



## Cheeky Monkeys at Durrell Parent Handbook

### Nursery Information

**Name:** Cheeky Monkeys at Durrell

**Address:** La Profonde Rue,  
Trinity,  
Jersey, JE3 5BP

**Telephone number:** 01534 860086

**Email address:** [cheekymonkeys@durrell.org](mailto:cheekymonkeys@durrell.org)

**Website:** [www.cheekymonkeysnursery.je](http://www.cheekymonkeysnursery.je)

**Facebook:** [facebook.com/durrellcheekymonkeysnursery](https://facebook.com/durrellcheekymonkeysnursery)

**Bank details:** Account name: CMAD  
sort code: 60-12-03  
Account number: 27304639

**Accommodation & capacity:** Up to 71 children aged between 3 months – 5 years can attend Nursery during each session:

<i>Baby Bears</i>	15 babies -	3 months - 2 years
<i>Mini Meerkats</i>	28 toddlers -	2 years - 3 years
<i>Growing Gorillas</i>	28 pre-schoolers -	3 years - 5 years

Although ages for each room are outlined above, this is just a guide. Your child will move through the nursery to suit their individual needs.

We are open 51 weeks a year, excluding a week over Christmas. We are closed on Bank Holidays, however these are still payable.

**Hours of Opening:** 07.45am - 6.00pm

#### Daily Sessions:

- Morning - 7.45am - 1.00pm
- Afternoon – 1.00pm - 6.00pm
- Flexi-day 7.45am – 4.00pm (over 2's only)
- All day – 7.45am - 6.00pm



## **Introduction**

We are delighted that you have chosen Cheeky Monkeys at Durrell for the care and education of your child. Cheeky Monkeys at Durrell (CMAD) aim to promote a caring environment, through the highest standards of professional practice, in which children can flourish, physically, emotionally, socially and intellectually. We aim to encourage the development of children to enable them to maximise their potential within a caring, stimulating and homely environment.

We hope that this handbook and contract will be a useful guide to help you settle your child into the nursery and act as a reference document for the future. If you have any questions or queries, please speak to the nursery manager, the deputy manager, your child's key worker or the room leader in your child's room. We are all here to help.

We look forward to building a strong and positive relationship with you and your family.

## **Settling into Nursery**

We recognise and understand the anxieties for both parents and children when starting at nursery. Some children will settle in on their first visit and others will take a little longer to get used to a new environment. To support you and your child when settling, the nursery manager or deputy manager will contact you a few weeks before your child's start date to arrange a convenient time for the first settling in session. The number of settling in sessions will then be discussed and agreed with you during your first visit. We do have a settling in policy that encourages children to have three settling in sessions, however, this is flexible according to their needs.

During the settling in sessions, your child's key worker will discuss with you your child's needs, likes/dislikes, favourite foods, sleep patterns, routines, etc. This information will enable us to cater for your child's individual needs and assist in the settling in process. We will also discuss with you our documented policies and procedures and answer any questions that you may have. You will be given a nursery contract, along with the Parent Handbook. We ask that you fill this in and bring it to your child's second induction visit.

## **The Key-Worker approach**

You will often hear the phrase 'key worker/co-worker' in the nursery. Whilst the children are cared for in groups, it is important that we meet the individual needs of your child and ensure that he/she has an opportunity to bond with one 'special person' at the nursery. It is also important that you have a specific person whom you can get to know and share information with about your child.

Each child is assigned a key worker at the settling in stage. By allocating one key worker, it allows for successful information sharing to ensure that your child's



individual needs are met. The key person will observe your child and plan for his/her learning and development and make assessments on progress.

## **The Early Years Foundation Stage (EYFS)**

The Early Years Foundation Stage (EYFS) is how the Government and early years professionals describe the time in your child's life between birth and the age of 5. This is a very important stage as it helps your child get ready for school, as well as preparing them for their future learning and successes.

From when your child is born up until the age of 5, their early years experiences should be happy, active, exciting, fun and secure and support their development, care and learning needs. Nurseries, pre-schools, school reception classes and child-minders registered to deliver the EYFS must follow a legal document called the Early Years Foundation Stage Framework.

The EYFS framework exists to support all professionals working in early years to help your child, and was developed with a number of early years experts and parents. In 2012, the framework was revised to make it clearer and easier to use, with more focus on the things that matter most. This new framework also has a greater emphasis on your role in helping your child develop.

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through seven areas of learning and development. Children often naturally develop the three prime areas first:

- Communication and language
- Physical development
- Personal, social and emotional development

These prime areas are the most essential for your child's healthy development and future learning. As children grow, the prime areas will help them to develop skills in four specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

These seven areas are used to plan your child's learning and activities. The professionals teaching and supporting your child will make sure that the activities are suited to your child's unique needs. This is similar to a curriculum in primary and secondary schools, but it is suitable for very young children, and is designed to be really flexible so that staff can follow your child's unique needs and interests.



The EYFS encourages children's learning through play opportunities and exploration. It promotes their learning by offering physical, creative and critical thinking activities, which take place both indoors and outside. Children can choose their activities for the majority of their time and will be together for some activities such as group time.

To read more about the EYFS, please visit [www.foundationyears.org.uk](http://www.foundationyears.org.uk)

## **Tapestry**

The staff at CMAD will have the opportunity to use Tapestry, an online programme designed to share photos, videos and observations of your child.

Tapestry is a UK based programme that is supported by a secure server. All information added to your child's online Learning Journey is encoded and the programme is constantly managed and monitored. It also has an anti-hack system to ensure all of the information is safe.

You will be able to use your own email address and a unique password to sign in to view your child's Learning Journey and comment on the observations staff have shared. Tapestry also enables you as parents to upload photos of your child's experiences and successes at home.

The online Learning Journey created through Tapestry is an excellent tool to use when sharing your child's achievements as it enables everyone caring for your child to stay up to date with his or her progress.

## **Planning in the Moment**

Our Mini Meerkat (2-3 years) and Growing Gorilla (3-5 years) rooms follow a planning framework called 'In the Moment Planning'. The technique used ensures the child's learning and interests are at the heart of what we do. The aim is to support your child in becoming more confident, independent and engaged in their learning.

### **What is 'Planning in the Moment'?**

- A model that allows child initiated learning through play and is based on capturing the interest of the child through personalised learning.
- Our team will identify the children's interests and then create meaningful educational experiences through providing an enabling environment, using quality interactions and 'teachable moments'.

### **What are 'Teachable Moments'?**

A teachable moment is recognising that children often learn in a more informal and creative way. This style looks for opportunities to allow children's learning to take place, through child initiated play. Providing challenges and open ended questioning is also used, when needed.



## **How do we record this style of learning?**

Every week, we will select 2-3 focus children from your child's group. These children will be observed and assessed, which will inform our planning. Each child will be a 'focus child' for one week on a 10-12 week rotation. The week before your child's focus week you will receive a planning sheet to fill out. On this sheet you can include any details you may want to share e.g. exciting news, holidays, current interests and also any questions you have for us.

## **Extra Activities**

### **Singing Signing**

Children up to the age of three years will have the opportunity to use sign language. During term time, a signing professional Lisa Herivel will visit the nursery once a week to spend time with the children, interacting with them and teaching them signs.

Lisa will provide information for parents and staff as well as using signs with the children. Signing has been shown to aid children's ability to communicate from a young age and enhance their language development as they grow.

More information will be provided when your child starts signing.

### **Forest School**

Forest school is an inspirational process that offers regular opportunities to achieve and develop confidence, skills and self-esteem through hands on experience in a natural environment.

We have a fire pit and love cooking snacks such as popcorn, toasted teacakes and crumpets!

We have several staff members that are forest school trained, which you can see when checking our website.

The children love exploring during their visits to the zoo and scavenge for twigs, sticks and anything they can bring back to be creative with. We try to use as many natural resources as possible.

In forest school –

**We learn..** about fire safety as we toast our snacks over the fire pit.

**We learn..** how to safely use tools as we cut, drill and bang nails into wood.

**We learn..** how to be creative as we turn nature into art.

**We learn..** how to appreciate our natural environment and how to care for all that lives in it.



Forest School sessions will be offered to children aged 3-5 years throughout the course of the year.

Children will be placed into small groups for a comfortable and relaxed feel to our sessions. This will give them the opportunity to explore their surroundings and the equipment and resources we provide here at CMAD.

More information will be provided closer to the time of your child's sessions.

## **Swimming**

We offer swimming lessons for children aged 3 years and over at Les Ormes Swim Academy. This is at a cost of £10 per lesson (terms vary) and completely optional. The academy offers a first-class service with high-quality teaching and feedback to our parents. They use the latest software to deliver members up to date feedback on their child's swimming progress. The teaching pool is designed to offer a high-quality venue for learning to swim. At 32 degrees, it gives you the chance to develop your swimming in a warm and safe environment. The Les Ormes mini bus will pick us up and drop us back to nursery.

### **Benefits -**

- Maximum of 1-5 child to teacher ratio.
- Parents receive free access to the gym 7 days a week 9am-4pm.
- Parents of members can access swim lessons at discounted rates.
- Each member receives a backpack, water bottle and swim hat.

## **Animal Encounters**

Children in our Growing Gorillas room are given the opportunity to attend animal encounters at Durrell. A member of their education team will provide a story or activity related to a specific animal that the children are interested in. We will then have the opportunity to visit the animal at their enclosure or meet them in person, depending on the animal. This encounter really enhances the children's learning of the animals, the environment in which they live and conservation. Providing children, the opportunity to meet and learn about animals in this much depth encourages children to take a caring approach to the world around them.

We are able to focus on animals ranging from Giant Hissing Cockroaches to Gorillas! This is a fantastic opportunity to learn and have fun whilst utilising everything we have here at the nursery.

## **Clothing**

The nursery is a working environment and therefore, practical and easily washable clothes should be worn. We do provide aprons but, despite our best efforts, children



sometimes get paint, glue or clay on their clothes! If children are anxious about getting dirty they may be reluctant to participate in valuable learning experiences.

If children are toilet trained or are training, the clothing they wear should allow them to go to the toilet easily. Belts, braces and dungarees can be difficult – elasticated waists are ideal. In the event of a child having an accident, spare clothing is available. However, we would recommend that each child keep two spare sets of named clean clothes on their peg. Wet clothes will be placed in a plastic bag on your child's peg in the cloakroom.

Suitable shoes are essential. We ask that either indoor shoes or slippers be provided for inside the nursery. An anorak or coat is necessary every day for outdoor play and walks. We ask that you provide waterproof boots and hats and gloves – all named. We would prefer children to wear closed shoes at all times.

### **Items to bring to Nursery**

The nursery provides all educational materials, linen, refreshments, snacks, lunch and afternoon tea. We provide sun hats in the summer months, woolly hats in the winter and waterproof trousers and jackets for both summer and winter. You only need to bring with you two sets of clothes (or more if your child is toilet training) and any personal items, such as a comforter or favourite teddy, which your child may require. These should all be placed in the bag provided by the nursery. Parents with young children will also need to provide nappies, wipes, nappy creams and formula/breast milk.

Children will take part in messy activities involving paint, glue, etc., so should not be brought to nursery in their best clothes.

Children will also spend time in the garden every day so suitable seasonal clothing is essential, for example, a warm coat, hat and gloves in the winter months and sun hat in the summer months. Please apply sun cream at home before you drop off your child at Nursery and we will top this up throughout the day. We ask that you provide a named suncream for your child.

All items must be clearly marked with your child's name. Unfortunately, we cannot take responsibility for lost personal items.

### **Meals and snacks**

Our aim is to provide a balanced, nutritious and varied menu, which is appealing and appetising to all of the children in our care. Our menus will be available to view on the nursery website. We have Summer and Winter menu's, which rotate on a five week basis.



**Snack:**

A snack is provided during each session. We promote healthy eating and therefore, in our snacks we include plenty of fruit and vegetables. A morning or afternoon snack may consist of, fruit or vegetable sticks, plain biscuits or breadsticks.

An afternoon snack is provided and will be different to the morning snack e.g. banana in the morning and hummus with breadsticks in the afternoon.

**Lunch:**

The children will have a hot lunch in the nursery. This starts at 12.00pm and lasts approximately 45 minutes. As a health promoting Nursery we are keen to encourage healthy lunches. We will prepare a 'home cooked' meal consisting of a main course and pudding, using ingredients from local suppliers.

**Tea:**

Children will be offered a well-balanced light meal, such as, sandwiches with vegetable sticks, scrambled egg bagels or freshly made soup.

Meal and snack times are a social time and children are encouraged to chat to each other as well as help the member of staff to prepare and clear away.

