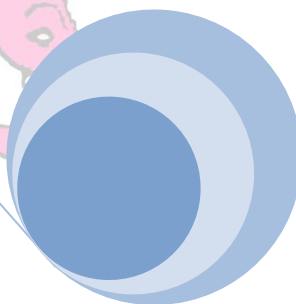


St. George's Dragons Nursery Policies



St. George's - Dragons Nursery



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Introduction

These policies and procedures reflect the beliefs and values of our nursery. This document is designed to convey the ethos of **St. George's Nursery Dragons** and explain how we aim to deliver and maintain high-quality childcare and Early Years education for the children in our care.

Our policies are consistently formulated and implemented to demonstrate our professional approach to working with young children and their families. We aim to make them clear, concise, and easy to understand.

The primary purpose of this document is to ensure that parents and carers are aware of our policies, enabling them to make informed enrolment choices. It is equally important that the aims of our nursery are clearly communicated to all stakeholders including staff, volunteers, families, and visitors so they can support and uphold them effectively.

These policies provide a framework to ensure that **St. George's Nursery Dragons** meets the welfare requirements of the **Early Years Foundation Stage (EYFS)**, minimising risks to children while maximising the quality of learning and development they experience.

The policies and procedures in this document are aligned with the four **EYFS themes**:

1. **A Unique Child**
2. **Positive Relationships**
3. **Enabling Environments**
4. **Learning and Development**

These themes reflect the key principles underpinning effective practice in the care, learning, and development of young children:

1. Every child is a competent learner from birth who can be resilient, capable, confident, and self-assured.
2. Children learn to be strong and independent through loving and secure relationships with parents and/or a key person.
3. The environment plays a crucial role in supporting and extending children's learning and development.
4. Children develop and learn in different ways and at different rates, and all areas of learning and development are equally important and interconnected.

Characteristics of Effective Early Learning:

- Supporting young children to become lifelong learners
- **Playing and exploring** – encouraging curiosity and investigation
- **Active learning** – fostering persistence, engagement, and motivation
- **Creating and thinking critically** – developing problem-solving skills and imagination

Admissions Policy

St. George's Nursery Dragons is committed to providing equitable access to high-quality early years education and care for all children. Our admissions and attendance procedures are designed to ensure fairness, transparency, and compliance with statutory requirements, while promoting the welfare and development of every child.

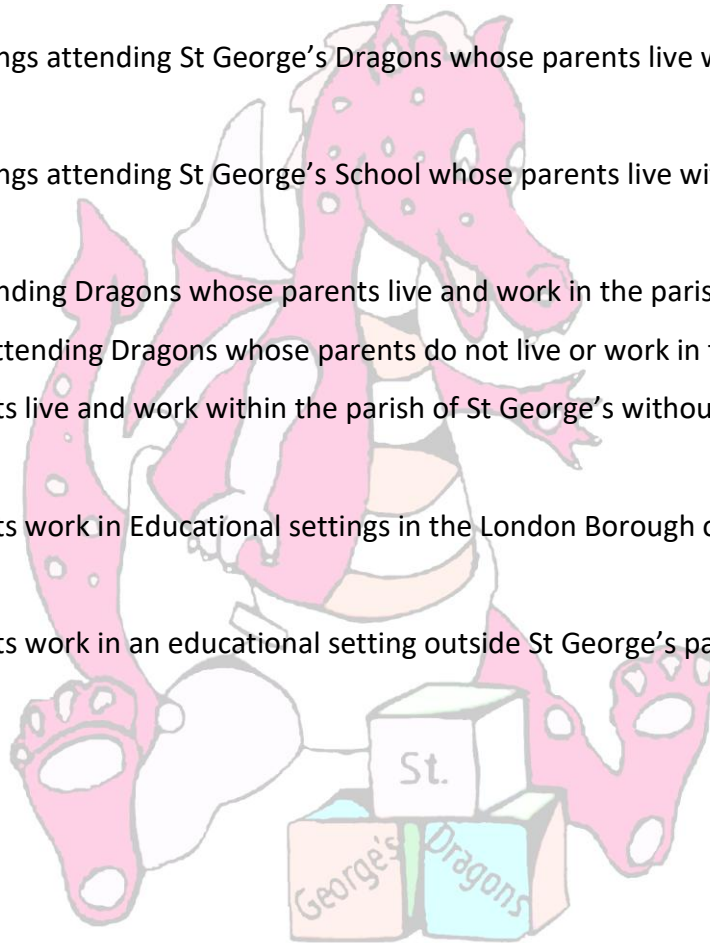
We operate the following admissions policy, we will:

- Ensure information about the nursery is accessible in written and spoken form, and where appropriate
- Maintain a waiting list in accordance with St. George's Dragons admissions criteria and make this information available to prospective families upon enquiry.
- Keep a place vacant, where financially viable, to accommodate emergency admissions.
- Describe the nursery and its practices in terms that welcome fathers, mothers, relatives, and other carers, including childminders.
- Demonstrate our commitment to treating each child and family with respect, taking account of needs arising from gender, special educational needs, disabilities, social background, religion, ethnicity, or English as an additional language.
- Ensure that children and/or parents with disabilities can participate fully in nursery life.
- Offer flexible attendance patterns, where financially viable, to accommodate the needs of individual children and families.
- Promote awareness of our Equal Opportunities Policy among staff, children, and parents.
- Require a **£200 deposit**, payable within two days of receiving an Offer Letter to secure the nursery place. This deposit is **non-refundable** if the place is not taken up.
- Require a **£50 non-refundable registration fee**, payable within two days of receiving an Offer Letter.
- A notice period of **one term** is required for withdrawals from the nursery, unless otherwise agreed in writing and at the manager's discretion.
- Reserve the right to terminate any contract, providing **one calendar month's written notice**.
- New staff, volunteers, and students are familiarised with the policy and its expectations.
- Behaviour is recognised as a form of communication; staff consider factors such as tiredness, hunger, or emotional needs. Staff work in partnership with parents, using observations to identify causes of recurring behaviour and agreeing strategies to address them.
- Admissions are open to all children, regardless of gender, ethnicity, disability, religion, or family background, in line with the **Equality Act 2010**.
- Parents and carers are provided with clear information about nursery provision, fees, sessions, and the admissions process prior to enrolment.
- A structured enrolment process ensures that each child's individual needs, dietary requirements, medical information, and any additional support needs are identified and recorded before the child begins.
- The nursery operates a waiting list and admissions criteria, which prioritise, where applicable, children with siblings already attending, children with additional needs, and those living within the local catchment area.
- All admissions are subject to the completion of a registration form, signed consent forms, and the provision of relevant documentation (e.g., proof of identity, emergency contact details).

Admissions Criteria:

We have 30 places where there are more applications than the number of places available, these will be offered according to the following order of priority:

1. To children with special educational medical needs or a child in the care of a Local Authority.
2. To children whose parents are employed by St George's and working more than 17.5 hours per week.
3. To children from practicing Catholic families whose parents request sessions on a five-day basis.
4. To children whose parents request sessions on a five-day basis.
5. To children from practicing Catholic families whose parents live and work in the parish of St George's with siblings in Dragons.
6. To children who have siblings attending St George's Dragons whose parents live within the parish of St George's
7. To children who have siblings attending St George's School whose parents live within the parish of St George's
8. Children with siblings attending Dragons whose parents live and work in the parish of St George's.
9. To children with siblings attending Dragons whose parents do not live or work in the parish of St George's.
10. To children whose parents live and work within the parish of St George's without siblings attending Dragons.
11. To children whose parents work in Educational settings in the London Borough of Harrow but outside St George's parish.
12. To children whose parents work in an educational setting outside St George's parish and the London Borough of Harrow.



Achieving Positive Behaviour Policy

At **St. George's Nursery Dragons**, we believe that children flourish when their personal, social, and emotional needs are met and when there are clear, developmentally appropriate expectations for behaviour.

We aim to help children:

- Understand socially acceptable behaviour.
- Recognise the needs and rights of others.
- Develop skills for emotional self-regulation and positive interactions.

Behaviour management principles are embedded in our programme for supporting personal, social, and emotional development.

Strategies for Supporting Positive Behaviour

- Use positive strategies appropriate to each child's age and development, including:
 - Acknowledging feelings and explaining why behaviour is unacceptable.
 - Helping children gain control of emotions and develop alternative responses.
 - Ensuring sufficient resources and activities to prevent conflict.
 - Encouraging considerate behaviour, sharing, and kindness.
 - Promoting self-esteem, confidence, and a sense of belonging.
 - Using tools such as timers and feelings management aids (e.g., Colour Monsters).
- Never use physical punishment, humiliation, or isolation.
- Physical restraint is used **only** to prevent injury or serious damage, recorded in **CPOMS**, and parents are informed the same day.

Children under Three

- Support strategies are developmentally appropriate.
- Staff remain calm and patient, helping children manage intense emotions such as anger or fear.
- Typical behaviours include tantrums, biting, or fighting; these are managed with comfort, explanation, and guidance.

Rough and Tumble Play, Fantasy Play, and Hurtful Behaviour

- Rough and tumble or fantasy play is normal and not automatically hurtful.
- Strategies are developed with children to set safe boundaries while encouraging imaginative play.
- Hurtful behaviour is addressed sensitively, recognising that young children often lack the means to manage intense emotions.
- Staff support emotional regulation through calming, discussion, empathy-building, and guided conflict resolution.
- Apologies are encouraged only when genuine, fostering understanding rather than forcing words.

Bullying

- Persistent, intentional behaviour to hurt others is taken seriously.
- Children under five rarely engage in true bullying; behaviour observed is treated as an opportunity for guidance, empathy, and learning.
- Staff respond by:
 - Stopping harmful behaviour immediately.
 - Explaining why behaviour is unacceptable.
 - Supporting children affected and helping the child to understand the impact of their actions.
 - Working with parents to develop plans for consistent guidance.

Supporting Children with Additional Needs

- Recognise that some behaviour may arise from **special educational needs or developmental differences**.
- Provide reasonable adjustments, guidance, and support for children with SEND.
- Work closely with parents, carers, and external agencies to ensure inclusion and positive outcomes.
- Staff receives training and guidance to support emotional wellbeing and behaviour.

Legislation and Guidance

- Children Act 1989–2004
- Convention on the Rights of the Child, UNICEF 1989
- Data Protection Act 2018/GDPR
- Every Child Matters: Change for Children 2004
- Statutory Framework for the Early Years Foundation Stage 2014
- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice: 0–25 years (2015, updated 2020)
- Working Together to Safeguard Children (2018, updated 2023)
- Keeping Children Safe in Education (KCSIE 2025)
- What to do if you are worried if a child is being abused
- Local Safeguarding Children Partnership Procedures(LSCPP)
- Counter Terrorism and Security Act 2015 (Prevent Duty)

Child protection and Safeguarding Policy

St. George's Nursery Dragons is fully committed to safeguarding and promoting the welfare of all children. Safeguarding is our highest priority, and we maintain rigorous procedures to ensure that children are safe, secure, and supported to thrive in a nurturing environment. All staff, volunteers, and stakeholders are expected to uphold this commitment at all times.

The nursery will:

- Protect children from harm, abuse, and neglect in all forms.
- Ensure children's wellbeing is central to all decision-making and daily practice.
- Promote a culture of vigilance, transparency, and accountability in safeguarding.
- Comply fully with statutory guidance, including **Keeping Children Safe in Education (KCSIE)**, **Working Together to Safeguard Children**, and the **EYFS statutory framework**.

Key Responsibilities:

Designated Safeguarding Lead (DSL):

- The DSL holds overall responsibility for safeguarding and child protection within the nursery.
- The DSL ensures all concerns are identified, recorded, and referred appropriately to statutory agencies.
- The DSL provides guidance and support to staff, ensures safeguarding training is up to date, and liaises with external agencies, including social care and the local authority.

