacted to collect their child. In the event of a serious accident an ambulance will be called at the scene, as well as parents being contacted. One member of staff will accompany the child to the hospital, and the rest of the group will return to the setting.

Risk assessment/outings plan

The full risk assessment and outing plan will include details of:

- The name of the designated person in charge - the outing leader
- The name of the place where the walk will take place
- The number of children, age range of children, the ratio of staff to children, children's individual needs and the group size
- The equipment needed for the trip, i.e. first aid kit, mobile phone, coats, safety reins, pushchairs, rucksack, packed lunch etc.
- Staff contact numbers
- Method of transportation and travel arrangements (including the route)
- Financial arrangements (if applicable)
- Emergency procedures
- The name of the designated safeguarding lead for the outing
- Links to the child's learning and development needs.

Missing children

In the event of a child going missing, the Missing Child Procedure will be followed. Any incidents or accidents will be recorded in writing and Ofsted will be contacted and informed of any incidents.

There may be opportunities for parents to assist on outings. The manager will speak to parents prior to the visit regarding details of the trip and any health and safety considerations and code of conduct.

In the event of an emergency

In the event of an emergency whilst out on a visit, we encourage staff to find a safe haven and remain there until the danger passes. If necessary, the police will be contacted if it is safe to do so. Each outing will have a detailed risk assessment, which covers all these risks and is planned ahead.

This could cover other issues such as extreme weather or emergencies such as an ill or injured child, etc. We will contact parents of the children on the visit to confirm arrangements as soon as it is safe to do so.

Ofsted will be contacted and informed of any incidents.

Further information can be found at: <https://www.counterterrorism.police.uk/safetyadvice/>

Policy reviewed- December 2025 by Rachael Waite,

Next review date - December 2026

Infection Control Policy

At Wildwood Childcare we promote the good health of all children attending (including oral health) through maintaining high hygiene standards to help reduce the chances of infection being spread. We follow the health protection in schools and other childcare facilities guidance¹ which sets out when and how long children need to be excluded from settings, when treatment and/or medication is required and where to get further advice from.

Viruses and infections can be easily passed from person to person by breathing in air containing the virus, which is produced when an infected person talks, coughs or sneezes. It can also spread through hand and face contact after touching a person or surface contaminated with viruses.

We follow the guidance below to prevent a virus or infection from spreading around the setting.

Our staff:

- Encourage all children to use tissues when coughing and sneezing to catch germs
- Ensure all tissues are disposed of in a hygienic way and all children and staff wash their hands once the tissue is disposed of
- Develop children's understanding of the above and the need for good hygiene procedures in helping them to stay healthy
- Wear the appropriate Personal Protective Equipment (PPE) when changing nappies, toileting children and dealing with any other bodily fluids. Staff are requested to dispose of these in the appropriate manner and wash hands immediately
- Clean and sterilise all potties and changing mats before and after each use
- Clean toilets at least daily and check them throughout the day
- Remind children to wash their hands before eating, after visiting the toilet, playing outside or being in contact with any animal and explain the reasons for this
- Clean all toys, equipment, and resources on a regular basis by following a comprehensive cleaning rota and using antibacterial cleanser, or through washing in the washing machine
- Provide labelled individual bedding for children that is not used by any other child and wash this at least once every 2 weeks.
- Where applicable wear specific indoor shoes, slippers or socks, whilst inside the rooms and ensure that children wear them as well
- Follow the Sickness and illness policy when children are ill to prevent the spread of any infection in the setting. Staff are also requested to stay at home if they are ill and/or are contagious.

<https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities>

In addition:

- The setting manager retains the right of refusal of all children, parents, carers, staff, and visitors who are deemed contagious and may impact on the welfare of the rest of the setting
- Parents will be made aware of the need for these procedures for them to follow these guidelines whilst in the setting
- Periodically each room in the setting will be deep cleaned including floors, rugs and soft furnishings to ensure the spread of infection is limited. This will be implemented earlier if the need arises
- In the event of an infection outbreak the setting will, where appropriate, undertake a deep clean to ensure the spread of infection is contained
- We will follow Government health guidance, as well as seeking legal advice and information from our insurers, on any national outbreak of a virus and/or pandemic and keep parents informed of any course of action. Each specific circumstance will differ and to ensure we take the most appropriate action; we will treat each case on an individual basis
- In addition, where contagious outbreaks occur, we will adopt Government guidance for all visitors to minimise the risk of further spreading of the infection
- The setting will ensure stocks of tissues, hand washing equipment, cleaning materials and sterilising fluid are maintained at all times. These will be increased during the winter months, or when flu and cold germs are circulating.

Policy reviewed- December 2025 by Rachael Waite,

Next review date - December 2026

Sickness and Illness Policy

At Wildwood Childcare we promote the good health of all children attending (including oral health) by:

- Asking parents to keep children at home if they are unwell. If a child is unwell, it is in their best interest to be in a home environment rather than at setting with their peers
- Asking staff and other visitors not to attend the setting if they are unwell
- Helping children to keep healthy by providing balanced and nutritious snacks, meals, and drinks
- Minimising infection through our rigorous cleaning and hand washing processes (see Infection control policy)
- Ensuring children have regular access to the outdoors and having good ventilation inside
- Sharing information from the Department of Health that all children aged 6 months – 5 years should take a daily vitamin
- Having areas for rest and sleep, where required and sharing information about the importance of sleep.

Our procedures

In order to take appropriate action of children who become ill and to minimise the spread of infection we implement the following procedures:

- If a child becomes ill during the setting day, we contact their parent(s) and ask them to pick up their child as soon as possible. During this time, we care for the child in a quiet, calm area with their key person, wherever possible
- We follow the guidance published by UK Health Security Agency for managing specific infectious diseases² and advice from our local health protection unit on exclusion times for specific illnesses, e.g. sickness and diarrhoea, measles and chicken pox, to protect other children in the setting
- Should a child have an infectious disease, such as sickness and diarrhoea, they must not return to setting until they have been clear for at least 48 hours.
- We inform all parents if there is a contagious infection identified in the setting, to enable them to spot the early signs of this illness. We thoroughly clean and sterilise all equipment and resources that may have come into contact with a contagious child to reduce the spread of infection

² <https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/managing-specific-infectious-diseases-a-to-z>

- We notify Ofsted as soon as possible and in all cases within 14 days of the incident where we have any child or staff member with food poisoning. We thoroughly clean and sterilise all equipment and resources that may have come into contact with a contagious child to reduce the spread of infection
- We ask parents to keep children on antibiotics at home for the first 24 hours of the course (unless this is part of an ongoing care plan to treat individual medical conditions, e.g. asthma and the child is not unwell). This is because it is important that children are not subjected to the rigours of the setting day, which requires socialising with other children and being part of a group setting, when they have first become ill and require a course of antibiotics
- We have the right to refuse admission to a child who is unwell. This decision will be taken by the manager on duty and is non-negotiable
- In the event of an epidemic or pandemic, the setting will follow guidance from UKHSA, the government, our Local Authority, and the Department for Education.

Meningitis procedure

If a parent informs the setting that their child has meningitis, the setting manager will contact the Local Area Infection Control (IC) Nurse. The IC Nurse will give guidance and support in each individual case. If parents do not inform the setting, we may be contacted directly by the IC Nurse and the appropriate support given. We will follow all guidance given and notify any of the appropriate authorities including Ofsted where necessary.

Transporting children to hospital procedure

The setting manager/staff member must:

- Inform a member of the management team immediately
- Call 999 for an ambulance immediately if the illness is severe. We will not attempt to transport the unwell child in our own vehicle
- Follow the instructions from the 999 call handler
- Whilst waiting for the ambulance, a member of staff must contact the parent(s) and arrange to meet them at the hospital
- Redeploy staff if necessary, to ensure there is adequate staff deployment to care for the remaining children.
- Arrange for the most appropriate member of staff to accompany the child taking with them any relevant information such as registration forms, relevant medication sheets, medication, and the child's comforter (if applicable)
- Remain calm at all times. Children who witness an incident may well be affected by it and may need lots of cuddles and reassurance. Staff may also require additional support following the accident.

Immunisations

We ask that parents inform us if their children are not vaccinated so that we can manage any risks to their own child or other children, staff and parents in the best way possible. The setting manager must be aware of any children within the setting who are not vaccinated in accordance with their age.

We make all parents aware that some children in the setting may not be vaccinated, due to their age, medical reasons, or parental choice.

Our setting does not discriminate against children who have not received their immunisations and will not disclose individual details to other parents. However, we will share the risks of infection if children have not had immunisations.

We record, or encourage parents to record, information about immunisations on children's registration documents and we update this information as and when necessary, including when the child reaches the age for the appropriate immunisations.

Specific Infectious Diseases & Illnesses.

**** please note ****

All of the following information has been sought from guidance on infection control in school and other childcare settings

If you have any concerns over your child's health please do not hesitate to contact your GP, 111, or A&E immediately

More information can be found on the following link [A to Z of infectious diseases](#)

Temperature - If a child appears to have a raised temperature, we will use a thermometer to check their temperature. If it is raised, then we will contact the parents to arrange for the child to be collected. We will remove outer layers of clothing, keep them comfortable and re-check the temperature at intervals to ensure that it does not continue to rise. If their temperature is 39/40 a parent will be contacted immediately. This is because at 40°C there is a risk of convulsions due to the height of the temperature. Children can return to setting once they no longer have a temperature (without medication) and are well in themselves. We would not normally administer liquid paracetamol at setting for a raised temperature unless it was an emergency (39/40°C or above). The management reserves the right to judge whether liquid paracetamol will be administered (with written consent from parents) on a case by case basis.

Please also see our Medicine policy for more information around temperatures and the administration of liquid paracetamol.

Sickness and Diarrhoea (S&D)

If a child has had symptoms of S&D at home, then the child cannot return to the setting until 48 hours has passed since the last episode. If a child is sick at the setting they will be cleaned up and comforted and a parent will be contacted to collect their child. If a child has diarrhoea whilst in the setting they will be monitored to see if it reoccurs. However, if the child has two loose movements within a two hour period a parent will be contacted to come and collect them. If it is known however, that the S&D bug is going around parents will be asked to collect their child immediately as a preventative measure to ensure we reduce the risk of it passing further.

If an incident occurs, then the setting should be deep cleaned to avoid any further cross infection and particular care must be given to hand washing routines.

Chicken Pox

Although we are aware that this is most contagious before spots appear if a child develops Chicken Pox whilst in the setting a parent will be contacted to come and collect their child. A child will only be allowed to return to setting after a minimum of 5 days from the onset of the rash and once all spots are scabbed over (no open sores) on their limbs and torso. (Spots in the nappy / underwear area sometimes take longer to scab due to clothes rubbing). Most children are quite well while they have Chicken Pox but some often have cold/flu symptoms too.

Shingles

An infection that causes a painful rash, usually on the chest or abdomen but can appear anywhere on the body. Children would need to stay at home if the rash is weeping and cannot be covered up.

Conjunctivitis

Children do not have to be excluded with this however, we ask that parents get drops or creams administered by a doctor to minimise the risk of the infection spreading. As eye drops for conjunctivitis are antibiotic, children must have been using the drops for 24 hours at home before they can return to setting as per our medicine policy. This is to ensure that the antibiotics have started to work and that children are well enough to come into setting, as well as in case there are any reactions to the medication. A deep clean will take place in the

setting and hand washing routines will be given particular care to minimise the risk of further cross infection.

Impetigo

Is highly contagious and children cannot attend until all lesions are crusted and healed or 48 hours have lapsed since they have started antibiotic treatment for the infection.

Meningitis

Bacterial meningitis has a number of early warning signs that usually occur before the other symptoms.

These are:

- Pain in the muscles, joints, or limbs, such as in the legs or hands
- Unusually cold hands and feet, or shivering
- Pale or blotchy skin and blue lips
- The presence of a high temperature (fever)

with any of the above symptoms should be taken very seriously.

Phone 999 immediately to request an ambulance.

- Children can return to setting once they are recovered.

Early symptoms

The early symptoms of bacterial meningitis are similar to those of many other conditions, and include:

- A severe headache
- Nausea (feeling sick)
- Vomiting (being sick)
- Feeling generally unwell
- Fever - where you have a body temperature that is higher than usual. In general, in both adults and children this is taken to be a temperature of 38°C (100.4°F) or above.
- At 40°C there is a risk of convulsions so parents will be contacted immediately. Other signs of fever include:
 - Your face is hot to the touch
 - You look red or flushed

Later symptoms

As the condition gets worse it may cause:

- Drowsiness

- Confusion
- Seizures or fits
- Being unable to tolerate bright lights (photophobia) – this is less common in young children.

Parents will be contacted if there are concerns of their child having these symptoms.

If a parent informs the setting that their child has meningitis, the setting manager will contact the Health Protection Duty Room (0113 386 0300 or 0151 909 1219 for out of hours) who will give guidance and support in each individual case. We will follow all guidance given and notify any of the appropriate authorities including Ofsted if necessary.

Head lice

Parents are asked to check their child's hair on a regular basis. If parents do find lice we ask that hair is treated as soon as possible and parents are encouraged to let the setting know so they can inform other parents that there has been cases and to treat the hair to minimise them multiplying. The informing of others will be done respectfully and confidentiality will be maintained.

Hand, Foot and Mouth (H,F & M)

Most children that contract this infection are very well with it. There is no need for them to be absent from setting unless they are unwell with it. Children with Hand, Foot and Mouth develop small spots often on their hands, wrists, elbows, feet, ankles, knees, bottom and around their mouths. These spots do not cause children any concern and many are not aware they are even there. In a few cases children may feel a little unwell and just need a few extra cuddles. If there appears to be a large number of cases, managers will contact the Health Protection Duty Room to seek advice.

Slapped Cheek Syndrome - (Also known as Fifth disease).

This is a viral infection which usually affects children aged 6 to 10 years old. Most cases are developed in the late winter or early spring months. Children will develop a distinct bright red rash on their cheeks. Symptoms are generally very mild which then pass in a few days however, can occasionally last for up to 4 or 5 weeks.

Other symptoms also include headaches, high temperature and itchy skin.

You should only need to consult your doctor if the child's temperature raises above 39°C or if their symptoms suddenly worsen.

Slapped Cheek Syndrome is most contagious before the symptoms first begin to appear therefore no exclusion is necessary unless the child is not well.

The main way to prevent and reduce this spreading is to take particular care with hand washing and hygiene routines.

Croup

This is a viral infection which affects the windpipe and airways leading to the lungs and voice box. Croup has distinct barking cough and the child will make a harsh sound (known as a stridor) as they breathe in.

Generally, croup is diagnosed by a GP and treated at home, however, if symptoms are severe and the child is having difficulty in breathing and if in doubt take the child A&E immediately as hospitalisation may be required.

There are two types of croup:

- 1) Viral Croup (Laryngotracheitis) - This develops over several days and is caused by an infection
- 2) Spasmodic Croup - This involves repeated, short lasting episodes that can be caused by an allergic reaction.

If your child suffers from croup the best thing to do is sit them up straight and comfort them and keep them calm as crying can make the symptoms worse and keep them hydrated by drinking plenty of fluids.

Whilst there are no specific exclusion guidelines for croup, as this is highly infectious, we recommend that children are kept at home until they are feeling well enough to return to the setting.

If a child has a high temperature with croup, we will ask for them to be cared for at home. This is in the best interests of all the other children in the setting.

Whooping Cough (Pertussis)

Whooping cough is a bacterial infection of the lungs and breathing tubes. It spreads very easily. The first signs are like a cold. After about a week, coughing bouts will last for a few minutes and may worsen at night. The coughing will make a whoop sound (gasp for breath between coughs). The person infected may bring up thick mucus which can make them sick. They may become very red in the face.

Children should remain at home for at least 48 hours from commencing antibiotic treatment or 21 days from the onset of illness if no antibiotic treatment.

Molluscum Contagiosum (MC)

This is a viral infection that consists of small, firm raised spots and can be anywhere on the body. They are not painful but may be itchy. Although they are contagious the risk of them spreading is minimal as most people are resistant to the virus. The people at risk of contracting this are those with weakened immune systems and children aged 1-5 years old.

Measles

This is an airborne virus. It is passed mainly through coughs and sneezes.

Symptoms of Measles are:

- Cold like symptoms
- Red eyes and sensitivity to light
- High temperature / fever
- Greyish white spots in the mouth and throat.

These symptoms usually develop over a period of around 10 days. After the first few days a red-brown spotty rash begins to develop behind the ears and spreads around the head and neck to the rest of the body.

If you suspect your child's ill with this it is important to get them seen by your GP as soon as possible however it is advised that you contact the surgery before hand as they may arrange to do a home visit rather than you bringing your child into the surgery.

Measles is infectious from when symptoms first develop until 4 days after the rash first appears. Children should be kept at home for a minimum of 4 days from when the rash first appears.

German Measles (rubella)

An illness that causes a spotty rash but may also cause aching fingers, wrists or knees, high temperature, coughs, sneezes, headaches, sore throat and sore eyes.

It's very unlikely to be contracted if both MMR vaccines have been administered. Exclusions for German Measles are for four days from the onset of the rash.

Mumps

This is a contagious viral infection. Symptoms include:

- Painful swellings at the side of the face under the ears giving a 'hamster face' appearance

A few days before the swelling of the glands starts the following symptoms may appear first:

- Headache
- Joint pain
- High temperature

Mumps is most contagious a few days before the symptoms develop and a few days after so it is advised to keep your child at home for a minimum of 5 days after the onset of the swelling.

Scarlet Fever

This is a contagious bacterial infection and if there are more than 2 cases in setting, we are required to contact our Local Health Protection team (0300 3030234 or 0151 909 1219 for out of hours).

Symptoms include:

-Red blotches are the first sign of the rash. These turn into a fine pink-red rash that feels like sandpaper to touch and looks like sunburn. It may also be itchy.

-swollen neck glands

-loss of appetite

-nausea or vomiting

-red lines in the folds of the body, such as the armpit, which may last a couple of days after the rash has gone

-a white coating on the tongue, which peels a few days later leaving the tongue red and swollen (this is known as strawberry tongue)

-a general feeling of being unwell

Scarlet fever is usually treated with a 10-day course of antibiotics.

The fever usually gets better within 24 hours of starting antibiotics, with the other symptoms disappearing within a few days.

However, it is important that the whole course of treatment is completed to ensure the infection is fully cleared. Keep your child away from setting or school for at least 24 hours after starting antibiotic treatment. Adults with scarlet fever should also stay off work for at least 24 hours after starting treatment.

Coronavirus (Covid-19) (including symptoms of respiratory infections & temperatures)

Anyone showing symptoms of a respiratory infection, and who have a high temperature or feel unwell, should try to stay at home and avoid contact with other people until they feel well enough to resume normal activities and they no longer have a high temperature.

Covid-19 symptoms may include:

- A high temperature – feeling hot to touch on chest or back
- A new continuous cough – coughing a lot more for more than 1 hour or 3 or more coughing episodes in 24 hours
- A loss or change to sense of smell or taste
- Shortness of breath
- Feeling tired or exhausted
- An aching body
- A headache
- A sore throat
- Blocked or runny nose
- Loss of appetite
- Sickness or diarrhoea

Policy reviewed- December 2025 by Rachael Waite,

Next review date - December 2026

Pandemic Policy

Wildwood Childcare is committed to protecting the health, safety, and wellbeing of children, families, and staff. During a pandemic, we will implement proportionate IPC measures in line with current UK public health guidance and our Local Authority / Health Protection Team, reviewing these annually and when guidance changes.

The policy will be reviewed at least annually and updated promptly in response to new guidance or local outbreaks.

Responsibilities

Nursery Manager- Rachael Waite, will ensure policy compliance, resource allocation (PPE, cleaning supplies, ventilation measures), staff training, and timely updates following guidance. She will lead outbreak management and liaise with families and local health protection teams.

Staff

Staff must follow IPC measures, stay home when ill, report symptoms promptly, participate in training, maintain attendance/illness logs.

Parents/Guardians

Parents must monitor children for symptoms, report illness promptly, follow drop-off/pick-up procedures, cooperate with isolation requests.

Risk levels and actions:

Low community transmission: maintain standard IPC measures; reinforce hand hygiene, cleaning, ventilation.

Elevated risk or local outbreak: reinforce cleaning, ventilation, and daily symptom monitoring; review PPE use if guidance changes.

Confirmed local outbreak: consider temporary adjustments to activities, increased cleaning, and communication with health protection authorities.

Returning to childcare:

For mild symptoms: a child may return when well enough to participate and fever-free for at least 24 hours, or per current guidance.

For confirmed infection: follow local health protection team guidance on isolation/return; obtain clearance if required.

For vomiting/diarrhoea: 48 hours symptom-free (or per local guidance).
Household exposure: follow current guidance on attendance when a household member is ill or positive.

Testing and isolation

Testing: follow current UK guidance on testing for symptoms or exposure.
Exclusion period: we will communicate clearly with families about when a child or staff member should be excluded and when they may return.

PPE and hand hygiene

PPE: we will use as advised by current guidance (e.g., masks in certain settings or for specific procedures, or as required during outbreaks). We will provide PPE where required and train staff in proper use.

Hand hygiene: all staff members and children will be encouraged to wash their hands with soap and water for at least 20 seconds, on arrival, before/after eating, after toileting, after outdoor play, after coughing/sneezing, after handling bodily fluids, and after contact with contaminated items.

Cleaning, disinfection, and laundry

Cleaning schedule: high-touch surfaces (handles, push plates, switches, taps, toys, tables) cleaned and disinfected regularly.

Disinfectants: use registered products per manufacturer instructions; ensure appropriate contact time.

Toys/equipment: clean regularly; remove or sanitise items that are difficult to clean.

Laundry: standard laundering with appropriate temperatures; handle soiled items with care and appropriate PPE if needed.

Waste: secure, sealed disposal of contaminated waste; manage soiled textiles safely.

Ventilation and environment

The environment will be ventilated where possible using natural ventilation (opening windows/doors where safe).

The room will not be overcrowded, and adequate space will be maintained for safe movement and IPC.

Visitors and external services

Non-essential visitors will be limited

External professionals (therapists, specialists): will be asked to follow IPC and cleaning protocols; maintain contact logs where required.

Outbreaks and closures

In the event of a confirmed outbreak additional deep cleaning will be arranged.