There is milk or water on offer at snack and water is available throughout the day. Children do not have to eat snacks, but they will be encouraged to have a drink.

Breast-feeding is encouraged, and mothers are welcome to drop in throughout the day to breast-feed or bring in expressed breast milk. For bottle-fed children, you will need to provide ready to use cartons or pre-measured formula and sterilised bottles. We will then mix the formula with boiled water. We use the Tommy Tpee perfect prep machine. Weaning takes place in accordance with NHS recommendations. Parents are given an update of baby's food and fluid intake when picked up. Bottles and formula powder pots should be clearly named.

**Vegetarian and preferred options**

For our vegetarian children, we will provide a vegetarian alternative to all meals and snacks. If you have a preferred choice due to religious beliefs, we will always provide an alternative, again making this as similar to the original meal as possible. Please speak to your child's key worker if you require this option, this information will be passed over to our in house chef.





## Medical information

Prior to your child starting at the nursery, you will be given medical forms that you are required to fill in. This information is very important for us as staff members as we will need to know a variety of things, including if your child has an allergy.

If your child suffers from a severe allergy, the nursery manager and the key worker will carry out a risk assessment during the settling in visits. A care plan and emergency procedure will be agreed with you, based on the information provided to us. If required, we will work with health visitors and other medical professionals to ensure we are able to meet your child's needs. The nursery chef will always provide a suitable alternative, as similar to the original meal as possible.

Unfortunately, due to allergies and intolerances, we are unable to accept any foods, pre-packed or otherwise, including children's birthday cakes into the nursery.

We do not use nuts or nut products in our foods. We will however make cakes with your little ones on their birthday.

All nursery food must be eaten on nursery premises.

## Vaccinations

We would recommend that children be fully vaccinated for their own protection and for the protection of those that cannot be vaccinated due to their age or for other reasons.

Please note that up to date MMR (Measles, Mumps and Rubella) vaccinations are a condition of admission to the nursery. We must see your child's red book for our records.

## Partnership with Parents

We aim to make your child's early years experiences as positive as possible. In order to achieve this, it is important that we communicate effectively with you and positive relationships between you and the nursery team are built.

At CMAD, parent care is just as important as childcare!

- **Daily Feedback** - Daily feedback about your child's day at nursery is provided either through verbal feedback. Please feel free to discuss any issues with your child's key worker at any time. We will also provide information of any outings we have been on, any upcoming events and use the children's Learning Journey's to share your children's successes.
- **Parent's Evening** - We hold an informal evening once a year with parents and staff to discuss your child's progress.
- **Email and Website** - We will endeavour to email you updates about nursery events and what the children have been up to at the nursery. Further nursery



news updates and nursery calendars are available on our website or on our Facebook page, 'Cheeky Monkeys at Durrell'.

- **Questions** - Please feel free to ask your child's key worker, the room leader or the nursery manager any questions you may have. A question or worry can often be easily resolved by talking about it at an early stage. In addition, the nursery manager should be able to address any concerns that you may have. We have an open door policy in the office and are happy to talk at any time.

### **Joint Parental Responsibility**

In the event of a family dispute between parents, there are clear legal procedures that childcare providers must follow:

Parents who are married have equal rights over their child (joint parental responsibility) unless we are informed otherwise by way of a Court Order or through Social Services.

To avoid aggravating a dispute further, we will remain neutral unless specifically ordered otherwise by way of a Court Order or by Social Services.

### **Collection of Children and Security**

A child will only be released into the care of their parents/guardians or other authorised persons. If you wish to authorise others to collect your child from nursery, you must name the individual on your nursery Contract and provide photographs of them via email. The person collecting your child should bring photographic I.D with them if they are unable to come into nursery with you beforehand.

If an unauthorised person comes to collect your child, we will endeavour to contact you. If we have any doubts, then your child will not be released.

Please note that only nursery staff are permitted to open the nursery door to allow access to the building. We would kindly request that you refrain from opening the nursery door for others, including parents that you may recognise.

In the unlikely event of a child becoming lost or unaccounted for whilst in our care, we will carry out an immediate and thorough search of the area. If the child is not located, the police and parents will be informed immediately.

### **Late collection of a child**

If you are going to be late collecting your child, please let us know as soon as possible. There will be a charge of £25.00 for collection up to 15 minutes past your child's session time and an extra £25 added for every 15 minutes thereafter.

In the event that you do not collect your child by the normal closing time, two members of staff will remain with your child. After thirty minutes, if we have been



unable to contact you or any of the authorised persons named in your nursery Contract, the Nursery Manager and/or the Deputy Manager will assess the situation and contact the Children and Families Hub.

## **Nursery Contract**

Please ensure that you have fully read and understood the Terms and Conditions of this handbook and the policies as confirmed in your signed nursery contract. Please speak to the nursery manager if you have any questions. The Terms and Conditions are not negotiable, and we would draw your attention to the following key points:

- **Fees** – Fees are invoiced monthly in advance and are due for payment by the 28<sup>th</sup> day of the month for the month ahead. The password to open invoices is CMAD.

You will be charged for each session that you have booked, regardless of whether your child attends. Refunds or replacement sessions cannot be given for unattended sessions and booked sessions cannot be swapped for alternative sessions. Any additional sessions during the month will be invoiced the month following.

The nursery is closed on all Bank Holidays and for five working days over the Christmas and New Year period. Fees are payable if the nursery is closed for any event beyond our reasonable control, including, but not limited to, lack essential services or weather conditions.

- **Payment method** - The required method of payment is standing order, please contact your bank to set this up. Standing orders should be arranged to deduct directly from your bank account on or around the 28<sup>th</sup> of each month (or the first business day thereafter) for the month ahead. Please note that invoices are only sent for record purposes and to capture any additional sessions or fee amendments and should not be relied upon to make payments which are expected by standing order. Parents should notify the nursery if they do not receive an invoice. You will be charged a 5% admin charge to your bill if not paid within 5 working days from 28<sup>th</sup> of the month.

For security reasons, we do not accept cash or cheque payments.

Fees are reviewed annually in the autumn term. You will receive at least one month's notice of a change in fees. These often go up with the cost of living.

- **Additional hours** - If you should require additional hours for your child, we will accommodate this, subject to availability.
- **Nappies and wipes** – You must provide both nappies and wipes for your child to use at nursery. You will be informed when they are running low, so that your child does not run out.



- **Name Labels** – Please ensure that all of your child’s belongings are labelled. We are happy to order name labels for parents - you will find a form in your nursery contract to opt in for this service.
- **Notice period** - Two month’s written notice is required to cancel your child’s Nursery place or reduce sessions. If insufficient notice is given, you will be liable to pay fees in lieu of notice. Similarly CMAD Ltd reserves the right in its absolute discretion to terminate the provision of its services with respect to your child subject to providing two months prior notice to the Parent(s) of its intention in this respect. The Parent(s) will remain liable for payment of fees during the period between notification of CMAD Ltd exercising its rights hereunder to terminate the provision of its services to your child and the cessation of those services at the expiration of the notice period unless otherwise agreed in writing.
- **Policies and Procedures** – The main policies that CMAD uses are together at the back of this handbook. Please ensure you have read and understood this information.

### **Nursery Staff**

Nursery staff are happy to provide babysitting services to parents outside of Nursery operating hours. Please check with the nursery manager first and be aware that staff are often on an early shift the following morning.

If a member of staff leaves our employment and is subsequently employed by you as a nanny, child minder, babysitter, teacher, governess etc. within six months of their leave date, you will be charged a recruitment fee of £1,000 which will be due for payment immediately on request.





## **Cheeky Monkeys at Durrell**

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**All policies and procedures were updated on 19<sup>th</sup> July 2022**





## Cheeky Monkeys at Durrell

### Data Protection and GDPR Policy

#### GDPR:

All information that we hold concerning your child as an individual will be kept confidential and processed by CMAD Ltd strictly in accordance with the General Data Protection Regulation (GDPR). Such data will be used by CMAD Ltd in accordance with the Day Care of Children (Jersey) Law 2002. We will not, without your consent, supply your child's name and address to any third party except where (1) such a transfer is a necessary part of the activities that we undertake, these include Les Ormes Swim Academy and Durrell (2) we are required to do so by the operation of the above law. Should you have any queries concerning this right, please contact Juliet on 01534 860086.

#### Data Protection:

The purpose of the Data Protection (Jersey) Law 2005 is to protect the rights and privacy of individuals, and to ensure that data about them is not processed without their knowledge and are processed with their consent wherever possible. The Act covers personal data relating to living individuals, and defines a category of sensitive personal data which are subject to more strict conditions on their processing than other personal data. Cheeky Monkeys at Durrell is committed to protecting personal data of all.

The Data Protection Act gives individuals the right to know what information is held about them. It provides a framework to ensure that personal information is handled securely.

**The Act works in two ways. Firstly it states that anyone who processes personal information must comply with eight principles, which make sure that personal information is:**

- Fairly and lawfully processed
- Processed for limited purpose
- Adequate, relevant and not excessive
- Accurate and up to date
- Not kept for longer than is necessary
- Processed in line with your rights
- Secure



- Not transferred to other countries without adequate protection

The second area covered by the Act provides individuals with important rights, including the right to find out what personal information is held on computer and most paper records.

**Data Protection means that Cheeky Monkeys at Durrell must:**

- Process and handle data securely.
- Keep individuals personal information private.
- Ensure one individual will have access to files at all times.

**Cheeky Monkeys at Durrell has a legal responsibility to comply with the Act:**

Every member of staff that holds information about individuals has to comply with data protection in managing that information. Individuals can be accountable for breaches of the Act.

All children's personal information is kept in a secure & locked filing cabinet. All members of staff have access to these files but all information is kept confidential.

The Data Protection Act applies to electronic and paper records held in structured filing. It also applies to personal data held visually in photographs or video clips.

Cheeky Monkeys at Durrell collects a large amount of personal data every year.

**This means that Cheeky Monkeys at Durrell must:**

- Manage and process personal data appropriately
- Protect the individual's rights to privacy





## Cheeky Monkeys at Durrell

### Partnership with Parents Policy

Cheeky Monkeys at Durrell aim to make children's early years experiences as positive as possible. In order to achieve this, it is important that we communicate effectively with parents and build positive relationships.

#### We aim to do this by encouraging time for:

- **Daily Feedback** - Daily feedback about the children's day at nursery will be provided through verbal feedback. Parents will be made to feel free to discuss any issues with their child's key worker at any time. Staff will also provide information of any outings we have been on, any upcoming events and use the children's Learning Journey's to share their successes.
- **Parents' meetings** - We hold regular meetings with parents to discuss their child's progress. Appointments will be made for a convenient date and time.
- **Email and Website** - We will endeavour to email parents updates about nursery events and what the children have been up to at the nursery. Further nursery news updates and nursery calendars are available on our website at [www.cheekymonkeysnursery.je](http://www.cheekymonkeysnursery.je) or on our facebook page.
- **Questions** – Parents will be free to ask their child's key worker, the room leader or the nursery manager any questions they may have. A question or worry can often be easily resolved by talking about it at an early stage. In addition, the nursery manager should be able to address any concerns that parents may have.

#### Staff will:

- Show equal amount of time, care and regard for all parents and children.
- Will ensure the parents' notice board is updated regularly, this will be located outside of the office.
- Will endeavour to answer all of the parents' questions and may refer parents to the Room Leader, Deputy Managers or Manager of the nursery for more information.







## Cheeky Monkeys at Durrell

### Induction and Transition Policy

Here at CMAD, we strive to build positive relationships with your child and family. We believe that it is essential for everyone to feel comfortable in his or hers surroundings in order to bond, grow and learn. Therefore, our induction process gives your child time to get to know us and allow us to learn important information about your child.

Forms detailing information such as your child's favourite foods, activities and normal daily routine will be discussed with your child's keyworker during the induction process. We offer a minimum of three induction sessions which will increase in duration each time they visit.

#### Your visits will consist of:

- **Session 1** – You will be invited to stay with your child at nursery. You will meet your child's keyworker and go through some paperwork with them. This will last approximately one hour.
- **Session 2** – You will be invited to bring your child to nursery, and hopefully leave them for an hour or so. It is advised that you stay close to the premises and maybe pop across to the Zoo for a coffee. On this visit it is important that you return the nursery contract so we have your telephone numbers, should we need to contact you.
- **Session 3** – This induction will be similar to session 2, however we can hopefully extend this session so your child can stay a little longer.

Sometimes, children can become sad and tearful. This is a very common reaction. Some children are ok once they have been distracted, and others are only happy once they have seen their parents again. Children will be comforted throughout these periods and never left alone.