Staff Responsibilities:

- All staff must recognise signs of abuse, neglect, or safeguarding concerns and act immediately.
- Staff are required to report concerns to the DSL without delay and must be recorded immediately using the nursery's child protection online management system (CPOMS)
- Staff must undertake regular safeguarding training and be familiar with all nursery policies and statutory guidance.

Types of Abuse and Neglect Recognised

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect
- Exploitation, including child sexual exploitation (CSE) and online risks

Safer Recruitment and Vetting

- All staff and volunteers undergo rigorous recruitment checks, including DBS clearance, identity verification, and references.
- Recruitment procedures comply with KCSIE requirements to prevent unsuitable individuals from working with children.

Reporting and Recording Procedures

- Any safeguarding concern must be recorded immediately using the nursery's child protection online management system (CPOMS).
- Records include factual observations, actions taken, and outcomes.
- All records are treated as confidential and stored securely, in accordance with GDPR.

Allegations Against Staff

- Allegations are immediately reported to the Head teacher and **Local Authority Designated Officer (LADO)**.
- Staff may be suspended on full pay during investigation.
- Investigations are confidential and handled according to statutory guidance.
- Ofsted is informed within 14 days of serious allegations.
- DBS and Ofsted notifications are made if staff are dismissed or disciplined for safeguarding concerns.

Harrow LADO Contact:

☎ 020 8901 2690 | ✉ lado@harrow.gov.uk

Training and Continuous Improvement

- All staff undertake safeguarding induction upon joining the nursery.
- Staff receive ongoing, regular training to maintain awareness of statutory updates and best practice.
- The DSL monitors safeguarding systems and conducts audits to ensure compliance and continuous improvement.

Whistleblowing and Raising Concerns

- Staff are encouraged to raise concerns about unsafe practice or policy breaches without fear of reprisal.
- The nursery maintains a clear whistleblowing procedure, ensuring concerns are addressed promptly and appropriately.
- Staff are provided with the school's Child Protection Policy and Whistleblowing Procedure and staff must be familiar with these documents. Copies of these are available on the school website.

Complaints Policy

St. George's Nursery Dragons believes that children and parents are entitled to courtesy, respect, and prompt attention to their concerns. We welcome suggestions for improvement and aim to address all complaints seriously. Most concerns are resolved informally; however, a clear procedure exists for formal complaints.

- To ensure concerns are addressed promptly, fairly, and consistently.
- To notify complainants of the outcome of investigations within **28 days** of receiving a complaint.
- To maintain transparency and accountability with parents, staff, and Ofsted.

Informal Resolution

- Parents discuss concerns with the child's **Key Person** or the **Nursery Manager**.
- Most complaints are resolved at this stage through discussion and mutual agreement.

Formal Written Complaint

- If unresolved, parents submit a **written complaint** to the **Nursery Manager**
- Parents may contact **Ofsted** at any stage:
Address: 10 South Colonnade, London, E14 4PU | ☎ : 0300 123 1231 | ✉: enquiries@ofsted.gov.uk.
- In cases where a child may be at risk, the nursery follows **Harrow Safeguarding Children Board procedures** - <https://www.londonsafeguardingchildrenprocedures.co.uk/>
- The Nursery Manager works with Ofsted or Harrow Social Care to ensure appropriate investigation and action.

Records

- A log is maintained for all complaints, including:
 - Date and circumstances of complaint
 - Investigation details
 - Outcome and actions taken
- The **Complaints Summary Record** is available for parents and Ofsted on request.
- All records are retained for **three years**.

Confidentiality Policy

St. George's Nursery Dragons is committed to ensuring that all personal and sensitive information is managed securely, confidentially, and in accordance with statutory requirements. Accurate record-keeping and adherence to data protection principles are essential for safeguarding children, supporting families, and ensuring regulatory compliance.

Policy Statement

- The nursery complies fully with the **Data Protection Act 2018** and **General Data Protection Regulation (GDPR)**.
- Confidentiality and data security are central to the nursery's ethos, protecting the rights and privacy of children, families, and staff.
- Information is recorded, stored, and shared only for legitimate purposes and in accordance with legal and statutory obligations.

Record Keeping

- Comprehensive records are maintained for all children, including:
 - Registration and enrolment forms.
 - Emergency contact details.
 - Medical information, allergies, and dietary requirements.
 - Observations, assessments, and learning journals.
 - Attendance records.
 - Safeguarding and child protection records.
- Records are accurate, up-to-date, and completed in a timely manner.

Other Records

- Employment records for staff (paid or unpaid) are confidential.
- Students or trainees observing in the nursery are briefed on this confidentiality policy and must respect it.

Confidentiality

- Staff are trained to maintain confidentiality and to handle sensitive information responsibly.
- Confidential information is disclosed only on a **need-to-know basis**, in line with safeguarding requirements or with parental consent.
- Children's records are not shared outside the nursery without appropriate consent, except where required by law or statutory agencies.

Data Security

- Records are stored securely, whether in paper or electronic format, to prevent unauthorised access, loss, or damage.
- Electronic systems are password-protected, and access is restricted to authorised personnel.
- Paper records are kept in locked cabinets or secure areas, with controlled access.

Retention and Disposal

- The nursery maintains records for the statutory periods as outlined by EYFS requirements and relevant guidance.
- When records are no longer required, they are disposed of securely, in a manner that ensures confidentiality.

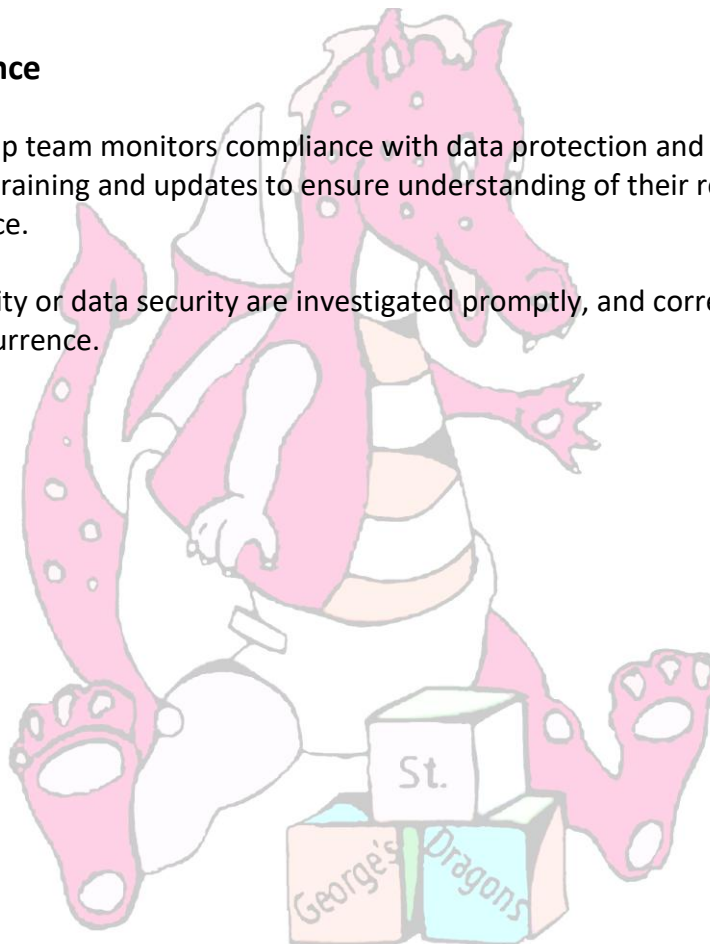
Parental Access and Rights

- Parents and carers have the right to access information held about their child in accordance with GDPR.
- Requests for access to records are processed promptly and in a secure manner.
- Staff provide guidance and support to parents when accessing information, ensuring clarity and transparency.

Monitoring and Compliance

- The nursery leadership team monitors compliance with data protection and confidentiality policies.
- Staff receive regular training and updates to ensure understanding of their responsibilities under GDPR and statutory guidance.

Any breaches of confidentiality or data security are investigated promptly, and corrective actions are implemented to prevent recurrence.



Statement of Intent

Our nursery is committed to offering a safe, stimulating, and well-planned environment where children learn through play, both indoors and outdoors. We provide a broad, balanced curriculum introducing children to all key areas of learning. We enable children to develop socially, emotionally, physically, creatively, and cognitively.

Key Areas of Learning

To provide a safe, stimulating environment where children learn through play indoors and outdoors.

Key Areas of Learning:

☐ **Communication and Language** – Listening, attention, understanding, and speaking.

- **Physical Development** – Moving confidently, handling tools and equipment, and understanding the importance of health and self-care.
- **Personal, Social, and Emotional Development** – Building relationships, managing feelings, and developing self-confidence and independence.
- **Literacy** – Reading and writing skills, including phonics and comprehension.
- **Mathematics** – Numbers, counting, calculating, shapes, space, and measures.
- **Understanding the World** – Exploring people, communities, the environment, technology, and the wider world.
- **Expressive Arts and Design** – Exploring creativity through art, music, dance, role-play, and design.

Methods:

- Indoor and outdoor learning all year-round
- Collaborative long-term and half-term planning
- Key person assigned for individual support
- Learning story journals for observations and parent contributions
- Parent meetings each term, plus Transitional Report for next stage

Equality and Diversity Policy

Promoting Equality, Inclusivity, and Anti-Discriminatory Practice

St. George's Nursery Dragons celebrates diversity and is committed to providing equal opportunities and promoting anti-discriminatory practice for all children and families. We create a safe and inclusive environment that values and respects the contributions of every family. Our resources and information reflect diversity in terms of gender, ethnicity, culture, and ability, avoiding stereotypes. Throughout the nursery, we actively promote understanding of equality and anti-discriminatory practice, ensuring that inclusion is embedded in all activities.

Legal Framework

- Race Relations Act 1976 & Amendment Act 2000
- Sex Discrimination Act 1986
- Children Act 1989
- Special Educational Needs and Disability Act 2001

Methods

Admissions

- Open to all members of the community.
- Publicity reflects diversity and is provided in accessible formats/languages.
- Admissions are fair, non-discriminatory, and inclusive of children with disabilities or special educational needs.
- Discriminatory behaviour is not tolerated and is dealt with promptly.

Employment

- Job posts are advertised fairly, welcoming applicants from all backgrounds.
- Selection is based on explicit criteria, references, and DBS checks.

All staff receives training in anti-discriminatory and inclusive practices

Curriculum

- Encourages positive attitudes toward self and others.
- Supports empathy, critical thinking, and understanding of diversity.
- Inclusive of children with SEN, disabilities, or learning English as an additional language.
- Celebrates cultural festivals and diverse family lifestyles.

Food

- Medical, cultural, and dietary needs of children are respected.
- Children are educated about different foods and cultural approaches to mealtimes.

Meetings

Arranged to allow participation of all families, with information provided in multiple formats and languages

Equipment and Resources Policy

We provide safe, clean, and developmentally appropriate resources and equipment to support high-quality early years care and education

Methods

- All equipment meets BSEN safety standards or Toys (Safety) Regulations (1995).
- Sufficient quantity and variety to meet children's needs.
- Resources promote all areas of learning and development.
- Selection avoids stereotypes, promotes diversity, and supports continuity/progression.
- Furniture is age-appropriate and resources are displayed for independent choice.
- Inventory maintained, including purchase date, cost, and disposal records.

Insurance cover is provided for all nursery equipment

Staff are familiar with current legal requirements and seek advice from competent authorities (e.g., Fire resources)

- The nursery maintains the highest standard of fire precautions.
- Have a named Fire warden **Amanda Ibrahim**



Fire Drill and Emergency Procedures

St. George's Nursery Dragons is committed to ensuring the health, safety, and welfare of all children, staff, parents, and visitors. Robust fire safety and emergency procedures are in place to prevent incidents, respond swiftly, and ensure safe evacuation. This policy supports compliance with:

- The **Regulatory Reform (Fire Safety) Order 2005**
- **EYFS Statutory Framework** requirements
- Local Fire and Rescue Service guidance
- Ofsted expectations for early years safety and emergency preparedness

Care Taker

- Ensures all fire safety equipment is serviced and maintained.
- Reviews the emergency plan annually or after any incident.
- Provides staff training and drills.
- Checks alarms, extinguishers, exits, and signage weekly.
- Ensures fire drill records are maintained.