The nursery will liaise with:

The Health Protection Agency (HPA)

Local Authority

DfE

During any closures, staff will maintain contact with families via the Baby's Days app, including:

Activity ideas

Wellbeing support

Progress updates

Policy reviewed- December 2025 by Rachael Waite,

Next review date - December 2026

Medicine Policy Including Allergies and Allergic Reactions

At Wildwood Childcare we promote the good health of children attending setting and take necessary steps to prevent the spread of infection (see sickness, illness, and infection control policies). If a child requires medicine, we will obtain information about the child's needs for this and will ensure this information is kept up to date.

We follow strict guidelines when dealing with medication of any kind in the setting and these are set out below.

If your child requires medication, please inform your child's room ideally by messaging:

- Your Child's Name
- Dates for the medication to be given
- Name of medication
- Reason for the medication
- Exact dosage and time of dosage
- Previous dose given by parent and time
- Any specific requirements (e.g. before/after food)
- That you give permission

The manager will complete a medication form on Baby's Days and administer the medicine as per instructions at the required time. Parents must acknowledge the medication form on Baby's Days before administration, a notification will be sent to parents once the form has been set up. This is deemed as the written parental consent.

Medication prescribed by a doctor, dentist, nurse, or pharmacist

(Medicines containing aspirin will only be given if prescribed by a doctor)

- Prescription medicine will only be given when prescribed by the above, with a full prescription label on the medication and for the person named on the bottle for the dosage stated
- Medicines must be in their original containers with their instructions printed in English
- Children who need antibiotics will need to stay at home for at least the first 24 hours of taking the medication. This is to ensure that the antibiotics have started to work and that children are well enough to come into setting, as well as in case there are any reactions to the medication.

- Those with parental responsibility for any child requiring prescription medication should hand over the medication to the most appropriate member of staff and ensure all information has been communicated on Baby's Days as outlined above.
- Those with parental responsibility must give prior written permission for the administration of each and every medication. However, we will accept written permission once for a whole course of medication or for the ongoing use of a particular medication under the following circumstances:
 1. The written permission is only acceptable for that brand name of medication and cannot be used for similar types of medication, e.g. if the course of antibiotics changes, a new form will need to be completed
 2. The dosage on the written permission is the only dosage that will be administered. We will not give a different dose unless a new form is completed
 3. Parents must notify us IMMEDIATELY if the child's circumstances change, e.g. a dose has been given at home, or a change in strength/dose needs to be given.
- The setting will not administer a dosage that exceeds the recommended dose on the instructions unless accompanied by written instructions from a relevant health professional such as a letter from a doctor or dentist
- The parent must be asked when the child has last been given the medication before coming to setting and the staff member must record this information on the medication form. Similarly, when the child is picked up, the parent must be given precise details of the times and dosage given throughout the day. The parent's acknowledgement on Baby's Days must be obtained
- At the time of administering the medicine, a senior member of staff will ask the child to take the medicine or offer it in a manner acceptable to the child at the prescribed time and in the prescribed form. (It is important to note that staff working with children are not legally obliged to administer medication)
- If the child refuses to take the appropriate medication, then a note will be made on the form
- Where medication is "essential" or may have side effects, discussion with the parent will take place to establish the appropriate response.

Non-prescription medication (*these will not usually be administrated*)

- The setting will not administer any non-prescription medication containing aspirin
- The setting will only administer non-prescription medication for a short initial period, dependant on the medication or the condition of the child. After this time medical attention should be sought
- If the setting feels the child would benefit from medical attention rather than non-prescription medication, we reserve the right to refuse setting care until the child is seen by a medical practitioner.
- An emergency setting supply of fever relief (e.g Calpol) and antihistamines (e.g. Piriton) will be stored on site. This will be checked at regular intervals by the designated trained first aider to make sure that it complies with any instructions for storage and is still in date
- If a child is unwell enough to need liquid paracetamol we would advise that the child needs to be cared for at home. This is in the best interests of not only the child, but the staff and other children at setting, but also to help maintain a healthy setting.
- We would not normally administer liquid paracetamol at setting as this could mask a raised temperature for infectious illnesses. The management reserves the right to judge whether liquid paracetamol will be administered (with written consent from parents) on a case by case basis (i.e. for pain relief from a serious injury such as a break).
- On registration, parents will be asked if they consent to their child being given paracetamol or antihistamine in particular circumstances. Parents will be asked to acknowledge the permissions form on our online system with the statement to say that this may be administered in an emergency if the setting CANNOT contact the parent, this includes liquid antihistamine (piriton) if we feel that the child is having an allergic reaction.
- If a child does exhibit the symptoms for which consent has been given to give non-prescription medication during the day, the setting will make every attempt to contact the child's parents. Where parents cannot be contacted then the setting manager will take the decision as to whether the child is safe to have this medication based on the time the child has been in the setting, the circumstances surrounding the need for this medication and the medical history of the child on their registration form. Giving non-prescription medication will be a last resort and the setting staff will use other methods first to try and alleviate the symptoms. The child will be closely monitored until the parents collect the child.
- For any non-prescription cream for skin conditions or nappy changes e.g. Sudocrem, prior permission must be obtained from the parent and the onus is on the parent to provide the cream which should be clearly labelled with the child's name
- If any child is brought to the setting in a condition in which he/she may require medication sometime during the day, the manager will decide if the child is fit to be

left at the setting. If the child is staying, the parent must be asked if any kind of medication has already been given, at what time and in what dosage and this must be recorded on Baby's Days.

- As with any kind of medication, staff will ensure that the parent is informed of any non prescription medicines given to the child whilst at the setting, together with the times and dosage given
- The setting DOES NOT administer any medication unless prior written consent is given for each and every medicine, unless it is an emergency.

Teething

The symptoms of teething according to the NHS are:

- Sore red gums
- Mild temperature (no higher than 38°C)
- One or two flushed cheeks
- Rash on the face
- Rubbing ear/s
- Dribbling
- Gnawing or chewing
- Disturbed sleep

There is no evidence to support diarrhoea as a symptom of teething therefore any child with diarrhoea will be advised to follow our policy and not return to nursery for 48 hours.

We are happy to consider alternative remedies for teething such as teething rings/healthy chews (carrot sticks). Liquid paracetamol may be considered as a one off as long as the child does not have a temperature above 38°C. This is at the discretion of the Room Leader / Manager

Injections, pessaries, suppositories

As the administration of injections, pessaries and suppositories represents intrusive nursing, we will not administer these without appropriate medical training for every member of staff caring for this child. This training is specific for every child and not generic. The setting will do all it can to make any reasonable adjustments including working with parents and other professionals to arrange for appropriate health officials to train staff in administering the medication. For children with long term medical requirements, an Individual Health Care Plan from the relevant health team will be in place to ensure that appropriate arrangements are in place to meet the child's needs.

Staff medication

All setting staff have a responsibility to work with children only where they are fit to do so. Staff must not work with children where they are infectious or too unwell to meet children's needs. This includes circumstances where any medication taken affects their ability to care for children, for example, where it makes a person drowsy. If any staff member believes that their condition, including any condition caused by taking medication, is affecting their ability they must inform their line manager and seek medical advice. The setting manager will decide if a staff member is fit to work, including circumstances where other staff members notice changes in behaviour suggesting a person may be under the influence of medication. This decision will include any medical advice obtained by the individual or from an occupational health assessment.

Where staff may occasionally or regularly need medication, any such medication must be kept in their own personal bag in the staff room, or kept securely in the fridge. In all cases it must be stored out of reach of the children. It must not be kept in the first aid box and should be labelled with the name of the member of staff.

Storage

All medication for children must have the child's name clearly written on the original container and kept out of reach of all children.

Emergency medication, such as inhalers and EpiPens, will be within easy reach in the white freestanding cupboard in case of an immediate need, but will remain out of children's reach.

Any antibiotics requiring refrigeration must be kept in a fridge that is inaccessible to children. This must be in a designated place with the child's name clearly written in the original container.

All medications must be in their original containers, labels must be legible and not tampered with or they will not be given. All prescription medications should have the pharmacist's details and notes attached to show the dosage needed and the date the prescription was issued. This will all be checked, along with expiry dates, before staff agree to administer medication.

Medication stored in the setting will be regularly checked with the parents to ensure it continues to be required, along with checking that the details of the medication form remain current.

Allergies and Allergic Reactions

We aim to ensure allergic reactions are minimised or, where possible, prevented and that staff are fully aware of how to support a child who may be having an allergic reaction.

Please see our Dietary Requirements Including Allergies and Intolerances policy for information on administration of autoinjectors for severe allergic reactions.

Policy reviewed- December 2025 by Rachael Waite,

Next review date - December 2026

Biting Policy and Procedure

At Wildwood Childcare we follow a positive behaviour policy to promote positive behaviour. However, we understand that children may use certain behaviours such as biting to communicate their feelings and needs. Biting is a common type of behaviour that some children use to help them make sense of the world around them and to manage interactions with others. It can be triggered when they do not have the words to communicate their anger, frustration or need. It can also be used to fulfil an oral stimulation need, such as during periods of teething or developmental exploration. Sometimes biting can be due to a special educational need and/or disability.

Our procedures.

The setting uses the following strategies to help prevent biting:

- Individual, one-to-one and small group times so that each child is receiving positive attention
- Quiet and cosy areas for children who are feeling overwhelmed to go to
- Stories, puppets and discussions about emotions and feelings including activities and stories that help support children to recognise feelings and empathise with characters and events
- Additional resources for children who have oral stimulation needs, such as chew necklaces
- Vigilant staff that know the children well are able to identify when children need more stimulation or quiet times
- Adequate resources are provided and, where possible, more than one resource or toy is sought to minimise conflicts.

Every child is treated as an individual and we work with families to support all children's individual needs. With this in mind, it will be necessary to implement different strategies depending on the needs of the child carrying out the biting.

However, in the event of a child being bitten we use the following procedures. The most relevant staff member(s) will:

- Comfort any child who has been bitten and check for any visual injury. Administer any first aid where necessary. Including washing the bitten area with clean running water and/or antiseptic wipe. Complete an accident form and inform the parents via telephone if deemed appropriate. Continue to observe the bitten area for signs of infection.
- For confidentiality purposes and possible conflict, we do not disclose the name of the child who has caused the bite to the parents

- Tell the child who has caused the bite in terms that they understand that biting (the behaviour and not the child) is unkind and show the child that it makes staff and the child who has been bitten sad. If developmentally appropriate the child will be asked to say sorry or helped to develop their empathy skills by giving the child who has been bitten a favourite book or comforter. Complete an incident form to share with the parents at the end of the child's session
- If a child continues to bite, carry out observations and record on a behaviour chart to try to distinguish a cause, e.g. tiredness or frustration. We may decide to shadow the child to minimise repeated behaviour. We will also use resources and books to help a child understand their consequences, if age appropriate.
- Arrange for a meeting with the child's parents to develop strategies to prevent the biting behaviour. Parents will be reassured that it is part of a child's development and not made to feel that it is their fault

If a child or member of staff sustains a bite wound where the skin has been **severely** broken further medical attention may be needed including possible emergency care.

In cases where a child may repeatedly bite (if they have a particular special educational need or disability that lends itself to increased biting, e.g. in some cases of autism where a child doesn't have the communication skills) the setting manager will carry out a risk assessment to minimise risks to others.

Policy reviewed- December 2025 by Rachael Waite,

Next review date - December 2026

Fire Safety and Evacuation Policy

At Wildwood Childcare we make sure the setting is a safe environment for children, parents, staff and visitors through our fire safety policy and evacuation procedures.

The manager Rachael Waite (designated Fire Marshal) makes sure the setting premises are compliant with fire safety regulations, including following any major changes or alterations to the premises. Rachael ensures all the appropriate fire detection and control equipment (e.g. fire alarms, smoke detectors, fire blankets and/or fire extinguishers) is in working order and seeks advice from the local fire safety officer, as necessary.

Rachael, is the fire marshal and has overall responsibility for the fire drill and evacuation procedures. These are carried out and recorded for each group of children every three months or as and when a large change occurs, e.g. a large intake of children or a new member of staff joins the setting. These drills will occur at different times of the day and on different days to ensure evacuations are possible under different circumstances and all children and staff participate in the rehearsals.

All staff receive fire safety and evacuation training (including as part of induction) to help them understand their roles and responsibilities. This includes the steps they must take to ensure the safety of children, for example keeping fire doors free from obstruction, how to safely evacuate the children and where the evacuation meeting point is situated.

Rachael checks fire detection equipment and fire exits on a weekly basis. The alarm system and extinguishers are serviced regularly.

Registration

An accurate record of all staff and children present in the building must be kept at all times and children/staff must be marked in and out on arrival and departure. An accurate record of visitors must be kept in the visitor's book. These records must be taken out along with the register and emergency contacts list in the event of a fire.

No smoking policy

The setting operates a strict no smoking/vaping policy – please see separate policy for details.

Fire drill procedure

On discovering a fire:

- Calmly raise the alarm by ringing the fire bell
- Immediately evacuate the building under guidance from the manager on duty
- Using the nearest accessible exit lead the children out, (remembering evacuation packs, mobile phone, tablet device) and assemble at the agreed fire assembly point, at the bottom right hand field so children are still safe and secure
- Close all doors behind you wherever possible
- Do not stop to collect personal belongings on evacuating the building
- Do not attempt to go back in and fight the fire
- Do not attempt to go back in if any children or adults are not accounted for
- Wait for emergency services and report any unaccounted persons to the fire service or police

If you are unable to evacuate safely:

- Stay where you are safe
- Keep the children calm and together
- Wherever possible alert the manager of your location and the identity of the children and other adults with you.

The manager/team leader is to:

- Pick up a tablet (emergency contacts can be found on our online system) and visitor book setting mobile/phone and keys.
- Telephone emergency services: dial 999 and ask for the fire service
- Once in the fire assembly point area, check the children against the register
- Account for all adults: staff and visitors
- Advise the fire service of anyone missing and possible locations and respond to any other questions they may have.

Remember

- Do not stop to collect personal belongings on evacuating the building
- Do not attempt to go back in and fight the fire
- Do not attempt to go back in if any children or adults are not accounted for.

Policy reviewed- December 2025 by Rachael Waite,

Next review date - December 2026

Safe Sleeping Policy

At Wildwood Childcare we aim to ensure that all children have enough sleep to support their development and natural sleeping rhythms in a safe environment.

We provide a safe sleeping environment by:

- Monitoring the room temperature
- Using clean, light sleeping bags, appropriate for children aged 2+
- Only using safe sleeping equipment that are compliant with British Standard regulations
- Enabling children to sleep outdoors in the summer months, (where appropriate and with parent permission)
- Keeping all spaces around beds clear from hanging objects i.e. hanging cords, blind cords, bunting
- Ensuring every child who sleeps is provided with clean sleeping bag, labelled for them
- Cleaning all sleep bags as required, and at least once every two weeks.
- Having a no smoking policy
- Children will be spaced out from other sleeping children in a top and tail formation.

We ask parents to complete the getting to know you form with the child's key person when the child starts at setting which involves questions on sleep routines.

We recognise parents' knowledge of their child with regard to sleep routines and will, where possible, work together to ensure each child's individual sleep routines and well-being continues to be met. However, staff will not force a child to sleep or keep them awake against his or her will. We would normally allow a child to sleep for as long as they need and would only wake children from their sleep at the request of their parents.

Individual sleep routines are followed rather than one set sleep time for all children. We create an environment that helps to settle children that require a sleep, for example dimming the lights or using soft music, where applicable. We will maintain the needs of the children that do not require a sleep and ensure they can continue to play, learn, and develop. This may involve taking children outdoors.

Sleep times are logged on our app Baby's Days.

Staff will discuss any changes in sleep routines at the end of the day.

Policy reviewed- December 2025 by Rachael Waite,

Next review date - December 2026

Critical Incident Policy

At Wildwood Childcare we understand we need to plan for all eventualities to ensure the health, safety, and welfare of all the children we care for. With this in mind, we have a critical incident policy in place to ensure the setting can operate effectively in the case of a critical incident. These include:

- Flood
- Fire
- Burglary
- Abduction or threatened abduction of a child
- Bomb threat/terrorism attack
- Any other incident that may affect the care of the children in the setting.

If any of these incidents impact on the ability of the setting to operate, we will contact parents via phone/email at the earliest opportunity, e.g. before the start of the setting day.

Flood

There is always a danger of flooding from adverse weather conditions or through the water/central heating systems. We cannot anticipate adverse weather; however, we can ensure that we take care of all our water and heating systems through regular maintenance and checks to reduce the option of flooding in this way. Our central heating systems are checked and serviced annually by a registered gas engineer and they conform to all appropriate guidelines and legislation.

If flooding occurs during the setting day, the setting manager will make a decision based on the severity and location of this flooding, and it may be deemed necessary to follow the fire evacuation procedure. In this instance children will be kept safe and parents will be notified in the same way as the fire procedure.

Should the setting be assessed as unsafe through flooding, fire or any other serious incident that makes the premises unsuitable for childcare we will need to close the setting. In this event parent will be given as much notice as possible and kept up to date with developments relating to the operation of the setting.

Fire

Please refer to the fire safety policy.

Burglary

The management of the setting follow a lock up procedure which ensures all doors and windows are closed and locked before vacating the premises.

The manager/senior staff member will always check the premises as they arrive in the morning. Should they discover that the setting has been broken into they will follow the procedure below:

In an emergency dial 999 or non-emergency dial 101 as many details as possible, i.e. name and location, details of what you have found and emphasise this is a setting and children will be arriving soon.

Contain the area to ensure no-one enters until the police arrive.

Where it is safe to do so the staff will direct parents and children to a separate area as they arrive. If all areas have been disturbed staff will follow police advice. This may include temporary short-term closure to ensure the safety of the children.

The manager on duty will help the police with enquiries, e.g. by identifying items missing, areas of entry etc.

A manager will be available, during this time to speak to parents, reassure children and direct enquiries.

Management will assess the situation following a theft and ensure parents are kept up to date with developments relating to the operation of the setting.

Arrangements will be made to ensure the setting is made safe and secure again.

Abduction or threatened abduction of a child

We have secure safety procedures in place to ensure children are safe while in our care, including taking reasonable steps to ensure that children do not leave the premises unsupervised and to prevent unauthorised persons entering the premises and at risk of abduction.

Staff must be vigilant at all times and report any persons lingering on setting property immediately. All doors to the setting are locked and cannot be accessed unless staff members allow individuals in. Visitors and general security are covered in more detail in the supervision of visitor's policy.

Children will only be released into the care of a designated adult; see the Arrivals and Departures Policy. Parents are requested to inform the setting of any potential custody battles or family concerns as soon as they arise. so the setting is able to support the child.

The setting will not take sides in relation to any custody arrangements and will remain neutral for the child. If an absent parent arrives to collect their child, the setting will not restrict access **unless** a court order is in place.

Parents are requested to issue the setting with a copy of these documents should they be in place. We will consult our solicitors with regards to any concerns over custody and relay any information back to the parties involved.

If a member of staff witnesses an actual or potential abduction from setting, we have the following procedures which are followed immediately:

- The staff member will notify management immediately and the manager will take control, dialling 999 and requesting the police, instructions from the emergency response team will be followed
- The staff member will notify management immediately and the manager will take control
- The parent(s) will be contacted
- All other children will be kept safe and secure and calmed down where necessary
- The police will be given as many details as possible including details of the child, description of the abductor, car registration number if used, time and direction of travel if seen and any family situations that may have impacted on this abduction.
- Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was abducted, time identified, notification to police and findings
- In the unlikely event that the child is not found, the setting will follow the local authority and police procedure
- Ofsted will be contacted and informed of the incident
- With incidents of this nature parents, carers, children, and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary
- In any cases with media attention staff will not speak to any media representatives
- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring being reduced.

Bomb threat/terrorism attack

If a bomb threat is received at the setting, the person taking the call will record all details given over the phone as soon as possible, raising the alarm and contacting emergency services as soon as the phone call has ended. The management will follow the fire evacuation

procedure to ensure the safety of all on the premises and will provide as much detail to the emergency services as possible. Ofsted will be notified.

With incidents of this nature parents, carers, children, and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary.

Other incidents

All incidents will be managed by the manager on duty and all staff will co-operate with any emergency services on the scene, where applicable. Any other incident that requires evacuation will follow the fire plan. Other incidents e.g. no water supply will be dealt with on an individual basis taking into account the effect on the safety, health and welfare of the children and staff in the setting.

If there is an incident outside of the setting building and it is safer to stay inside the building, we will follow the Lockdown policy. Emergency services advice will be taken.

National outbreaks of infection and/or health pandemics

In the event of a national outbreak of a health pandemic, we will follow Government health advice and guidance, legal advice, and advice from our insurance provider.

The setting will remain open as long as we have sufficient staff to care for the children.

Depending on the nature of the pandemic we will follow all advice and implement measures to ensure that risks to vulnerable children and staff are minimised.

This may include excluding infected children, staff, parents, or family members from the setting for a set period of time, to prevent the spread of infection. This decision will be made in consultation with parents, staff, legal advice, and our insurance provider.

Each case will be reviewed on an individual basis. The setting manager will notify Ofsted in the event of a critical incident or of any closures that arise.

Policy reviewed- December 2025 by Rachael Waite,

Next review date - December 2026

Use of Dummies

At Wildwood Childcare we recognise that a dummy can be a source of comfort for a child who is settling and/or upset, and that it may often form part of a child's sleep routine.

We also recognise that overuse of dummies may affect a child's language development as it may restrict the mouth movements needed for speech. As babies get older, they need to learn to move their mouths in different ways, to smile, to blow bubbles, to make sounds, to chew food and eventually to talk. As babies move their mouths and experiment with babbling sounds, they are learning to make the quick mouth movements needed for speech.

The more practice they get the better their awareness of their mouths and the better their speech will be.

Our nursery will:

- Discuss the use of dummies with parents as part of children's individual care plans
- Only allow dummies for comfort if a child is really upset (for example, if they are new to the setting or going through a transition) and/or as part of their sleep routine
- Store dummies in individual hygienic dummy boxes labelled with the child's name to prevent cross-contamination with other children
- Immediately clean or sterilise any dummy or bottle that falls on the floor or is picked up by another child.
- Dummies will be disposed of if they become damaged and/or when they are required to be disposed of.