#### What happens if my child isn't ready to start after the three inductions?

We would like to highlight the importance of the induction process being flexible. Your child needs time to get to know the staff and our setting. If your child is not quite ready to attend their full sessions after the induction period we will continue to offer short and frequent visits to help this process along. Each child is unique, and therefore, we cannot guarantee a time frame for your child to settle in. However,



please rest assured that here at CMAD, your child will have the opportunity to experience some fun and fantastic activities, which are a brilliant distraction.

### **Transition Policy**

Children develop at their own pace and in their own ways. Only when the individual child is ready will the transition process to a new room take place. This will happen gradually and they will be supported by their keyworker throughout the process.

Transition into a new room will often not be judged on the age of the child but whether they are developmentally ready, along with the wishes and beliefs of the parent or carer.

### **The Transition process:**

The parent/carer will be approached by the child's keyworker about the proposed transition and it will be discussed together.

### **Before your child begins inductions to their new room you will be given a date in which you will be introduced to your child's new keyworker:**

- **1<sup>st</sup> Induction** – Your child will go with their current keyworker and have a little play for an hour or so alongside their new keyworker.
- **2<sup>nd</sup> Induction** – Depending on how the first induction goes they will go across independently and be greeted by their new keyworker.
- **3<sup>rd</sup> Induction** – They will go for a longer play and stay for a meal.
- **4<sup>th</sup> Induction** – They will straight to their new room.

Your child's current keyworker will transfer all of your child's belongings and paperwork over to their new keyworker during a handover.

Again, each child is individual and we cannot give a timescale for this process.





## **Cheeky Monkeys at Durrell**

### **SENCO Policy**

At Cheeky Monkeys we aim to provide all the children in our early years care setting with the relevant support that they need to develop, in the best way possible.

We monitor every individual child and their development, we do this via Tapestry, which is an online learning journal. Individual updates are made at least once per week using the EYFS framework which is provided for every child in the nursery setting. The EYFS framework will be completed for every child throughout their time at Cheeky Monkeys. The framework covers birth to 5 years and will be reassessed every month, by the child's keyworkers. This helps the practitioners monitor the child's development closely.

#### **Special Needs Detection**

Early detection in our nursery setting will usually be discussed between the room leader, the nursery SENCO officer and the management team. The nursery SENCO officer or room leader will then have a discussion with the child's parents. As long as the child's parents are fully onboard then a referral will be send out to EYIT.

#### **Early Years Inclusion Team**

The Early Years inclusion team (EYIT) forms part of CEYS ( The Child and Early Year's Service ) and offers support for children with SEND aged 0-5 years. The team consists of Early Years Area special needs coordinators (Early Years Area SENCO) and a portage Home Visitor (PHV) who is qualified and experienced in working with pre-school aged children.

#### **EYIT works with families at home, private nurseries, and pre-schools to:**

- Assess children's educational needs and track their progress
- Provide bespoke programmes to help children's development
- Work in conjunction with and advise families/practitioners
- Form a link with relevant government departments and other organisations
- Ensure effective transition to nursery or school



### **Portage home visits will:**

- Make regular, planned home visits
- Help to set developmental goals
- Model activities and strategies for parents to implement at home
- Provide support and strategies around behaviour
- Suggest practical ways to aid children's learning and development
- Provide information, particularly in regards to early educational issues
- Liaise with other relevant professionals

### **Early Years SENCO**

At Cheeky Monkeys, our Early Years SENCO is Kelly, who is also the Baby Bears Room Supervisor. If a member of staff feels that a child may need additional help then they will discuss this with Kelly.

### **How will the SENCO support my child and me?**

Kelly will ensure that you are well-informed about the provision for your child and that you are invited to regular review meetings, where you can discuss how things are going. In nursery, we will advocate for your child by understanding his or her needs and ensuring that everyone who regularly works with your child knows best how to support them.

Members of staff are to inform the nursery SENCO (Kelly) with regular updates on progress, concerns or in asking for advice and strategies to use. Any concerns for your child's health and wellbeing must be shared with the SENCO, so that appropriate help and support can be put in place.

We will always give honest feedback to parents, on a daily basis. It may not always be what you want to hear but it will build confidence and trust that the information you receive is honest and true.

- Develop and share good practice
- Provide advice and practical support to Early Years settings, identify needs, assess and intervene as necessary
- Support setting-based SENCOs, Managers, and Practitioners to ensure arrangements are in place for children with SEND
- Develop and deliver training to individual settings and on a wider basis
- Link with school-based SENCOs and other professionals to support smooth transitions
- Promote effective work with parents/carers by providing advice and informing of support services
- Track development and write summaries of children's progress



**Children in nursery may need additional help because of a range of reasons, including:**

### **Communication and interaction**

Where a child experiences difficulties with Speech, Language and Communication, it can be difficult for them to make sense of language or to understand how to communicate.

### **Cognition and Learning**

Where children and young people learn at a slower pace than others of their age and have difficulty in areas of learning and developing. They may have difficulty with memory skills or have specific difficulties affecting one particular part of their learning performance, such as in literacy and numeracy.

### **Social, Emotional and Mental Health difficulties**

When children and young people have difficulty managing their relationships with other people, they can become withdrawn. They may behave in ways which hinder their and other children's learning, or that have an impact on their health and wellbeing.

### **Sensory and/or Physical needs**

Children and young people with visual and/or hearing needs, or a physical need that means they must have additional ongoing support and equipment.

**All children have a right to an education that enables them to make progress, so that they:**

- Achieve their best
- Become confident individuals and live fulfilling lives
- Make a successful transition into becoming an adult, whether that is into further or higher education, training, or support.

### **Codes of practice to support**

- The participation of children and parents in decision making
- The early identification of children's needs and early intervention to support them
- Working closely with the early years setting and other health professionals to support them
- Provision to meet the needs of children with SEND
- Focus on inclusive practice and removing barriers to play and learn.



Parents should always have a say in decisions that affect their child and have access to impartial information, advice and support.

Many children who have SEN may also have a disability. Children with SEN will usually be able to get help from their early years setting and will also be offered help from outside specialists when needed.

If the early years setting identifies that a child has SEN, the setting will contact the parents to discuss what help can be offered.

If a parent is concerned about their child having SEND then they should speak to their child's keyworker or management, who will advise on the next steps to take in supporting their child.

The nursery will always make sure that parents are informed regarding any referrals that are made, and make sure that parents are onboard and agree to these referrals.

### **SEND Support**

#### **Process:**

- **Assess**
- **Plan**
- **Do**
- **Review**

Practitioners may adapt their approach, resources, or environment in order to meet educational needs and help to overcome any barriers to learning.

#### **Assess**

A child's difficulties must be assessed so that the right support can be provided. This might include asking parents/carers what they think, talking to the practitioners who work with your child and looking at records and other information. This may include information from other related professionals.

#### **Plan**

Parents and the nursery setting must agree with the SEND support and what it is intended to achieve. All those involved will have a say on what support will be needed and set a date to review what has been put in place.

#### **Do**

The nursery setting will put planned support in place, supported by the JCCT to track progress and check that the support is being used correctly and effectively.



## **Review**

The support a child receives should be reviewed at the agreed time and moving forward you will decide together if the support is having a positive impact. Whether the outcomes have been or are being achieved and if or how any changes should be made.

## **What to expect from SENCO**

- You should expect commitment to working in partnership with you to provide the best service possible for your child
- You should expect the SENCO to ensure that any plans or provisions agreed for your child are carried out by the nursery
- You should expect understanding and empathy for a child with SEND
- You should expect honesty about your child and the provision provided
- You should expect a commitment to improving the service

## **Nursery approach**

Our approach is eclectic and 'needs led' in that we utilise a range of strategies to support our children. This is done on an individual basis as we believe that every child is unique, with individual academic and sensory requirements.

No single approach will meet the needs of all pupils.

The notion of an 'eclectic approach' in which practitioners draw on a range of interventions and strategies, to meet the needs of each child, is widely adopted

We are flexible and adaptable, whilst having high expectations for our children to meet their full potential.

Provide enriched learning, tailored to all needs of each individual child.

To provide an inclusive and supportive environment for the children to develop their emotional, social, physical and academic skills within the nursery.

To encourage independence and confidence in every child's individual ability.

To work in close parent partnership and to encourage the important link between home and nursery.

To provide a safe and secure environment for our children and above all to provide a happy environment where all children are given the opportunity to thrive.



### **What is our aim**

We aim to provide access to a multisensory learning environment and input this into the children's routine as much as possible.

We understand the importance of supporting the child's emotional and social needs. We dedicate one to one time practising relevant strategies that have been put in place to support their areas of need. We do this with the child's keyworker or JCCT support worker.

Our priority is to meet the needs of each child on an individual basis, so they can thrive and meet their full potential.

Each child in our nursery setting will have a keyworker. In situations where a child may need one to one support then a member of staff may be allocated. If this is not possible then a member of staff from the JCCT will come in to support the child in the nursery environment.

We strive to ensure our children feel included and safe.

The children have access to a large outdoor area and equipment to stimulate their learning and development.

Sensory activities are available on a daily basis to explore and help with children's sensory development.

All equipment, activities and outdoor excursions are available to every child. They will be tailored to make sure each child's needs are met.

### **What a child with SEND can expect**

- They will be offered the same opportunities as their peers
- To be treated equally but recognising each child's individuality
- To be offered consistent support from all staff who understand the child and their needs
- To be provided with a calm, safe and structured environment
- To feel included and understood
- To have quiet time if needed due to sensory overload
- To enjoy nursery and be happy in their environment







## **Cheeky Monkeys at Durrell**

### **Food and Nutrition**

Food hygiene standards are followed throughout the nursery. All policies provided by Public Health are used within the nursery. We are delighted to announce that we have just received our Food Hygiene five stars for the sixth year in a row.

#### **Children are provided with the following meals when attending nursery:**

- Morning snack (e.g. teacake, toast and jam, fruit)
- Lunch, including a pudding (e.g. roast dinner, shepherds pie with fruit salad)
- Afternoon snack (banana, cheese and crackers or fruit)
- Tea (e.g. homemade soup and bread, sandwiches with veg sticks, scrambled egg bagels)

Our qualified and experienced chef freshly prepares our food on site. Parents do not need to bring food into nursery for their child. Parents only need to bring in their breast milk or formula powder. These should be named clearly and where needed, dated. Staff will make up the children's formula and therefore each tub needs to be labelled with the amount of scoops that it contains.

#### **Staff procedure when making bottles and serving food:**

- Clean surface
- Wash hands and put on gloves and apron.
- Pour in boiling water
- Pour in powder (provided by parents/carers)
- Mix thoroughly
- Staff will ensure that they are aware of how many ounces they are making per bottle (looking at label on the formula tub)
- Staff will ensure it is the correct temperature for the child. It will be heated up using the Tomee Teepee perfect prep machine and run under cold water to cool it down, if necessary.
- Staff will test the temperature of the bottle using the inside of their wrist
- Staff can only keep milk formula for babies for one hour. After this it will be discarded and never reheated.



- Staff will ensure that they have washed their hands before serving or assisting children at meal and snack times. The temperature of the food will be checked.
- Staff will provide children with the time to have a go at using cutlery to feed themselves (when developmentally ready)

## SAMPLE MENU

### Cheeky Monkeys at Durrell



#### Week 4

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning snack</b>	Vegan pancakes	Bananas	Yoghurt with granola & honey	Rice cakes with Philadelphia	Teacakes
<b>Lunch</b>	Spaghetti Bolognese with broccoli  Watermelon	Chicken in gravy with new potatoes & vegetables  Stewed apples & custard	Ham & cheese wraps with salad sticks & crisps  Fruit salad	Sweet potato & butternut squash curry with rice & green beans  Frozen Yoghurt	Fish cakes with wedges and baby carrots  Fruit Salad
<b>Afternoon snack</b>	Grapes	Strawberries	Hummus, olives & breadsticks	Mango	Kiwi
<b>Tea</b>	Scrambled egg on bagels  Lemon Cake	Heavenly homemade pizza with salad sticks  Yoghurt & Honey	Tomato pasta with garlic bread  Blueberries	Leek & potato soup with crusty bread  Pears	Tuna & cheese sandwiches  Watermelon

**Due to unforeseen circumstances, the menu may vary occasionally**

A list of dietary requirements is located in the kitchen and all rooms so that everyone has a record of all children's dietary requirements.

All staff that prepare and serve food to the children, attend a food hygiene course which is updated once every two years.





## Cheeky Monkeys at Durrell

### Weaning Policy

At Cheeky Monkeys we follow the NHS guidelines to weaning and therefore your child must be approaching 6 months before we will be happy to assist with the weaning process. We cater for all children and therefore NO FOOD items need to be brought into nursery.