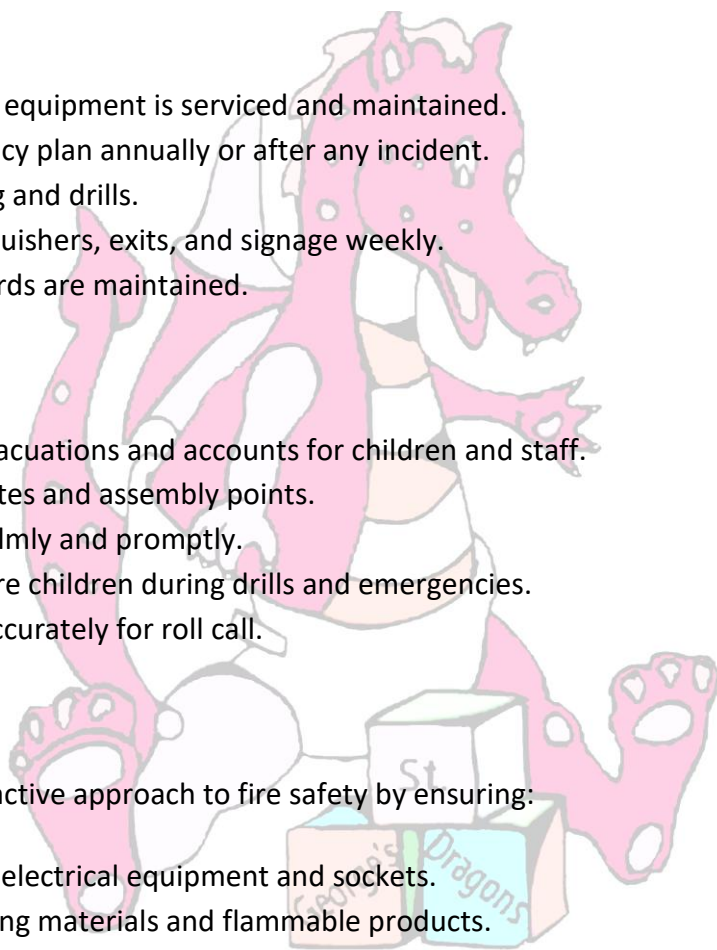
All Staff

- Fire Warden leads evacuations and accounts for children and staff.
- Know evacuation routes and assembly points.
- Follow procedures calmly and promptly.
- Supervise and reassure children during drills and emergencies.
- Record attendance accurately for roll call.

Fire Prevention Measures

The nursery maintains a proactive approach to fire safety by ensuring:

- Daily visual checks of electrical equipment and sockets.
- Safe storage of cleaning materials and flammable products.
- Smoking is strictly prohibited on site.
- Fire exits and escape routes are kept clear.
- Cooking equipment is used safely and supervised at all times.
- Heaters, lamps, and chargers are used responsibly and safely.
- Fire alarms are tested weekly.
- Fire extinguishers and blankets are serviced annually.



Fire Evacuation Procedures

In the event of a fire or alarm activation:

Step 1: Sound the Alarm

- Any staff member discovering a fire must raise the alarm immediately using the nearest call point.

Step 2: Evacuate

- Staff calmly leads the children to the nearest safe exit.
- Do **not** stop to collect personal items.
- Staff gather children using:
 - High-visibility vests (if used)
 - Emergency bags (with register, blankets, first aid kit)

Step 3: Close Doors

- Doors should be closed behind the group to slow the spread of fire.

Step 4: Assembly Point

- Everyone must proceed to the designated **Assembly Point** - Evergreen Playground.

Step 5: Roll Call

The following checks are carried out:

- Staff take the register
- Staff sign-in on log is checked.
- Fire Safety warden confirms totals and reports to Manager.

Step 6: Emergency Services

- Office Staff or designated senior staff member calls **999**.
- No one may re-enter the building until fire services confirm it is safe.

Fire Drills

- Fire drills take place **at least once every half term** (minimum 6 per year).
- Drills are carried out at different times of day and under varying circumstances.
- New staff must receive fire safety induction before working with children.
- All drills are recorded in the **Fire Drill Log**, including:
 - Date and time
 - Length of evacuation
 - Number of children and staff
 - Issues identified
 - Actions taken

Emergency Evacuation for Children with SEND or Mobility Needs

Individual Emergency Evacuation Plans (IEEPs) are created for children who require additional support. These include:

- Named key staff responsible
- Evacuation method (e.g., buggy, sling, support walking)
- Communication needs
- Safe exit routes
- Any equipment required

IEEPs are reviewed regularly with parents and professionals.

Emergency Procedures for Other Incidents

In addition to fire evacuation, procedures cover:

Bomb Threat / Suspicious Package

- Evacuate immediately using the same routes unless directed otherwise by police.
- Do not use mobile phones near the building.
- Await police instructions.

Gas Leak

- Do not activate electrical switches.
- Evacuate and call emergency services.
- Isolate gas supply if safe to do so.

Severe Weather (Storm, Flooding, Snow)

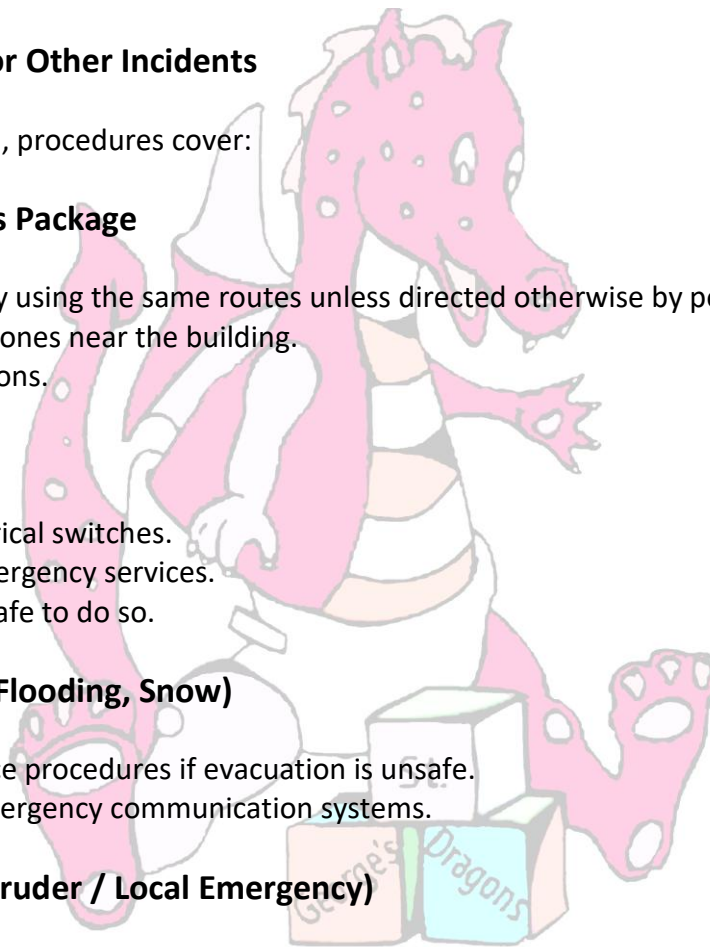
- Follow shelter-in-place procedures if evacuation is unsafe.
- Notify parents via emergency communication systems.

Lockdown Procedure (Intruder / Local Emergency)

- Staff calmly bring children inside.
- Lock doors and close blinds.
- Keep children low and away from windows.
- Maintain quiet and await police instructions.

Medical Emergency

- Call first-aid trained staff.
- Contact 999 if necessary.
- Notify parents.



Return to the Building

Re-entry will only occur once:

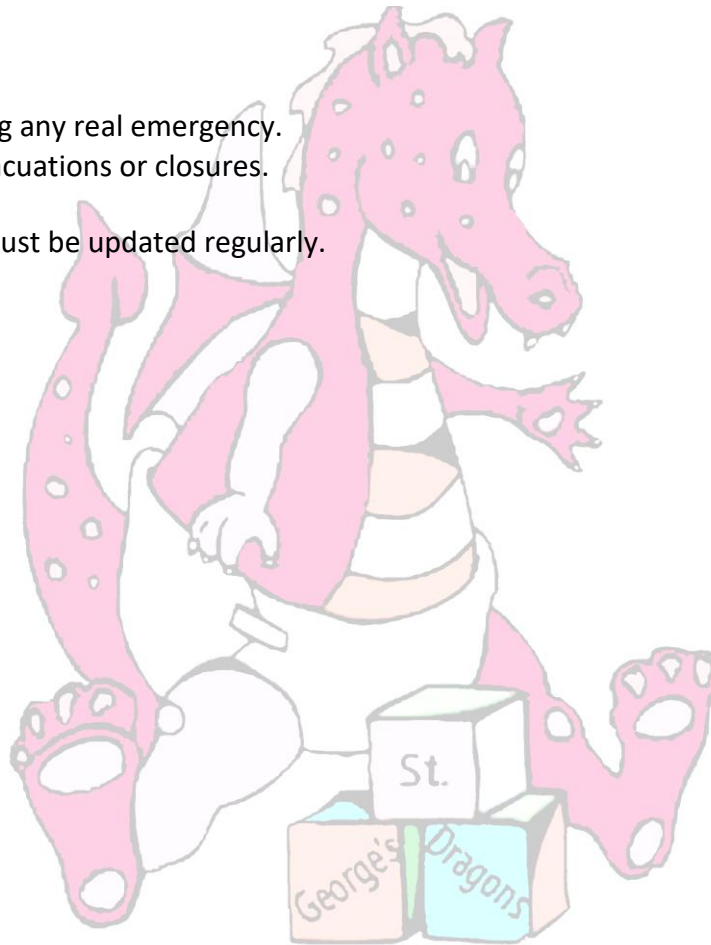
- Fire services or relevant emergency professionals declare the building safe.
- The Manager conducts a safety check.
- Staff ensure children are calm and supervised.

Communication with Parents

Parents are informed:

- Immediately following any real emergency.
- During prolonged evacuations or closures.

Emergency contact details must be updated regularly.



Food and Drink Policy

St. George's Dragons Nursery regards snack and meal times as an important part of the nursery day. These are social occasions that help children learn about healthy eating. The nursery promotes healthy eating through the Bronze Award.

Aims

- Provide nutritious food and drinks that meet children's dietary needs as per the governments standards
- Promote healthy eating habits.
- Age-appropriate utensils used.
- Systems in place to prevent children accessing foods they are allergic to

Meet the full requirements of **The EYFS Statutory Framework & School Food Standards.**

Dietary Needs and Allergies

- Gather dietary information from parents before a child starts nursery.
- Record dietary needs in the registration form, signed by parents.
- Regularly update dietary records with parental confirmation.
- Display dietary information for staff and volunteers.
- Ensure children only receive food consistent with dietary needs, preferences, and parents' wishes.
- Menus planned in consultation with the chef displayed for parental information.
- Avoid foods with nuts and be vigilant about allergies.
- Respect religious, vegetarian, and vegan dietary requirements.

Staff handle dietary needs sensitively without labelling or singling out children

Food Safety

- Staff handling food receive appropriate food safety training. Level 2
- Staff are first aid trained up to date on latest safeguarding issues around meal times.
- Food and drink stored appropriately.

Healthy Eating

- Provide meals and snacks with appropriate nutrition, avoiding excessive sugar, salt, fat, additives, and preservatives.
- Include foods from four main food groups: meat/fish/protein alternatives, dairy, grains/cereals/starchy vegetables, fruits and vegetables.
- Include culturally familiar foods and introduce new ones.
- Semi-Skimmed milk provided for children who drink milk.
- Fresh drinking water available at all times.