When discouraging the dummy staff will:

- Make each child aware of a designated place where the dummy is stored
- Comfort the child and, if age/stage appropriate, explain in a sensitive and appropriate manner why they do not need their dummy
- Distract the child with other activities and ensure they are settled before leaving them to play
- Offer other methods of comfort such as a toy, teddy or blanket
- Explain to the child they can have their dummy when they go home or at sleep time. We will also offer support and advice to parents to discourage dummy use during waking hours at home and suggest ways which the child can be weaned off their dummy through books and stories (when appropriate).

Policy Reviewed December 2025 by Rachael Waite

Next Review due December 2026

Early Learning Opportunities Statement

At Wildwood Childcare we promote the learning and development of all children in our care. We have a quality workforce with highly qualified staff who recognise that each child is an individual, focusing on their needs, interests, learning and development. Staff plan challenging and enjoyable experiences across the seven areas of the curriculum. Our staff are ambitious for our children and guide and plan what children learn reflecting on the different rates at which they develop and adjust practice appropriately. Our aim is to support all children attending the setting to attain their maximum potential within their individual capabilities

We provide a positive play environment for every child, so they may develop good social skills and an appreciation of all aspects of this country's multi-cultural society. We plan learning experiences to ensure, as far as practical, there is equality of opportunity for all children and a celebration of diversity.

We maintain a personalised record of every child's development, showing their abilities, progress, interests, and areas needing further staff or parental assistance.

For children, whose home language is not English, we will take reasonable steps to:

- Provide opportunities for children to develop and use their home language in play and learning and support their language development at home; and
- Ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring that children are ready to benefit from the opportunities available to them when they begin school.

We ensure that activities are planned around the interests of children as well as ensuring they have the depth and breadth across the seven areas of learning in the EYFS. They provide interesting and challenging experiences that meet the needs of all children. Planning is based on a secure knowledge and understanding of the characteristics of effective learning, thus promoting the learning and development of young children and what they can achieve.

We implement the Early Years Foundation Stage (EYFS) set by the Department for Education that sets standards to ensure all children learn and develop well. We support and enhance children's learning and development holistically through play-based activities. We review all aspects of learning and development and ensure a flexible approach is maintained, which responds quickly to children's learning and developmental needs. We develop tailor-made activities based on observations which inform future planning and draw on children's needs and interests. This is promoted through a balance of adult-led and child-initiated opportunities both indoors and outdoors.

If we are concerned about a child's progress in any areas of learning, staff will discuss this with the child's parents and agree how best to support the child. Staff will consider whether a child may require any additional support, or if they may have a special educational need or disability which will require specialist support. Assessment is an integral part of our practice: we carry out ongoing assessment (formative) through daily observations and ensure that this does not take us away from interacting with the children.

Summative assessment is carried out at set points of the year including using ranges for the Birth To 5 Matters:

- Assessment on entry (starting point), including parental contributions.
- Progress check at age two (where applicable).
- Leavers assessments

We acknowledge parents as primary educators and encourage parental involvement as outlined in our Working in Partnership with Parents policy.

We build strong home links to enhance and extend children's learning both within the setting environment and in the child's home.

Policy reviewed- December 2025 by Rachael Waite,

Next review date - December 2026

Equipment and Resources

At Wildwood Childcare we organise the premises and equipment to meet the needs of all the children. We provide a wide range of high quality equipment and resources to support the delivery of our early years curriculum. We take reasonable steps to ensure the safety of children and ensure they are not exposed to risks.

To ensure this occurs within the setting, including in our outdoor areas, we will:

- Provide play equipment and resources which are safe and, where applicable, conform to the European Standards for Playground Equipment: EN 1176 and EN 1177, BS EN safety standards or Toys (Safety) Regulation (1995)
- Provide enough equipment and resources for the number of children registered in the setting
- Provide high quality resources to meet children's individual needs and interests and promote all areas of children's learning and development
- Provide opportunities to involve the children in decision making about new resources and equipment, where possible
- Select books, equipment and resources which promote positive images of people of all races, cultures, ages, gender, and abilities, are non-discriminatory and do not stereotype
- Provide play equipment and resources which promote continuity and progression, provide sufficient challenges, and meet the needs and interests of all children
- Store and display resources and equipment where all children can independently choose and select them
- Check all resources and equipment before first use to identify any potential risks and again regularly at the beginning of every session and when they are put away at the end of every session. We repair and clean or replace any unsafe, worn out, dirty or damaged equipment whenever required
- Evaluate the effectiveness of the resources including the children's opinions and interests
- Encourage children to respect the equipment and resources and tidy these away when play has finished.

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Next review date - December 2026

Outdoor Play

At Wildwood Childcare we are committed to the importance of daily outdoor play and the physical development of all children regardless of their age and stage of development. We provide an inclusive outdoor play environment with areas for all children to freely explore. We make reasonable adjustments where required, in line with the Equality Act 2010. We go out to play with all children in all weathers (unless it is deemed unsafe).

We understand the vital role that learning outdoors has on children's learning and development as well as the importance of regular access to outdoor play in order to keep fit and healthy, develop children's large and fine motor skills, experience learning in a natural environment and access sunlight in order to absorb vitamin D more effectively.

The outdoor areas, have a wealth of experiences and resources which help children to develop in a variety of ways, including independence, exploration and investigative skills, risk taking and self-esteem, all of which support children to develop skills now and for the future.

We take reasonable steps to ensure the safety of children through risk assessments whilst balancing the benefits to learning through providing an element of 'risky play.' This type of play allows children to explore and find their own boundaries in a safe environment with supportive practitioners. Staff are informed of the importance of safety procedures and are trained appropriately to ensure these procedures are followed effectively.

We obtain parental permission before any child leaves the setting during the day. This includes short walks onto the moors. There is more information in the outings and visits policy.

We plan all outdoor play opportunities and outings to complement the indoor activities and provide children with purposeful activities that support and follow individual children's interests. There is a balance of both adult-led and child-initiated opportunities to enable children to learn and practice new skills, knowledge, and behaviours. Where possible and in line with the children's needs, we will also often have snacks and meals outdoors and some children will sleep outdoors (see Sleep policy).

We use this policy alongside the following policies/procedures to ensure the safety and welfare of children throughout their time outside:

- Health and Safety
- Sun Care
- Lost Child Policy
- Working in Partnership with Parents
- Supervision of Children

- Safeguarding and Child Protection
- Outings and Visits
- Outdoor Procedure

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Next review date - December 2026

Forest School Policy

At Wildwood Childcare, a cornerstone of our curriculum is spending time outdoors and delivering Forest School sessions.

These sessions take place in the garden, which we feel is a fantastic place for children to explore and learn in. Each session is tailored to the children's individual learning styles and developmental needs. These may involve shelter building, potion making, tool use, fire lighting, mud painting, weaving, tree, and plant recognition, and much more. Central to the Forest School ethos is the importance of children having the freedom to explore the outside environment with appropriate support and risk taking.

Staff and Qualifications

Each Forest school session is led by a Forest School teacher who will ensure a dynamic risk assessment is completed and that the children are monitored in accordance to our policies and procedures. There is also a core risk assessment available for parents and staff to view on request, this risk assessment looks at all possibilities and likelihoods during any type of session.

Children will take part in a range of games/discussions to instil the Forest School rules and ethos such as, how to travel around the fire circle, tool safety talks, fungus awareness etc.

Sessions involving fire or tool use will only take place when a Level 3 Forest School Leader is present.

First Aid Procedures

A first aid kit is accessible during Forest School sessions. All accidents and treatment must be recorded on the Baby's Days app as per our accident and incident policy and parents will be notified via the app.

If a head bump has occurred, then the head bump information must also be sent to the parents and close monitoring is required.

Kit

All children must wear appropriate clothing to protect them from extreme heat or cold and keep them covered to prevent cuts and scrapes. We encourage parents to think carefully about the suitability of their children's clothing, as their child will most likely get very muddy.

Poor Weather

We check the weather forecast every day to ensure that appropriate clothing/equipment is available. When it is raining a trained adult will put a shelter at the start of the session so that children have a dry, safe place to play. The session will not take place if the conditions are deemed dangerous such as, thunderstorms and high winds.

Clothing and Equipment

Children are encouraged to wear

- Long sleeved top
- Full length trousers/leggings
- Waterproof trousers
- Waterproof coat, with a hood
- Boots or Wellies
- Warm socks
- Gloves and a woolly hat/sun hat
- Spare clothing

Photographs and Permissions

Photographs are taken using a setting iPad during sessions. The photographs taken will only be used for tracking children's progress and sharing with children's parents on their online learning journals. If at any point photographs are used for advertising parents will complete a necessary consent form. All photographs will be stored securely on the iPad or setting computer which is password protected and locked away in the setting safe at the end of the working day. Most will be uploaded to Baby's Days for parents to see. Once photo's are uploaded to Baby's Days, photo's can be deleted from the devices.

Forest School Code of Conduct

During Forest School sessions children and staff are asked to respect and follow our Forest School Code of Conduct.

Before delivering a Forest School session a Pre-session site checklist will be carried out. This will include:

1. Checking the weather forecast – is it safe to carry out a session today?
2. Determining the boundaries for the session
3. Checking for any litter/glass/dog poo that may pose a risk and removing it

4. Checking for any branches in pathways and in areas where running games are often played. If this poses a risk the area will be made safe by removing obstacles that may cause harm
5. Checking trees for dead branches or signs of disease. Taking more notice of larger trees and beech trees (these are prone to dropping limbs)
6. If a shelter is put up, ensuring it is secure and weather resistant.
7. Ensuring a fire circle is set up if fire is going to be lit during the session, as well as ensuring that all fire safety equipment is available (bucket filled with water, fire blanket, fire gloves)

Children are taught to respect their surroundings and recognise our Forest School expectations. These are introduced at the start of the programme. Children are encouraged to explore, investigate, and learn in the environment without damaging their surroundings. They are made aware of the plants and animals that live outdoors and how to respect their home.

Rope and string use

Children are encouraged to develop their skills in knot tying. This must be undertaken with adult supervision, adults will support the children when shelter building and making tree swings etc. Children are not left alone with string or rope as this may become a strangulation hazard.

Eating and drinking

Children must only eat and drink resources provided by Forest School staff. Under no circumstances must they eat anything they find and this will be reminded through safety talks at the beginning of each session.

Collecting natural objects

Children are able to collect a small amount of resources to play with and take home with them. They are advised to consider whether taking the item will affect the natural environment around them as lots of plants and creatures may need them to survive. Please refer to the forest school risk assessment for health and safety guidance.

Playing with sticks and stones

We understand that children like to play with sticks and stones, so they are taught how to do this safely and with an awareness of others around them when using them and they fully encouraged to play and use woodland materials to develop skills.

Transporting and carrying objects

It is an adult's role to model safe lifting by bending their knees and keeping a straight back. Children are encouraged to roll, lift, drag and pull materials using their hands or rope. When moving heavier items, they must be rolled, lifted, or carried in a team.

Tree climbing

Whilst exploring children are encouraged to climb trees, there must always be an adult present without being too invasive. Prior to the session the area will be risk assessed and an adult will look for loose branches and anything broken on the floor, Children will be able to explore their own limits or to a maximum of 5ft.

Fire

During Forest School sessions children are encouraged to take risks, this may involve fire and tool use. Children will be taught how to act safely around a fire and how to enter or leave the fire circle. Staff will have the appropriate PPE such as fire gloves when using the fire. Water and a first aid kit will also be available.

(see forest school risk assessment for further info regarding PPE and health and safety requirements.)

Tools

During Forest School sessions, there will be many opportunities for children to take risks, including using tools. Children will be taught how to safely use each tool, and will be taught the safety talks before using any tool, this will be continuously practiced to help individuals remember key points for each tool.

Safety gloves will be provided for helper hand depending on each tool use.

(please see risk assessment for break down of PPE, for each individual tool that will be used within forest school sessions).

The Forest School Leader (Rachael) will offer support to all children and staff.

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Next review date - December 2026

Outdoor Procedure

The following procedure will be followed when children are using the garden, as part of free flow play:

1. One member of staff will do a thorough risk assessment of the garden before children use it, including ensuring both gates are closed and padlocked.
2. Staff will already know and have recorded how many children are in for the day on their room risk assessment/notice board.
3. The doors will be hooked open or closed to if the weather is cold or wet. Children will be given the option of playing in or out but must ask a member of staff to open the door if it is closed due to weather.
4. If all children are outside and a child needs the toilet, a member of staff will accompany them to the bathroom or ask any spare staffing to help cover.
5. If all children are outside and a child needs to sleep, they will have a bed set up for them either outside or within the room so that they can be visually checked on. Staff will ensure that the door is kept open and a sleep check will be done every 5-10 minutes. If several children are sleeping, then a staff member will stay in the room with the sleeping children.
6. It is the responsibility of the staff working to know how many children they have in for that section of the day and communicate regularly to each other if they are split between inside and outside. If a child is collected during free flow outdoor play, staff must sign them out on Baby's Days and communicate to the team.
7. When coming in from outdoors, the children will be head counted by a member of staff and all areas of the garden will be checked thoroughly to ensure no one is unaccounted for. If all children are accounted for this number will be recorded on the sheet/whiteboard.
8. Once all children are inside, and accounted for, a staff member can open and unlock the bottom gate (usually ready for parents collecting their child) the main door can be locked when all children are safely back inside.

If a child or children are unaccounted for, a member of staff must do a thorough re-check of the garden. Gates and fences must be checked to ensure a child has not been able to get out of the garden. They must check inside to ensure the child has not entered the building unknown.

If a child can not be found then the missing child policy and procedure must be adhered to immediately. In the event of an emergency evacuation, children will evacuate via the main door/garden gate. (See Emergency Evacuation Plan)

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Next review date - December 2026

Nutrition and Mealtimes Policy

At Wildwood Childcare we believe that mealtimes should be happy, social occasions for children and staff alike. We promote shared, enjoyable positive interactions at these times.

We are committed to offering children healthy, nutritious, and balanced meals and snacks, which meet individual needs and requirements.

We ensure that:

- A balanced and healthy breakfast, midday meal, tea and snacks are provided for children attending a full day at the setting
- Menus are planned in advance and in line with example menu and guidance produced by the Department for Education. These are reviewed regularly and reflect cultural diversity
- All allergens are displayed alongside the menus to show the contents of each meal
- We provide nutritious food at all snack and mealtimes, avoiding large quantities of fat, sugar, salt and artificial additives, preservatives, and colourings
- Menus include servings of fresh fruit and/or vegetables
- If on an outing a healthy and substantial packed lunch will be provided.
- Only milk and water are provided as drinks to promote oral health. Fresh drinking water is always available and accessible. It is frequently offered to children and babies and intake is monitored. In hot weather staff will encourage children to drink more water to keep them hydrated. Sometimes during Forest School sessions the children may be offered hot chocolate to drink
- Individual dietary requirements are respected. We gather information from parents before a child is enrolled regarding their children's dietary needs, including any special dietary requirements, preferences, food allergies and intolerances that the child has, and any special health requirements, which will be shared with all staff involved in the preparing and handling of food. Any children with food allergies or intolerances are required to provide evidence from a medical practitioner before this will be omitted from their diet at setting. If your child has any dislikes or favourite dishes these can be discussed at your child's first settling in session. (Please see our policy on Dietary Requirements)
- We give careful consideration to seating to avoid cross contamination of food from child to child. Where appropriate, an adult will sit with children during meals to ensure safety and minimise risks. Where appropriate, discussions will also take place with children about allergies and potential risks to make them aware of the dangers of sharing certain foods
- Staff show sensitivity in providing for children's diets and allergies. They do not use a child's diet or allergy as a label for the child, or make a child feel singled out because of her/his diet or allergy.

- Staff set a good example for the children and show good table manners. Meal and snack times are organised so that they are social occasions in which children and staff participate in small groups. During meals and snack times children are encouraged to use their manners and conversation is encouraged
- Staff use meal and snack times to help children to develop independence through making choices, serving food and drinks, and feeding themselves
- Staff support children to make healthy choices and understand the need for healthy eating. We do not offer desserts as part of our menu to ensure sugar intake is limited
- Cultural differences in eating habits are respected
- Any child who shows signs of distress at being faced with a meal he/she does not like will have his/her food removed without any fuss.
- Children who refuse to eat at the mealtime may be offered food later in the day
- Children are given time to eat at their own pace and not rushed
- Quantities offered take account of the ages of the children being catered for in line with recommended portion sizes for young children
- We promote positive attitudes to healthy eating through play opportunities and discussions
- Children will always be within sight and hearing of a member of staff whilst eating to minimise the risk of choking
- Whilst children are eating there will always be a member of staff present with a valid paediatric first aid certificate
- Children will not be encouraged to eat sweets on a regular basis, however, we do sometimes offer treats such as buns and cake on special occasions such as birthdays.
- If you do not wish your child to have these occasional treats, then please make us aware and an alternative will be arranged for your child.
- We allow parents to bring in cakes on special occasions, however these should be shop bought and brought into setting in their original packaging so that all ingredients can be checked by staff in line with allergies and dietary requirements of children. We ensure that all food brought in from parents meets the above and health and safety requirements and ingredients that are listed within the Food Information for Consumers (FIR) 2014
- All staff who prepare and handle food are competent to do so and receive training in food hygiene which is updated every three years
- In the very unlikely event of any food poisoning affecting two or more children on the premises, whether or not this may arise from food offered at the setting, we will inform Ofsted as soon as reasonably practical and in all cases within 14 days. We will also inform the relevant health agencies and follow any advice given.
- Any out of date foods will not be given to your child, as they cannot be stored on the premises and they will be discarded immediately.
- Any food not consumed by your child will be discarded on the same day.
- It is the responsibility of the chef, for checking that the food being provided meets all the requirements for each child.

- Staff are aware of the symptoms and treatments for allergies and anaphylaxis, the differences between allergies and intolerances and that children can develop allergies at any time, especially during the introduction of solid foods
- We will have ongoing discussions with parents and/or carers about the stage their child is at in regard to introducing solid foods, including to understand the textures the child is familiar with
- We prepare food in a suitable way for each child's individual developmental needs
- Young children will be seated safely in a highchair or appropriately sized low chair while eating
- Children will always be within sight and hearing of a member of staff whilst eating.
- Where possible, staff will sit facing children whilst they eat so they can make sure children are eating in a way to prevent choking and so they can prevent food sharing and be aware of any unexpected allergic reactions.
- If a child experiences a choking incident that requires intervention, we will record details of where and how the child choked and contact parents and/or carers to make them aware.

Through our circle times and activities children have the opportunity to learn about the importance of brushing their teeth and how we can help keep our mouths, teeth and gums healthy. Our reading provision also contains books about trips to the dentist and we talk positively about this experience.

We work with parents to offer guidance by providing information about local dentists, sharing information, and supporting them in transitions away from the use of dummies.

If you have any concerns regarding diet/menu/quantity, please do not hesitate to discuss it with us.

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Next review date - December 2026

Late Collection and Non-Collection

At Wildwood Childcare, our day is 7.30am until 5.30pm. Parents are able to collect their child from the setting flexibly within this time period. We ask them to be no later than the session end time. We understand that some parents may arrive earlier to collect their child, which is acceptable. However, the full fees remain in place for the full day.

We give parents information about the procedures to follow if they expect to be late.

These include:

- Calling the setting as soon as possible to advise of their situation and expected time of arrival
- Agreeing a safety password with the setting in advance to be used by anyone collecting a child who is not the parent (designated adult)
- Asking a designated adult to collect their child wherever possible- This individual must be over the age of 18 years old unless parents have given written permission for a person over the age of 16 years of age to collect.
- Informing the setting of this person's identity so the setting can talk to the child if appropriate. This will help to reduce or eliminate any distress caused by this situation
- If the person collecting the child is not known to the setting the parent must provide a password. The person collecting the child must know the individual child's safety password in order for the setting to release the child into their care. This is the responsibility of the parent.

If a child has not been collected from the setting at or before the agreed time, we initiate the following procedure:

- The setting manager will be informed that a child has not been collected
- The manager will check for any information regarding changes to normal routines, parents' work patterns or general information. If there is no information recorded, the manager will try to contact the parents on the telephone numbers provided for their mobile, home or work. If this fails the manager will try the emergency contacts shown on the child's records
- The manager/staff member in charge and one other member of staff must stay behind with the child (if outside normal operating hours). During normal operating times, the setting will plan to meet required staff ratios. If the parents have still not collected the child, the manager will telephone all contact numbers available every 10 minutes until contact is made. These calls will be logged on a full incident record

- In the event of no contact being made after one hour has lapsed, the person in charge will ring the local authority Safeguarding Children Partnership or the children’s social services emergency duty team if out of hours
- The setting will inform Ofsted as soon as convenient
- The two members of staff will remain in the building until suitable arrangements have been made for the collection of the child
- The child’s welfare and needs will be met at all times and to minimise distress staff will distract, comfort and reassure the child during the process
- In order to provide this additional care a late fee of £5 per 15 minutes will be charged to parents. This will pay for any additional operational costs that caring for a child outside their normal setting hours may incur.

Contact numbers:

Bradford Integrated Front Door – Practitioner advice line	01274 433999
Social Services Emergency Duty Team	01274 431010
Ofsted	0300 123 4666

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Settling In and Transitions Policy

At Wildwood Childcare our aim is to work in partnership with parents to help them become familiar with the setting and offer a settled relationship for the child. We know children learn best when they are healthy, safe, and secure, we build positive relationships with parents to ensure we can meet children's individual needs and help them settle quickly into setting life.

All our staff know about the importance of building strong attachments with children. They are trained to recognise the different stages of attachment and use this knowledge to support children and families settling into the setting.

Settling In

Our setting will work in partnership with parents to settle their child into the setting environment by:

- Allocating a key person to each child and his/her family, before he/she starts to attend. The key person welcomes and looks after the child, ensuring that their care is tailored to meet their individual needs. He/she offers a settled relationship for the child and builds a relationship with his/her parents during the settling in period and throughout his/her time at the setting, to ensure the family has a familiar contact person to assist with the settling in process
- Reviewing the nominated key person if the child is bonding with another member of staff to ensure the child's needs are supported
- Providing parents with relevant information about the policies and procedures of the setting
- Planning three settling in visits (a 45 minute stay and play session with a parent/carer present, a one hour session and a three hour session). These will be arranged usually the week prior to your child starting
- Encouraging parents to send in family photos to display to help settle the child
- Creating photo books of the setting including photos of staff for the child to take home and share with their parent and become familiar with the staff and new environment
- Reassuring parents whose children seem to be taking a long time settling into the setting and developing a plan with them
- Providing regular updates and photos of the children settling
- Encouraging parents, where appropriate, to separate themselves from their children for brief periods at first, gradually building up to longer absences
- Assigning a buddy/back-up key person to each child in case the key person is not available

Transitions

We recognise that young children will experience many transitions in their Early Years; some of these planned and some unplanned. We are sensitive to the impact of such changes to children and committed to supporting children going through these transitions.