#### Why 6 months?

##### It is not until this age that your baby:

- Has gained much better head control to prevent choking.
- Has developed an adequate gag for eating.
- Tummy begin to fight bacteria.
- Has started to develop their co-ordination to their eyes, hands and mouth.
- If your baby were to develop an allergy this would be around 6 months (allergies can develop in family history). Shellfish doesn't necessarily have to be present in family history.

To begin with, weaning is about getting your baby used to eating rather than nutrition, as they will continue to get this from their milk, therefore 3 meals a day is not necessary. It is not until around 8-9 months that they will increase to 3 meals a day. Boiled water can be introduced from a beaker, to help wean your baby off the bottle by 6 months.

#### Food we will provide at Cheeky Monkeys:

When referring to the NHS guidelines they state that babies should be introduced to eating with root vegetables and fruits to begin and then gradually introduce poultry and dairy. All food will be mashed, chopped as necessary or given as finger foods. No food will be puréed. Puréed food prevents your baby from learning to chew their food therefore not strengthening their jaw muscles.

#### Please see some examples below:

<b>6 Months</b>	<b>Potato, Carrots, Sweet potato, Apple or Pear, (all of the above cooked before eating) Avocado, Soft Fruits e.g. Peach, Melon, Banana.</b>
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**Next foods:** once your baby is used to the foods above, they can have soft cooked meat such as chicken, mashed fish (check very carefully for any bones), pasta, noodles, toast, pieces of chapatti, lentils, rice and mashed hard-boiled eggs. They can also have full-fat dairy products such as yoghurts and custard (try to give products with no added sugar or low sugar contents.) Whole cows' milk can be used in cooking or mixed with food from six months.

<b>8-9 Months</b>	<b>All of the above including Fish, Eggs, Beans, Bread, Rice, Pasta, Meat, Milk and Dairy products.</b>
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Now your baby will gradually increase to 3 meals a day. Having a wide variety of foods (as above) - mashed, chopped or finger foods.

<b>12 Months Onwards</b>	<b>All of the above including Breast or whole Cows Milk.</b> <b>Healthy snacks such as:</b> <b>Fruit</b> <b>Vegetable Sticks</b> <b>Toast</b> <b>Rice Cakes</b>
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Now your baby should be eating the same as you, but smaller amounts. A baby's portion size should be roughly the size of their hand.

**Your baby can now have:**

3/4 servings a day of starchy food such as potato, bread, rice.

3/4 servings a day Fruit and Vegetables.

2 servings a day of meat, fish, eggs, Dahl and other pulses.

Salt will not be added to food at Nursery and refined sugar will be kept to a minimum.

**For additional information please refer to the NHS website:**

<https://www.nhs.uk/start4life/weaning/>





## Cheeky Monkeys at Durrell

### Toilet Training

#### **A parent's guide to toilet training:**

Potty training is an important milestone for your child, but learning to gain control of the bowel and bladder is a complex process and your child needs to be emotionally and physically ready to start potty training. Children are able to control their bladder and bowels when they're physically ready and when they want to be dry and clean. Every child is different, so it's best not to compare your child with others.

#### **Bear in mind the following:**

- Most children can control their bowels before their bladder.
- By the age of two, some children will be dry during the day, but this is still quite early. Strong evidence shows a child will not have any signs before the age of 17 months as they are just not ready to toilet train.
- By the age of three, 9 out of 10 children are dry most days – even then, all children have the odd accident, especially when they're excited, upset or absorbed in an activity.
- By the age of four, most children are reliably dry.
- It is ok to put your child back in a nappy to go to sleep, it usually takes a little longer to learn to stay dry throughout the night. Although most children learn this between the ages of three and five, it is estimated that a quarter of three-year-olds and one in six five-year-olds wet the bed.
- When a child has had a drink it is advised to try on the potty/toilet 20/30 minutes after. Children must drink normally throughout toilet training to feel a full bladder. 3 – 4 glasses of water a day, try and stay away from orange/black current juice as it can irritate the bladder. Water is best.
- When a child is placed on the potty ensure their feet are on the floor so they can sit up, alternatively use a step or stool if the child is using the toilet. If a child is constipated they need their feet on the floor to allow them to push.
- Keep the potty in the bathroom rather than the lounge or kitchen therefore everyone is doing the same (at home and at nursery).



### **When to start potty training:**

It helps to remember that you can't force your child to use a potty. If they're not ready, you won't be able to make them use it. In time they will want to use it – your child won't want to go to school in nappies any more than you would want them to. In the meantime, the best thing you can do is to encourage the behavior you want. At no point tell your child nappies are for babies.

Most parents start thinking about potty training when their child is around 18 to 24 months old, but there's no perfect time. It's probably easier to start in the summer, when washed nappies dry more quickly and there are fewer clothes to take off. Do it over a period of time when there are no great disruptions or changes to your child's or your family's routine.

### **You can try to work out when your child is ready. There are a number of signs that your child is starting to develop bladder control:**

- They know when they've got a wet or soiled nappy
- They get to know when they're passing urine and may tell you they're doing it – e.g. 'wee wee coming'
- The gap between wetting is at least an hour (if it's less, potty training may fail and at the very least will be extremely hard work for you)
- They know when they need to pass urine and may say so in advance.

Potty training is usually fastest if your child is at the last stage before you start the training. If you start earlier, be prepared for a lot of accidents as your child learns.

### **How to start potty training:**

Leave a potty where your child can see it and can get to know what it's for. If you've got an older child, your younger child may see them using it, which will be a great help. It helps to let your child see you using the toilet and explain what you're doing.

When you know you are going to start potty training take your child to buy their pants, allowing your child to choose the pants they want, this not only involves your child but can also make them excited/slightly keener to get into the pants they have chosen.

Do NOT put your child in pull ups. Pull ups give your child a false sensation. When a child has wet themselves in cotton pants they are able to feel so and will feel uncomfortable/eager to get dry and clean, a child isn't given the same sensation in pull ups (they aren't aware.)

If your child regularly has a bowel movement at the same time each day, leave their nappy off and suggest that they go in the potty. If your child is even the slightest bit upset by the idea, just put the nappy back on and leave it a few more weeks before trying again.



Your child will be delighted when he or she succeeds. A little praise from you will help a lot. It can be quite tricky to get the balance right between giving praise and making a big deal out of it, which you don't want to do. A sticker chart is a good way to congratulate your child, each time the child has successfully used the potty being able to choose a sticker for their chart gives them a great sense of achievement.

It is important your child is comfortable pulling up and down their trousers or bottoms, ensure you have taught your child how to do this correctly – pulling trousers right down then their pants right down. Looser/baggier clothes preferably elasticated waste are best to start with as opposed to tighter clothing, e.g. jeans or trousers with buckles/belts/buttons.

Begin by taking your child every 20/30 minutes to try on the potty/toilet leaving it a little longer the next day and so on, by day 3 / 4 if your child is doing well and showing signs of recognizing when he/she needs to go perhaps letting them come to you or independently go to the toilet/potty. If you ask your child you have to believe them when they say they don't need it.

If your child is not ready, put them back into nappies and try again 6-8 weeks later.

<https://www.nhs.uk/conditions/baby/babys-development/potty-training-and-bedwetting/how-to-potty-train/>

<https://www.eric.org.uk/Handlers/Download.ashx?IDMF=5eb0da35-1e11-4ccd-84cf-5405ecf8386e>





## **Cheeky Monkeys at Durrell**

### **Behaviour Management Policy**

At Cheeky Monkeys at Durrell we value our children, parents and staff and we pledge to provide a safe and secure environment in which children are respected and are respectful of each other and the environment. We believe that children should feel respected and should be able to openly express their ideas and feelings. We will provide the opportunities for children to learn how to do this in an appropriate manner.

Testing boundaries at a time of insecurity is typical behaviour for children, and we believe that understanding, kindness and consistency is the key to ensuring that children feel secure during this process.

#### **Staff at Cheeky Monkeys at Durrell will:**

- Provide a stimulating and enabling environment
- Have a calm and consistent approach, and ensure that children are always spoken to in a respectful manner.
- Will ensure that boundaries are realistic and clear within the nursery.
- Role model positive behaviour with children, parents and other members of staff.
- Use verbal language, body language and possibly sign language where needed, to ensure that children are communicated with effectively.
- Reward or praise positive behaviour in a variety of ways such as verbally, gestures, body language, stickers, special mentions when they are collected at the end of their session.
- Make time for children to express their feelings either verbally or using props.

#### **When actively discouraging behaviour, staff at Cheeky Monkeys at Durrell will:**

- Act immediately to prevent the particular behaviour escalating.
- Remain calm and get down on the floor to be with the child.
- Speak to the child in a firm calm and age appropriate manner.
- Remind children of the boundaries within the nursery.
- State what behaviour they would like to see instead and explain why (if age appropriate), for example, 'walking feet please' and if age appropriate, the staff member can explain that there isn't enough space and children may bump into each other.





- Ask the children questions to ensure they understand but do not put pressure on them to answer. Wait 10 seconds for the child to answer. (How do we move around the nursery? Where do you think we should run?)
- Will encourage the children to use their words to express feelings rather than physical reactions.
- Discourage the labeling of children and instead label the behaviour, 'biting', not 'biter'.
- Actively involve parents and possibly other professionals to ensure that the child's needs are being met.

**If the child's behaviour is physical and unacceptable, the staff at Cheeky Monkeys at Durrell will:**

- Ask the child to watch the member of staff offer assistance to the child who was hurt (e.g, stay near by and watch the member of staff cuddle the other child, or administer first aid).
- Show both children that they are valued and cared for and explain which behaviours are appropriate and inappropriate and why.

**If the behaviour continues, the staff at Cheeky Monkeys at Durrell will:**

- Talk to a team leader or manager
- Shadow the child
- Record observations
- Inform the parents and keep them up to date with progress.
- Possibly involve outside professionals to ensure we are meeting the needs of the child effectively.

**Communication**

We would encourage the child's family to share information such as if children are ill, if there are changes at home such as parental separation or the birth of a sibling, this can temporarily unsettle children. Knowing these types of things can greatly help the nursery support the child and their family.

When managing challenging behaviour, it is beneficial for the same approach to be followed both at home and at nursery. Therefore, working together to devise an agreed approach is essential to support each other.





## Cheeky Monkeys at Durrell

### Biting Policy

Biting is a natural developmental stage that many children go through. There are many reasons that a child may bite. He or she may be teething or tired, experimenting with different textures of the things they come into contact with, or are using it as a way to attract attention from a caregiver. Some young children have limited verbal skills and biting can be a way of communicating frustration. The way in which the nursery supports the children and family is imperative for a smooth transition through this type of behaviour.

At Cheeky Monkeys at Durrell, the safety of the children in our setting is our primary concern.

#### **The staff at Cheeky Monkeys at Durrell will use the following techniques:**

- The child who has bitten will be immediately removed from the situation and told calmly but firmly, 'no biting'. Staff can shake their head as a gentle gesture to ensure that young children understand. The child will not be left alone and upset.
- The child who has been bitten will have first aid administered and will be comforted.
- The child who has bitten will observe a member of staff caring for the bitten child.
- The child who has bitten will be spoken to on an appropriate level according to their age and development.
- The child who has been bitten will have the bite area washed with soapy water. If the skin has been broken we would recommend a trip to A&E. Antibiotics may be prescribed to prevent any infection.
  - **Baby Bear room 0-2yrs** - 'no biting' and being moved away from the other children for a very short period and then redirected to an activity within the nursery.
  - **Mini Meerkats room 2-3yrs** – The child will observe the member of staff caring for the bitten child so the staff can use their own behaviour to remind them how to be caring and gentle with others. The child who has bitten can stay with an adult for a brief period if they have not calmed down.



- **Growing Gorillas room 3-5yrs** – The child will observe the member of staff caring for the bitten child so we can use their own behaviour to remind them how to be caring and gentle with others. The child can be asked what we use our teeth for and the member of staff can describe a type of food as an example. The child who has bitten can stay with an adult for a brief period if they have not calmed down.
- The children will be redirected to an activity within the nursery.
- Both children will be closely observed for the rest of the session.
- An accident report form will be completed and both sets of parents will be informed, with the names of the children being kept confidential. It is also important to inform parents to monitor the site of the bite for signs of infection and reassure them.
- At the end of the session, the Cheeky Monkeys at Durrell team will evaluate the possible cause of the behaviour and discuss reducing the chances of this happening again it can be difficult to completely prevent.
- It is important to ensure that the child's key worker and the rest of the team within the room are aware of any information that may be affecting the child's well-being and behaviour so that they can support the child and family - therefore, it is important to have an open and honest relationship with parents from the outset (see partnership with parents policy).
- If the biting continues, the child will be shadowed and their daily activities will be recorded so that the cause can be observed and dealt with. It would be valuable at this point to encourage parents to participate in this too. This will help the child's family and staff at Cheeky Monkeys at Durrell to monitor the incidents, predict when it might happen and support the child in using different ways to express themselves.
- Parents, key workers and team leaders will all be kept informed and share information daily and staff will discuss progress or suggestions at their team meetings.