Mealtime Practices

- Supervised meal and snack times; children do not walk around with food or drink.
- First aider present at all times
- Staff are aware how to present food e.g., choking hazard sizes of fruit, sausages are cut appropriately
- Children and staff wash hands before meals.
- Tables are cleaned and sanitized.
- Food is checked for temperature and safety.
- Allergen information is reviewed before serving.
- Children are seated safely in appropriate chairs.
- Staff sit with the children to model calm, positive eating.
- Children are encouraged (but not forced) to try foods.
- Small, manageable portions are served first.
- Staff monitor each child closely while eating.
- Children are encouraged to self-feed where developmentally appropriate.
- Use of child-friendly cutlery and cups.
- Invitations to help with simple tasks (e.g., handing out plates).
- Teaching children to say “please” and “thank you.”
- Mealtime is used as a time for conversation.
- Staff talk about the food (colour, texture, smell) to build vocabulary.
- Children are encouraged to talk with peers in a calm manner.
- Calm, unhurried atmosphere.
- Soft background music if helpful.
- No screens or distractions.
- Praise for trying new foods and good table manners.
- Respect cultural, religious, and dietary requirements.
- Offer alternatives as needed.
- Ensure allergen-safe substitutions are provided.
- Children help clear plates and cups when able.
- Wipe faces and hands after eating.
- Tables and floors cleaned promptly.
- Check children for any signs of food reactions.
- Record what each child has eaten (if required by policy).
- Inform parents of unusual eating patterns or concerns.
- Log any incidents like choking, allergic reactions, or refusals.

Health and Safety Policy

The nursery prioritises the health and safety of children, parents, staff, and volunteers, making the nursery a safe and healthy environment by;

- Ensuring children, parents, and staff are aware of health and safety issues.
- Minimising hazards and risks in all areas of nursery life.

Health & Safety Management

- A designated **Health and Safety Officer** oversees policy implementation.
- Risk assessments carried out daily, weekly, and termly.
- Action plans identify hazards, responsibilities, and timelines.
- Health and safety posters displayed in main entrance.
- Insurance: public liability and employers' liability certificates displayed.

Staff Awareness and Training

- Health and safety induction for all staff and volunteers, including safe lifting, storage of hazardous materials, and emergency procedures.
- Annual refresher training included in staff development plans.
- Strict **no-smoking policy** in nursery and surrounding complex.

Children's Safety

- All staff and volunteers are DBS checked.
- Children always supervised; at least two adults present at all times.
- Paediatric first aid trained staff present at all times.
- First aid kit complies with Health and Safety (First Aid) Regulations 1981 and is regularly checked.

Accidents, Illness, and Medication

- Accidents reported on the Tapestry Application; parents are informed and requested to sign
- Medication administered only with prior written parental consent.
- Prescribed medication stored securely; records kept for audit.
- Sick or infectious children excluded per guidance; parents informed of infections.

Security

- Safe arrival and departure systems.
- Prevent unauthorised access and children leaving unnoticed.
- Personal possessions stored securely.

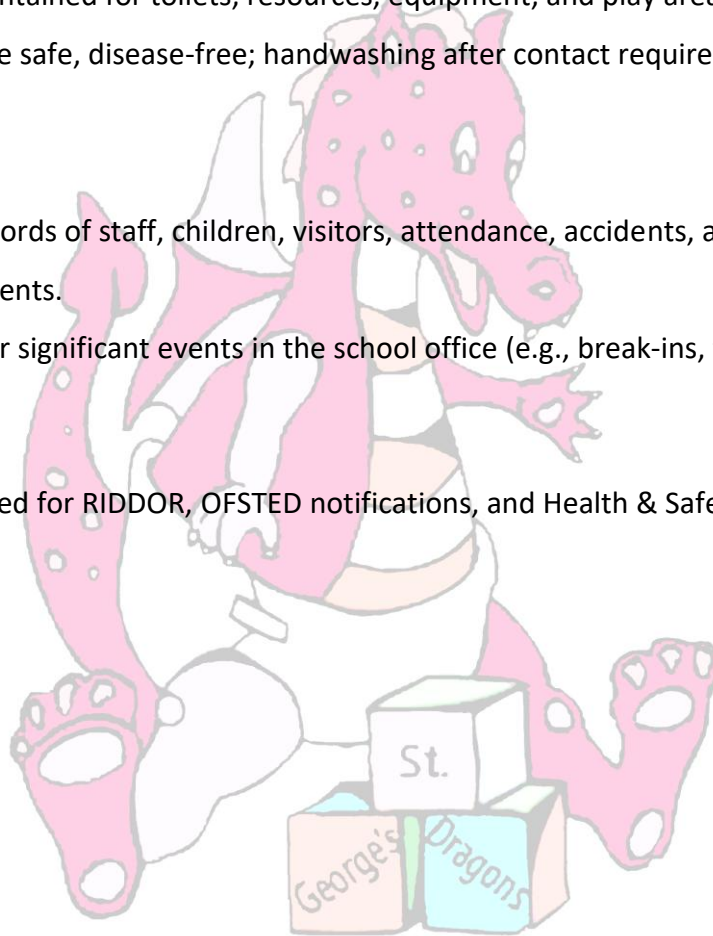
Premises and Equipment Safety

- Windows, doors, floors, kitchens, electrical/gas equipment, and storage checked for safety.
- Outdoor areas cleared of hazards and supervised.
- Hygiene routines maintained for toilets, resources, equipment, and play areas.
- Animals in nursery are safe, disease-free; handwashing after contact required.

Records

- Maintain detailed records of staff, children, visitors, attendance, accidents, allergies, dietary needs, medication, and consents.
- Incident book kept for significant events in the school office (e.g., break-ins, fire, serious accidents, or death).

Reporting procedures followed for RIDDOR, OFSTED notifications, and Health & Safety Executive



Missing Child / Lost Child Policy

The safety of children is the highest priority at all times, both on and off the nursery premises. Every effort is made to maintain security through strict entrance/exit procedures and adherence to the outings policy. In the unlikely event of a child going missing, the following procedures are followed.

Procedure if a Child Goes Missing in the Nursery

1. The **person in charge** carries out a thorough search of the building and garden.
2. The register is checked to ensure no other child is missing.
3. Doors and gates are inspected for any breaches in security.
4. Staff are questioned to establish what happened.
5. If the child is not found, parents are contacted and the **police are informed**.

If a Child Goes Missing on an Outing

- Staff ask children to stand with their designated adult and perform a headcount.
- One staff member searches the immediate vicinity only.
- The **person in charge** is informed and proceeds to the venue to support the search and liaise with the police.
- Remaining children are returned to the nursery safely.
- Parents are contacted and instructed to come to the nursery or outing venue.
- Venue security (if indoors) is notified and will coordinate a search and contact the police if necessary.

Investigation

- Head Teacher carries out a full investigation with written statements from all staff present.
- The **key person/staff** completes an incident report including:
 - Date and time of the report
 - Staff and children present
 - Last sighting of the child
 - Events since the child was last seen
 - Estimated time the child went missing
- Conclusions are drawn regarding the security breach.
- If a police investigation is warranted, all staff cooperate fully; Social Care may also be involved.
- Incident is reported under **RIDDOR** and recorded in the incident book.

OFSTED and the Insurance Department are informed.

Non-Collection of Children Policy

If a child is not collected by an authorised adult at the end of a session or day, the nursery follows set procedures to ensure the child is kept safe and cared for by a familiar, qualified practitioner. We will;

- Ensure any child not collected receives safe, calm, and reassuring care.
- Reassure parents that their child will be cared for if they are unavoidably delayed.

Collection Information

On admission, parents provide:

- Home address, telephone number, and mobile number
- Names and numbers of authorised collectors
- Details of anyone without legal access to the child

Parents must inform staff of:

- Any changes to usual collection routines
 - Anyone different collecting the child (recorded in the daily diary)
- A shared identity-verification method (e.g., password) must be agreed.

When a Child Is Not Collected

Staff will:

1. Check the diary for collection updates
2. Call parents/carers
3. Call authorised adults if parents cannot be reached
4. Continue all reasonable attempts to contact a responsible adult

The child will not leave with anyone not authorised.

Staff must not search for parents or take the child home.

A written incident report is completed, and additional staffing costs may be charged. OFSTED or Harrow Early Years Services may be informed if necessary.

Preventative Measures

- Parents must regularly update contact details
- Repeated late collection may incur a £1-per-minute fine
- Continued lateness may affect the child's place at the nursery

Escalation (After One Hour)

If no authorised adult arrives within one hour, the nursery will:

- Contact the Headteacher
- Contact Harrow Social Care Services or the Emergency Social Worker
- Keep the child with two vetted staff members until collected by a parent or duty social worker
- Social services may take the child into local authority care if parents cannot be located

Outdoor Play Policy

We recognise that outdoor play is essential for the learning and development of young children. Outdoor experiences complement indoor learning and provide opportunities for exploration, physical activity, and engagement with the natural world, we;

- Treat the outdoor and indoor areas as one continuous learning environment.
- Provide safe, stimulating, and challenging outdoor experiences that support the curriculum and children's development.

Outdoor Spaces

- St. George's Dragons has access to a safe enclosed courtyard, outside front garden and school field allowing free movement of children between indoor and outdoor environments with adult supervision at all times.
- The outdoor area encourages children to explore:
 - Changes in weather
 - Plant growth and seasonal changes
 - Differences between indoor and outdoor learning environments

Planning Outdoor Play

Adults planning outdoor activities consider:

- The **purpose of the outdoor play session**
- Opportunities for **individual, co-operative, and parallel play**
- Skills, knowledge, concepts, and attitudes to be developed
- Appropriate **use of resources**
- Staff interaction, guidance, and support
- **Balance and breadth of curriculum provision**
- Alteration, addition, or removal of resources as needed
- Ensuring **quality play experiences**

Planning should be:

- Flexible to meet children's emerging interests and needs
- Focused on **clear learning goals**
- Supported by resources that enhance and extend children's play

Observations of children's achievements are recorded in individual learning journeys to support ongoing planning and assessment.

Role of the Adult Outdoors

Adults are actively involved with children and are not solely supervisors. Responsibilities include:

- **Communicating** with children through conversation, discussion, questioning, modelling, and commentary
- **Supporting problem-solving** and decision-making
- Encouraging, **extending, and enriching** children's play with additional resources or ideas
- Initiating and joining in games when invited by children
- Observing, assessing, and recording children's learning and achievements
- Maintaining **awareness of safety issues**
- Ensuring every child has **equal access** to the outdoor curriculum, regardless of race, culture, religion, gender, or disability
- Using observations to **evaluate and plan** appropriate resources and experiences

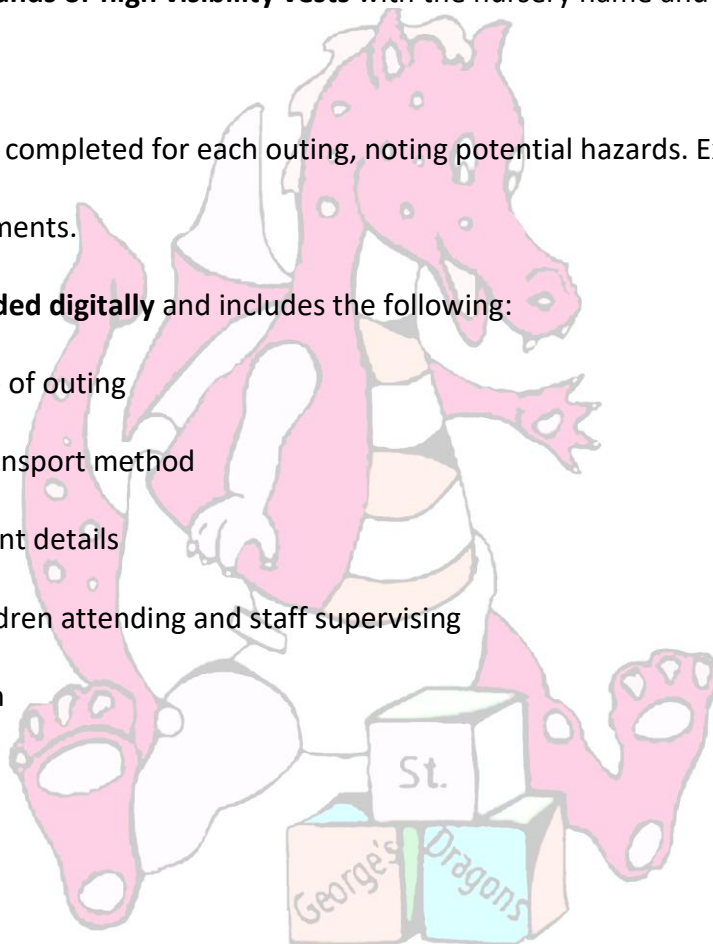
Through these practices, adults contribute positively to children's play, creating challenging and engaging learning opportunities outdoors

Outings and Visits Policy

We believe that using the community as a learning resource enriches the nursery curriculum and provides valuable experiences for children. Likewise, people from the community may be invited into the nursery to share their skills and knowledge, we aim to provide children with opportunities to visit local venues and participate in enriching learning experiences.