Some examples of transitions that young children may experience are:

- Starting setting
- Starting school or moving nurseries
- Family breakdowns
- New siblings
- Moving home
- Bereavement of a family member or close friend
- Bereavement of a family pet.

Staff are trained to observe their key children and to be sensitive to any changes in their behaviour and personality. We respectfully ask that parents inform us of any changes in the home environment that may impact on their child so staff can be aware of the reasons behind any potential changes in the child's behaviour.

Starting school or moving childcare providers

Starting school is an important transition and some children may feel anxious about the move. We will do all we can to facilitate a smooth move and minimise any potential stresses. This following process relates to children going to school. However wherever possible, we will adapt this process to support children moving to another childcare provider e.g. childminder or another setting.

- We invite school representatives into the setting, where possible, or invite them to talk via online platforms such as Zoom so they have the opportunity to introduce themselves to the children
- We produce a comprehensive report on every child leaving the setting and with parental permission will share this with the school to enable teachers to have a good understanding of every child received. This will include their interests, strengths and level of understanding and development in key areas. This will support continuity of care and early learning
- With parental permission around school allocation day, we may share details of the schools children are going to so parents can see which children may be going to the same school. This can offer some reassurance for the children to know that they are moving with some familiar peers.

Other Early Years providers

Where children are attending other early years settings or are cared for by a childminder we will work with them to share relevant information about children's development. Where a child is brought to setting or collected from setting by a childminder we will ensure that key information is being provided to the child's parent by providing the information directly to the parent via the child's online learning journal, email or telephone.

Family breakdowns

We recognise that when parents separate it can be a difficult situation for all concerned. We have a Separated family policy that shows how the setting will act in the best interest of the child.

Moving home and new siblings

We recognise that both these events may have an impact on a child. Normally, parents will have advance notice of these changes and we ask parents to let us know about these events so we can support the child to be prepared. The key person will spend time talking to the child and providing activities that may help the child to act out any worries they have, e.g. through role play, stories, and discussions.

Bereavement

We recognise that this may be an extremely difficult time for children and their families and have a separate Bereavement policy, which we follow to help us offer support to all concerned should this be required.

If parents feel that their child requires additional support because of any changes and/or transitions in their life, we ask that you speak to the setting manager and the key person to enable this effective support to be put into place.

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Alcohol and Substance Misuse

At Wildwood Childcare we are committed to taking all necessary steps to keep children safe and well. This includes making sure that children are not exposed to adults who may be under the influence of alcohol or other substances that may affect their ability to care for them. This policy is in line with the Health and Safety at Work Act 1974 and The Misuse of Drugs Act 1971. This should be read in conjunction with the Safeguarding children and child protection policy, Disciplinary procedure, and Suitability of staff policy.

Alcohol

Under the Health and Safety at Work Act 1974, companies have a legal requirement to provide a safe working environment for all of their employees.

Anyone who arrives at the setting clearly under the influence of alcohol will be asked to leave. If they are a member of staff, the setting will investigate the matter and will initiate the disciplinary process as a result of which action may be taken, including dismissal. If they are a parent the setting will judge if the parent is suitable to care for the child. The setting may call the second contact on the child's registration form to collect them. If a child is thought to be at risk the setting will follow the safeguarding children/child protection procedure and the police/children's social services may be called.

If anyone arrives at the setting in a car under the influence of alcohol the police will be contacted.

Staff, students, parents, carers, visitors, contractors etc. are asked not to bring alcohol on to the setting premises.

Substance misuse

Anyone who arrives at the setting under the influence of illegal drugs, or any other substance including medication, that affects their ability to care for children, will be asked to leave the premises immediately. If they are a member of staff, an investigation will follow which may lead to consideration of disciplinary action, as a result of which dismissal could follow. If they are a parent the setting will judge if the parent is suitable to care for the child. The setting may call the second contact on the child's registration form to collect them. If a child is thought to be at risk the setting will follow the safeguarding children/child protection procedure and the police may be called.

The setting will contact the police if anyone (including staff, students, volunteers, contractors and visitors) is suspected of being in possession of illegal drugs or if they are driving or may drive when under the influence of illegal drugs.

If they are a member of staff serious disciplinary procedures will be followed.

If a member of staff is taking prescriptive medication that may affect their ability to work, they must inform the setting manager as soon as possible to arrange for a risk assessment to take place.

Safeguarding/child protection

If a parent or carer is clearly over the alcohol limit, or under the influence of illegal drugs and it is believed the child is at risk we will follow our safeguarding/child protection procedures, contact social services and the police.

Staff will do their utmost to prevent a child from travelling in a vehicle driven by them and if necessary, the police will be called.

Where an illegal act is suspected to have taken place, the police will be called.

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No Smoking/Vaping Policy

At Wildwood Childcare we are committed to promoting children's health and well-being. This is of the utmost importance for the setting.

Smoking and the use of e-cigarettes has proved to be a health risk and therefore in accordance with legislation, the setting operates a strict no smoking/vaping policy within its buildings and grounds. It is illegal to smoke/vape in enclosed places.

All persons must abstain from smoking/vaping while on the premises. This applies to staff, students, parents, carers, contractors, and any other visitors to the premises.

Staff accompanying children outside the setting, are not permitted to smoke/vape. We also request that any parents accompanying setting children on outings refrain from smoking/vaping while caring for the children.

If staff choose to smoke/vape during breaks, they are asked to smoke/vape away from the main entrance and setting premises.

We respect that smoking/vaping is a personal choice, although as an organisation we support healthy lifestyles. We follow UK Health Security Agency advice and aim to help staff and parents to stop smoking/vaping by:

- Providing factsheets and leaflets
- Providing information of local help groups
- Providing details of the NHS quit smoking helpline <https://www.nhs.uk/better-health/quitsmoking/>
- Offering information regarding products that are available to help stop smoking.

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Staff Development and Training

At Wildwood Childcare we value our staff highly. We believe that ongoing personal and professional development is essential for maintaining the delivery of high-quality care and learning and development opportunities for children in their Early Years.

The overall quality of our setting is underpinned by our staff having the appropriate qualifications, training, skills, knowledge and a clear understanding of their roles and responsibilities.

Every staff member is given the opportunity to further develop their training knowledge and skills through a comprehensive and targeted programme of professional development. ensures practitioners are constantly improving their understanding and practice. High-quality professional supervision is also provided, this provides each staff member with support, coaching and training and promotes the interests of children. Each meeting is planned based on individual performance related targets, consistent and sharply focused observation, and evaluations of the impact of staff's practice.

We ensure that most of our staff are qualified to Level 3 (or equivalent) or above in childcare and education or Early Years Educator. Where necessary staff will be supported to achieve a suitable level 2 qualification in English (as defined by the Department for Education on the Early Years Qualifications List) for the completion of the Early Years Educator. We ensure staff have adequate maths knowledge for effective delivery of the EYFS curriculum.

We ensure setting managers appointed on or after 4 January 2024 hold a level 2 maths qualification, or they achieve one within 2 years of starting in the position. In addition to this, we ensure that all level 2 and/or level 3 qualified staff (on or after 30 June 2016) have either a full PFA or an emergency PFA certificate within three months of starting work and ongoing in order to include them in the required staff: child ratios at level 2 or level 3.

We strongly promote continuous professional development and all staff have individual training records and training plans to enhance their skills and expertise, which are based on discussions at supervision meetings and appraisal meetings.

To facilitate the development of staff we:

- Coach, mentor, lead and offer encouragement and support to achieve a high level of morale and motivation
- Promote teamwork through ongoing communication, involvement and a no blame culture to enhance setting practice
- Provide opportunities for delegation based on skills and expertise to offer recognition and empower staff

- Encourage staff to contribute ideas for change within the setting and hold regular staff meetings and team meetings to develop these ideas. Regular meetings are also held to discuss strategy, policy and activity planning
- Encourage staff to further their experience and knowledge by attending relevant external training courses
- Encourage staff to pass on their knowledge to those who are less experienced and share knowledge from external training with small groups of staff within the setting
- Provide regular in-house training relevant to the needs of the setting
- Carry out regular supervision meetings with all staff. These provide opportunities for staff to discuss any issues particularly concerning children's development or well-being including child protection concerns, identify solutions to address issues as they arise and receive coaching to improve their personal effectiveness. Staff appraisals are carried out annually where objectives and action plans for staff are set out, while also identifying training according to their individual needs
- Develop a training plan that sets out the aims and intended outcomes of any training, addressing both the qualification and continuous professional development needs of the setting and individual staff
- Promote a positive learning culture within the setting
- Offer annual team building training
- Carry out full evaluations of all training events and use these to evaluate the training against the aims set to enable the development of future training programmes to improve effectiveness and staff learning
- Provide inductions to welcome all new staff and assign a 'work buddy' to coach, mentor and support new staff
- Offer ongoing support and guidance
- Offer varied information sources including membership of local and national organisations, resources, publications, and literature to all staff.

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Next review date - December 2026

Volunteers, Young Workers and Students

At Wildwood Childcare we support young workers and apprentices as we foster and shape the workforce of the future. At times there may be students on placement within the setting and we are committed to sharing good practice with those wishing to pursue a career in childcare. We also recognise the immense benefits that volunteers bring to the setting. In return we hope to give volunteers an opportunity to share their skills in a different environment and to undertake new experiences.

Volunteers

A volunteer is not an employee and will not have a contract of employment with the setting. We will, however, insist that the volunteer follows all setting procedures in the same manner as a paid employee to ensure consistency, safety and quality of care and early learning for the children. Volunteers will be supervised at all times.

Young Workers

The EYFS (2017) sets out the requirements for young people working in a setting and we will adhere to these requirements at all times.

Any student aged 17 or over who is attending our setting on a long-term placement, will be monitored, and assessed to determine their competence levels. If we believe that they are demonstrating the high levels of competence and responsibility we expect from our staff, then we may consider including them in our staff ratios.

Any young person in the setting under the age of 18 is considered a child by law, therefore we will be vigilant towards their safety and well-being. We will provide each young person with a mentor/buddy within the setting that can support their well-being. Any safeguarding concerns will be dealt with according to our safeguarding policies and procedures.

Students/Apprentices

We will only offer placements to students/apprentices who are associated with a recognised child-related course, or on occasions, pupils from local secondary schools on work experience. We offer placements in discussions with the appropriate tutors and the establishment of close links with the college, training provider or school.

We expect all students to visit the setting for an interview, followed by their student induction and setting tour. At this time, students will have the opportunity to read and discuss relevant health and safety policies, receive a copy of the Student Handbook, and sign a code of conduct in readiness for their first day.

Apprentices aged 16 and over who is attending our setting on a long-term placement and undertaking early education training, will be monitored, and assessed to determine their competence levels. If we believe that they are demonstrating the high levels of competence and responsibility we expect from our staff, then we may consider including them in our staff ratios, if they hold a full and valid paediatric first aid certificate.

Our policy for volunteers, young workers and students is as follows:

- All volunteers, young workers and students will have an enhanced Disclosure and Barring Service (DBS) check before their placement begins
- Undertake a full induction conducted by the setting
- Ensure that the setting environment is safe and secure for all children at all times and report any issues as they arise
- Must be supervised when entering or exiting the building, they will not be allowed to let themselves out.
- They will be assigned to a senior member of staff who will supervise their work and explain the health, safety and fire requirements of the setting
- They will be supervised at all times by the member of staff assigned to them and will not be left alone with the children.
- They may only change nappies if the manager is satisfied they are competent, responsible and know the children well enough and always under close supervision
- They will be supported to understand setting policies and procedures including Safeguarding children and child protection policy, Health and safety – general policy, Inclusion and equality policy, Anti-Bribery policy and Whistleblowing policy
- They are required to maintain our Data Protection Policy and confidentiality policy
- It is expected that during the student's placement, their tutor will visit the setting or have verbal communication with the Student Co-ordinator to receive feedback about the student's progress
- Volunteers, young workers and students will be offered support and guidance throughout their placement and given constructive, honest feedback in respect of their performance. Staff will respect individual's needs and abilities
- An accurate evaluation of ability and performance will be provided and the setting will support those who are experiencing difficulties with action plans if needed
- To maintain parent partnerships, parents will be informed when volunteers or students are present in the setting. Wherever possible this will be accompanied by a recent photograph of them
- They must adhere to the same codes of conduct as permanent staff including time-keeping and dress codes
- They are encouraged to contribute fully to the setting routine and to spend some time in every area.

- Share any safeguarding concerns they may have with their buddy/mentor or the safeguarding officer
- If studying whilst with the setting, undertake all tasks required by the tutor to keep up to date with the course. If your coursework falls behind at any point your placement in the setting will be at risk
- Help with the day to day running of the setting by undertaking tasks as determined by the supervisors and management
- Take part in staff meetings and all staff training as required by the setting.

In some cases, we may include students on long term placements (aged 17 and over) and staff working as apprentices in early education (aged 16 and over) in our staff: child ratios. This will be the discretion of the manager and only will only occur when the manager is satisfied the student or apprentice is competent and responsible.

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Supervision of Children

At Wildwood Childcare we have suitable staffing arrangements to meet the needs of all children and ensure their safety. The manager is responsible for all staff, students, relief, and agency staff receiving information on health and safety policies and procedures in the setting to ensure they are adequately supervising the children, including whilst they are eating.

Supervision

We ensure that children are supervised adequately, at all times, whether children are in or out of the building, including eating through:

- Appropriately deploying staff members meeting the ratio and qualification requirements to ensure children's needs are met and continuing to monitor this across the setting regularly. This includes informing parents about staff deployment and, when relevant and practical, involving them in these decisions
- Making sure that every child is always within the sight and/or hearing of a suitably vetted member of staff.
- Signing children in and out as soon as children enter and leave the premises and carrying out head counts throughout the day
- Risk assessing activities, experiences, and equipment to ensure children are not exposed to unnecessary risks, including removal of any choking hazards, and fully supervising any activities that may pose this risk
- Ensuring children are fully supervised when involved in all types of water play as we are aware that children can drown in only a few centimetres of water
- Taking special care when children are using large apparatus e.g. a climbing frame, and when walking up or down steps/stairs
- Support children to identify, minimise and manage risks in their play
- Making sure staff recognise and are aware of any dangers relating to bushes, shrubs, and plants when on visits/outdoors
- Supervising children when eating; this may involve a member of staff sitting with the children at the table to closely monitor them
- Supervising sleeping children
- Never leaving children unattended during nappy changing times
- Supervising children carefully when using scissors or tools, including using knives in cooking activities
- Increasing staff: child ratios during outings to ensure supervision and safety (please refer to Visits and Outings policy)

- Strictly following any safety guidelines given by other organisations or companies relating to the hire of equipment or services
- When children are accessing the toilet area, a member of staff will always be within sight or earshot of them
- Ensuring children’s privacy is considered and balanced with safeguarding and support needs when changing nappies and toileting

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Visitors and Unknown People

At Wildwood Childcare we take all reasonable steps to ensure the safety of children in our care. This includes making sure any visitors to the setting are properly identified and supervised at all times.

All visitors must sign the visitors' book on arrival and departure.

Visitors may include prospective parents, other professionals, e.g. local authority workers, Ofsted inspectors, people in the community that may come to talk to the children (e.g. librarians), contractors to complete work, deliveries etc.

Where applicable, we ask visitors to book in advance, so arrangements can be made to accompany them. The identity is checked of any visitors attending in a professional capacity, e.g. Ofsted inspectors, speech and language therapists.

All visitors are informed of any relevant policies including the Fire safety procedures and Mobile phone and electronic device use policy including the use of smartwatches.

A member of staff must accompany visitors in the setting at all times while in the building; at no time should a visitor be left alone with a child unless under specific circumstances arranged previously with the manager.

Security Procedure

- Staff must check the identity of any visitors they do not recognise before allowing them into the main setting. Visitors to the setting must sign the Visitors' Book and be accompanied by a member of staff at all times whilst in the building.
- New parents or relatives picking up children will be asked for a pre-arranged password before they are allowed in. If a member of staff answers the door to a parent or relative that they do not recognise, they must politely ask the person to wait in the outer porch until another member of staff can identify them or they have given them the password.
- All external doors must be kept locked at all times, this includes the main door.
- External gates closed and padlocked (except during drop off / pick up times). The internal kitchen door must be kept closed to ensure children do not wander into the kitchen.
- Parents, visitors, and students are reminded not to hold doors open or allow entry to any person, whether they know this person or not. Staff within the setting should be the only people allowing external visitors and parents entry to the premises.

The setting will under no circumstances tolerate any form of harassment from third parties, including visitors, towards others, including children, staff members and parents. The police may be called in these circumstances.

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suitability of staff

At Wildwood Childcare we are committed to ensuring that all staff, including students and volunteers are suitable to work with or be in regular contact with children. We have systems in place to ensure that this includes making a decision about suitability, as part of the recruitment process and monitoring continued suitability and as part of regular staff or student supervision. This policy should be read in conjunction with our “Safe Recruitment of Staff” Policy.

The setting manager is responsible for ensuring that all staff and students have an enhanced check with the Disclosure and Barring Service (DBS), and that the results of such a check are assessed as part of a decision on suitability. We use the DBS update service (with staff consent) to re-check staff’s criminal history and suitability to work with children on an annual basis or more often if necessary. Staff must also have EY2 form due to our childcare being on domestic premises.

We provide adequate and appropriate staffing resources to meet the needs of all children. Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974. We abide by the requirements of the EYFS and any Ofsted guidance in respect to obtaining references and suitability checks for staff, students and volunteers, to ensure that all staff, students and volunteers working in the setting are suitable to do so.

We ensure we receive at least two written references BEFORE a new member of staff commences employment with us. Candidates are informed of the need to carry out checks before posts can be confirmed. Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.

All setting staff will be informed of any staff awaiting enhanced DBS and EY2 clearance.

Staff awaiting these checks will **never**:

- Be left unsupervised whilst caring for children
- Take children for toilet visits
- Change nappies
- Be left alone in a room or outside with children
- Administer medication
- Administer first aid
- Be involved in looking at a child’s learning and development log, but can contribute to it

Have access to children's personal details and records.

While adhering to the above list, we recognise that it is vital that the staff member awaiting checks is made to feel part of the team and we support them in participating fully in every other aspect of the setting day.

Setting management will ensure every individual working with a child goes through a vigorous recruitment and induction procedure (as laid out in the safe recruitment policy). We will also ensure they receive continuous support, training, and supervision from management in order to provide a safe, secure and healthy environment for all children in the setting. We act on any information that comes to our attention that suggests someone may no longer be suitable for their role.

We give staff members, volunteers, and students regular opportunities to declare changes that may affect their suitability to care for the children. This includes information about arrests, convictions, cautions, court orders, reprimands or warnings, their health, medication or about changes in their home life such as whether anyone they live with in a household has committed an offence or been involved in an incident that means they are disqualified from working with children.

All students will have enhanced DBS checks conducted on them before their placement starts.

Volunteers, including students, do not work unsupervised. We have procedures for recording the details of visitors to the setting and take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children. All visitors/contractors will be supervised whilst on the premises, especially when in the areas the children use.

We abide by the requirements of the Safeguarding Vulnerable Groups Act 2006 and the Childcare Act 2006 in respect of any person who is disqualified from providing childcare, is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.

As a staff team we will be fully aware of how to safeguard the whole setting environment and be aware of potential dangers on the setting boundaries such as drones, strangers lingering etc. We will ensure the children remain safe at all times.

The Staff Behaviour Policy sits alongside this policy to enable us to monitor changes in behaviours that may cause concern. All staff sign up to this policy too to ensure any changes are reported to management, so we can support the individual staff member and ensure the safety and care of the children is not compromised.

All staff have access to and comply with the whistleblowing policy which will enable them to share any concerns that may arise about their colleagues in an appropriate manner. Signs of inappropriate staff behaviour may include inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images. This is not an exhaustive list, any changes in behaviour must be reported and acted upon immediately.

We use peer on peer and manager observations in the setting to ensure that the care we provide for children is at the highest level and any areas for staff development are quickly highlighted. Peer observations allow us to share constructive feedback, develop practice and build trust so that staff can share any concerns they may have. Any concerns are raised with the designated lead and dealt with in an appropriate and timely manner

The deployment of staff within the setting allows for constant supervision and support. Where children need to spend time away from the rest of the group e.g. pre-school children going to the toilet, the door will be left ajar or other safeguards will be put into action to ensure the safety of the child.

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Parents as Partners

At Wildwood Childcare we welcome all parents as partners and support a two-way sharing of information that helps establish trust and understanding. We are committed to supporting parents in an open and sensitive manner and include them as an integral part of the care and early learning team within the setting. Working together ensures we can meet the individual needs of the family and child and provide the highest quality of care and education.

The key person system supports engagement with all parents, and we will use strategies to ensure that all parents can contribute to their child's learning and development. Parents contribute to initial assessments of children's starting points on entry and they are kept well informed about their children's progress.

Parents are encouraged to support and share information about their children's learning and development at home and the key person seeks to engage them in guiding their child's development at home too. The key person system ensures all practitioners use effective, targeted strategies and interventions to support learning that match most children's individual needs.