**Things to regularly consider:**

- Staff will assess the learning environment to ensure it is challenging, stimulating and developmentally appropriate for the child.
- Staff will ensure they praise the child for good behaviour and provide gentle reminders of 'no biting' and given a diversion if that situation is arising.
- A high level of supervision will take place to ensure the safety of other children and try to pre-empt incidents.

If the problem continues an extra member of staff, over and above the recommended ratios may be brought in for a short while to give the child extra support.



- Outside professionals will be contacted for advice and support.
- Further plans will be put into place to support the child.
- A visual timetable will be introduced. Simple language used for instructions and signing could also be used.





## Cheeky Monkeys at Durrell

### Sleep Policy

During your child's settling in period at Cheeky Monkeys at Durrell, you will be provided with forms asking lots of details about your child's current daily routine, their likes and dislikes, and comforters so we are able to support your child during their rest or sleep time at nursery.

Each room within the nursery will use the guidance below to ensure children are safe and content when resting or sleeping.

#### **Guidelines for equipment and safety:**

- A member of staff is present at all times.
- All children's mouths are checked when going to sleep. Slippers, shoes bibs, hairclips and hair bands are always removed.
- Each room has a sleep chart detailing how many children are sleeping, what time they went to sleep and when they woke up.
- The children are checked every ten minutes and the sleep chart is signed
- All rooms are well ventilated.
- Babies will be put to sleep on their backs with their feet at the end of their cots. If parents wish for babies to sleep on their fronts, this can be done, however, we will need written consent if your child is under one year old.
- Light bedcovers may be used if appropriate and are firmly tucked in and no higher than the baby's shoulders, thus preventing them wriggling under the cover.
- Cots are not placed by radiators or directly under a window.
- Mattresses are regularly checked for any signs of damage and are turned and aired daily.
- After each sleep the bedding is changed and the cot/mat bed is disinfected.
- Our younger babies sometimes sleep outside in our silver cross prams, they are wrapped up warm during the colder months.

#### **Settling Sleepers:**

- The child's sleeping routine is discussed with the parent/ carers and recorded within their personal sleep routine i.e. length of sleep, position of sleep.
- Comforters, muslins, dummies, soft toy, where required, should be provided from home and these will be stored with your child's personal belongings.
- If a child has a dummy and this should fall from their mouth during their sleep the member of staff will not put it back into the mouth unless the child wakes.
- A child will be settled by a member of staff unless parent/carer requests they



settle themselves in a cot.

- Staff will sit with a child and pat/stroke their stomach or back or stroke the side of their face as requested by parent/carer.
- Cheeky Monkeys at Durrell staffs attend regular safeguarding training and appropriate methods for comfort is regularly reviewed.
- If a child settles themselves than a member of staff will sit close to the child.
- Where appropriate soothing music may be played.
- The nursery will not allow a child to consume milk from a bottle in a cot or mat bed.
- As part of the transition from baby room to toddler room, older babies will begin to sleep on mat beds.

If your child doesn't settle between 20-30 minutes the child will be asked if they would like to get up. Often by letting the child have a rest can recharge their batteries.

Research shows that children should not be woken from their naps and therefore, this is not something that we advocate. However, at parent's discretion we can wake your child after a minimum of two hours. If you wish for your child to have a shorter nap, please send us an email.

### **Outdoor Naps**

Since we promote the outdoor environment here at Cheeky Monkeys, during the warmer months the children are able to sleep outside in our 'Zen Den' area. The children will be given the choice and a member of staff will be present at all times.

If you would prefer your child not to sleep outdoors then please mention this to their keyworker.

### **Rest Time**

- During the period of 12.30pm-2pm the nursery will provide the opportunity for quiet time for children who do not wish to sleep
- This allows children to have a rest time or engage in activities that require less physical input after their midday meal.
- All the rooms have a 'cozy corner' area for children to have periods for rest when they require.
- Most children by the age of the preschool room (3-5 years) tend not to have an afternoon sleep, however if your child requires a sleep then staff will arrange for the child to either sleep in their own room or join the 'sleepers' in the toddler room. Often, in the summer months, they will have a rest in the nursery garden in a shaded and sheltered spot.

**More information can be found at [www.nhs.uk](http://www.nhs.uk)**





## Cheeky Monkeys at Durrell

### Accident and Incident Procedures

As children develop physically, particularly in the early stage of walking, accidents can occasionally happen. In this event, all of the staff are first aid trained, which is updated once every three years. All of the staff have their first aid certificates on display in the nursery.

One member of staff will remain with the child at all times during this process.

#### **They will provide immediate first aid attention if it is required:**

- Gloves will be worn if their skin is broken (including grazes)
- Relevant treatment will be given (i.e., cold compresses or cleaned) and the child will be comforted
- The accident will be recorded on your child's own accident form and all staff in the room informed so they can keep a closer eye on the child
- If a child has an accident at the nursery, parents will be informed upon collection and asked to sign an accident form. This must be done on the day that the child has the accident.

In the event of a bump to the head, parents will be informed immediately by telephone. Their child will be monitored and, in most cases, will be able to continue with their day as normal. Parents will be given a form detailing symptoms to look for once a child has had a bump to the head, so they will be able to seek medical attention if they should want to.

In the event of an accident causing concern to us at Cheeky Monkeys at Durrell, parents will be asked to collect their child and a visit to their GP or A&E is recommended.

Should a child have an accident that requires further medical support, parents will be contacted immediately and any necessary action taken. In extreme cases, this could involve calling for the support of paramedics. All accidents will be recorded and if your child attends A&E an online accident form will be filled out and sent to Education for their records.

All information will remain confidential, however, staff within the nursery will need to know the details to ensure they are meeting the child's needs and to ensure we are providing safe and enabling environment.





## **Cheeky Monkeys at Durrell**

### **Outing Policy**

Outings are a perfect opportunity for children to engage with the wider community and enjoy different experiences.

During the induction process, parents will be asked to sign a consent form allowing the nursery staff to take their child on a variety of outings.

**The rules that Cheeky Monkeys at Durrell staff follows during outings are outlined below:**

- An outing form will be completed, detailing the children and adults attending, the times of the outing, the place being visited, if children have any allergies, the equipment being taken, including the first aid kit and any medications needed. There will also be details of the parents telephone numbers in case of an accident whilst out.
- Risk assessments of the place that is being visited will take place.
- Sun cream, first aid kit, snacks and any medicines that are needed, a mobile phone will all be taken on the outing.
- Children often wear hi-visibility tabards.
- Children will have access to buggies if they are in the Baby Bear room or Mini Meerkats if they are unable to walk happily for the duration of the outing.
- Children will hold a member of staffs hand during the outing unless it is deemed safe (such as a play area.)
- Children will be regularly counted aloud by the members of staff before leaving, throughout the outing and when returning.
- A minimum of two members of staff will be present on the outing at all times (including at least one qualified nursery officer and one First Aider.)

**The basic ratios are as follows:**

**Baby Bears** - 1 adult to every 3 babies

**Mini Meerkats** - 1 adult to every 4 children

**Growing Gorillas** - 1 adult to every 6 children







## **Cheeky Monkeys at Durrell**

### **Sickness and Exclusion Policy**

From time to time, children may become unwell whilst at the nursery. If this should happen, we will inform parents immediately and agree a course of action.

If a child has a high temperature and their parents have granted previous permission and signed the medication form, we will phone and ask the parents if they would like us to give their child Calpol, only if it has been prescribed by a doctor. The child's temperature will be monitored and if Calpol doesn't work, parents will be required to collect their child to keep a close eye on them.

If the Calpol works but then later in the day the child's temperature rises again, we will not be able to give a second dose of Calpol and parents will be required to collect their child to monitor them more closely.

If a child is unwell and is using antibiotics, it is a requirement that children remain at home for 48 hours after they have had their first dose of antibiotics. This is to ensure children do not have a reaction to the medication and also to prevent the spread of infection within the nursery. If your child has been prescribed antibiotics then they need to rest and recover.

In the event of sickness and diarrhoea, children may not be admitted for 48 hours after the last bout of illness. During times of infection at nursery, when we know we have a bug around, parents of children who have one bout of diarrhoea will be informed that their child needs to be collected from nursery.

Children who have toddler diarrhoea will be assessed according to their well-being and how many diarrhoea nappies they have had. A child who is poorly (temperature & lethargic) with diarrhoea will be sent home after one nappy. If the child is ok within themselves but has three nappies within quick succession during bouts of infection they will also be sent home.

If a child has asthma and needs their inhaler, we are happy to administer this at nursery but we require a doctor's letter stating the dosage and how often this should be administered. We will give the child the dose stated on their medication form. If their asthma worsens or it is persistent throughout the day, a member of staff will contact parents to discuss this. In the case of an emergency, Cheeky Monkeys at



Durrell will provide more of the child's inhaler and will phone 999 if it is required. In the case that a child's asthma isn't controlled through medication, or if they have an infection that is worsening their asthma, parents will be required to keep their child at home until it is controllable through medication.

We use the NHS guidelines for other common childhood infections, so please visit the NHS website, [www.nhs.uk](http://www.nhs.uk) or contact the Public Health Department.

All rooms have a record of all common illnesses with recommended time to stay off nursery published by the Public Health Department. Please feel free at any time to seek advice and recommendations from staff. Please note, we can advise but we are not medically trained. We always recommend that you get your child checked by your local doctor.





## **Cheeky Monkeys at Durrell**

### **Vaccination Policy**

At Cheeky Monkeys we expect that all children be fully vaccinated in line with the States of Jersey Health departments vaccination programme. This is for their own protection and for the protection of those who cannot be vaccinated due to their age or for other reasons.

Please note that up to date MMR (Measles, Mumps and Rubella) vaccinations are a compulsory condition of admission to the nursery. The 1<sup>st</sup> dose is administered at 1 year of age, the 2<sup>nd</sup> dose at 3 years 4 months. We ask parents to record which vaccinations their child has received and this information will need to be updated as and when necessary. We will also need to see your personal child health record 'red book' or digital version if and when this comes into place, on request, as stated in our parent contract.

If you would like to discuss this policy please contact Juliet Pearmain, Nursery Manager/Owner on 01534 860086.





## **Cheeky Monkeys at Durrell**

### **Medication Policy**

CMAD are happy to administer prescription medication only (and long term medication such as an inhaler or eczema cream) at the nursery, provided your child is well enough to attend nursery and the staff team have sufficient information and training to do so.

All medicines brought into nursery will need to be recorded and we will require your signature to authorise the administration. All medicines must be in the original container, labelled with your child's full name, the batch/lot number, the dosage required, the date that it was prescribed and if it needs to be kept in the fridge. Any medicines not meeting these criteria cannot be administered. We are not able to administer the first dose of a prescribed medicine. Therefore, children must have had the first dose at home a minimum of 48 hours prior to coming back into Nursery.

If we have prescribed Calpol from your Doctor for your child, we will give a single dose if they have a temperature, provided you have given your written consent. We will contact you by telephone prior to the medicine being administered. We will only administer one dose and if your child's temperature does not reduce, or rises again later in the day, you will be contacted and asked to collect your child from Nursery.

We hold Piriton in our First Aid cupboard as advised by St Johns Ambulance, incase your child should have an allergic reaction. A form to agree to this is in your parent contract.

If there is a serious childhood illness outbreak then we would contact the Infection Prevention Control Department at The General Hospital (01534 444485) and ask to speak to Dr Linda Diggle for advice. This follows the Prevention and Control of Infection Guidelines for Early Years and School Settings protocol.





## **Cheeky Monkeys at Durrell**

### **Head Lice Policy**

Although common, catching head lice can be an uncomfortable experience for both child and the person treating them.

Although there is no exclusion period for a child who has head lice, the States of Jersey Health and Social Services Department recommends a few things to ensure children are cleared of them as quickly as possible and to prevent further infection of others.

If your child has head lice please make sure their hair is tied up to help stop them from spreading.

- Check children regularly by combing through their hair, one section at a time. Please ensure that your hair is tied up, along with others that are in contact with the child.
- If eggs are found, it is important to remove these through combing only – other treatments such as lotions and creams are not recommended if only the eggs are found.
- If live headlice are present, with or without eggs, it is important to treat them with a lotion or similar product (talk to your pharmacist or doctor about one that is suitable). After this, it is recommended to treat the eggs by removing them through combing, at least twice a day.
- It is then important to continue to comb through their hair to ensure that all of the eggs are also removed. Lotions and other treatments do not kill the eggs.