To foster links with the local community, enhancing children's learning and development

- Children wear **wristbands or high visibility vests** with the nursery name and contact number (never the child's name).
- **Risk assessments** are completed for each outing, noting potential hazards. External venues may provide their own risk assessments.
- All **Outings are recorded digitally** and includes the following:
 - Date and time of outing
 - Venue and transport method
 - Risk assessment details
 - Names of children attending and staff supervising
 - Time of return



Safety Measures

- Staff carry essential supplies including tissues, wipes, spare clothes, snacks, water, a mini first aid kit, and any prescribed medication.
- All staff are briefed on **emergency procedures** and carry a **fully charged mobile phone** with emergency contacts.
- Venues are chosen to ensure **accessibility for all children**, including those with disabilities.

Parents may be asked to contribute to trip costs, but **no child is excluded for financial reasons**

Parental Involvement Policy

We believe that children benefit most from Early Years education and care when parents and the nursery work together in partnership. We aim;

- To support parents as their children's first and most important educators.
- To involve parents in their children's education and in the full life of the nursery.
- Maintain ongoing dialogue with parents to understand their children's needs and support families.
- Parents can access all nursery policies on our website, and they also receive a parent handbook that provides a shortened version with key information.
- Regularly inform parents about their children's progress via the Tapestry Application
- Provide opportunities for parents to contribute skills, knowledge, and interests to nursery activities.
- Schedule meetings at times that are inclusive and accessible to all parents.
- Ensure opportunities for parental involvement are accessible to those with basic skills needs or for whom English is an additional language
- Welcome contributions from parents in any form, and inform them about query, complaint, and suggestion procedures.
- Ensure all parents have access to the written complaints procedure and provide opportunities to learn about the nursery curriculum and children's learning both in nursery and at home.
- We aim to ensure that fees are collected in a timely and transparent manner to allow the nursery to operate efficiently, pay staff, maintain premises, and provide resources for the children.

Settling-In Policy

We aim to provide a safe, stimulating, and happy environment where children feel secure with staff. We also want parents to feel assured of their child's well-being and to be active partners with the nursery. Our goal is to offer a welcoming setting where each child settles smoothly, supported by an understanding of their individual needs and family background.

Provide parents with information before a child starts, including written materials (prospectus, policies), displays, information mornings, and individual meetings.

- A structured and flexible settling-in programme is implemented for each child to support a smooth transition into the nursery environment.
- Parents and carers are encouraged to participate in the settling-in process to build trust, confidence, and positive relationships between the child, family, and nursery staff.
- Staff observe children carefully during the settling-in period to identify needs, preferences, and routines, ensuring a responsive and individualised approach.
- Offer visits to the nursery with the child before their first session to familiarise them with the setting.
- Assign a key person to each child and family before they start. This person supports them through settling in and carries out a pre-start home visit to build rapport and review registration details with the nursery manager.
- Encourage parents/carers to stay for part of the first week, gradually reducing their presence as the child becomes more confident.
- Children are considered settled when they form a relationship with their key person, are familiar with the nursery environment, and engage positively with other children and activities.
- Encourage parents to say goodbye and explain when they will return.
- Parents may call at any time to check on their child (Reassure parents of children who take longer to settle; support continues for as long as needed).
- Staff do not leave a child to cry, as doing so may negatively impact the child's well-being and learning.
- If a child experiences significant distress during the settling-in period, the nursery may delay or withhold admission.
- Within the first six weeks, review the child's progress on Tapestry during parents meeting.
- Parents and carers are welcome to participate in nursery sessions and contribute to their child's learning, both at nursery and at home.
- Ensure the nursery/home partnership is valued and sustained throughout the child's time at the nursery.

Attendance Policy

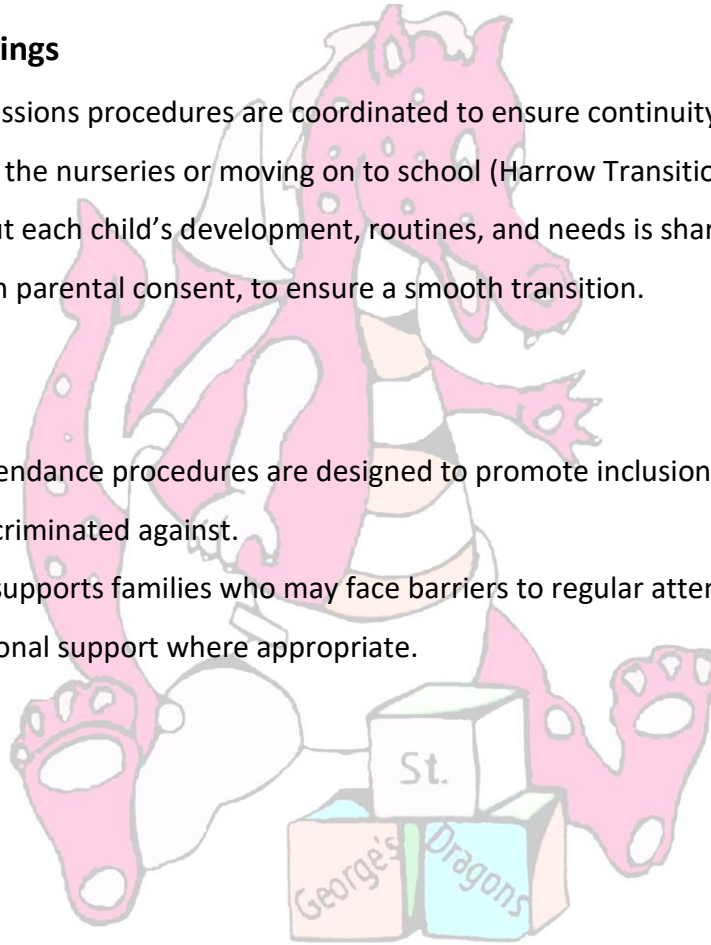
- Daily attendance is recorded accurately and promptly, in accordance with EYFS requirements and statutory guidance.
- Staff monitor attendance patterns and follow up with parents and carers if a child is absent without prior notification.
- Regular attendance is promoted as essential for children's learning, social development, and wellbeing.
- Any concerns about irregular attendance, lateness, or persistent absence are addressed promptly in partnership with parents and, if necessary, external agencies.

Transitions between Settings

- Attendance and admissions procedures are coordinated to ensure continuity of care for children transferring between the nurseries or moving on to school (Harrow Transition Document).
- Key information about each child's development, routines, and needs is shared sensitively with the receiving setting, with parental consent, to ensure a smooth transition.

Equality and Inclusion

- All admission and attendance procedures are designed to promote inclusion and ensure that no child is disadvantaged or discriminated against.
- The nursery actively supports families who may face barriers to regular attendance, providing advice, resources, and additional support where appropriate.



Key Person System

St. George's Nursery Dragons operates a robust **Key Person System** to ensure that every child receives personalised care, attention, and support. This system is central to meeting the welfare, learning, and developmental needs of each child and underpins our commitment to strong, trusting relationships between children, families, and staff.

Purpose and Objectives

- To provide each child with a consistent point of contact within the nursery who knows them well, understands their individual needs, and supports their emotional security.
- To build strong relationships with parents and carers, fostering partnership working and ensuring that families are actively involved in their child's learning and development.
- To ensure that children's development and progress are monitored effectively, enabling staff to plan and provide targeted support where required.
- To support smooth transitions both within the nursery and when moving to school or other early years settings.

Responsibilities of Key Persons

Each key person is responsible for:

1. Building Positive Relationships:

- Developing a secure and trusting bond with the child and their family.
- Communicating regularly with parents and carers regarding the child's progress, wellbeing, and any concerns.

2. Observing and Assessing Development:

- Carrying out systematic observations of the child's learning and development.
- Recording and monitoring achievements, progress, and emerging needs.
- Using observations to inform planning and to identify opportunities to extend learning.

3. Supporting Individual Needs:

- Responding to the child's interests, abilities, and emotional needs.
- Working collaboratively with other staff to implement personalised strategies and interventions.
- Liaising with external agencies where additional support is required.

4. Transition Support:

- Preparing children for transitions between rooms, key stages, or schools.
- Sharing relevant information sensitively with new key persons or receiving schools, with parental consent.

5. Safeguarding:

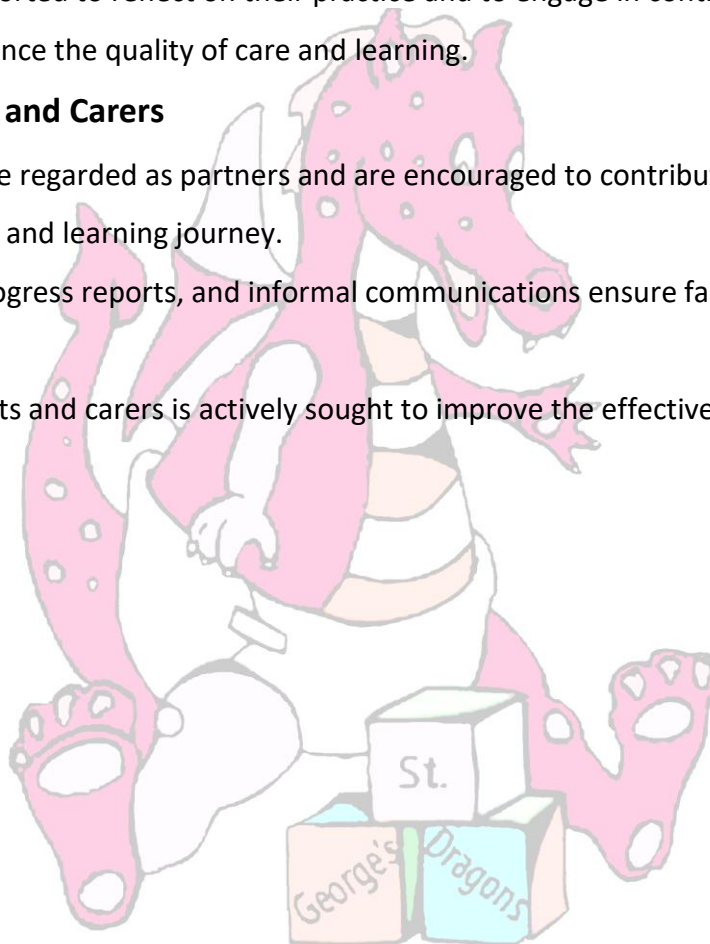
- Being vigilant for any signs of concern regarding a child's safety or wellbeing and reporting immediately in line with the safeguarding policy.