Our policy is to:

- Recognise and support parents as their child's first and most important educators and to welcome them into the life of the setting
- Generate confidence and encourage parents to trust their own instincts and judgement regarding their own child
- Welcome parents into the setting if they have concerns and provide an area where parents can speak confidentially with us as required
- Welcome nursing mothers. The setting will make available a private area whenever needed to offer space and privacy to nursing mothers
- Ensure that all parents are aware of the setting's policies and procedures. Our full policy documents will always be available to parents, on Baby's Days, our online system.
- Maintain regular contact with parents to help us to build a secure and beneficial working relationship for their children
- Support parents in their own continuing education and personal development including helping them to develop their parenting skills and inform them of relevant conferences, workshops, and training
- Create opportunities for parents to talk to other adults in a secure and supportive environment through such activities as stay and play sessions, parents' evenings, and other special events

- Inform parents about the range and type of activities and experiences provided for children, the daily routines of the setting, the types of food and drinks provided for children and events through newsletters, messages, emails, and social media
- Operate a key person system to enable parents to establish a close working relationship with a named practitioner and to support two-way information sharing about each child's individual needs both in setting and at home. Parents are given the name of the key person of their child and their role when the child starts updated as they transition through the setting
- Inform parents on a regular basis about their child's progress and involve them in shared record keeping. Parents' evenings will be held twice a year. The setting will consult with parents about the times of meetings to avoid excluding anyone
- Actively encourage parents to contribute to children's learning through sharing observations, interests, and experiences from home. This may be verbally, sharing photographs or observations on Baby's Days or in written form
- Agree the best communication method with parents e.g. email, face-to-face, telephone and share information about the child's day, e.g. food eaten, nappies, sleep times etc.
- Consider and discuss all suggestions from parents concerning the care and early learning of their child and setting operation
- Provide opportunities and support for all parents to contribute their own skills, knowledge and interests to the activities of the setting including signposting to relevant services, agencies and training opportunities
- Inform all parents of the systems for registering queries, compliments, complaints or suggestions, and to check that these systems are understood by parents
- Make sure all parents have access to our written complaints procedure
- Share information about the Early Years Foundation Stage, young children's learning in the setting, how parents can further support learning at home and where they can access further information
- Provide a written contract between the parent(s) and the setting regarding conditions of acceptance and arrangements for payment
- Respect the family's religious and cultural backgrounds and beliefs and accommodate any special requirements wherever possible and practical to do so
- Inform parents how the setting supports children with special educational needs and disabilities

- Find out the needs and expectations of parents. We will do this through regular feedback via questionnaires, suggestion system and encouraging parents to review working practices. We will evaluate any responses and publish these for parents with an action plan to inform future, policy, and staff development.

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Conflict Resolution with Parents Who May Be Challenging

At Wildwood Childcare we believe that we have a strong partnership with our parents and an open-door policy to discuss any matters arising.

If, as a parent, you have any concerns or issues you wish to raise with the setting then please follow the complaints procedure.

In the case of a parent emailing, calling or using social media to complain the setting will direct them to the correct procedure for raising a complaint.

We have a zero tolerance on abusive calls, emails, social media contact and face-to-face confrontation.

Calls of an aggressive or abusive manner

The call taker receiving a call leading to abuse or aggression will remain calm and professional and ask the caller to follow the Complaints and compliments policy. If the abuse continues the call taker will end the call. Abusive and aggressive calls will be logged with an outline of the conversation.

Emails of an aggressive or abusive manner

The responder will ask the parents to come into the setting to speak in person, as per our Complaints and compliments policy. If the emails persist the manager may seek legal action. All emails will be kept as evidence until the matter is resolved.

Social Media

If slanderous or abusive messages appear on any social media sites, we will address these immediately with a request to follow our complaints procedure. We will endeavour to resolve any issue raised through our complaint's procedure. If slanderous or abusive messages continue, we will seek legal action against the complainant.

If any person starts to act in an aggressive or abusive way at the setting, our policy is to:

- Direct the person away from the children and into a private area
- Ensure that a second member of staff is in attendance, where possible, whilst continuing to ensure the safe supervision of the children
- Act in a calm and professional way, ask the person to calm down and make it clear that we do not tolerate aggressive or abusive language or behaviour

- Contact the police if the behaviour escalates
- If the person calms down and stops the aggressive behaviour, a member of staff will then listen to their concerns and try to resolve the issue
- Following any aggressive confrontation an incident form will be completed detailing the time, reason and action taken
- Any aggressive behaviour from a parent could result in the withdrawal of a place for their child/children. Parents will be informed, by the management team, in writing within 3 days of any incident that involved aggressive or threatening behaviour to their staff
- Management will provide any support and reassurance that staff may need following the experience, and seek further support where necessary
- Management will also signpost parents to further support where applicable

Staff will protect the privacy of the children in our care and ensure that information regarding the incident is kept confidential.

This policy will be followed in the event of any other visitor or member of the public displaying this type of behaviour either by phone, email, social media or in person.

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Missing Child Procedure

At Wildwood Childcare we take all reasonable steps to ensure the safety of children on the premises and on outings. We only release children into the care of individuals who have been notified to us by the parent and have safety systems in place to ensure that children do not leave the premises unsupervised

In the unlikely event of a child going missing from within the setting or on an outing, we have the following procedure which will be implemented immediately:

- All staff will be aware of the procedure when a child goes missing and supply information to support the search, e.g. a recent photograph and a detailed description of clothing
- The setting manager (or the person in charge if on an outing) will be informed immediately and all staff present will be informed. Some staff will be deployed to start an immediate thorough search, followed by a search of the surrounding area, whilst ensuring that some staff remain with the other children, so they remain supervised, calm, and supported throughout
- The manager / person in charge will call the police as soon as they believe the child is missing and follow police guidance. The parents of the missing child will also be contacted
- A second search of the area will be carried out
- On an outing the designated person in charge will inform the setting who will contact the child's parents giving details of what has happened. If the whole setting is on an outing, all contact details will be taken on the trip by the person in charge
- A third search of the area will be carried out
- During this period, available staff will be continually searching for the missing child, whilst other staff maintain as near to normal routine as possible for the rest of the children in the setting
- On an outing it will be the designated person in charge or the manager's responsibility to ensure that there are adequate staff to care for the children and get them back safe, a member of staff to meet the police and someone to continue the search (this may mean contacting relief staff)
- The manager will meet the police and parents
- The manager will then await instructions from the police

- In the unlikely event that the child is not found, the setting will follow the local authority and police procedure
- Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was lost, time identified, notification to police and findings
- Ofsted must be contacted and informed of any incidents
- With incidents of this nature parents, carers, children, and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary
- In any cases with media attention, staff will not speak to any media representatives
- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring being reduced

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Lone Working Policy

At Wildwood Childcare, we aim to minimise lone working where possible however there may be occasions when this is not always possible due to:

- Toilet breaks
- Lunch cover
- Nappy changes
- Deployment of children due to space and staff ratios
- Comforting a child that may be unwell in a quiet area
- Supporting children in the toilet area that may have had an accident
- The duties some team members have, e.g. management, opening and closing the setting, carrying out cleaning or maintenance at the setting and staff operating outside operating hours

We always ensure that our staff: child ratios are maintained within the setting.

It is the responsibility of both the employee and their manager to identify the hazards and minimise the risks of working alone.

On occasions that lone working within a room does take place we have a specific risk assessment in place, which includes:

- How staff can manage with a variety of tasks such as talking to parents and supervising children safely
- That each member of staff required to work alone holds the required qualifications, training and/or skills for the role, e.g. holds a level 3 qualification, paediatric first aid, safeguarding and child protection training and basic food hygiene
- That staff members working alone are competent in their role
- There are procedures in place to check in on the staff member and cover for breaks
- The member of staff and children are safeguarded, (according to our Safeguarding children and child protection policy)
- Ratios are always maintained.

Public liability insurance for lone working will be sought where applicable.

Staff members' responsibilities when left in the building alone:

- To make a member of the management aware of when they are working and make plans to check in at their expected time of completion of the work

- To ensure they have access to a telephone, to call for help if they need it, or for management to check their safety if they are concerned
- Ensure that the building remains locked so no one can walk in unidentified
- Report any concerns for working alone to the management as soon as is practicably possible.

Management's responsibilities when left in the building alone:

- To ensure staff working alone are competent and confident to carry out any safety procedures, e.g. evacuation or lock down
- To ensure that the employee can contact them or a member of the team event if their lone working is outside normal office hours (i.e. access to a phone, contact numbers of someone they can call)
- To check that the employee has someone they can contact in the event of an emergency and the numbers to call
- To ensure that employees can access a telephone whilst lone working
- If reporting in arrangements have been made and the employee does not call in, to follow it up.

Risk assessments are also completed for these occasions including hazards and risks and how these are controlled.

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Intimate Care Policy Including Nappy Changing

At Wildwood Childcare we believe that all children need contact with familiar, consistent carers to ensure they can grow and develop socially and emotionally. Children need to feel safe, secure, and happy so we expect setting staff to be responsive to children's needs, whilst maintaining professionalism. We accept that children need to be cuddled, encouraged, held, and offered physical reassurance and ensure intimate care routines are undertaken with respect.

Intimate care routines are essential throughout the day to meet children's basic needs. This may include nappy changing, supporting children with toileting, changing clothes, and giving first aid treatment and specialist medical support, where required.

In order to maintain the child's privacy, we will carry out the majority of these actions on a one-to-one basis, wherever possible, by the child's key person with the exception of first aid treatment which must be carried out by a qualified first aider. We will ensure children's privacy is considered and balanced with safeguarding and support needs when changing nappies and toileting.

To promote good practice and to minimise the risk of allegations we have the following guidelines to ensure staff are fully supported and able to perform their duties safely and confidently.

Management

- Promote consistent and caring relationships through the key person system in the setting and ensure all parents understand how this works.
- Ensure all staff undertaking intimate care routines have suitable enhanced DBS checks.
- Conduct thorough inductions for all new staff to ensure they are fully aware of all setting procedures relating to intimate care routines.
- Follow up procedures through supervision meetings and appraisals to identify any areas for development or further training.
- Ensure all staff have an up-to-date understanding of safeguarding/child protection and how to protect children from harm. This will include identifying signs and symptoms of abuse and how to raise these concerns as set out in the safeguarding/child protection policy.

- Operate a whistleblowing policy to help staff raise any concerns about their peers or managers; and help staff develop confidence in raising worries as they arise in order to safeguard the children in the setting.
- Conduct working practice observations on all aspects of setting operations to ensure that procedures are working in practice and all children are supported fully by the staff. This includes intimate care routines.
- Conduct regular risk assessments on all aspects of the setting operation, including intimate care, hand review the safeguards in place. The setting assesses all the risks relating to intimate care routines and uses appropriate safeguards to ensure the safety of all involved.

Environment

Where possible, leave the doors open when changing children’s nappies, soiled or wet clothing, or other intimate routines, whilst maintaining their dignity. Ensure children are afforded privacy during intimate care routines whilst balancing this with the need to safeguard children and staff.

Parents

Work closely with parents on all aspects of the child’s care and education as laid out in the Working in Partnership with Parents Policy. This is essential for intimate care routines which require specialist training or support.

If a child requires specific support the setting will arrange a meeting with the parent to discover all the relevant information relating to this to enable the staff to care for the child fully and meet their individual needs

Relationships

Although we recognise it is appropriate to cuddle children, we give cuddles only when sought by children needing comfort to support their emotional development. Staff are advised to do this in view of other children and practitioners, whenever possible. We recognise that there may be occasions where it is appropriate for this to happen away from others, such as when a child is ill. In these circumstances, staff are advised if possible to leave the door open.

It is the duty of all staff and the manager to ensure that children are appropriately comforted and to monitor practice. We discourage inappropriate behaviour such as over tickling, over boisterous play or inappropriate questions such as asking children to say they love a staff member and we advise staff to report any such observed practice.

Staff are respectful of each other and the children and families in the setting and do not use inappropriate language or behaviour, including during breaks.

Nappy Changing

We will use appropriate designated facilities for nappy changing which meet the following criteria:

- Facilities are separate to food preparation and serving areas and children's play areas
- Changing mats have a sealed plastic covering and are frequently checked for cracks or tears. If cracks or tears are found, the mat is discarded.
- Clean nappies are stored in a clean dry place; soiled nappies are placed in a 'nappy sack' before being placed in the bin. Bins are foot-pedal operated, regularly emptied and placed in an appropriate waste collection area.
- We ask that where any non-prescribed creams are needed, e.g. Sudocrem that these are supplied by the parent and clearly labelled with the child's name. Prior written permission is obtained from the parent. When applying creams for rashes, a gloved hand is used.
- Use a wipeable / disposable apron and pair of gloves for each nappy change and always wash hands before and after using gloves
- Clean disinfect and dry mats thoroughly after each nappy change;
- Ensure they have all the equipment they need and before each nappy change.
- Keep nappy bags, gloves and aprons out of reach of children.

Reusable Nappies

Reusable Nappies In addition to the above procedures, where children wear reusable nappies we will:

- Ask the parents for a demonstration for fitting the nappy correctly if needed
- Dispose of any soiling by flushing straight down the toilet
- Dispose of the non-reusable nappy liner, and place in a nappy bag (and disposed in a nappy bin)
- Store the used nappies in a sealable wet bag away from children (including a waterproof interior and sealed to prevent any smells escaping)
- Provide the parents with the wet bag at the end of the day to clean the used nappies.

We wish to ensure the safety and welfare of the children whilst being changed and safeguard against any potential harm, as well as ensuring the staff member involved is fully supported

and able to perform their duties safely and confidently. We aim to support all parties through the following actions:

- Promoting consistent and caring relationships through the key person system and ensuring all parents understand how this works and who is caring for their child
- Using this one-to-one time as a key opportunity to talk to children and help them learn, e.g. through singing and saying rhymes during the change
- Ensuring all staff undertaking nappy changing have suitable enhanced DBS checks
- Training all staff in the appropriate methods for nappy changing
- Ensuring that no child is ever left unattended during the nappy changing time
- Ensuring staff who are pregnant have a risk assessment in place before changing nappies and that this has been discussed
- Ensuring suitably competent and responsible students only change nappies with the support and supervision of a qualified member of staff
- Conducting thorough inductions for all new staff to ensure they are fully aware of all setting procedures relating to nappy changing
- Ensuring hygiene procedures are followed appropriately, e.g. hands washed before and after nappies are changed and changing mats cleaned before and after each use
- Following up procedures through supervision meetings and appraisals to identify any areas for development or further training
- Working closely with parents on all aspects of the child's care and education as laid out in the Parents as partners policy. This is essential for any intimate care routines which may require specialist training or support. If a child requires specific support, the setting will arrange a meeting with the parent to discover all the relevant information relating to this to enable the staff to care for the child fully and meet their individual needs
- Ensuring all staff have an up-to-date understanding of child protection and how to protect children from harm. This includes identifying signs and symptoms of abuse and how to raise these concerns as set out in the Safeguarding children and child protection policy
- Balancing the right for privacy for the children with the need for safeguarding children and adults by making sure intimate care routines do not take place behind closed doors
- Cameras, tablets and mobile phones are not permitted within toilet and intimate care areas
- Operating a Whistleblowing policy to help staff raise any concerns relating to their peers or managers and helping staff develop confidence in raising concerns as they arise in order to safeguard the children in the setting
- Conducting working practice observations of all aspects of setting operations to ensure that procedures are working in practice and all children are supported fully by the staff. This includes all intimate care routines
- Conducting regular risk assessments of all aspects of setting operations including intimate care and reviewing the safeguards in place.

The setting has assessed all the risks relating to intimate care routines and has placed appropriate safeguards in place to ensure the safety of all involved.

When developmentally appropriate, we work closely with parents to sensitively support toilet training in a way that suits the individual needs of the child and ensures consistency between home and setting.

If a parent or member of staff has concerns or questions about intimate care procedures or individual routines, practice procedures or behaviour they consider as inappropriate, including between staff members, they are urged to see the manager at the earliest opportunity.

Management will challenge inappropriate behaviour in line with the Supervisions policy, Disciplinary procedure or Whistleblowing policy.

If the concern relates to the manager and/or setting owner then parents should contact Ofsted on 0300 123 4666 or the Bradford Children and Families trust on 0800 953 0966 (see website for more details on how to report)

Policy reviewed- December 2025 by Rachael Waite,

Next review date - December 2026

Data Protection and Confidentiality Policy and Procedure

This policy should be read alongside our Privacy Statement which can be found on our Website.

At Wildwood Childcare we are subject to General Data Protection Regulation (Regulation (EU) 2016/679 GDPR) 2018 and Data Protection Act 2018. We must adhere to data protection laws, however it is our duty to share any information with the relevant agencies in cases of safeguarding and child protection.

Parents are welcome to view the policies and procedures of the setting which govern the way in which the setting operates. These may be viewed at any time, on our website, in person at the setting, or by accessing them on Baby's Days, our online system.

Parents are welcome to see and contribute to all the records that are kept on their child. Please note that pictures of your child in a group situation may be included in other children's records in order to share group experiences for which your permission will be sought. We ask that parents do not share any group images with families or friends on social media.

As we hold personal information about staff and families, we are registered with the Information Commissioner's Office. All parent, child and staff information is stored securely according to the requirements of GDPR (2018), including details, permissions, certificates and photographic images. We will ensure that staff understand the need to protect the privacy of the children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality.

Legal requirements

- We follow the legal requirements set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) and accompanying regulations about information we must hold about registered children and their families and the staff working at the setting
- We follow the requirements of the General Data Protection Regulation (Regulation (EU) 2016/679 GDPR) 2018, Data Protection Act 2018 and the Freedom of Information Act 2000 with regard to storage of data and access to it.

Procedures

It is our intention to respect the privacy of children and their families and we do so by:

- Storing confidential records in a locked filing cabinet or on the office computer which is password protected and the door to the office is locked when the setting is closed

- Ensuring staff, student and volunteer inductions include an awareness of the importance of the need to protect the privacy of the children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality. This includes ensuring that information about the child and family is not shared outside of the setting other than with relevant professionals who need to know that information. It is not shared with friends and family, or part of any social discussions outside of the setting. If staff breach any confidentiality provisions, this may result in disciplinary action and, in serious cases, dismissal. Students on placement in the setting are advised of our Data protection and confidentiality policy and required to respect it.
- Ensuring that all staff, volunteers and students are aware that this information about children and families is confidential and only for use within the setting and to support the child's best interests with parental permission.
- Ensuring that parents have access to files and records of their own children but not to those of any other child, other than where relevant professional such as police or local authority children's social care team decide this is not in the child's best interest
- Ensuring all staff are aware that this information is confidential and only for use within the setting. If any of this information is requested for whatever reason, the parent's permission will always be sought other than in safeguarding circumstances above
- Ensuring staff do not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs.
- Ensuring staff, students and volunteers are aware of and follow our social networking policy in relation to confidentiality.
- Ensuring issues concerning the employment of staff remain confidential to the people directly involved with making personnel decisions.
- Ensuring any concerns/evidence relating to a child's personal safety are kept in a secure, confidential file and are shared with as few people as possible on a 'need-to-know' basis. If, however, a child is considered at risk, our safeguarding policy will override confidentiality.

Breach of Data / Confidentiality Procedure

In the unlikely event that a breach of data occurs, we will follow the procedure below:

- The breach should be reported to our Data Protection Officer Rachael Waite promptly and an initial assessment will be made to establish the severity of the breach.
- If a serious breach occurs, we will inform ICO who may wish to carry out an investigation.

- We will carry out our own investigation into the breach including how the breach occurred, who might have been involved and put steps in place to ensure it does not happen again.
- We will inform the individual whose data has been breached and offer any support if needed.
- If the investigation finds that the breach is due to the negligence of a member of staff, this will result in disciplinary action or dismissal.

All the undertakings above are subject to the paramount commitment of the setting, which is to the safety and well-being of the child.

The setting's records and documentation are kept and stored in accordance with minimum legal archiving requirements. We currently archive children's personal records for at least 21 years and three months.

General Data Protection Regulation (Regulation (EU) 2016/679 (GDPR) compliance

In order to meet our requirements under GDPR we will also undertake the following:

- We will ensure our terms and conditions, privacy and consent notices are easily accessed and made available in accurate and easy to understand language
- We will use personal data to ensure the safe, operational, and regulatory requirements of running our setting. We will only make contact in relation to the safe, operational, and regulatory requirements of running our setting. We will not share or use personal data for other purposes. Further detail can be found in the GDPR privacy notice
- Everyone in our setting understands that people have the right to access their records or have their records amended or deleted (subject to other laws and regulations)
- We will ensure staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR.

This includes:

- Being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'
- Understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent, it

cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

Staff and volunteer information

- All information and records relating to staff and volunteers will be kept confidentially in a locked cabinet
- Individual staff may request to see their own personal file at any time.

Policy reviewed- December 2025 by Rachael Waite,

Next review date - December 2026

Emergency Lockdown Procedure

At Wildwood Childcare the safety of children, staff and parents is of utmost importance to us. We have developed the following lockdown procedure to reduce risks should there be any threat such as firearms or weapons attack, either directly at the site or in the vicinity.

The external door (or gates if children are playing outside) are kept locked during setting operating hours and all visitors to the setting are asked for identification before being given any access to the building (please see our visitors policy).

Similar to our emergency evacuation, we will carry out regular lock down drills. These drills will occur at different times of the day and on different days to ensure they are undertaken in different circumstances and all children and staff participate in the rehearsals.

In the event of an emergency where the safety of the children and staff is compromised and we are better placed inside the building, the following lockdown procedure will be undertaken. This may be in response to several situations such as;

- A report / incidence or disturbance in the local community with potential to pose a risk to staff and children within the setting.
- An intruder on the setting site or within the immediate community, with potential to pose a risk to staff and children within the setting
- A warning received regarding a risk locally, of air pollution, such as smoke plumes, gas cloud etc
- A major fire or explosion in the vicinity of the setting – if it is safer staying in the premises than leaving

Management of the situation will depend on the circumstances; however, all staff members are expected to remain calm, move slowly and follow instruction.

At Wildwood Childcare we operate a two-stage approach to lockdown.

Stage 1 – Be aware but carry on

If there was a threat in the local area, the first stage of the lockdown procedure would be followed which would include making staff aware of the threat and making sure all staff and children are within the building but no further action would be needed unless the risks increased, in which case it would go to stage 2.

Stage 2 - Full Lockdown Procedure

If there was an immediate threat to the setting the second stage would be followed which would include a full lockdown procedure.

- The manager will alert other to proceed with full lockdown procedure by repeating “Code Red, Code Red, Code Red”
- Emergency services will be alerted by phone
- Room Leaders / Assistants should organise staff and children to gather in the designated area for lockdown being aware of numbers of children to be accounted for and if possible ensure ipads, radios, or a phone is taken to the designated area as well as a first aid kit
- If children are outside, the practitioners will make a decision based on the situation at hand, if enough time practitioners will get the children inside, if not they will hide the children in the garden.
- When children are gathered, they should be seated on the floor away from the doors and windows and asked to stay as quiet as possible (this could be made into a game to minimise children being scared)
- Doors to the rooms will be secured and windows covered with items of furniture to reduce any access by an intruder and lights will be turned off.
- Staff and children will remain in the lockdown room until they are informed that the threat has been removed
- The manager will manage the situation dependent on the emergency and threat level and the information available
- Under no circumstances should any parent or member of the community be allowed to enter the setting until deemed safe to do so
- Once the all clear has been given externally the manager will issue the all clear internally by giving the safe word. Safe words are agreed upon by staff and are changed regularly to ensure that they are kept secure and confidential. After this time, the staff will try to return to normal practice to enable the children not to be disrupted or upset by the events.