## **Cheeky Monkeys at Durrell**

### **Inclusion Policy**

Working so closely with your child from such a young age and from making detailed observations and assessments, we are well placed to observe a child who may need additional support in one or more areas.

Any staff member who has a concern regarding your child's development will raise this with the Nursery Special Educational Needs co-ordinator (SENCO), who will then discuss this with you. Between you, the SENCO and your child's key worker, a course of action will be agreed.

If following this course of action, it is felt it may be necessary to seek further advice and assistance from outside professionals, we will obtain your consent to do so. In this eventuality, we respectfully request that you seriously consider this as we are all working towards supporting and encouraging your child to allow them to reach their full potential.

Confidentiality will be maintained at all times and no decisions will be made without your prior consent.

Children with a special need benefit from inclusion in mainstream childcare. With early intervention, and appropriate support for their individual needs, they show increased independence and confidence and are better prepared for starting primary school.

The Jersey Child Care Trust funds the Special Needs Inclusion Project. This project provides one-to-one support for children with disabilities and special needs in private day nurseries and pre-schools. It is funded by charitable donations and fundraising events.

The Area Inclusion Co-ordinator is based at the Jersey Child Care Trust and works in partnership with private early years and childcare settings.

We try to identify pupils with additional support needs as soon as possible. The child's key worker will discuss any difficulties a child may be experiencing with the nursery manager who in turn may consult the Jersey Childcare Trust. Parents are notified as early as possible and their help enlisted. Parents are consulted once again and when permission has been granted the wheels are set in motion.





## **Cheeky Monkeys at Durrell**

### **Parent's Safeguarding Policy**

**Children and Families Hub: 519000**

**EARLY HELP: 07797 92057**

**JADO: 443566**

**(Jersey Authority Designated Officer)**

**Safeguarding Partnership Board: 442742**

Here at Cheeky Monkeys at Durrell, safeguarding children is vital for our setting and consistent with the 1989 Children Act, the 2004 Children Act & Day Care of Children (Jersey) Law 2002.

This Safeguarding policy applies to nursery staff, students and parent's/carers within our premises.

#### **CHILD PROTECTION:**

The welfare and safety of the child is paramount and our aim here at Cheeky Monkeys is to protect children from all types of abuse, whether it be physical, emotional, sexual or neglect. We have policies in place along with procedures to follow to help keep children safe.

Having a safeguarding policy in place not only protects and promotes the welfare of children but also enhances the confidence of staff, students and parents/carers.

#### **DEFINITIONS OF ABUSE**

**SEXUAL ABUSE** – Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.



**EMOTIONAL ABUSE** - The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or making fun of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

**PHYSICAL ABUSE** - A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**NEGLECT** - The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- a. Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- b. Protect a child from physical and emotional harm or danger;
- c. Ensure adequate supervision (including the use of inadequate care-givers);
- d. Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

#### **RECOGNISING POSSIBLE SIGNS OR INDICATIONS OF ABUSE**

1. Another child tells you.
2. The child may tell you something has happened to them.
3. Unexplained injuries/markings.
4. Change/regression in behaviour.
5. Using explicit sexual language.
6. Change in hygiene, clothing, eating habits.
7. Withdrawal from adults or peers.





## **RECOGNISING WHY CHILDREN WITH SPECIAL EDUCATIONAL NEEDS (SEN) ARE MORE VULNERABLE TO ABUSE AND NEGLECT**

### **FAMILY -**

- There might be additional emotional, physical and financial demands on families raising a child with special educational needs.
- The child with additional needs and their families might be more socially isolated, reducing their support networks.
- Difficulties in accessing adequate resources and support for a child with disability can affect family stress levels.

### **VULNERABILITY –**

- A child with additional needs might lack good understanding of social relationships, personal boundaries, protective behaviours, sexual awareness, and what abuse is.
- Children with a physical disability might be more vulnerable to neglect or to rough and intrusive personal care. They may also be physically unable to resist or avoid abuse.
- If communication is difficult, children find it hard to let someone know that abuse is occurring.
- Children with behavioural issues are more likely to be dealt with in a forceful or restrictive way, and indicators of abuse might be wrongly attributed to the behavioural issue.
- Children with special educational needs might be more dependent on others to have their needs met and care may be provided by someone other than a parent or primary carer.
- Greater structure and protection of children with disability can teach them to be more compliant with adult demands.
- Children might accept abusive treatment if they have low understanding, self-esteem or a low perception of their abilities.
- Children with special educational needs and their families can be more socially isolated.

## **WORKING WITH PARENTS AND CARERS**

Parents and carers have the main responsibility for safeguarding and promoting their child's welfare and the nursery recognise the importance of working in partnership with them to ensure the welfare and safety of children.

### **We will –**

- Make parents aware of the nursery's statutory role in safeguarding and promoting the welfare of children, including the duty to refer children on where necessary, by making all nursery policies available on the nursery website.
- Provide opportunities for parents and carers to discuss any problems with room leaders and the Nursery Manager or Deputy Manager.



- Keep information locked away and only accessible to the Nursery Manager/DSL/DSO and other agencies if necessary. The information must be kept on file for 20 years.

### **MONITORING**

Where a child is the subject of a Child Protection Plan and the nursery has been asked to monitor their attendance and welfare as part of this plan:

- Monitoring will be carried out by the relevant staff member with the DSL or DSO.
- All information will be recorded prior to each meeting.
- This record will be kept in the child's personal file and copies made available to and password protected if needed to share with relevant parties.
- The Designated Safeguarding Lead will notify the Children and Families Hub if the child's attendance at nursery decreases.

### **STAFF/TRAINING**

Designated Safeguarding Lead (DSL): Jodie Bradshaw also Deputy Manager.

Deputy Safeguarding Officer (DSO): Jemma Le Quesne also Mini Meerkats Room Supervisor.

Special Educational Needs Coordinator: Kelly Leonard also Baby Bears Room Supervisor.

All nursery staff must attend a 6 hour safeguarding course and are required to update their knowledge on safeguarding once a year, we keep a record of this on our central log. It is a registration requirement to keep qualifications up to date.

### **ROLES AND RESPONSIBILITIES OF THE NURSERY MANAGER, DSL & DSO**

- Protect children from harm
- Preventing impairment of children's health or development
- To ensure all staff are fully aware of the nurseries safeguarding and child protection policy, and that these are implemented.
- To provide a safe environment for staff and parents to raise a concern.
- A go to person for staff, parents or carers to disclose any concerns/worries they may have about a child or children within the nursery and to offer support.
- To ensure all staff have a good understanding of their role in identifying and the process of reporting a safeguarding concern.
- To ensure the correct procedures are followed and action taken when an allegation is made against a member of staff or parent.
- The DSL can seek advice from the Children and Families Hub at any time but the child's name will have to be given. Before this can happen the DSL needs to make the parent/carer(s) aware that they will be taking their concern further (unless advised otherwise, in the interest of the child).
- The DSL will make the Children and Families Hub enquiry, but in their absence the Nursery Manager or DSO will complete the enquiry together, ensuring all information is accurate and confidential.



- Staff along with the DSL may need to attend Child protection Conferences and will be given sufficient time to carry out their responsibilities.
- Make referrals where children may be in need of protection or child protection concerns and understand the process of making a Children and Families Hub enquiry.
- Sharing information and working in an integrated way to ensure a co-ordinated response from agencies to support families and meet the child's needs.
- To review the safeguarding policy annually and update where necessary. The Designated Safeguarding Lead is responsible for all records being accurate and up to date

We are committed to safeguarding and promoting the welfare of children, and require all staff to share this commitment.

## **RECORDING AND STORING INFORMATION**

**The Designated Safeguarding Lead is responsible for all records being accurate and up to date. The following will be recorded:**

- What triggered the concern, where and when.
- What action was taken
- Any incidents or signs of abuse or neglect. These will be dated and recorded when evident.
- If a case is ongoing and a child is transferring to another setting , it is the DSL's role to ensure that copies of all documents are handed face to face to the DSL at the new setting.

The information is kept locked away and is only accessible to the Nursery Manager, DSL, DSO or other agencies if necessary. This information must be kept on file for 20 years.

## **DIGITAL SAFEGUARDING (E-SAFETY)**

Nursery have a duty of care under the Law to assess and prevent harm to children with the constant evolving pace of technological change.

**Here at Cheeky Monkeys we have the following steps in place:**

- All iPads are kept on premises (excluding outings to the zoo) and locked away at the end of the day. Only members of staff have access to these iPads and secure passcodes to open them.
- No photo's to be taken on staff phones of children.
- Permission sought from Parent/carers for children to have their picture taken by out of nursery media.
- Permission from parents for their child to have a Tapestry account who abide by the new GDPR - <https://tapestry.info/gdpr.html>
- No iPads are backed up to the iCloud. Photo's are regularly deleted.



- If iPads are taken from the nursery, our updated secure passcodes ensure that they will stay locked.

### **CONCERN ABOUT A CHILD**

If a member of staff has any cause for concern regarding a child's well-being they will instantly report it to the DSL or Nursery Manager who will then seek advice from JADO or the Children and Families Hub. If a Children and Families Hub enquiry form needs to be completed, they will advise whether the parents should be contacted or consent is needed by assessing each situation individually. All information passed on must be documented. If parents have any concerns about their own child or another child within the nursery, they should contact the Nursery Manager or if they prefer, contact Children and Families Hub directly on 519000.

### **ALLEGATIONS AGAINST STAFF**

In the circumstance of misconduct of practice, we would firstly notify the Children and Families Hub. A meeting will then be called with the DSL, DSO and Nursery Manager to decide the appropriate course of action. In the circumstance of an ongoing investigation, it may be that the employee is supervised at all times with restricted duties or in more serious circumstances suspended until further notice. The ISS (Independent Safeguarding Standards) will also be made aware of any allegations and be involved in the investigation.

### **STAFF CONFIDENTIALITY**

Staff names will be kept confidential from parents when concerns or information involving a child are shared with the Nursery Manager, DSL or DSO. Names will only be disclosed to the appropriate authorities if requested e.g. Health and Social Services, the States of Jersey Police etc.

### **COLLECTION OF CHILDREN FROM NURSERY**

If your child is being collected by someone other than their parents/carer and they have not been introduced to the nursery staff previously:

- The nursery should be notified of who has permission to collect the child.
- Parents have a responsibility to notify the nursery in advance if this changes, giving details of the person authorised to collect the child. This person will need to bring photographic identification, to be shown when collecting.
- Parents should also be asked to inform nursery where children are subject to court orders that limit contact with a named individual.

In the event that anyone who is not authorised to do so attempts to collect the child, the nursery will not allow the child to leave and will contact the parent immediately.

In the event that you do not collect your child by the normal closing time, two members of staff will remain with your child. After thirty minutes, if we have been unable to contact you or any of the authorised persons named in your nursery Contract, the Nursery Manager and/or the Deputy Manager will assess the situation and contact the Children and Families Hub.



### **NAPPY/SOILED PANTS**

All staff need to be DBS checked before they can change any nappies or soiled pants. Students can only change nappies/soiled pants under the supervision of a qualified member of the team.

With any safeguarding matter we are obliged to inform the Children and Families Hub as soon as possible by phone.

### **CHILDREN LIVING WITH DOMESTIC ABUSE**

Domestic abuse can have a very negative impact on a child's well-being, leading to psychological and emotional abuse.

If we are concerned that a child is living with these circumstances and may be at harm of emotional or physical abuse, the DSL will contact the Children and Families Hub.

We aim to have a child centered approach to safeguard and promote the welfare of all children here at Cheeky Monkeys.

### **REMEMBER IT'S NOT "what if it's not" IT'S "What if it is" THE KEY - IS NOT TO DO NOTHING!**

The below agencies are in place for us as a nursery or parent/carer as a go to for information if needed.

### **JERSEY CHILDREN FIRST**

This model supports a smooth transition between early help and children's social work services. It provides information on who to contact in services for children who may need it and when. Anyone who suspects or believes that something is not right with a child, need to know that they have a responsibility to do something about it, and Jersey Children First explains this.

*"It is designed for all those working with children from pre-birth to 19 with emerging or known additional or complex needs/disabilities, including Looked -After Children and those in need of protection."*

JCF has shared tools and guidance to help practitioners make a decision to whether a child needs an assessment.

The model also sets out shared values, principles and qualities for all those working with children and their families. One of the models main aims is understanding the importance of engaging children and families, and the practitioner qualities assists this.