Staff Training and Accountability

- All key persons receive specialised training in attachment, child development, and observation techniques.
- The nursery leadership team monitors the effectiveness of the Key Person System through supervision, appraisal, and regular review of children's progress.
- Key persons are supported to reflect on their practice and to engage in continuous professional development to enhance the quality of care and learning.

Partnership with Parents and Carers

- Parents and carers are regarded as partners and are encouraged to contribute to their child's development records and learning journey.
- Regular meetings, progress reports, and informal communications ensure families are fully informed and engaged.
- Feedback from parents and carers is actively sought to improve the effectiveness of the Key Person System.



Curriculum, Intent, Implementation & Impact

St. George's Nursery Dragons delivers a high-quality curriculum that is carefully designed to support the holistic development of every child. The curriculum is fully aligned with the Early Years Foundation Stage (EYFS) statutory framework and informed by the Ofsted Education Inspection Framework (EIF), ensuring that provision is ambitious, inclusive, and focused on securing excellent outcomes for all children.

Curriculum Intent

The intent of our curriculum is to:

- Provide a broad, balanced, and developmentally appropriate programme that fosters learning across all seven areas of the EYFS.
- Promote children's personal, social, emotional, physical, and cognitive development, preparing them for future education and lifelong learning.
- Recognise and value each child's individuality, strengths, and interests, ensuring that learning is personalised and meaningful.
- Foster curiosity, creativity, critical thinking, and a love of learning from the earliest years.
- Ensure all children develop resilience, confidence, and independence through secure relationships and engaging experiences.
- Promote equality, diversity, and inclusion, preparing children to thrive in a multicultural society.

Curriculum Implementation

The curriculum is implemented through a combination of adult-led and child-initiated activities, within an enabling and well-resourced environment. Key features include:

1. Play-Based Learning:

- Learning experiences are designed to be active, engaging, and exploratory, supporting children to develop the Characteristics of Effective Learning: playing and exploring, active learning, and creating and thinking critically.

2. Observation and Assessment:

- Continuous observation and assessment ensure that children's learning is understood, progress is monitored, and planning is responsive to emerging needs and interests.

3. High-Quality Interactions:

- Staff use skilled interactions, scaffolding, and questioning to extend children's thinking, language, and problem-solving abilities.

4. **Enabling Environment:**

- Learning environments, both indoors and outdoors, are carefully planned to be stimulating, safe, and reflective of children's developmental stages.

5. **Cross-Curricular Links:**

- The curriculum integrates all areas of learning, ensuring that knowledge, skills, and understanding are developed in a connected and coherent manner.

6. **Partnership with Families:**

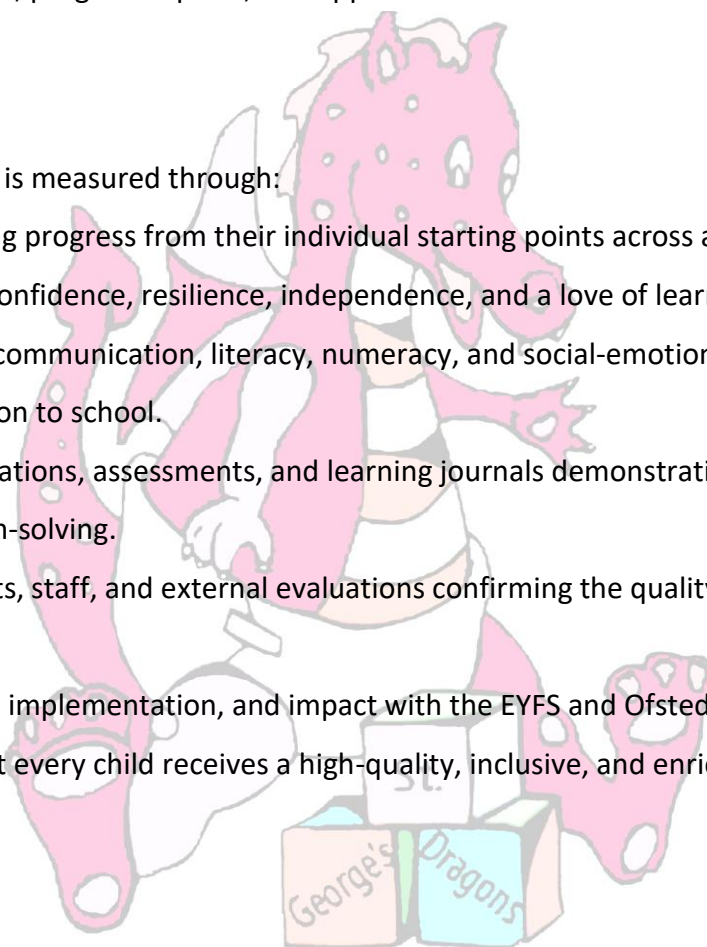
- Parents and carers are actively involved in their child's learning journey through regular communication, progress reports, and opportunities to contribute to observations and planning.

Curriculum Impact

The impact of the curriculum is measured through:

- Children making strong progress from their individual starting points across all areas of learning.
- Children developing confidence, resilience, independence, and a love of learning.
- Positive outcomes in communication, literacy, numeracy, and social-emotional skills, preparing children effectively for transition to school.
- Evidence from observations, assessments, and learning journals demonstrating sustained engagement, curiosity, and problem-solving.
- Feedback from parents, staff, and external evaluations confirming the quality and effectiveness of the provision.

By aligning curriculum intent, implementation, and impact with the EYFS and Ofsted expectations, St. George's Nursery Dragons ensures that every child receives a high-quality, inclusive, and enriching Early Years education.



Inclusion Policy

St. George's Nursery Dragons is committed to providing an inclusive, equitable, and supportive environment in which every child and family feels valued, respected, and able to achieve their full potential. We recognise that diversity enriches the learning experience and that all children have the right to access high-quality early years education, regardless of their background, abilities, or circumstances.

Policy Statement

- We uphold the principles of the **Equality Act 2010** and ensure that no child or family is discriminated against on the grounds of gender, race, ethnicity, religion, disability, sexual orientation, or socio-economic status.
- Inclusion and diversity are embedded in all aspects of nursery life, including curriculum planning, daily practice, staffing, recruitment, and interactions with children and families.
- We recognise the unique strengths, interests, and needs of every child and aim to provide a responsive, personalised approach to support their learning, development, and wellbeing.

Inclusion Practices

- Early identification of additional needs is integral to our practice. Staff observe and assess children to ensure that any emerging needs are addressed promptly and appropriately.
- Individual Education Plans (IEPs) or targeted support plans are implemented in partnership with parents, carers, and, where appropriate, external professionals.
- Reasonable adjustments are made to the environment, curriculum, and teaching strategies to ensure that all children can participate fully and safely.
- Staff are trained in inclusive practice, safeguarding, and supporting children with Special Educational Needs and Disabilities (SEND), in line with the **SEND Code of Practice (0–25 years)**.

Promoting Equality and Diversity

- The curriculum actively promotes understanding, respect, and celebration of differences, fostering positive attitudes to diversity from an early age.
- Resources, activities, and experiences are chosen to reflect and value different cultures, abilities, family structures, and life experiences.
- Stereotypes and bias are challenged sensitively, and children are encouraged to develop empathy, respect, and social responsibility.

Partnership with Families and Agencies

- Parents and carers are regarded as partners in supporting inclusion and are encouraged to share information about their child's needs, culture, language, and preferences.
- Collaboration with external agencies, including early intervention services, speech and language therapists, and specialist support services, ensures that children receive timely and appropriate support.
- Regular reviews and reflective practice ensure that inclusion and equality policies remain effective and responsive to the needs of the nursery community.

Monitoring and Accountability

- Leaders and managers regularly monitor and evaluate the effectiveness of inclusion and equality practices through observation, audits, staff supervision, and feedback from children and families.
- The nursery's commitment to inclusion, equality, and diversity is embedded in the ethos, curriculum, and leadership, ensuring that all children are supported to thrive and succeed.

Staffing & Employment Policy

St. George's Nursery Dragons is committed to employing and developing a highly skilled, professional workforce to provide the highest standards of care and education for all children. Recruitment, training, and professional development practices are designed to ensure that staff are competent, knowledgeable, and able to fulfil their statutory responsibilities, including safeguarding and health and safety requirements.

Recruitment Policy

- All staff and volunteers are recruited in accordance with the principles of **safer recruitment** as outlined in **Keeping Children Safe in Education (KCSIE)**.
- Recruitment procedures include:
 - Comprehensive job descriptions and person specifications.
 - Shortlisting and competency-based interviews.
 - Verification of identity, qualifications, and professional references.
 - Disclosure and Barring Service (DBS) checks.
 - Health checks to ensure fitness to work with children.
- Recruitment practices are designed to prevent unsuitable individuals from working with children.

Induction

- All new staff undergo a thorough induction programme, which includes:
 - Introduction to the nursery's policies and procedures.
 - Training on safeguarding, health and safety, and equality and inclusion.
 - Familiarisation with the EYFS framework, curriculum expectations, and the Key Person System.
 - Mentoring and support from experienced staff.

Ongoing Training and Professional Development

- Staff are encouraged and supported to engage in continuous professional development (CPD) to enhance their practice.
- Mandatory training includes:
 - Safeguarding and child protection updates.
 - First aid and health and safety training.
 - Food hygiene and allergy awareness.
 - Equality, diversity, and inclusion.

- Additional training is provided based on individual roles, children's needs, and areas identified through self-evaluation or performance review.

Staff Appraisal and Supervision

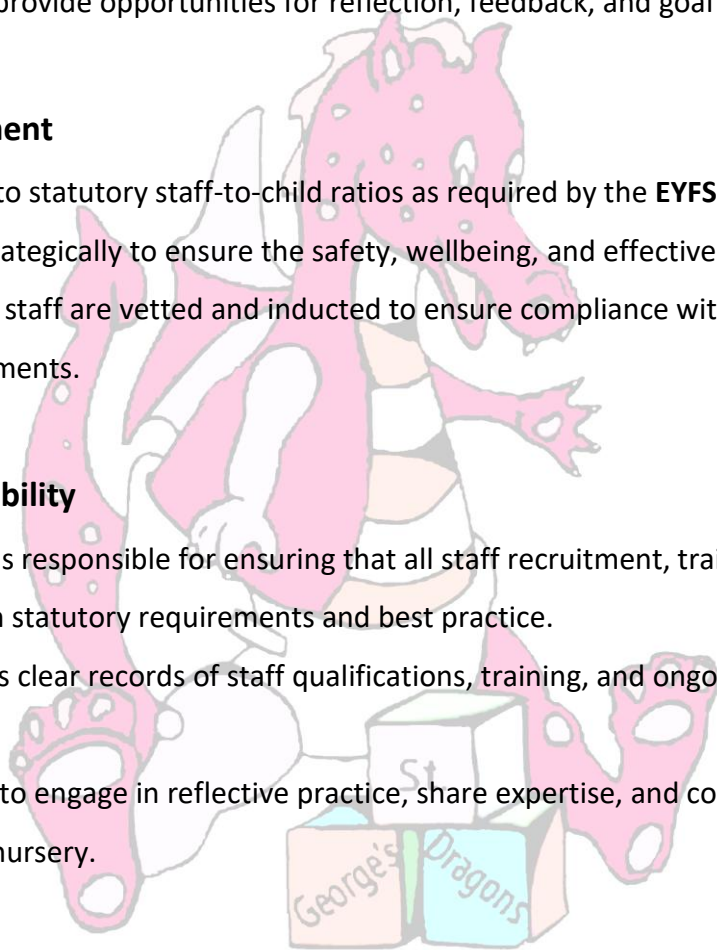
- Regular supervision and appraisal are conducted to:
 - Monitor staff performance and professional conduct.
 - Identify training needs and career development opportunities.
 - Ensure consistency and high standards in teaching, care, and safeguarding.
- Supervision sessions provide opportunities for reflection, feedback, and goal setting.