Children and staff should be checked for injuries and any first aid given. After the emergency has concluded, parents will be contacted as well as other appropriate authorities such as Ofsted and the Insurance company.

After the event, a post-incident evaluation will be conducted to ensure that each child and staff member was supported fully, and the procedure went as planned. Ofsted will be informed.

Regular drills will be held to practice exercising the lock down procedures, using non-alarming scenarios.

Policy reviewed- December 2025 by Rachael Waite,

Next review date - December 2026

Dietary Requirements including Allergies and Intolerances

Wildwood Childcare aims to provide a setting that is safe for children with allergies and reduce the risk of children being exposed to their allergen.

This policy must be read in conjunction with the following:

- Nutrition and Mealtime policy
- Medicine
- Supervision of children
- Medicine Policy

We plan carefully for all allergies and dietary requirements and take into account parents' wishes with respect to their child's diet. Where parents have made personal choices about their child following a particular diet, the setting will support families in this decision (such as for religious, cultural or ethical reasons/vegetarian/vegan). Parents are asked to provide as much information as possible regarding suitable foods. A food that is not liked by a child or a food that a child will not eat is not a special diet and does not warrant an alternative meal provided. This will be discussed on registration and requirements recorded on their online profile. Menus are adapted accordingly and where possible the alternative provided will be the same meal, substituting specific ingredients.

We do not allow nuts or nut products within the setting. Some manufacturers use the phrase "may contain traces of nuts" in their ingredients list. We may use some products which have allergens labelled as "may contain" but wherever possible we will try not to use these products. These labels are usually cautionary advice and are very unlikely to contain the allergen. Please speak to the setting manager if you have any concerns.

Where children have an allergy or intolerance to a specific food group, they will be required to provide evidence from a medical practitioner before this food group can be omitted from a child's diet during their time at setting. Children who require medication for an allergy / intolerance will need a health care plan in place which will detail:

- The condition requiring treatment
- Symptoms displayed e.g. anaphylactic shock, rash, redness, swelling, breathing difficulties
- Causing factors e.g. the substance, material, living creature the child is allergic to
- Treatment and/or medication

- What an emergency situation would look like and actions to be taken in an emergency
This form includes emergency contacts and is signed by the parent/carer and setting practitioner. The form will be stored on the child's online profile and a paper copy stored with the medication (see medication policy).

The Health Care plan will be reviewed regularly and updated with parent/carer when a change is notified. The parent/carer is responsible for informing the setting of any changes to the child's medical requirements including a change in allergies and any food that they may or may not have. This must be followed up with evidence from a medical practitioner.

All our staff have first aid training which includes training on allergies and the administration of autoinjectors. New members of staff may not be trained straight away but will be booked onto First Aid training as part of their induction.

We record all dietary requirements on a spreadsheet that is displayed in each of the rooms. A copy is also kept in the kitchen. This is updated by the cook at regular intervals or whenever there is a change and all staff are informed and asked to sign that they have read the information. All staff are expected to check the spreadsheet at all mealtimes before they serve food and must never go by word of mouth from another colleague.

On registration, parents will be asked if they consent to their child being given antihistamine, in particular circumstances. Parents will be asked to sign the permissions form with the statement to say that this may be administered in an emergency if the setting CANNOT contact the parent, this includes liquid antihistamine (Piriton) if we feel that the child is having an allergic reaction.

At mealtimes children with dietary requirements are served first with a metal plate and/or cup and may be seated separately from other children if it is deemed appropriate (for example if there is a risk that a child would receive or give food to others near to them).

Mealtimes are closely supervised by staff and where appropriate, a staff member may sit with the children who have dietary requirements and may discuss with children dependent on age and stage, allergies, and the potential risks. All staff are responsible for ensuring that all dietary requirements are met and that children are adequately supervised.

All food served at the setting is bought from reputable supermarkets and includes packaging with a full list of ingredients. If the setting receives a product that does not have a full list of ingredients on the label it will not be served. The cook checks ingredients list at the time of purchase so that any allergens are known. All receipts of food are kept. When storing food,

the products are identifiable and kept in their packaging (with a full ingredients list and allergy information) until used.

We cannot accept homemade foods within the setting. We are keen to celebrate special events with children and encourage parents to do the same. If a parent wishes to bring in food to celebrate, we encourage them to speak to their key person to make arrangements.

We can only allow food that is shop bought including the packaging with a full list of ingredients. The cook and/or manager will take full responsibility in checking all the ingredients against children who have dietary requirements. Any food brought into the setting by parents will not be eaten in the setting but will be sent home with the children if they are not allergic to any of the ingredients.

Allergies and Allergic Reactions

Signs and symptoms of an allergic reaction can include:

- a runny nose or sneezing
- pain or tenderness around cheeks, eyes or forehead
- coughing, wheezing or breathlessness
- itchy skin or a raised rash (hives)
- diarrhoea
- feeling or being sick
- swollen eyes, lips, mouth or throat

Anaphylaxis

Anaphylaxis is a severe life threatening allergic reaction. Signs and symptoms of anaphylaxis may include:

- swelling of the face, tongue, lips, neck, and eyes
- itchy rash that may have large blotchy pink patches or smaller, speckly, pink, itchy spots
- difficulty breathing or swallowing
- a hoarse voice
- stridor (a high-pitched noise when breathing in through a narrowed airway)
- shortness of breath, wheeze, cyanosis (blueness round lips and face)
- anxiety, confusion
- signs of shock, pale, clammy skin, feeling faint
- a fast pulse
- collapse or loss of consciousness
- abdominal pain, sometimes diarrhoea

- nausea and vomiting

Procedure for Allergic Reaction / Anaphylaxis

Our procedures

- All staff are made aware of the signs and symptoms of a possible allergic reaction in case of an unknown or first reaction in a child.
- We ask parents to share all information about allergic reactions and allergies on their child's registration form and to inform staff of any allergies discovered after registration. All children's permissions will be checked on admission to ensure that they have acknowledged the administration of antihistamine in an emergency.
- For minor allergic reactions, we will contact parents to ask if we can administer liquid antihistamine. If we can not get hold of a parent we will administer it anyway and then contact parents to say that this has been given. If the condition of the child does not improve, the parents will be contacted and asked to collect the child and seek medical attention.
- We share all information with all staff and keep records of allergies within the rooms
- All food prepared for a child with a specific allergy is prepared in an area where there is no chance of contamination and served on equipment that has not been in contact with this specific food type, e.g. nuts, gluten
- The manager, setting cook and parents work together to ensure a child with specific food allergies receives no food at setting that may harm them. This may include substituting specific meals on the current setting menu
- Seating is monitored for children with allergies. Where deemed appropriate, staff will sit with children who have allergies and, where appropriate, staff will discuss food allergies with the children and the potential risks
- If a child has an allergic reaction to food, a bee or wasp sting, plant etc. a paediatric first aid trained member of staff will act quickly and administer the appropriate treatment, where necessary. We will inform parents and record the information on Baby's Days for parents to acknowledge
- All our staff have paediatric first aid training including specific medical training for autoinjectors if an allergic reaction requires specialist treatment, e.g. an EpiPen.

Food Information Regulations (FIR) 2014

We incorporate additional procedures in line with the FIR, including displaying our weekly menus on our online system and website, identifying any of the 14 allergens that are used as ingredients in any of our dishes.

In the event of a serious allergic reaction and a child needing transporting to hospital

The setting manager or staff member will:

- If a child shows any signs of anaphylaxis, we will use an autoinjector (if the child has one)
- If the child does not have an autoinjector we will administer liquid antihistamine, call 999 if it's an emergency and follow their advice, this may involve using another child's autoinjector that we have on sight.
- Ensure someone contacts the parents whilst waiting for the ambulance and arrange to meet them at the hospital. Staff will not attempt to transport the sick child in their own vehicle
- Arrange for the most appropriate member of staff to accompany the child, taking with them any relevant information such as registration forms, relevant medication sheets, medication and the child's comforter
- Redeploy staff if necessary to ensure there is adequate staff deployment to care for the remaining children. This may mean temporarily grouping the children together
- Inform a member of the management team immediately
- Remain calm at all times and continue to comfort and reassure the child experiencing an allergic reaction. Children who witness the incident may also be well affected by it and may need lots of cuddles and reassurance. Staff may also require additional support following the incident
- Where a serious incident occurs and a child requires hospital treatment, Ofsted will be informed.

Policy reviewed- December 2025 by Rachael Waite,

Next review date – December 2026

Acceptable Internet Use Policy

Legislation

- Data Protection Act 2018
- General Data Protection Regulation (Regulation (EU) 2016/679).

Related policies

- Whistleblowing
- Social networking
- Safeguarding and child protection policy and procedure
- Online safety.

This policy describes the rights and responsibilities of staff using resources such as computers, tablets, the internet, landline and mobile telephones, and other electronic equipment. It explains the procedures you are expected to follow and makes clear what is considered acceptable behaviour when using them. These devices are a vital part of our business and should be used in accordance with our policies in order to protect children, staff and families.

Security and passwords

All electronic devices will be password protected and passwords will be updated on a regular basis. Passwords for our systems are confidential and must be kept as such. You must not share any passwords with any other person; in particular you must not allow any other staff member to know or use your password.

Email

We expect all staff to use their common sense and good business practice when using email. As email is not a totally secure system of communication and can be intercepted by third parties, external email should not normally be used in relation to confidential transactions. Emails must not be used to send abusive, offensive, sexist, racist, disability-biased, sexual orientation based or defamatory material, including jokes, pictures or comments which are potentially offensive. Such use may constitute harassment and/or discrimination and may lead to disciplinary action up to and including summary dismissal. If you receive unwanted messages of this nature, you should bring this to the attention of your manager.

Internet access

You must not use the internet facilities to visit, bookmark, download material from or upload material to inappropriate, obscene, pornographic or otherwise offensive websites. Such use constitutes misconduct and will lead to disciplinary action up to and including summary dismissal in serious cases.

Each employee has a responsibility to report any misuse of the internet or email. By not reporting such knowledge, the employee will be considered to be collaborating in the misuse. Each employee can be assured of confidentiality when reporting misuse.

Personal use of the internet, email and telephones

Any use of our electronic communication systems (including email, internet and telephones) for purposes other than the duties of your employment is not permitted.

Emergency personal calls need to be authorised by the manager and, where possible, be made on your own personal mobile phone outside the setting.

Disciplinary action will be taken where:

- The privilege of using our equipment is abused, or
- Unauthorised time is spent on personal communications during working hours.

Data protection

When using any of our systems employees must adhere to the requirements of the General Data Protection Regulation 2018 (GDPR). For more information see our Data protection and confidentiality policy.

Downloading or installing software

Employees may not install any software that has not been cleared for use by the manager onto our computers or systems. Such action may lead to disciplinary action up to and including summary dismissal in serious cases.

Using removable devices

Before using any removable storage media which has been used on hardware not owned by us (e.g. USB pen drive, CDROM etc.) the contents of the storage device must be virus checked.

Policy reviewed- December 2025 by Rachael Waite,

Next review date - September 2026

Access, Storage and Retention of Records Policy

At Wildwood Childcare we have an open access policy in relation to accessing information about the setting and parents' own children. This policy is subject to the laws relating to data protection and document retention and should be used in conjunction with the Data protection and confidentiality policy and the GDPR privacy notice.

Parents are welcome to view the policies and procedures of the setting, which govern the way in which the setting operates. These may be viewed at any time when the setting is open, simply by asking the setting manager or by accessing the file in the manager's office or on the setting website. The setting manager or any other relevant staff member will also explain any policies and procedures to parents or use any other methods to make sure that parents understand these.

Parents are also welcomed to see and contribute to all the records that are kept on their child. However, we must adhere to data protection laws and, where relevant, any guidance from the relevant agencies for child protection.

As we hold personal information about staff and families, we are registered under data protection law with the Information Commissioner's Office. A copy of the certificate can be viewed inside the porch entrance. All parent, child and staff information are stored securely according to the requirements of data protection registration, including details, permissions, certificates and photographic images. We will ensure that staff understand the need to protect the privacy of the children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality.

We are required under legislation to keep certain records about children, parents and also staff members. Due to this legislation, we are required to keep this information for a set amount of time. Below is a brief overview of the information we keep and for how long. This policy should be used in conjunction with the Data protection and confidentiality policy and the GDPR privacy notice.

Children's records: A reasonable period of time after children have left the provision. We follow the Local Authority procedure which states they should be kept for 22 years.

Records relating to individual children e.g. care plans, speech and language referral forms: We will pass these on to the child's next school or setting following our Local Authority's protocols for transition and sharing of sensitive records. Copies will be kept for a reasonable period, usually for 12 months after a child has left.

Accidents and pre-existing injuries: If relevant to child protection we will keep these until the child reaches 25 years old.

Safeguarding records and cause for concern forms: We will pass these on to the child's new educational establishment, e.g. school. In the event that we are not informed of the child's new placement, we will keep the records until the child has reached 25 years old.

Records of any reportable death, injury, disease or dangerous occurrence (for children): As these incidents could result in potential negligence claims, or evolve into a more serious health condition, we keep records until the child reaches the age of 21 years and 3 months.

Records of any reportable death, injury, disease or dangerous occurrence (for staff): 3 years.

Type of accidents including fractures, broken limbs, serious head injuries or where the child is hospitalised: Until the child reaches the age of 21 years and 3 months.

Observation, planning and assessment records of children: We keep our planning filed since the last inspection date so there is a paperwork trail if the inspector needs to see it.

Information and assessments about individual children are either given to parents when the child leaves or to the next setting or school that the child moves to (with parents' permission).

Personnel files and training records (including disciplinary records and working time records): 7 years.

Visitor signing in book: Up to 24 years as part of the child protection trail.

Setting records and documentation that are not required to be kept are deleted or destroyed in line with the current data protection laws and our GDPR privacy notice which can be found alongside our policies and procedures.

If parents have a specific deletion or retention request regarding any data that we hold, please raise a query in writing and we will respond formally to your request.

This policy will be reviewed annually and amended according to any change in law and/or legislation.

Policy reviewed- December 2025 by Rachael Waite,

Next review date - December 2026

Arrivals and Departures Policy

At Wildwood Childcare we give a warm welcome and goodbye to every child and family on their arrival and departure, as well as ensuring the safety of children, parents, visitors, employees, volunteers, and students.

Parents are requested to pass the care of their child to a specific member of staff who will ensure his/her safety (this is usually a child's key person). The staff member receiving the child immediately records his/her arrival on our online attendance register. The staff member also asks how the child has been since they were last at setting.

If the parent requests the child is given medicine during the day the staff member must ensure that the Medication procedure is followed.

If the child is to be collected by someone who is not the parent at the end of the session, there is an agreed procedure that must be followed to identify the designated person. Photo identification and/or a password are required, where possible, for the designated adult.

Parents are informed about these arrangements and reminded about them regularly. Other than the parents or legal guardian of the child, we do not allow anyone under the age of 18 to collect (or over the age of 16 where parents have given us written permission prior to collecting). If anyone under the age of 18 arrives to collect a child, the parent will be contacted.

The child's key person or other nominated staff member must plan the departure of the child. This should include opportunities to discuss the child's day with the parent in addition to what may already be shared via electronic systems, e.g. meals, sleep time, activities, interests, progress, and friendships.

The parent should be told about any accidents or incidents and the appropriate records must be acknowledged by the parent before departure or as soon as possible afterwards. Where applicable, all medicines should be recovered from the medicine box or fridge after the parent has arrived and handed to him/her personally. The Medication policy is to be followed regarding parent acknowledgements.

The setting will not release a child to anyone other than the known parent unless an agreement has been made with parents. In the case of any emergency such as a parent being delayed and arranging for a designated adult to collect a child, the parent should contact the setting about the arrangements as soon as possible. If in any doubt the setting will check the person's identity by ringing the child's parent or their emergency contact number (please refer to the Late collection and non-collection of children policy).

On departure, the staff member releasing the child will sign them out of our online register to show that the child has left the premises.

In the unlikely event that someone gains unauthorised access to the premises and if it feels safe to do so, a member of staff will ask the person the purpose of their visit. If needed, our Lockdown policy will be initiated by staff and the police will be called. In any cases where someone has gained unauthorised access to the premises, we will revisit our Arrivals and departures procedures and risk assessment.

Adults arriving under the influence of alcohol and/or drugs

Please refer to the Alcohol and Substance misuse policy

Arrivals and departures of visitors

For arrivals and departures of visitors the setting requires appropriate records to be completed on entry and exit, e.g. in the visitors' book. Please refer to the Visitors and Unknown People policy for further information.

Students and volunteers

Students and volunteers are responsible for ensuring they sign themselves in and out of the building using the visitors' book.

Policy reviewed- December 2025 by Rachael Waite,

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Bereavement Policy

Legislation

- The Parental Bereavement Leave and Pay Act 2018

At Wildwood Childcare we recognise that children and their families may experience grief and the loss of close family members or friends or their family pets whilst with us in the setting. We understand that this is not only a difficult time for families, but it may also be a confusing time for young children, especially if they have little or no understanding of why their family is upset and why this person or pet is no longer around.

We aim to support both the child and their family and will adapt the following procedure to suit their individual needs and family preferences:

- We ask that if there is a loss of a family member or close friend that the parents inform the setting as soon as they feel able to. This will enable us to support both the child and the family wherever we can and helps us to understand any potential changes in behaviour of a child who may be grieving themselves
- The key person and/or the manager will talk with the family to ascertain what support is needed or wanted from the setting. This may be an informal discussion or a meeting away from the child to help calm a potentially upsetting situation
- The child may need extra support or one-to-one care during this difficult time. We will adapt our staffing arrangements so the child is fully supported by the most appropriate member of staff on duty, where possible the child's key person
- We will be as flexible as possible to adapt the sessions the child and family may need during this time.

We will adapt the above procedure as appropriate when a family pet dies to help the child to understand their loss and support their emotions through this time.

We also recognise that there may also be rare occasions when the setting team is affected by a death of a child or member of staff. This will be a difficult time for the staff team, children and families. Below are some agencies that may be able to offer further support and counselling if this occurs.

The Samaritans: www.samaritans.org 116 123

Priory: www.priorygroup.com 0800 691 1481

Child Bereavement UK: www.childbereavementuk.org 01494 568 900

Cruse Bereavement Care: <https://www.cruse.org.uk> 0808 808 1677

British Association of Counselling: www.bacp.co.uk

SANDS: <https://www.sands.org.uk/>

Death of a child

If an employee experiences the death of a child under the age of 18 or suffers a stillbirth from 24 weeks of pregnancy, the employee will be entitled to two weeks paid leave, subject to meeting the eligibility criteria having been employed for at least 26 weeks.

Support will be given, including making reasonable adjustments on the return to work and further ongoing support, as required.

Policy reviewed- December 2025 by Rachael Waite,

Next review date - December 2026

Environmental Sustainability Policy & Our Climate Action Plan

At Wildwood Childcare we wish to support children to learn about sustainable practices and foster respect and care for the living and non-living environment.

Children are able to develop positive attitudes and values about sustainable practices by exploring solutions to environmental issues, learning about the world around them and how to protect it and watching adults role model sustainable practices.

We promote a holistic, open-ended curriculum which explores ideas and practices for environmental sustainability and helps children understand the interdependence between people and the environment by:

- Helping children to explore nature through art and play
- Supporting children to experience the natural environment through natural materials like wood, stone, sand, and recycled materials
- Supporting the environment by learning how to grow and nurture plants in the setting garden and discovering all about the food cycle by growing, harvesting, and cooking food for our setting menu
- Helping children to learn about water conservation, energy efficiency and waste reduction through play-based activities and adult interactions
- Going on nature walks and learning about plants they see in the local area
- Encouraging parents and children to regularly walk to setting to raise the awareness of caring for the planet

As a setting we will embed sustainability into all aspects of the operations including:

- Recycling materials for art and creative activities and encouraging parents to bring in their recycling materials for the same use
- Ensuring parents recycle children's take-home recycled material models, if they do not keep them
- Considering our carbon footprint when purchasing materials
- Turning off equipment and lights when not in use
- Using energy saving light bulbs
- Not leaving any equipment on standby
- Using energy saving wash cycles on the washing machine
- Hanging washing out to dry and/or using clothes horses rather than tumble dryers where possible

- Incorporating water-wise strategies such as ensuring taps are turned off and leaks fixed
- Using potable water rainwater butts for outdoor water play
- Recycling water from the water play to water plants outside
- We ensure that all cleaning products used are sustainable and free from harmful chemicals, prioritising the health of both children and the planet
- We are launching recycling and composting bins to minimise our waste.
- We incorporate sustainability into the curriculum by teaching children about recycling, conservation, and the importance of protecting our planet.
- The tableware and cutlery we provide are made from stainless steel and porcelain, avoiding exposure to harmful chemicals and forever plastics.
- Nutrition is also a key focus, we avoid ultra-processed foods and focus on homemade meals that are free from harmful additives ensuring that children receive wholesome, nutritious food that supports children's overall growth and development

Working together with all our parents and partners will help our environment to be more sustainable and make it a better place for our future generations to grow up in.

We assess our setting's impact on the environment on a regular basis and put procedures in place to counteract this impact.

This policy is reviewed annually and is carefully considered in the best interests of the children, setting and the environment.

Please see our Climate Plan below:

Climate Action Plan

Objective:

To embed sustainable practices into daily routines, curriculum, and the preschool environment, fostering environmentally responsible behaviours from an early age.

Mission Statement:

We are committed to creating a sustainable, eco-friendly preschool that supports children's development and learning while actively caring for our planet.

Key Areas of the Climate Action Plan

Environment & Sustainability in Curriculum

Integrate Environmental Topics: Incorporate stories, activities, and discussions about nature, animals, recycling, and climate change into the curriculum.

Outdoor Learning: Use the outdoor space for playing in nature, gardening, and exploring natural habitats.