<https://www.gov.je/Caring/JerseysChildrenFirst/Pages/AboutJerseysChildrenFirst.aspx>

### **SAFEGUARDING PARTNERSHIP BOARD**

The Jersey SPB co-ordinates work to help safeguard children and adults, as well as an umbrella to other agencies, such as the Children and Families Hub.



Their website provides information on how to report a concern, courses on all forms of safeguarding issues, as well as monitoring procedures and challenge the effectiveness of Jersey's safeguarding arrangements - <https://safeguarding.je>

### **INDEPENDENT SAFEGUARDING AND STANDARDS**

They are responsible for anyone under the age of 18 who may be at risk or suffering from any form of abuse or neglect.

They also investigate allegations on professionals or organised abuse which may not be connected to a particular child or household.

Job roles within the ISS

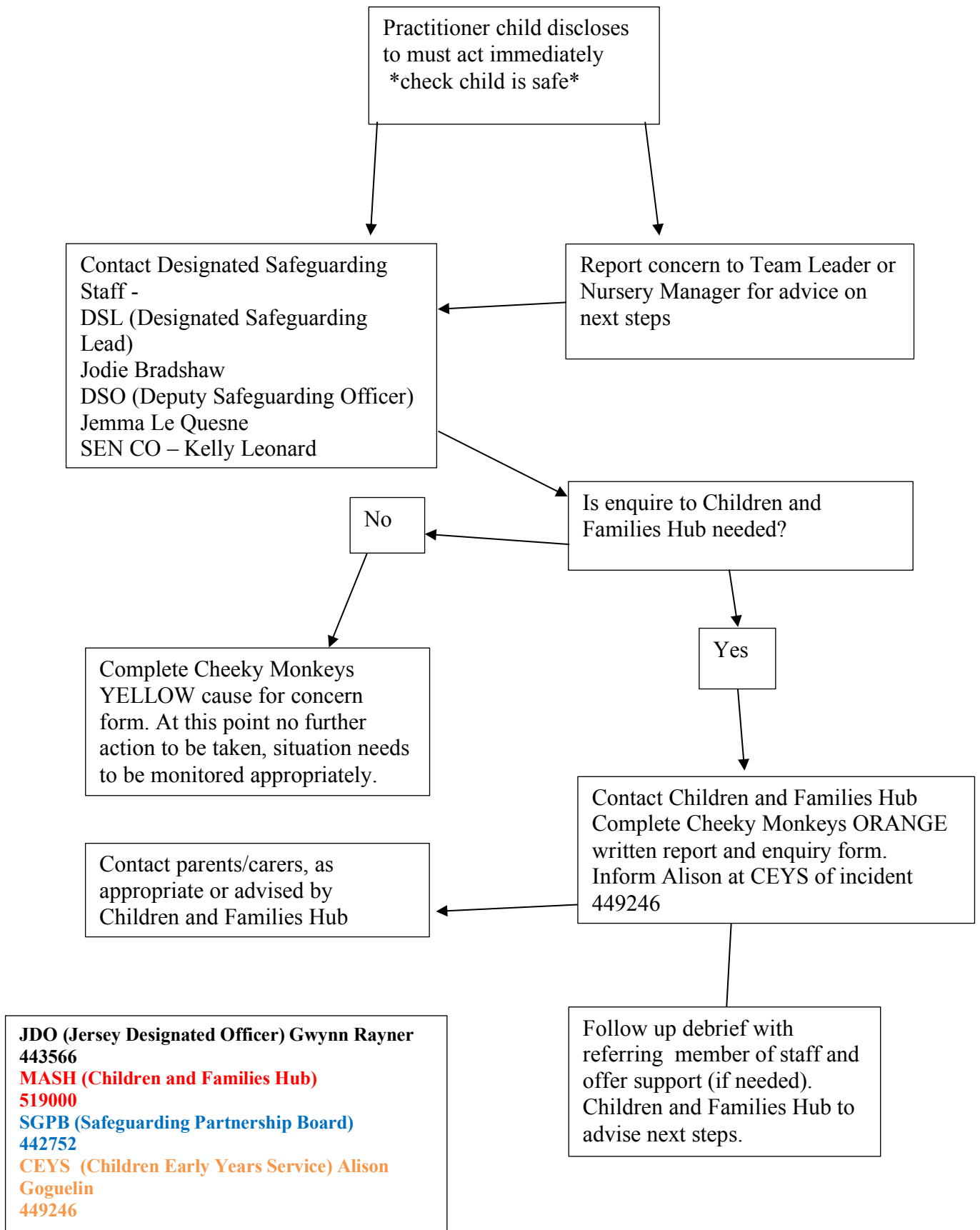
- Jersey Authority Designated Officer (JADO)
- A manager "*ISS's manager is the custodian of jersey's child protection register.*"
- Independent reviewing officers – these officers monitor looked-after children.
- Child protection advisers – Monitor children with a child protection plan.
- Administration staff

<https://www.gov.je/Caring/IndependentMonitoring/IndependentSafeguardingStandards/Pages/home.aspx>

Please feel free to come and chat to us at any time about any concerns you may have.



## STAFF PROCEDURE for Reporting and Recording Abuse





## **Cheeky Monkeys at Durrell**

### **Intimate Care Policy**

Cheeky Monkey's is committed to ensuring that all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times. We recognise that there is a need to treat all children with respect and dignity when intimate care is given. No child should be attended to in a way that causes distress, embarrassment or pain.

Children's dignity will be preserved and a high level of privacy, choice and control will be provided to them. Staff that provide intimate care to children have a high awareness of safeguarding issues. Staff will work in partnership with parents/carers to provide continuity of care.

Definition Intimate care is any care which involves washing, touching or carrying out an invasive procedure to intimate personal areas. In most cases such care will involve procedures to do with personal hygiene and the cleaning of associated equipment as part of the staff member's duty of care. In the case of specific procedures only the staff suitably trained and assessed as competent should undertake the procedure.

#### **Our Approach to Best Practice**

The management of all children with intimate care needs will be carefully planned. The child who requires care will be treated with respect at all times; the child's welfare and dignity is of paramount importance.

Staff who provide intimate care are fully aware of best practice. Suitable equipment and facilities will be provided to assist children who need special arrangements following assessment from the appropriate agencies.

It is essential that the adult who is going to change the child informs the teacher and/or another member of staff that they are going to do this. There is no written legal requirement that two adults must be present. However, in order to completely secure against any risk of allegation, a second member of staff may be present where resources allow.

The child will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each child to do as much for him/herself as they are able.





Individual intimate care plans will be drawn up for children as appropriate to suit the circumstances of the child.

Each child's right to privacy will be respected. Careful consideration will be given to each child's situation. When changing a child's nappy in the presence of other parents then the curtain must be drawn.

Wherever possible the child should be cared for by an adult of the same sex. However, in certain circumstances this principle may need to be waived where the failure to provide appropriate care would result in negligence for example, female staff supporting boys in our nursery, if no male staff are available.

Intimate care arrangements will be discussed with parents/carers on a regular basis and recorded on the child's personal care plan. The needs and wishes of children and parents will be taken into account wherever possible within the constraints of staffing and equal opportunities legislation.

### **The Protection of Children**

Safeguarding Procedures and Multi-Agency Protection procedures will be adhered to. Where parents do not co-operate with intimate care agreements concerns should be raised with the parents in the first instance. A meeting may be called that could possibly include the health visitor and manager to identify the areas of concern and how all present can address them. If these concerns continue there should be discussions with the nursery's safeguarding officer about the appropriate action to take to safeguard the welfare of the child.

If any member of staff has concerns about physical changes to a child's presentation, e.g. marks, bruises, soreness etc. she/he will immediately report concerns to the appropriate designated safeguarding officer or deputy safeguarding officer.

If a child becomes distressed or unhappy about being cared for by a particular member of staff, the matter will be looked into and outcomes recorded. Parents/carers will be contacted at the earliest opportunity as part of the process in order to reach a resolution; staffing schedules will be altered until the issue(s) are resolved.

### **Outings**

If a child needs to be changed whilst they are not on nursery premises then two staff members must be present at all times.





## **Cheeky Monkeys at Durrell**

### **Equal Opportunities Policy**

Cheeky Monkeys at Durrell aim to provide an anti-discriminative environment at all times and where possible we will endeavour to provide equal opportunities for all children & their family.

Anti-discriminative behaviour will be demonstrated in daily practice, routines, children's learning and relationships with all involved within the nursery and the outside environment.

We will provide equal opportunities for all, irrelevant of their ethnicity, social and economic background, gender, ability or disability.

#### **By doing this we aim to:**

- Provide a secure, approachable and accessible environment where all learn to feel considered & valued.
- Provide alternative resources/toys for children's play that demonstrate alternative race, gender, disability and ethnics to help children learn and value each other as individuals.
- To increase knowledge & understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Provide training opportunities for staff to remain knowledgeable of current laws & procedures to ensure correct practice is being implemented.
- Work with parents and carers to ensure the cultural, dietary, medical or any other specific needs of the child are being met.

#### **Chair Lift:**

All children and adults have access to the chair lift which is located at the far end of the nursery. This takes you upstairs to the first floor. A key is situated in the machine at all times, which is needed to start the lift. A seatbelt must be worn at all time whilst the seat is in motion.





## **Cheeky Monkeys at Durrell**

### **Travel and Transport Policy**

#### **Travel Policy**

##### **Baby Bears 3 months-2yrs**

All children are transported across to Durrell in buggies. They are always within the staff to child ratio as required by registration which is 1 adult to 3 children. Once in the park children who are walking are encouraged to get out of the buggy and walk around whilst supervised by nursery staff.

##### **Mini Meerkats 2-3yrs**

Children maybe be in buggies or in our 6 seater stroller, or walking holding the hands of an adult. Once in the park all children are encouraged to walk around and explore under the supervision of nursery staff. The ratio as required by registration with our 2-3 year olds is 1 adult to every 4 children.

##### **Growing Gorillas 3-5yrs**

All children walk across to Durrell in pairs. Once in Durrell the children can walk freely and explore with their friends under the supervision of nursery staff. The adult to child ratio is the 1 adult to every 6 children.

It is registration requirement that at least one member of staff needs to be level 3 trained on all outings. All staff are first aid trained and this is updated once every 3 years.

#### **Transport**

This section outlines requirements for individuals driving minibuses.

##### **This policy applies to:**

- All minibuses with up to sixteen passenger seats. A minibus is a motor vehicle with between 9 and 16 passenger seats. It is described as a Category D1 vehicle by the



Driving Vehicle Licencing Authority (the driver's seat does not count for these purposes).

- All persons who will drive such a minibus e.g. employee, parent or voluntary worker.

### **Who can drive the minibus?**

- You are 25 years of age or older
- You hold a current JERSEY driving licence, which shows a D1 qualification
- You are medically fit to drive.

The managers and relevant line managers are responsible for ensuring that all persons using the minibuses are trained / licenced to the minimum requirement, and aware of this policy.

### **When preschool go swimming on a Friday, we will make sure –**

- All children's swim bags are collected as they enter the bus and placed at the front.
- All children sit on a booster seat and have a member of staff fasten their seatbelt.
- There is always a minimum of two members of staff on the minibus who will sit at the back with the children.
- Once the bus has parked and the engine is turned off the children's seatbelts are then unfastened.
- The driver of the bus will always open the minibus door and a member of staff will exit first.

### **Other modes of transport**

- Triple Buggies
- Double Buggies
- 6 Seater Trolley (1 year plus)

Children are fastened in using the straps provided and only when the buggy/trolley is stationary with the brake on will the straps be unfasted.





## **Cheeky Monkeys at Durrell**

### **Lost or Missing Child Policy**

#### **Lost/Missing child Policy Statement**

Children's safety is our highest priority at all times, both on and off the premises. Every attempt is made through carrying out the outings procedure to ensure the security of children is maintained at all times and the likelihood of a child being lost is minimal.

In the unlikely event of a child going missing our lost/missing child procedure is followed.

#### **Procedure:**

As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray.

One staff member searches the immediate vicinity, but does not search beyond that. The Manager / Deputy is contacted immediately and the incident reported, the Manager will then contact Durrell to check main entrances and a designated member of staff will go to help bring the remaining children back to the nursery. Remaining staff will help to look for child, in the instance of the child not being found after a period of half an hour the child's parents will be informed and the police contacted.

#### **Investigation:**

The Nursery Manager will carry out a full investigation taking written statements from all staff present at the time or who was on the outing.

The staff members will write an incident report detailing -

Date and time of report

Which staff /children were in the group or outing

When the child was last seen in the group

What was taking place at the time and the estimated time the child went missing

A conclusion will then be drawn as to how the breach of security happened and dealt with in the accordance of the staff nursery policies

Staff must not discuss any missing child incident with outside agencies without permission from the Manager.