Staff Ratios and Deployment

- The nursery adheres to statutory staff-to-child ratios as required by the **EYFS**.
- Staff are deployed strategically to ensure the safety, wellbeing, and effective learning of all children.
- Temporary or agency staff are vetted and inducted to ensure compliance with nursery standards and safeguarding requirements.

Leadership and Accountability

- The leadership team is responsible for ensuring that all staff recruitment, training, and development practices comply with statutory requirements and best practice.
- The nursery maintains clear records of staff qualifications, training, and ongoing professional development.
- Staff are encouraged to engage in reflective practice, share expertise, and contribute to the continuous improvement of the nursery.



Monitoring, Evaluation & continuous Improvement Policy

St. George's Nursery Dragons is committed to ensuring that all aspects of provision are regularly monitored, evaluated, and improved to maintain the highest standards of early years education and care. Rigorous self-evaluation and quality assurance processes ensure that children's learning, development, and wellbeing are prioritised, and that staff practice is effective, reflective, and continuously enhanced.

Policy Statement

- Monitoring and evaluation processes are aligned with the **EYFS statutory framework**, the **Ofsted Education Inspection Framework (EIF)**, and best practice guidance.
- The nursery leadership team takes responsibility for ensuring that provision meets statutory requirements, supports continuous improvement, and delivers positive outcomes for all children.
- Feedback from children, families, staff, and external partners is actively sought and used to inform improvements.

Monitoring and Evaluation Processes

1. Observation and Assessment:

- Children's learning and development are continuously observed, assessed, and recorded to identify progress, needs, and areas for development.
- Staff use assessment outcomes to inform planning, interventions, and personalised support.

2. Staff Performance and Practice:

- Regular supervision, appraisals, and peer observations are conducted to monitor staff performance, ensure professional standards, and identify training needs.
- Leadership evaluates the effectiveness of teaching, learning interactions, and curriculum delivery.

3. Health, Safety, and Safeguarding Audits:

- Procedures relating to safeguarding, health, safety, and wellbeing are regularly reviewed to ensure compliance with statutory requirements.
- Risk assessments, accident records, and safeguarding reports are monitored to maintain a safe environment.

4. Curriculum Review:

- Curriculum planning and delivery are evaluated to ensure it remains relevant, inclusive, and developmentally appropriate.
- Staff reflect on learning experiences and outcomes to continually enhance children's engagement, progress, and achievement.

5. Parental and Community Feedback:

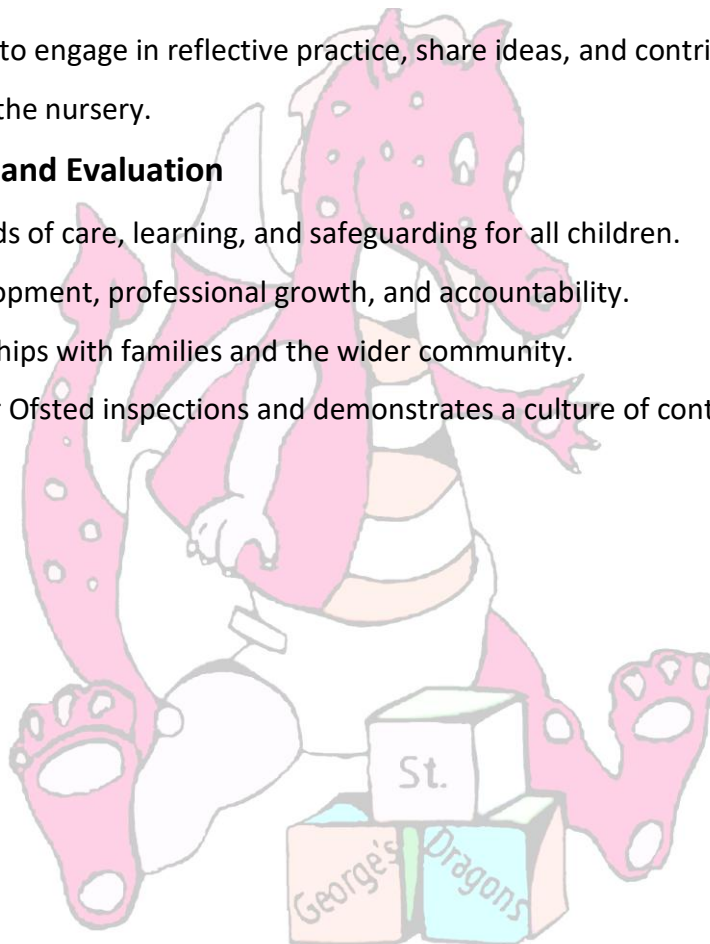
- Feedback from parents, carers, and the local community is gathered through questionnaires, meetings, and informal discussions.
- Input is used to adapt provision, improve communication, and strengthen partnerships.

Continuous Improvement

- The nursery maintains an **Action Plan** that identifies priorities, sets measurable targets, and allocates responsibilities for improvement.
- Progress against action plans is regularly reviewed by the leadership team and adjustments are made as necessary.
- Staff are encouraged to engage in reflective practice, share ideas, and contribute to innovation and improvement across the nursery.

Outcomes of Monitoring and Evaluation

- Ensures high standards of care, learning, and safeguarding for all children.
- Promotes staff development, professional growth, and accountability.
- Strengthens partnerships with families and the wider community.
- Provides evidence for Ofsted inspections and demonstrates a culture of continuous improvement.



Induction of Staff, Students and Volunteers

All new staff, students and volunteers receive a thorough induction to ensure familiarity with the nursery, its policies, procedures, curriculum, and daily practices.

- Written induction plan includes:
 - Introductions to staff, students and volunteers
 - Familiarisation with building, health and safety, and fire procedures.
 - Review and compliance with nursery policies and procedures.
 - Introduction to parents, especially for key children.
 - Access to relevant confidential information.
 - Detailed explanation of tasks and daily routines.
- Induction Period: 16 weeks, conducted by the manager for staff/ students/ volunteers
- Completion of induction forms part of the probationary period.

Student Placement Policy

We recognise the importance of qualifications and training in delivering high-quality early years care and education. We offer placements to students undertaking early years qualifications, including CACHE Level 2 and Level 3 courses.

To provide students with practical experiences that contribute to successful completion of their studies and demonstrate quality early years practice.

- **Suitability & Supervision:**
 - Students must meet Ofsted's "suitable person" requirements.
 - Schools must vouch for students under 17 years old.
 - Students under 17 are supervised at all times and have no unsupervised access to children.
- **Staffing Ratios:**
 - Short-term students do not count in ratios.
 - Trainees employed by the nursery may be included if competent.
- **Insurance:** Employers' liability and public liability cover trainees and volunteers.
- **Policies & Induction:** Students follow the confidentiality policy and receive a brief induction covering nursery management, session organisation, and procedures.
- **Collaboration:** Tutors are supported to ensure students meet course requirements.
- **Prioritising Children:** Student numbers never hinder nursery operations.
- **Training:** Students are engaged in genuine early years training to develop understanding of children's development and activities.

Payment Policy

The nursery operates for **49 weeks per year**. Scheduled closures include **10 working days at the end of August** and **5 working days over the Christmas period**. These closure days are **not chargeable** and will be communicated to families in advance.

Nursery monthly fees are collected in a timely and transparent manner to ensure the nursery operates efficiently, covering staff salaries, premises, and resources. The first invoice will be issued prior to the child starting. Payment should be received before your child's first day at nursery.

Thereafter fees are invoiced monthly and payment must be paid in **advance** on or prior to the **1st** of every month without fail. Fees must be paid in full, as part payments will incur an additional administrative cost. You may be eligible for help with your childcare cost. Please visit <https://www.childcarechoices.gov.uk>

Method of Payment

The method of payment is by e-payment through a secure website called [Parent Pay](#). This method offers parents freedom to make payments on or before the 1st of each month using a secure online account. An activation code for the account will be sent by email before your child starts at the nursery. For help with activating your Parent Pay account please contact the nursery office.

Contracting Parents

One or both parents will be asked to sign the application form accepting the standard terms and conditions of the nursery. Where only one parent signs the form, the nursery will see this parent as the contracting parent. The contracting parent and only the contracting parent will be liable for the payment of nursery fees and costs.

Late or Non-Payment of Fees

Continued late or non-payment of nursery fees may result in suspension or the loss of your child's place at the nursery.

Late Collection

You are required to inform the nursery as early as possible if you are going to be late collecting your child. Late collection of your child beyond the agreed time will incur a charge of **£1.00 per minute**. Persistent late collection may lead to a withdrawal of your place at St George's Nursery Dragons.

Creche

To keep our fees competitive, we offer a crèche facility to children at St George's Nursery Dragons. In order for crèche sessions to be made available to others, we ask parents to inform us as soon as possible (by 8.30 am) should their child be absent. The crèche is charged at an hourly rate of £9.00. **Any sessions which are extended by 30min will be charged for the full hour.** There is an additional charge for meals.

Registration Fee & Deposit

When your child is offered a place at St George's Nursery Dragons, you will be required to pay a £200.00 deposit, and £50 nonrefundable registration fee. The deposit of £200.00 will be deducted from the last invoice issued providing your child has attended St George's Nursery Dragons for a Term or more.

Annual Review of the Fees

St George's Nursery Dragons is a non-profit making provision run by a Management Committee on behalf of the Governors of St. George's school. The primary aim of St George's Nursery Dragons is to provide a quality childcare and education service to families in the local community.

To ensure sustainability of the nursery, fees are subject to an annual increase that may be revised at other times with reasonable notice.

Process for recovering fees owed

St George's Nursery Dragons will always try to recover late payments but will give parents/guardians every opportunity to pay for the childcare service as flexibly as possible.

Should your fees be more than three working days in arrears you will be contacted by the nursery confidentially, to arrange payment of outstanding fees. If parents fail to pay by the due date or the agreed arrangement, they will be contacted again and asked for immediate payment. Failure to pay after the above procedure has been followed, will result in parents receiving a letter from the Governing Management Committee of St. George's Nursery Dragons informing them that their child's place will be withdrawn within three days of receipt of the letter if payment is not made.

Any outstanding fees owed by parents may be recovered through legal action, subject to review of circumstances and the decision by the Governing Management Committee.

We recognise that there may be times when families experience financial difficulty. The nursery has a duty to ensure that children do not suffer as a result of these situations and that any disruption to their learning is minimised. The Nursery Manager is available to meet with you to discuss any financial difficulties you may have.

Holidays & Absences

Fees are not waived and must be paid in full regardless of sickness or planned family holidays. On the rare occasions where the school will close due to circumstances beyond our control e.g., adverse weather conditions, local emergencies. The decision to close the nursery will be made by the Headteacher with the safety of children and staff as the top priority (see adverse weather policy).

Holiday - to continue to receive funding a child must take no more than 2 weeks (10 school days) holiday throughout the academic year. If the holiday is for more than two weeks, then the funding will only be paid for half a term. If the child then takes another holiday of any length during the same academic year, no further funding will be paid.