Project-Based Learning: Engage children in projects like planting trees, creating wildlife habitats, or composting.

Reducing Carbon Footprint & Resource Use

Energy Efficiency:

Use energy-efficient lighting and appliances.

Turn off unused equipment.

Use natural light whenever possible.

Water Conservation:

Encourage handwashing with water-saving taps.

Use water butts to collect water for outdoor activities.

Waste Management:

Implement recycling and composting.

Minimise single-use plastics.

Sustainable Practices & Environmentally Friendly Policies

Eco-friendly Supplies:

Wherever possible we will source toys, furniture, and learning materials made from sustainable or recycled materials.

Healthy Food:

Offer healthy snacks and meals, as well as growing some of our own produce.

Transportation:

Promote walking, cycling, or carpooling for staff and parent meetings.

Minimise Materials Waste:

Use digital communication where possible.

Reuse materials creatively.

Staff & Parent Engagement

Staff Training:

Provide training on sustainability practices and environmental education.

Parent Involvement:

Share sustainability initiatives and encourage at-home activities (e.g., gardening, recycling).

Organise eco-themed events and workshops.

Creating a Green Environment

Outdoor Spaces:

Develop a natural play space with recycled materials, create bug hotels, bird feeders, and compost bins.

Indoor Environment:

Use natural materials, wooden toys, and non-toxic paints.

Incorporate eco-friendly cleaning products.

Implementation Timeline

Phase	Action	Timeline
Short-term (0-3 months)	Staff training, audit of resources, introduce recycling & waste reduction	Month 1-3
Medium-term (4-12 months)	Develop outdoor spaces, start gardening projects, integrate climate themes into curriculum	Month 4-12
Long-term (1+ year)	Review progress, expand eco projects, engage community, set new goals	Year 2+

Monitoring & Evaluation

Regularly review sustainability practices.

Gather feedback from staff, parents, and children.

Track resource usage and waste reduction.

Celebrate milestones and successes to motivate ongoing engagement.

Policy reviewed- September 2025 by Rachael Waite,

Next review date - September 2026

GDPR Privacy Notice

What is the purpose of this document?

Wildwood Childcare (“the setting” or “we”) is committed to protecting the privacy and security of your personal information.

This privacy notice describes how the setting collects and uses personal information about employees of the setting (“employees”), children attending the setting (“child” or “children”) and the parents of the children (“parents”) (known collectively as “you” or “your”), in accordance with the General Data Protection Regulation (GDPR).

Wildwood Childcare is a “data controller”. This means that we are responsible for deciding how we hold and use personal information about you. We are required under data protection legislation to notify you of the information contained in this privacy notice.

This notice applies to employees, children, and parents. This notice does not form part of any contract of employment or other contract to provide services. We may update this notice at any time but if we do so, we will provide you with an updated copy of this notice as soon as reasonably practical.

It is important that employees, children and parents read and retain this notice, together with any other privacy notice we may provide on specific occasions when we are collecting or processing personal information about you, so that you are aware of how and why we are using such information and what your rights are under the data protection legislation.

Data protection principles

We will comply with data protection law. This says that the personal information we hold about you must be:

- Used lawfully, fairly and in a transparent way
- Collected only for valid purposes that we have clearly explained to you and not used in any way that is incompatible with those purposes
- Relevant to the purposes we have told you about and limited only to those purposes
- Accurate and kept up to date
- Kept only as long as necessary for the purposes we have told you about
- Kept securely.

The kind of information we hold about you

Personal data, or personal information, means any information about an individual from which that person can be identified. It does not include data where the identity has been removed (anonymous data).

There are “special categories” of more sensitive personal data which require a higher level of protection, such as information about a person’s health or sexual orientation.

Employees

We will collect, store, and use the following categories of personal information about employees:

- Personal contact details such as name, title, addresses, telephone numbers, and personal email addresses
- Date of birth
- Gender
- Marital status and dependants
- Next of kin and emergency contact information
- National Insurance number
- Bank account details, payroll records and tax status information
- Salary, annual leave, pension and benefits information
- Start date and, if different, the date of an employee’s continuous employment
- Location of employment or workplace
- Copy of driving licence (where applicable)
- Recruitment information (including copies of right to work documentation, references and other information included in a CV or cover letter or as part of the application process)
- Employment records (including job titles, work history, working hours, holidays, training records and professional memberships)
- Personnel files and training records including performance information, disciplinary and grievance information, and working time records
- Information about your use of our information and communications systems
- Records of any reportable death, injury, disease or dangerous occurrence.

We may also collect, store, and use the following “special categories” of more sensitive personal information:

- Information about an employee’s race or ethnicity
- Information about an employee’s health, including any medical condition, accident, health, and sickness records, including:
 - Where an employee leaves employment and under any share plan operated by a group company the reason for leaving is determined to be ill-health, injury or disability, the records relating to that decision
- Details of any absences (other than holidays) from work including time on statutory parental leave and sick leave, and

- Where an employee leaves employment and the reason for leaving is related to their health, information about that condition needed for pensions and permanent health insurance purposes.

Children

We will collect, store, and use the following categories of personal information about children:

- Name
- Date of birth
- Home address
- Dietary requirements
- Attendance information
- Photographs and video clips of the child to signpost children to where their belongings are stored at the setting that they attend, and also for general display purposes
- Emergency contact should parents be unavailable and the emergency contact's contact details
- Record book for each child containing the work of the child whilst at the setting, observations about the child's development whilst at the setting from employees of the setting, specific examples of the child's progress, photographs demonstrating the child's development whilst at the setting, and personal details of the child (e.g. their date of birth) ("progress report")
- Records relating to individual children, e.g. care plans, common assessment frameworks, speech and language referral forms
- Accidents and pre-existing injuries forms
- Records of any reportable death, injury, disease, or dangerous occurrence
- Observation, planning and assessment records of children

We may also collect, store, and use the following "special categories" of more sensitive personal information:

- Information about a child's race or ethnicity, spoken language and nationality
- Information about a child's health, including any medical condition, health and sickness records
- Information about a child's accident or incident reports including reports of pre-existing injuries
- Information about a child's incident forms, child protection referral forms and child protection case details and/or reports.

Parents

We will collect, store, and use the following categories of personal information about parents:

- Name
- Home address
- Telephone numbers, and personal email addresses
- National Insurance number
- Bank account details.

We may also collect, store, and use the following “special categories” of more sensitive personal information:

- Information about a parent’s race or ethnicity, spoken language and nationality
- Conversations with parents where employees of the setting deem it relevant to the prevention of radicalisation or other aspects of the governments Prevent strategy.

Why do we collect personal information?

We are required to collect personal data in order to comply with:

- EYFS (Statutory Framework) 3.69 ‘Providers must maintain records and obtain and share information (with parents and carers, other professionals working with the child, the police, social services and Ofsted or the childminder agency with which they are registered, as appropriate) to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met’
- Bradford Metropolitan District Council (BMDC) as an Early Education funded provider.

How is your personal information collected?

Employees

We collect personal information about employees through the application and recruitment process, either directly from candidates or sometimes from an employment agency or background check provider. We may sometimes collect additional information from third parties including former employers, credit reference agencies or other background check agencies.

We will collect additional personal information in the course of job-related activities throughout the period of when an employee works for us.

Children and parents

We collect personal information about children and parents from when the initial enquiry is made by the parents, through the enrolment process and until the children stop using the setting’s services.

How we will use information about you

We will only use your personal information when the law allows us to. Most commonly, we will use your personal information in the following circumstances:

- Where we need to perform the contract we have entered into with you
- Where we need to comply with a legal obligation
Where it is necessary for our legitimate interests (or those of a third party) and your interests and fundamental rights do not override those interests.

We may also use your personal information in the following situations, which are likely to be rare:

- Where we need to protect your interests (or someone else's interests).

Situations in which we will use employee personal information

We need all the categories of information in the list above (see employee section within the paragraph entitled 'The kind of information we hold about you') primarily to allow us to perform our contracts with employees and to enable us to comply with legal obligations. The situations in which we will process employee personal information are listed below.

- Making a decision about an employee's recruitment or appointment
- Checking an employee is legally entitled to work in the UK. Paying an employee and, if an employee is an employee or deemed employee for tax purposes, deducting tax and National Insurance contributions (NICs)
- Providing any employee benefits to employees
- Enrolling you in a pension arrangement in accordance with our statutory automatic enrolment duties
- Liaising with the trustees or managers of a pension arrangement operated by a group company, your pension provider and any other provider of employee benefits
- Administering the contract we have entered into with an employee
- Conducting performance and/or salary reviews, managing performance and determining performance requirements
- Assessing qualifications for a particular job or task, including decisions about promotions
- Gathering evidence for possible grievance or disciplinary hearings
- Making decisions about an employee's continued employment and engagement
- Making arrangements for the termination of our working relationship
- Education, training, and development requirements
- Dealing with legal disputes involving employees, including accidents at work
- Ascertaining an employee's fitness to work
- Managing sickness absence
- Complying with health and safety obligations
- To prevent fraud

- To monitor your use of our information and communication systems to ensure compliance with our IT policies
- To ensure network and information security, including preventing unauthorised access to our computer and electronic communications systems and preventing malicious software distribution
- Equal opportunities monitoring.

Some of the above grounds for processing will overlap and there may be several grounds which justify our use of an employee's personal information.

Situations in which the setting will use personal information of children

We need all the categories of information in the list above (see children section within the paragraph entitled 'The kind of information we hold about you') primarily to allow us to perform our obligations (including our legal obligations to children). The situations in which we will process personal information of children are listed below.

- Upon consent from the parents, personal data of children will be shared with schools for progression into the next stage of their education
Personal information of children will be shared with local authorities without the consent of parents where there is a situation where child protection is necessary
- The personal information of children will be shared with local authorities without the consent of parents for funding purposes
- Ofsted will be allowed access to the setting's systems to review child protection records
- To ensure we meet the needs of the children
- To enable the appropriate funding to be received
- Report on a child's progress whilst with the setting
- To check safeguarding records
- To check complaint records
- To check attendance patterns are recorded
- When a child's progress report is given to his/her parent in order for that parent to pass the same progress report to a school for application or enrolment purposes.

Situations in which the setting will use personal information of parents

We need all the categories of information in the list above (see parents section within the paragraph entitled 'The kind of information we hold about you') primarily to allow us to perform our contracts with parents and to enable us to comply with legal obligations. The situations in which we will process personal information of parents are listed below

- The personal information of parents will be shared with local authorities without the consent of parents for funding purposes
- To report on a child's attendance
- To be able to contact a parent or a child's emergency contact about their child
- To ensure setting fees are paid.

If employees and parents fail to provide personal information

If employees and parents fail to provide certain information when requested, we may not be able to perform the respective contracts we have entered into with employees and parents, or we may be prevented from complying with our respective legal obligations to employees, children and parents.

Change of purpose

We will only use your personal information for the purposes for which we collected it, unless we reasonably consider that we need to use it for another reason and that reason is compatible with the original purpose. If we need to use your personal information for an unrelated purpose, we will notify the employee, child or parent, as is appropriate in the circumstances, and we will explain the legal basis which allows us to do so.

Please note that we may process an employee's, a child's or a parent's personal information without their respective knowledge or consent, as relevant to the circumstances, in compliance with the above rules, where this is required or permitted by law.

How we use particularly sensitive personal information

"Special categories" of particularly sensitive personal information require higher levels of protection. We need to have further justification for collecting, storing and using this type of personal information. We have in place an appropriate policy document and safeguards which we are required by law to maintain when processing such data. We may process special categories of personal information in the following circumstances:

- In limited circumstances, with employee or parent explicit written consent
- Where we need to carry out our legal obligations or exercise rights in connection with employee employment
- Where it is needed in the public interest, such as for equal opportunities monitoring or in relation to our occupational pension scheme.

Less commonly, we may process this type of information where it is needed in relation to legal claims or where it is needed to protect an employee, a child or a parents' interests (or

someone else's interests) and the employee, child or parent as is appropriate is not capable of giving consent, or where the employee or parent has already made the information public.

The setting's obligations as an employer

We will use particularly sensitive personal information of employees in the following ways:

- We will use information relating to leaves of absence, which may include sickness absence or family related leaves, to comply with employment and other laws
- We will use information about the physical or mental health of an employee, or their disability status, to ensure employee health and safety in the workplace and to assess the fitness of employees to work, to provide appropriate workplace adjustments, to monitor and manage sickness absence and to administer benefits including statutory maternity pay, statutory sick pay, pensions and permanent health insurance
- We will use information about an employee's race or national or ethnic origin, religious, philosophical or moral beliefs, or an employee's sexual life or sexual orientation, to ensure meaningful equal opportunity monitoring and reporting.

Do we need employee consent?

We do not need the consent of employees if we use special categories of personal information in accordance with our written policy to carry out our legal obligations or exercise specific rights in the field of employment law.

In limited circumstances, we may approach employees for their written consent to allow us to process certain particularly sensitive data. If we do so, we will provide employees with full details of the information that we would like and the reason we need it, so that employees can carefully consider whether they wish to consent. Employees should be aware that it is not a condition of their contract with the setting that they agree to any request for consent from us.

Information about criminal convictions

We may only use information relating to criminal convictions where the law allows us to do so. This will usually be where such processing is necessary to carry out our obligations and provided we do so in line with our Data protection and confidentiality policy.

Less commonly, we may use information relating to criminal convictions where it is necessary in relation to legal claims, where it is necessary to protect the interests of you (or someone else's interests) and you are not capable of giving your consent, or where an employee or a parent, as is relevant to the circumstances, has already made the information public.

We envisage that we will hold information about criminal convictions.

We will only collect information about criminal convictions if it is appropriate given the nature of the role and where we are legally able to do so, which includes but is not limited to Disclosure and Barring Service (“DBS”) checks. Where appropriate, we will collect information about criminal convictions as part of the recruitment process or we may be notified of such information directly by you in the course of you working for us.

We will use information about criminal convictions and offences in the following ways:

- To conduct a DBS check on each employee, to record the date of the DBS check, the number of the DBS check and the name of the body conducting the DBS check.

We are allowed to use your personal information in this way to carry out our obligations.

We have in place an appropriate policy and safeguards which we are required by law to maintain when processing such data.

Automated decision-making

Automated decision-making takes place when an electronic system uses personal information to make a decision without human intervention. We are allowed to use automated decision-making in the following circumstances:

- Where we have notified employees or parents of the decision and given the employee or the parent as is appropriate 21 days to request a reconsideration
- Where it is necessary to perform the contract with an employee or a parent and appropriate measures are in place to safeguard the employee’s, the child’s or the parent’s rights as is appropriate
- In limited circumstances, with explicit written consent from the employee or the parent, as is appropriate, and where appropriate measures are in place to safeguard employee or parent rights.

If we make an automated decision on the basis of any particularly sensitive personal information, we must have either explicit written consent from an employee or a parent as is appropriate, or it must be justified in the public interest, and we must also put in place appropriate measures to safeguard an employee’s or a parent’s rights as is relevant in the circumstances.

You will not be subject to decisions that will have a significant impact on you based solely on automated decision-making, unless we have a lawful basis for doing so and we have notified the employee or the parent as is appropriate in the circumstances.

Data sharing

We may have to share employee, child or parent data with third parties, including third-party service providers and other entities in the group.

We require third parties to respect the security of your data and to treat it in accordance with the law.

Why might the setting share employee, child or parent personal information with third parties?

We will share your personal information with third parties where required by law, where it is necessary to administer the working relationship with you or where we have another legitimate interest in doing so.

Which third-party service providers process my personal information?

“Third parties” includes third-party service providers (including contractors and designated agents), local authorities, regulatory bodies, schools and other entities within our group. The following third-party service providers process personal information about you for the following purposes:

- Local Authorities – for funding and monitoring reasons (e.g. equal opportunities and uptake of funded hours)
- Regulatory bodies – for ensuring compliance and the safety and welfare of the children
- Schools – to provide a successful transition by ensuring information about the child’s progress and current level of development and interests are shared.

We will share personal data regarding your participation in any pension arrangement operated by a group company with the trustees or scheme managers of the arrangement in connection with the administration of the arrangements.

How secure is my information with third-party service providers and other entities in our group?

All our third-party service providers and other entities in the group are required to take appropriate security measures to protect your personal information in line with our policies. We do not allow our third-party service providers to use your personal data for their own purposes. We only permit them to process your personal data for specified purposes and in accordance with our instructions.

What about other third parties?

We may share your personal information with other third parties, for example in the context of the possible sale or restructuring of the business. In this situation we will, as far as possible, share anonymised data with the other parties before the transaction completes. Once the transaction is completed, we will share your personal data with the other parties, if and to the extent required, under the terms of the transaction.

We may also need to share your personal information with a regulator or to otherwise comply with the law.

Data retention

How long will you use my information for?

We will only retain your personal information for as long as necessary to fulfil the purposes we collected it for, including for the purposes of satisfying any legal, accounting, or reporting requirements. Details of retention periods for different aspects of your personal information are available in our retention policy which is available from the manager. To determine the appropriate retention period for personal data, we consider the amount, nature, and sensitivity of the personal data, the potential risk of harm from unauthorised use or disclosure of your personal data, the purposes for which we process your personal data and whether we can achieve those purposes through other means, and the applicable legal requirements.

In some circumstances we may anonymise your personal information so that it can no longer be associated with you, in which case we may use such information without further notice to you.

Once you are no longer an employee, or a child benefiting from the setting's services or a parent, as is appropriate, we will retain and securely destroy your personal information in accordance with [our data retention policy **OR** applicable laws and regulations].

We are required by law to keep some personal information for a period of time after the child has left the setting, i.e. accident, incident and pre exiting injuries must be kept until the child reaches the age of 21 years 3 months. EYFS 3.72 'Records relating to individual children must be retained for a reasonable period of time after they have left the provision' (Footnote 69 - Individual providers should determine how long to retain records relating to individual children).

Other paperwork relating to business may have specific retention periods to be aware of i.e. HMRC (income / expenditure / tax returns) and BMDC funding compliance requirements for funded providers.

The provider must retain the Early Years Funding Parent Agreement Form for a period of 4 years from the child's start date as stated above, to enable Bradford Council to carry out compliance visits, audits and if necessary fraud investigations.

Bradford Metropolitan District Council will collect and retain information submitted by the provider to administer the early years funding, and for auditing purposes

Bradford Metropolitan District Council collects some or all of the following information from funded providers about children and their parents who are accessing funded entitlements. Personal information of the child as set out in the Early Years Funding Parent Agreement

- Full name (as stated on birth certificate)
- Date of birth
- Address
- Gender
- Ethnicity
- Language
- Number of entitlement hours they are accessing
- Details of other provider/s the child attended including start date and end date

Personal information of the parent as set out in the Early Years Funding Parent Agreement

- Name
- Address
- Date of birth
- Contact details
- National insurance number
- National Asylum Seeker's Support Number
- HMRC 30-hour eligibility code
- Eligibility for Early Years Pupil Premium
- Eligibility for Disability Access Fund

Who uses my personal information?

Bradford Metropolitan District Council will collect and retain information submitted by the early years funded provider enable the completion of the Department for Education termly census which is a statutory requirement under Section 99 of the Childcare Act 2006 and The Education (Provision of Information About Young Children) (England) Regulations 2009.

Data that is collected via the Early Years Funding Parent Agreement Form will be shared with Bradford Metropolitan District Council (BMDC) for the purpose of checking eligibility and securing funding.

Rights of access, correction, erasure, and restriction

Your duty to inform us of changes

It is important that the personal information we hold about you is accurate and current. Please keep us informed if your personal information changes during your working relationship with us.

Your rights in connection with personal information

Under certain circumstances, by law you have the right to:

- **Request access** to your personal information (commonly known as a “data subject access request”). This enables you to receive a copy of the personal information we hold about you and to check that we are lawfully processing it
- **Request correction** of the personal information that we hold about you. This enables you to have any incomplete or inaccurate information we hold about you corrected
- **Request erasure** of your personal information. This enables employees or parents to ask us to delete or remove personal information where there is no good reason for us continuing to process it. You also have the right to ask us to delete or remove your personal information where you have exercised your right to object to processing (see below)
- **Object to processing** of your personal information where we are relying on a legitimate interest (or those of a third party) and there is something about your particular situation which makes you want to object to processing on this ground. You also have the right to object where we are processing your personal information for direct marketing purposes
- **Request the restriction of processing** of your personal information. This enables employees or parents, as is appropriate, to ask us to suspend the processing of personal information about you for example if you want us to establish its accuracy or the reason for processing it
- **Request the transfer** of your personal information to another party.

If you want to review, verify, correct or request erasure of your personal information, object to the processing of your personal data, or request that we transfer a copy of your personal information to another party, please contact the manager in writing.

No fee usually required

You will not have to pay a fee to access your personal information (or to exercise any of the other rights).

What we may need from you

We may need to request specific information from you to help us confirm your identity and ensure your right to access the information (or to exercise any of your other rights).

This is another appropriate security measure to ensure that personal information is not disclosed to any person who has no right to receive it.

Right to withdraw consent

In the limited circumstances where you may have provided your consent to the collection, processing and transfer of your personal information for a specific purpose, you have the right to withdraw your consent for that specific processing at any time. To withdraw your consent, please contact **Rachael Waite**. Once we have received notification that you have withdrawn your consent, we will no longer process your information for the purpose or purposes you originally agreed to, unless we have another legitimate basis for doing so in law.

Changes to this privacy notice

We reserve the right to update this privacy notice at any time, and we will provide you with a new privacy notice when we make any substantial updates. We may also notify you in other ways from time to time about the processing of your personal information.

If you have any questions about this privacy notice, please contact Rachael Waite at wildwoodchildcare@outlook.com

By signing the policies on Baby's Days you agree you have read, understand and agree to the settings privacy notice for employees, children and parents

Policy reviewed- December 2025 by Rachael Waite,

Next review date - December 2026

Looked after Children Policy

At Wildwood Childcare we are committed to providing a welcoming and inclusive quality environment for all children and families.

Definition and legal framework

The description 'looked after' is generally used to describe a child who is looked after by the local authority. This includes children who are subject to a care order or temporarily classed as looked after on a planned basis for short breaks or respite care. Most looked after children will be cared for by foster carers with a small minority in children's homes, looked after by family members or even placed back within the family home.