## **Cheeky Monkeys at Durrell**

### **Escaped Animal Policy**

It is impossible to predict how an escaped animal will react and what the conditions surrounding the escape on that day will be. Thus, it is not possible to draw precise procedures and, on the day, the type of reaction will come down to using common sense and good communications.

When visiting the Zoo nursery staff sign in and out at the front desk so that the visitor centre are aware we are visiting. Staff always have a mobile phone so that if there are any emergencies, they can call for help. The nursery can also get in contact with them.

If there is an animal escape within the zoo, move as quickly as possible to a closed building. Make sure your presence is known to the Head of Department.

Stay in the office/building until you have been notified that it is safe to leave.

The number of children and staff are noted at the front desk of the visitor centre.

If a member of nursery staff has seen an escaped animal they will ensure all children are safe and then contact the vets telephone number on our outing form.





## **Cheeky Monkeys at Durrell**

### **Fire and Evacuation Policy**

It is important that every member of staff is familiar with the guidelines set out in this policy.

- All fire exits and stairways must be kept clear at all times.
- Report any faulty emergency exit lights.

#### **In the case of a fire, Cheeky Monkeys at Durrell staff will:**

- Staff will remain calm.
- One member of staff will ensure that they have gathered the signing in sheets and the register.
- Staff downstairs will use the exit located in the under cover area, unless threat is near there, in which case, they will use the exit near the kitchen.
- Staff and children upstairs will use the exit near the slide unless the threat is in that area, in which case, they will use the stairs at the back of the building and exit straight through the door at the bottom of the stairs.
- Staff will call the children and encourage them to walk towards the fire exits.
- Each room will be checked by one of those members of staff to ensure that all children have been evacuated from that room. The doors will automatically close behind them.
- The children will be guided to the assembly point located at the large sandpit located at the far end of the garden.
- Children will sit in their room groups at the assembly point.
- A head-count for each room will take place.
- The register for each room group will be taken. At this point, staff from within that room will look and listen for children. It is important to ensure that a member of staff has seen the children. Staff will not solely rely on hearing a child's voice.
- Once everyone is accounted for, no one is to re-enter the building until it is deemed safe

#### **Assembly Point – Sand Pit**





## **Cheeky Monkeys at Durrell**

### **Water Policy**

#### **Water play**

Water play activities are offered to all ages here at Cheeky Monkeys. This ranges from a small sensory tray filled with bubbles for the babies to a large paddling pool in the warmer months for the older children. Water play gives many opportunities to develop fine and gross motor skills for all ages. Children will increase their fine motor skills and hand-eye coordination through actions such as pouring, squirting, scrubbing, stirring and squeezing.

#### **Supervision**

Here at Cheeky Monkeys the safety and supervision of children in and around water is of the highest priority. Children are supervised at all times during water play and never under any circumstances are children left in or around water unsupervised. If the staff member supervising needs to leave the area, the activity will be handed over to another member of staff or closed until supervision is available.

#### **Drinking Water**

Safe drinking water is accessible to the children at all times. Our water system is monitored to ensure water is hygienic and suitable for consumption. Children's cups are cleaned as and when required on a daily basis. All of our taps are mains drinking water.

#### **Bathing**

On the occasion that children may need to be bathed at nursery there are safety measures in place. Fixtures are checked, hot taps and plugs are out of reach. Two staff must be present and the curtain will be drawn if there are other parents within the nursery.

#### **Hot water**

Every necessary precaution will be taken to protect children from hot water hazards. Hot water taps are set at a temperature that is acceptable for little hands. Pipes, vessels or appliances will be kept out of reach at all times. Hot food and drinks will be kept out of reach until cool enough to consume.







## **Cheeky Monkeys at Durrell**

### **All Weather Policy**

Very occasionally, the nursery may have to close due to severe weather. If the schools are closed and the buses run a minimal service, then we will also be closed. If this happens, the Nursery Manager will inform you by 7am.

To keep updated, please listen to Channel 103, BBC Radio Jersey and follow Cheeky Monkeys at Durrell on our Facebook page.

If the weather is due to deteriorate while nursery is open, we will contact parents to collect their children early. We will contact you by telephone and email.

### **Clothing**

Children will be dressed appropriately according to the weather.

We provide fleeced waterproof outfits for all children during the winter and parents must provide their children with named hats, gloves & scarfs if required.

During summer we also have light weight waterproof clothing if required and Cheeky Monkeys sun hats are worn when outside.

The children must have sun cream on when they arrive at nursery, this is topped up throughout the day. We ask for you to bring in a named suncream for your child.





## **Cheeky Monkeys at Durrell**

### **Sun Safety Procedures**

Here at Cheeky Monkeys at Durrell, we love being outside whatever the weather! We provide lots of opportunities to play and explore in our outdoor space within the nursery.

During the warmer months, we require parents to put sunscreen on their child before they attend nursery each day.

During their day at nursery, we will regularly reapply sunscreen to your child's skin.

You must bring your own labelled sun cream to keep at nursery.

Water is provided throughout the day, every day at nursery, however, during the summer months, members of staff become extra conscious of the rising temperature and water will be offered more frequently.

Sun hats will be provided and children will be encouraged to wear them during the summer months, especially on hot days.





## **Cheeky Monkeys at Durrell**

### **Confidentiality Policy**

All information relating to children and parents at Cheeky Monkeys at Durrell will remain confidential. This means that information provided by parents is only passed to staff members on a need-to-know basis.

Accidents and incidents will only be discussed with the parent or guardian of the child involved and will never be discussed outside of nursery.

However, if a child is taken to hospital then an online accident report form is filled out, after informing the education department. This is so the department have a record of the incident.

Children's information may be discussed with outside agencies with parents' permission, if we believe that they would benefit from additional support from other professionals.

If there are any concerns regarding safeguarding, a child's information may be passed to the dedicated Children and Families Hub.

We take confidentiality seriously at Cheeky Monkeys at Durrell and therefore, information will only be passed to professionals on a need to know basis.





## **Cheeky Monkeys at Durrell**

### **Mobile Phone Policy**

At Cheeky Monkeys we ask that parents refrain from bringing mobile phones onto nursery premises.

This is primarily for safeguarding practice and protection purposes but also so your child can see you and not you on your phone.

We recognise that mobile phones are an essential part of everyday life for many people but believe that your child should be dropped off and collected with a smile and your full attention.

If you have any queries regarding this policy, please contact Juliet Pearmain, Nursery Manager on 01534 860086 or [cheekymonkey@durrell.org](mailto:cheekymonkey@durrell.org).





## **Cheeky Monkeys at Durrell**

### **Photography Policy**

Photographs of the children engaged in their daily activities are regularly taken throughout the nursery using nursery iPads which are monitored and controlled. Personal cameras or other electronic devices capable of making images, are not permitted to use in the nursery. Photos are taken and used inside the nursery for display on children's pegs. We also use photographs to illustrate the nursery website as we believe that the best ambassadors for the nursery are the children. Parents are asked to adhere to this policy in the interests of security and safety of all children. Parents should also try to photograph only their own child during nursery events and in the event that other children do appear in the photos then they should not be used on social media.

#### **Precautions taken:**

#### **We take the following precautions when selecting and using photographs for use on the website and for the website content generally:**

- We do not use children's names or surnames in photograph captions.
- We do not include any personal information about the children whose images are used on the website.
- We only use images of children who are dressed appropriately.
- We do not name any children in any text contained on the website.
- We do not include any personal email addresses, postal addresses, telephone or fax numbers on video, on our website or in other printed publications.
- We may use photographs of groups of children or footage with very general labels, such as 'graduation' or 'forest school activities'.
- Parents give their consent to photographs being taken in our nursery contract.

#### **Photographs taken by staff of children in the nursery:**

The nursery has a sufficient number of iPads on the premises to ensure that one is available when a member of staff takes photographs of the children. A nursery iPad is to be taken on nursery trips. Mobile phones are not permitted to be used to take photographs.

Nursery staff regularly take photographs of the children during the course of the day's activities using nursery monitored equipment. Staff are not permitted to use their own equipment or devices for taking photos or videos. Images are uploaded to 'Tapestry', which provides a means of tracking the child's Learning Journey through Tapestry's



secure portal, using personalised log in and password details. The photographs uploaded to Tapestry will have personal details of the child attached, however these can only be accessed through the secure parents portal.

**Use of professional photographers:**

The nursery may use professional photographers for individual nursery photographs which are taken at some point over the course of the year. All photographers visiting the nursery have enhanced disclosures issued by the Disclosure and Barring Service (DBS). The identity of photographers and other information are routinely checked before they are allowed to enter the nursery. The nursery will ask any visiting photographer for sight of the disclosure before they are allowed to enter the nursery. The photographer will be accompanied by a member of nursery staff at all times whilst on nursery premises.





## **Cheeky Monkeys at Durrell**

### **Safer Handling Policy**

#### **DROPPING OFF YOUR CHILD**

If a child is crying and clinging to their parent/carer then the practitioner is unable to physically remove the child from their arms. It is very difficult for a child to stay with a practitioner who has taken them away from their carer.

However, if a child is upset but willingly reaches out to go to the practitioner this is a different scenario.

In order for a calm drop off, we ask where possible for the parent/carer to allow enough time for a gradual handover.

#### **Engaging in an activity with your child will help:**

1. Create a distraction
2. Make it easier for the practitioner to comfort the child when you leave

We ask that you always take the time to say goodbye and not disappear suddenly as this can prolong the settling period, the child is unaware where you have gone. Communicating with your child e.g. saying goodbye and reassuring them that you will be back later will help them understand the process. Put your child down so that the member of staff can pick up your child safely.

Engaging in conversation prior to arriving at nursery, such as 'what activities are you going to do today' or 'which friends are we going to see' may also help prepare your child.

Whilst it is important not to rush off suddenly, we do ask that you leave once you have said your goodbyes. Staying too long can make the separation more difficult and give your child a false sense of security e.g. that you are going to stay as long as they want you to.





## **Cheeky Monkeys at Durrell**

### **Complaints Procedure**

**Here at Cheeky Monkeys at Durrell, we strive to meet the needs of all children and families that we meet.**

We aim to provide a caring, attentive service for children and their families and therefore, we would like to be kept informed if you come across any troubles in the nursery so we may quickly and easily rectify them.

Sometimes problems or issues can be solved very early with just communication.

Therefore, we would urge you to discuss any concerns with your child's key worker or room leader at your earliest convenience.

If you feel you haven't received a satisfactory response, or you have concerns that cannot be solved by the key worker or room leader, it is essential that parents are able to contact the nursery manager or her deputy. This can be done by popping into the office, making an appointment, or in writing. We do have an open door policy in the office.

After this process, if you feel that your concerns have not been solved, then you may also contact Childcare Registration Team on T: 01534 449387 or email: [ceys@gov.je](mailto:ceys@gov.je)







## **Cheeky Monkeys at Durrell**

### **Covid-19 Policy and Procedure updated 19<sup>th</sup> July 2022**

#### **Current Nursery Procedures:**

- Please use the hand sanitiser provided, this can be found both outside of the main gate and on the left hand side as you enter.
- A member of staff will collect your child from you, outside of the office and also bring them out to you upon collection.
- We ask that you respect social distancing where possible.

#### **COVID-19 Isolation –**

Following the recent rise in cases, we would like to update you on our current policy here at Cheeky Monkeys. The following applies to nursery families and members of staff.

#### **Please do not attend Cheeky Monkeys at Durrell:**

- Following a positive LFT or PCR test. You must have TWO negative LFT results, 24 hours apart before you return.
- Until you feel well enough to return. Please do not return if you have a temperature.
- If a member of your household tests positive - we ask that you do not bring your child to nursery until that person has two negative LFT results, 24 hours apart. Your child should have an negative LFT before they return to nursery and you should continue with the LFTs for a period of 10 days.

#### **Staff / Children with COVID-19 symptoms**

Staff or children showing the current COVID-19 symptoms should not come to their childcare setting unless their symptoms can be attributed to another medical reason.

Symptomatic staff and children should arrange to have a PCR test and only return to their childcare setting once they have a confirmed negative result.



## **List of symptoms**

COVID-19 and its variants can affect people in different ways.

**The most common symptoms of COVID-19 (starting with most frequent to least frequent) are:**

- a blocked or runny nose or sneezing
- feeling tired or exhausted
- a sore throat
- a headache or dizziness
- a new, continuous cough
- a high temperature or shivering (chills)
- shortness of breath
- an aching body
- a loss or change to your sense of smell or taste
- loss of appetite
- diarrhoea
- feeling sick or being sick