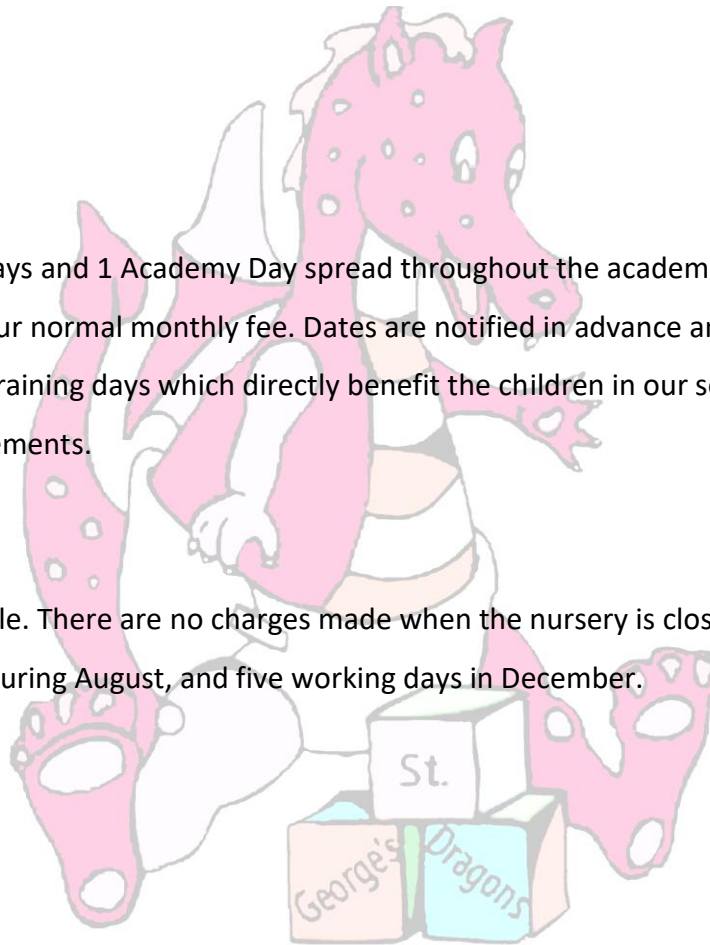
Nursery Closures

Training/Inset:

There are 5 inset training days and 1 Academy Day spread throughout the academic year. All inset training days are included within your normal monthly fee. Dates are notified in advance and Fees are still applicable, nursery staff attend these training days which directly benefit the children in our setting. Parents are expected to make alternative arrangements.

Bank Holidays:

Bank Holidays are chargeable. There are no charges made when the nursery is closed for holiday periods. This includes ten working days during August, and five working days in December.



Adverse Weather Conditions Policy

During the winter months there are occasions when we can experience adverse weather conditions. It is always very difficult when we have snow and ice to determine how this will affect travel etc. and I would ask that you follow the policy below in severe weather conditions.

If possible St George's Nursery Dragons will remain open and staff will be here as normal. However due to road conditions some staff may be late arriving and the start of the Nursery day could be affected. Every attempt will be made to ensure the nursery is open at 08.00hrs as usual. However we would ask for your patience and understanding should staff be late arriving.

(Parents may be asked to stay with their child until legal ratios have been met).

The policy at St George's Nursery Dragons for adverse weather conditions is that:

At the start of the day,

- The Headteacher and Nursery Manager will make a decision based on local conditions as to whether it is safe to open the Nursery.
- There may be times when, to ensure the health and safety of children, parents and staff the nursery will remain closed. As Dragons operates on a not for profit basis we are unable to recover costs for closure. Under these circumstances fees cannot be waived and must be paid in full.
- To enable St George's Nursery Dragons to open it may be necessary to delay the start time and again these details will be communicated by text or on St George's School website. (Please ensure that Dragons Nursery always has your current mobile number)
- Parents are asked to note that it may not be possible for staff to answer the telephone but a recorded message will be left if possible. The school website and texting will be our preferred method of communication.

During the day

- If the weather becomes severe during the day then parents may collect their child early for safety reasons (i.e. travelling/walking long distances or collecting other children from local schools)
- Parents may be advised that children can be collected from 2.15pm onwards if conditions deteriorate.
- Dragons Nursery will remain open until 17.00hrs, however, if parents are delayed due to the adverse weather conditions, they should contact the Nursery with an anticipated time of arrival or make alternative arrangements for their child/children to be collected.
- Parents must consider their own safety, traffic congestion and safety of others in these circumstances and understand that a member of staff at Dragons will care for the children until it is possible for them to be collected.

In these circumstances the late collection fee will be waived.

Closures Due to Illness or Disease Policy

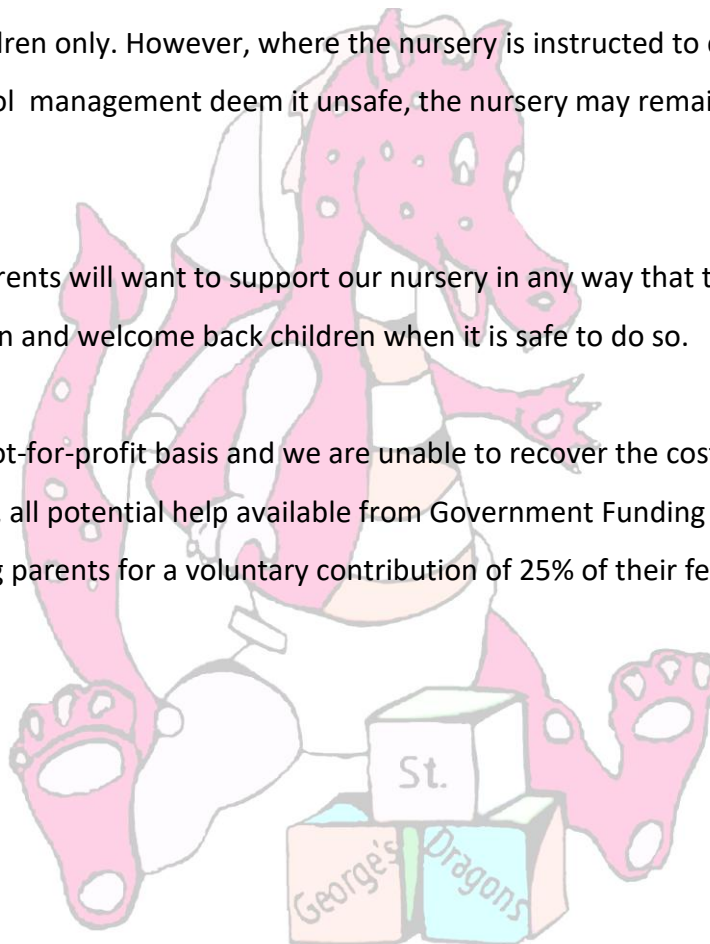
There may be rare occasions where the nursery's service is interrupted, or forced to close due to an unforeseen illness or disease, such as COVID-19.

In these circumstances, St Georges Dragons will follow government and health authority guidelines, to ensure the safety of children, Staff and parents.

Where possible and when safe to do so, the nursery will remain open and in some circumstances for Key workers and Vulnerable children only. However, where the nursery is instructed to close by the government or in situations where the school management deem it unsafe, the nursery may remain closed until it is safe to return.

We appreciate that many parents will want to support our nursery in any way that they can to ensure the nursery will be able to reopen and welcome back children when it is safe to do so.

The nursery operates on a not-for-profit basis and we are unable to recover the cost for any closure. The school will take into account, all potential help available from Government Funding to ensure the nursery remains viable, before asking parents for a voluntary contribution of 25% of their fees.

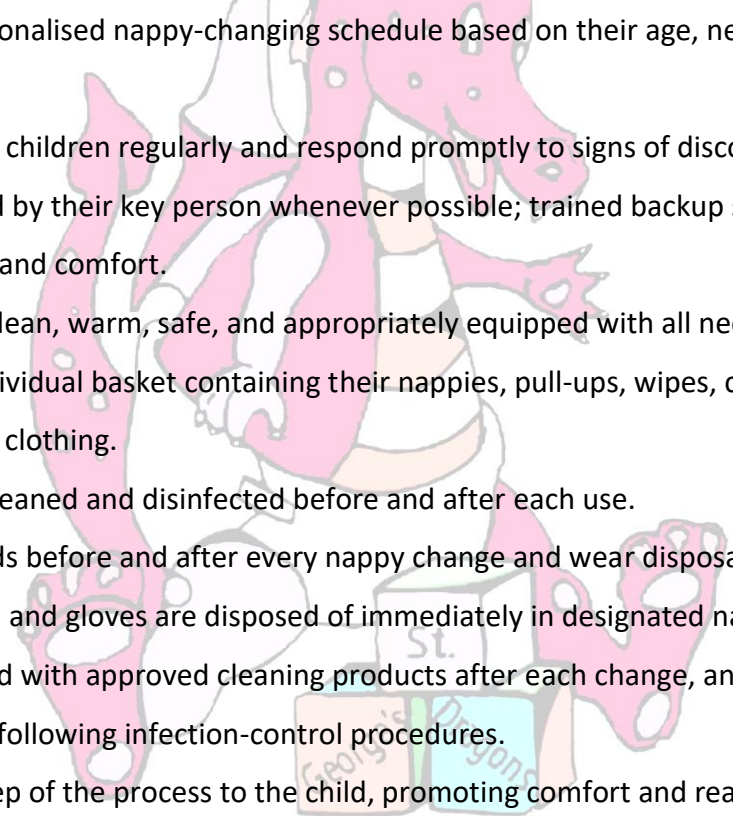


Nappy Changing & Intimate Care Policy

We are committed to meeting the toileting, nappy changing, and intimate care needs of all children safely, respectfully, and hygienically. No child will be excluded from nursery because they are not toilet trained or are still wearing nappies.

We work in partnership with parents/carers to support children's individual routines and toilet-training progress. Toilet training is regarded as an essential self-care skill, developed with sensitive adult support and positive encouragement.

Procedures for Nappy Changing

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- Each child has a personalised nappy-changing schedule based on their age, needs, and parental preferences.
 - Key persons monitor children regularly and respond promptly to signs of discomfort or soiling.
 - Children are changed by their key person whenever possible; trained backup staff cover during absences to ensure continuity and comfort.
 - Changing areas are clean, warm, safe, and appropriately equipped with all necessary resources.
 - Each child has an individual basket containing their nappies, pull-ups, wipes, creams (where consent is provided), and spare clothing.
 - Changing mats are cleaned and disinfected before and after each use.
 - Staff wash their hands before and after every nappy change and wear disposable gloves and aprons.
 - Used nappies, wipes, and gloves are disposed of immediately in designated nappy bins.
 - All surfaces are wiped with approved cleaning products after each change, and any spillages are addressed promptly following infection-control procedures.
 - Staff explain each step of the process to the child, promoting comfort and reassurance.
 - Children are encouraged to participate where possible (e.g., helping to pull up clothing) to build confidence and independence.
 - Privacy is respected at all times, while maintaining appropriate levels of supervision.

Toilet Training

- Toilet training begins when the child shows signs of readiness and when parents/carers and key staff agree to start the process.
- Staff collaborate with families who have started potty training at home, sharing strategies and routines for at least two weeks beforehand to ensure consistency.

- Staff provide gentle guidance, praise, and reassurance.
- Children are encouraged to communicate their needs and attempt self-care tasks, with adults offering support as required.

Procedures for Intimate Care

Safeguarding and Staff Requirements

- Only vetted staff with an up-to-date DBS/CRB check undertake intimate care tasks.
- Staff follow the nursery's safeguarding procedures at all times.
- For children with additional intimate care needs, a personalised care plan is developed, agreed with parents/carers, and reviewed regularly.
- All intimate care routines are recorded, including nappy changes, toileting support, and any concerns noted.

Communication and Child Involvement

- Staff clearly explain each task to the child before and during care.
- Children are supported to develop autonomy and their achievements are recognised and praised.

Handling Body Fluids

- Urine, faeces, blood, and vomit are cleaned immediately using approved infection-control methods.
- Waste is disposed of in appropriate nappy or clinical waste bins; double bagging is used when required.
- Staff wear protective clothing during clean-ups and wash hands thoroughly afterwards.
- Children are kept away from the affected area until full cleaning and disinfection is complete.

Clothing and Personal Items

- Soiled clothing is placed in a sealed, labelled bag for parents to take home.
- Staff do not rinse soiled clothing due to cross-contamination risks.

Staff Training and Responsibilities

- All staff involved in nappy changing or intimate care receive relevant training in safeguarding, infection control, hygiene, and respectful care.
- Staff are expected to follow this policy consistently and seek guidance if unsure about any aspect.