The term 'looked after child' denotes a child's current legal status. The setting never uses this term to categorise a child as standing out from others or refers to a child using acronyms such as LAC.

The legal framework for this policy is underpinned by or supported through:

- Childcare Act (2006)
- Children Act (1989 and 2004)
- Adoption and Children Act (2002)
- Children and Young Persons Act (2008)
- Children and Families Act (2014)
- Children and Social Work Act (2017).

Our policy

Our setting treats each child as an individual. We recognise that for young children to get the most out of educational opportunities they need to be settled appropriately with their carer. We will discuss with the child's carer, and social worker where applicable, the length of time the child has been with the carer before they start setting to establish how secure the child feels and whether they are ready to be able to cope with further separation, a new environment and new expectations made upon them.

We are aware that there are a number of reasons why a child may go into care and these reasons may or may not include traumatic experiences or abuse. All our practitioners are committed to doing all they can to support all children to achieve their full potential. The setting staff team are all trained to understand our safeguarding policy and procedures. Additional training to support children's individual needs will be planned for, where appropriate. Practitioners are supported by management at all times and we have an open door policy if they need to discuss any sensitive issues regarding the child.

Where applicable, we contribute to any assessment about the child, such as those carried out under local authorities' assessment frameworks or Early Help Assessment (EHA) and to any multi-agency meetings, case conferences or strategy meetings in relation to the child's learning and development. The designated person for looked after children and/or the child's key person will attend meetings as appropriate.

The designated person for 'looked after children' is Rachael Waite.

Each child is allocated a key person. The key person will support the child initially with transition and settling in and then continue to support and build up a relationship with the child, carers and any other agencies involved. Regular contact will be maintained with the carers throughout the child's time at the setting and with the social worker, virtual schools head or other professionals (where applicable).

The key person will carry out regular ongoing practice such as observations to build up a picture of the child's interests, and plan activities accordingly to support the child's stage of learning and development and interests. This information will be shared with carers and other professionals as appropriate as well as any concerns surrounding their developmental stages.

Where necessary the designated person will develop a care plan with the child's carers and any relevant professionals. This will include:

- The child's emotional needs and how they are to be met
- How any emotional issues and problems that affect behaviour are to be managed
- The child's sense of self, culture, language/s and identity - how this is to be supported
- The child's need for sociability and friendship
- The child's interests and abilities and possible learning journey pathway
- Where applicable, how any special educational needs and/or disabilities will be supported.

In addition, the care plan may also consider:

- How information will be shared with the carer and local authority (as the 'corporate parent') as well as what information is shared with any other organisation or professionals and how it will be recorded and stored
- What contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be in the setting, when, where and what form the contact will take will be discussed and agreed
- Who may collect the child from setting and who may receive information about the child
- What written reporting is required

- Wherever possible, and where the plan is for the child to return to their home, the birth parent(s) should be involved in this planning
- With the social worker's agreement, and as part of the plan, whether the birth parent(s) should be involved in the setting's activities that include parents, such as outings, fun days etc. alongside the foster carer.

Where applicable, we will complete an Individual Education Plan (IEP) for any children aged two to five in partnership with the social worker and/or care manager and carers. We will also attend all appropriate meetings and contribute to reviews.

The key person and designated 'looked after children' person Jo Aspinall will work together to ensure any onward transition to school or another setting is handled sensitively to ensure that this is as smooth as possible and all necessary information is shared. The child's individual file will be passed on to the carer at this stage.

Private Fostering

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote their welfare.

A privately fostered child is a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation etc. for more than 28 days and where the care is intended to continue by someone other than:

- The parents
- A person who is not a parent but has parental responsibility
- A close relative
- The local authority.

It is a statutory duty for us to inform the local authority where we are made aware of a child who may be subject to private fostering arrangements. We will do this by contacting the local authority children's social care team.

Policy reviewed- December 2025 by Rachael Waite,

Next review date - December 2026

Online Safety Policy

This policy should be read in conjunction with the Data protection and confidentiality policy, Acceptable internet use policy and GDPR privacy notice.

Our setting is aware of the growth of the internet and the advantages this can bring. However, it is also aware of the dangers it can pose. and we strive to support children, staff and families to use the internet safely.

We refer to '[Safeguarding children and protecting professionals in early years settings: online safety considerations](#)' to support this policy.

The Designated Safeguarding Lead is ultimately responsible for online safety concerns. All concerns need to be raised as soon as possible to **Rachael Waite**.

The use of technology has become a significant component of many safeguarding issues such as child sexual exploitation, radicalisation and sexual predation with technology often providing the platform that facilitates harm.

The breadth of issues included within online safety is considerable, but can be categorised into three areas of risk:

1. **Content:** *being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views*
2. **Contact:** *being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults, and*
3. **Conduct:** *personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.*

Within the setting we aim to keep children, staff and parents safe online. Our safety measures include:

- Ensuring we have appropriate antivirus and anti-spyware software on all devices and update them regularly
- Ensuring content blockers and filters are on all our devices, e.g. computers, laptops, tablets and any mobile devices
- Ensuring all devices are password protected and have screen locks. Practitioners are reminded to use complex strong passwords, keep them safe and secure, change them regularly and not to write them down
- Monitoring all internet usage across the setting
- Providing secure storage of all setting devices at the end of each day
- Ensuring no social media or messaging apps are installed on setting devices
- Reviewing all apps or games downloaded onto devices ensuring they are age and content appropriate

- Using only setting devices to record and /or photograph children in the setting
- Ensuring that staff do not to use personal electronic devices with imaging and sharing capabilities, including mobile phones, smart watches and cameras
- Never emailing personal or financial information
- Reporting emails with inappropriate content to the internet watch foundation (IWF www.iwf.org.uk)
- Teaching children how to stay safe online and report any concerns they have
- Ensuring children are supervised when using internet connected devices
- Not permitting staff or visitors private access to the setting Wi-Fi
- Talking to children about 'stranger danger' and deciding who is a stranger and who is not; comparing people in real life situations to online 'friends'
- When using online video chat, such as Zoom, Teams, Skype, FaceTime etc. (where applicable) discussing with the children what they would do if someone they did not know tried to contact them
- Providing training for staff, at least annually, in online safety and understanding how to keep children safe online. We encourage staff and families to complete a free online safety briefing, which can be found at <https://moodle.ndna.org.uk/>
- Staff modelling safe practice when using technology with children and ensuring all staff abide by an acceptable use policy such as instructing staff to use the setting IT equipment for matters relating to the children and their education and care only. No personal use will be tolerated (see Acceptable internet use policy)
- Monitoring children's screen time to ensure they remain safe online and have access to material that promotes their development. We ensure that their screen time is within an acceptable level and is integrated within their programme of learning
- Making sure the physical safety of users is considered, including the posture of staff and children when using devices
- Being aware of the need to manage our digital reputation, including the appropriateness of information and content that is posted online, both professionally and personally. This is continually monitored by the setting's management
- Staff must not friend or communicate with parents on personal devices or social media accounts
- Ensuring all electronic communications between staff and parents is professional and takes place via the official setting communication channels, e.g. the setting's email addresses and telephone numbers. This is to protect staff, children and parents
- Signposting parents to appropriate sources of support regarding online safety at home

If any concerns arise relating to online safety, then we will follow our Safeguarding children and child protection policy and report all online safety concerns to the DSL.

The DSL will make sure that:

- All staff know how to report a problem and when to escalate a concern, including the process for external referral
- All concerns are logged, assessed and actioned in accordance with the setting's safeguarding procedures
- Parents are supported to develop their knowledge of online safety issues concerning their children
- Parents are offered support to help them talk about online safety with their children using appropriate resources
- Parents are signposted to appropriate sources of support regarding online safety at home and are fully supported to understand how to report an online safety concern
- Staff have access to information and guidance for supporting online safety, both personally and professionally
- Under no circumstances should any member of staff, either at work or in any other place, make, deliberately download, possess, or distribute material they know to be illegal, for example child sexual abuse material.

Cyber Security

Good cyber security means protecting the personal or sensitive information we hold on children and their families in line with the Data Protection Act. We are aware that cyber criminals will target any type of business including childcare and ensure all staff are aware of the value of the information we hold in terms of criminal activity, e.g. scam emails. All staff are reminded to follow all the procedures above including backing up sensitive data, using strong passwords and protecting devices to ensure we are cyber secure.

To prevent any attempts of a data breach (which is when information held by a business is stolen or accessed without authorisation) that could cause temporary shutdown of our setting and reputational damage with the families we engage with, we inform staff not to open any suspicious messages such as official-sounding messages about 'resetting passwords', 'receiving compensation', 'scanning devices' or 'missed deliveries'.

Staff are asked to report these to the manager as soon as possible and these will be reported through the NCSC Suspicious email reporting service at report@phishing.gov.uk.

Policy reviewed- December 2025 by Rachael Waite,

Next review date - December 2026

Overall Approach to Risk Assessment

At Wildwood Childcare we take all reasonable steps to ensure staff and children in our care are not exposed to risks. We promote the safety of children, parents, staff, and visitors by reviewing and reducing any risks.

Risk assessments

Risk assessments document the hazards or aspects of the environment that need to be checked on a regular basis. These include who could be harmed, existing controls, the seriousness of the risk or possible injury, any further action needed to control the risk, who is responsible for what action, when and how often the action will be undertaken, and how this will be monitored, checked and by whom.

The setting carries out written risk assessments regularly (at least annually). These are reviewed regularly and cover potential risks to children, staff, and visitors at the setting. When circumstances change in the setting, e.g. a significant piece of equipment is introduced or new activity or experience is planned, we review our current risk assessment or conduct a new risk assessment dependent on the nature of this change.

All staff are trained in the risk assessment process to ensure understanding and compliance of how they manage risks. All outings away from the setting are individually risk assessed and adequately staffed with paediatric first aid trained practitioners. For more details, please refer to the Visits and outings policy.

Policy reviewed- December 2025 by Rachael Waite,

Next review date - December 2026

Separated Family Policy

At Wildwood Childcare we support families going through separation by working closely with the parents to establish the most effective transition and support. We understand that this can be a difficult time and support a child's emotional well-being and report any significant changes in behaviour to the parent.

Parents are signposted to relevant services and organisations for support for the whole family, where required.

Parental responsibility

While the law does not define in detail what parental responsibility is, the following list sets out some of the key features of someone holding parental responsibility.

These include:

- Providing a home for the child
- Having contact with and living with the child
- Protecting and maintaining the child
- Disciplining the child
- Choosing and providing for the child's education
- Determining the religion of the child
- Agreeing to the child's medical treatment
- Naming the child and agreeing to any change of the child's name
- Accompanying the child outside the UK and agreeing to the child's emigration, should the issue arise
- Being responsible for the child's property
- Appointing a guardian for the child, if necessary
- Allowing confidential information about the child to be disclosed.

If the parents of a child are married to each other at the time of the birth, or if they have jointly adopted a child, then they both have parental responsibility. Parents do not lose parental responsibility if they divorce, and this applies to both the resident and the non-resident parent.

This is not automatically the case for unmarried parents. According to current law, a mother always has parental responsibility for her child. However, a father has this responsibility only if he is married to the mother when the child is born or has acquired legal responsibility for his child through one of these three routes:

- By jointly registering the birth of the child with the mother (from 1 December 2003)
- By a parental responsibility agreement with the mother
- By a parental responsibility order, made by a court.

Setting registration

During the registration process we collect details about both parents including who has parental responsibility, as this will avoid any future difficult situations.

We request these details on the child registration form. If a parent does not have parental responsibility or has a court order in place to prevent this, we must have a copy of this documentation for the child's records.

If a child is registered by one parent of a separated family, we request disclosure of all relevant details relating to the child and other parent such as court orders or injunctions. This will make sure we can support the child and family fully in accordance with the policy set out below.

We will:

- Ensure the child's welfare is paramount at all times they are in the setting
- Comply with any details of a court order where applicable to the child's attendance at the setting where we have a copy attached to the child's file
- Provide information on the child's progress, e.g. learning journeys, progress checks within the setting, to both parents where both hold parental responsibility
- Invite both parents to setting events, including parental consultations and social events where both hold parental responsibility
- Ensure any incident or accident within the setting relating to the child is reported to the person collecting the child
- Ensure that all matters known by the staff pertaining to the family and the parents' separation remain confidential
- Ensure that no member of staff takes sides regarding the separation and treats both parents equally and with due respect
- Not restrict access to any parent with parental responsibility unless a formal court order is in place. We respectfully ask that parents do not put us in this position
- We will seek legal advice in the case of any disputes regarding the care or collection of the child and sharing of information, where required, to ensure we meet all legal requirements.

We ask parents to:

- Provide us with all information relating to parental responsibilities, court orders and injunctions
- Update information that changes any of the above as soon as practicably possible
- Work with us to ensure continuity of care and support for your child

- Not involve setting staff in any family disputes, unless this directly impacts on the care we provide for the child
- Talk to the manager and/or key person away from the child when this relates to family separation in order to avoid the child becoming upset. This can be arranged as a more formal meeting or as an informal chat
- Not ask the setting to take sides in any dispute. We will only take the side of your child and this will require us to be neutral at all times.

Policy reviewed- December 2025 by Rachael Waite,

Next review date - December 2026

Children's Well-being Policy

Well-being is a broad term that covers how you feel about yourself and your life. It encompasses the physical, emotional (and mental), social and spiritual areas of a person. Under the Early Years Foundations Stage (EYFS) this is covered in the children's personal, social, emotional development and physical development, both of which are prime areas of learning and development.

Physical well-being covers everything physical to do with the body:

- Growth and development
- Moving and keeping physically fit
- Caring for personal health (e.g. washing, cleaning teeth, etc.)
- Eating a balanced and nutritious diet
- Rest and appropriate sleep patterns.

Mental and emotional well-being includes:

- Acknowledging, expressing and coping with feelings and emotions
- Thought processes
- Reducing stress and anxiety.

Social well-being includes:

- Relationships
- Family (close and extended)
- Friends
- The feeling of belonging and acceptance
- Compassion and caring approaches.

Spiritual well-being can cover the following:

- Value and beliefs held
- Personal identity and self-awareness.

Children's physical well-being is supported through our carefully planned curriculum programme which supports all types of gross and fine motor play both inside and outside. We provide nutritionally balanced meals for the children and support our staff to make healthy choices in regards to their physical health.

Personal hygiene is supported in children of all ages, explaining the reasons for hand washing, tooth brushing and other routines.

Children are provided with quiet and calming areas for rest, sleep and relaxation. This supports both their physical and mental well-being. We support children to make strong attachments with their key person as well as forge relationships with their peers in order to support their social well-being. We offer opportunities and resources for children to play singly, in pairs, small groups and large groups to support this area of development.

Children's mental and emotional well-being is supported. We provide a safe environment that allows for caregiver to child co-regulation. This practice supports the process of children building the capacity for self-regulation, through providing activities in which children are able to recognise and express their emotions, including emotional literacy. This enables us to provide support for children who may be experiencing big emotions they cannot cope with just yet, including sadness and over-excitement. We support children's self-regulation through carefully planned activities and resources, modelling calming strategies and naming and talking about feelings and by providing opportunities for children to practise their self-regulation skills.

Staff use the Promoting positive behaviour policy to ensure a consistent approach.

Staff are able to recognise when a child may need support with their emotions and will provide this one to-one or in a small group, whichever is more appropriate. Teaching children to recognise and manage their emotions at a young age helps support foundations for doing this throughout their life.

Policy reviewed- December 2025 by Rachael Waite,

Next review date - December 2026

Anti-Bribery Policy

Legislation

The Bribery Act 2010 creates an offence which can be committed by an organisation which fails to prevent persons associated with them from committing bribery on its behalf, but only if that person performs services for you in business. It is unlikely that the organisation will be liable for the actions of someone who simply supplies goods to you. There is full defence if it can be shown that there are adequate procedures and risk assessments in place to prevent bribery.

At Wildwood Childcare we have adopted this policy to ensure that we have adequate procedures in place that are proportionate to the bribery risks we face. It is our policy to conduct all of our business in an honest and ethical manner. We take a zero-tolerance approach to bribery and corruption and are committed to acting professionally, fairly and with integrity in all our dealings wherever we operate. We are also committed to implementing and enforcing effective systems to counter bribery.

What is a bribe?

A bribe is a financial or other advantage offered or given:

- To anyone to persuade them to or reward them for performing their duties improperly
- To any public official with the intention of influencing the official in the performance of his/her duties.

Gifts and hospitality

A 'gift' is defined as any item, cash, goods, or any service which is offered for personal benefit at a cost, or no cost, that is less than its commercial value. You should consider the following if a gift is offered:

- Whether it is appropriate to accept it
- Decline gifts unless to do so would cause serious embarrassment
- Discuss the position with the manager or owner if the gift clearly has a value in excess of £25.

Parents may wish to thank setting staff for looking after their children with Christmas gifts or gifts when the child leaves the setting. This is perfectly understandable. Each staff member is responsible for deciding if this gift is appropriate to accept and if it should be shared with the wider team. If in any doubt staff should discuss this with the setting manager.

The setting will not accept gifts from service providers, this may be deemed as a bribe to maintain a contract. The setting will remain transparent and open at all times, any gifts received will be recorded in the central gift register.

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Next review date - December 2026

Meals and Snacks from Home Policy

Wildwood Childcare promotes the health and wellbeing of all our children including through eating a healthy balanced diet. Where parents choose to opt out of our Food consumable charges, parents will need to provide all meals and snacks for their child for the hours they are attending.

This policy aims to share information with parents around the content of these meals and the balance of food groups that should be provided. To maintain healthy development and growth, children need to eat a nutritionally well-balanced diet.

As an Early Years setting, we are in a strong position to influence and can contribute significantly to improving the health and well-being of your child. Good nutrition in early childhood can prevent a variety of health problems, both in the short term and later in life. There is increasing concern that many children are consuming too much fat, sugar and salt and too little fibre, fruit and vegetables.

Children require a balanced diet that includes food from each of the following food groups:

- Carbohydrates
- Fruit and Vegetables
- Dairy (or non-dairy alternatives)
- Protein

Guidelines recommend it is important to not fill up on too many foods that are high in fat, salt and sugar at the expense of other more nutritional foods. The short term effects of unhealthy meals and food intake can include poor growth, tooth decay, obesity, anaemia, constipation, poor concentration and behavioural problems, which may have an impact on a child's learning. The longer term effects of a poor diet in childhood can be increased risk of stroke, cancer, heart disease and diabetes later in life.

Routines

At Wildwood Childcare we have the following mealtime routines in place:

7.30am-8.30am Breakfast

10.00am Snack

11.30am Lunch

2.00pm Snack

3.30pm Dinner

Procedure

Children eat within the room or outside (dependant on weather) for all meals. Children help to set the tables with plates and cutlery. Every child sits on their own chair / seat for mealtimes, including milk/snack times. All children are given a plate and encouraged to use this rather than eating out of their lunch boxes.

We encourage children to collect their lunch boxes and open their own meals promoting independence and self-help skills (age and stage dependent). We remind children they need to have a drink with their meals from their water bottles/cups. Fresh drinking water and milk will be available to children.

If your child requires a milk alternative this will need to be provided by parents/carers.

Responsibility of Parents/Carers

Parents/Carers will need to send in food for their child for the full day in line with mealtimes as above. This should be in an appropriate container that can be stored securely. We expect all meals brought in from home to provide healthy options for your child.

As fridge space is not available, parents /carers are advised to bring packed in insulated bags / boxes with freezer blocks where possible to prevent food going off in the summer months.

We will not heat up any food brought in from home, this is to protect children from food being heated up incorrectly which could lead to scalding or food poisoning. Food should be prepared in a way to reduce choking hazards, this means food such as grapes, cherries, blueberries, strawberries, cherry tomatoes etc should be cut into halves / quarters.

If a child comes into nursery without meals for the day, we will call parents/carers to ask them to bring it in or we will provide them with the meals we have prepared but parents/carers will be charged.

However, after 3 occasions we will discuss if it would be better to change to our all-inclusive package to ensure we can best meet your child's needs. If your child requires a special diet and we cannot accommodate this at short notice you may be required to come and collect your child.

Please **do not** include Your child's packed meals must not include any of the following:

- Nuts or food containing nuts
- Any drinks other than water
- Sweets, Marshmallows or other confectionary
- Foods high in salt or sugar
- Cereal bars / biscuits
- Crisps
- Chocolate or chocolate covered items (e.g. biscuits)
- Toffee / salted popcorn

If children bring in any items that we deem to be high in fat, salt or sugar we will send home these items and speak to parents / carers about healthy options.

We understand that some children may require special diets that do not allow for the standards to be met exactly. In this case parents/carers are urged to be responsible in ensuring that meals provided by home are as healthy as possible.

If any of the foods suggested on the 'Please do not include' list need to be part of your child's daily diet, please discuss this with us.

Children are only allowed to eat their own food and are not permitted to swap any food items with their peers. Suggested food items Children's meals should be based on the 'Eatwell Plate' model which shows items from the 5 main food groups (Food Standards Agency 2007)

We suggest that children need the following every day:

- At least 2 portions of fruit and 2 portions of vegetables every day (please ensure these are prepared appropriately e.g. grapes, cherries, blueberries, strawberries, cherry tomatoes etc should be cut into halves then quarters)
- Meat, fish eggs or a non-dairy protein e.g. lentils, kidney beans, chickpeas, hummus, falafel
- Starchy food such as wholemeal bread (rolls, pitta, wraps), pasta, rice, couscous, noodles, potatoes, unsweetened cereal, unsalted pretzels, unsalted crackers
- Dairy food such as milk, cheese, unsweetened yoghurt (or non-dairy alternative) Dietary Requirements and allergies It is the responsibility of parents / carers to provide daily information around any allergens present in any food items brought in from home. Please find details of the 14 main allergens here

As mentioned above, children are only allowed to eat their own food and are not permitted to swap any food items with their peers. This is to help prevent any children with dietary requirements / allergies from eating food that they cannot have.

Waste and disposal

Any food items that children have not eaten will be sent back home to allow parents / carers to monitor what their child has consumed during the day and then raise any concerns over their child's food intake with us.

The senior leaders in the nursery have the overall responsibility for the implementation of this policy. The whole nursery team will endeavour to raise any concerns with parents in a timely and sensitive way. Parents are asked to share any worries about their child's eating at home or at nursery.

Policy reviewed- December 2025 by Rachael Waite,

Next review date - December 2026