

Maybury Montessori

Our Policies and Procedures

Overview

This document details the policies and procedures that direct all aspects of the running of Maybury Montessori. They conform to all elements of the Early Years Foundation Stage (EYFS) statutory framework, and are centred on the four guiding principles highlighted in the EYFS.

The way we run Maybury Montessori is prescribed across these policies, and Mrs. Rifat Ali, the Registered Person for the setting, takes accountability for ensuring that the school follows and policies and procedures outlined. This will be ensured through regular checks employed on a regular basis (see Area: Quality Assurance).

Policies and procedures have been separated into three key areas:

- Safeguarding and Welfare
- Learning, Development and Assessment
- Quality Assurance

This contents list overleaf details the complete policies and procedures outlined in this document, which together form the blueprint of how Maybury Montessori meets all requirements of the EYFS.

All policies are reviewed on an ongoing basis. New policies will be added and existing policies amended as necessary. This will be done according to any changes in legislation, the needs of parents, children and staff, and their views and opinions to keep improving the quality of the provision.

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Child protection: Safeguarding

Child Protection Policy

This Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school

Definition of Safeguarding

Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and optimising children's life chances.

The purpose of our safeguarding policy is to:

- To inform staff, parents, volunteers and visitors about the school's responsibilities for safeguarding children.
- To enable everyone to have a clear understanding of how these responsibilities should be carried out.

Maybury Montessori follows the procedures established by the Surrey Safeguarding Children Board; a guide to procedure and practice for all agencies in Brent working with children and their families.

All school staff has a responsibility to provide a safe environment in which children can learn. It is our duty to observe outward signs of abuse, changes in behaviour and failure to develop.

- All school staff will receive appropriate safeguarding training which is updated every three years so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow.
- The setting Manager or the Deputy Manager will carry out update training whenever new members of staff join the team.
- Temporary staff, Volunteers, and Students will be made aware of the safeguarding policies and procedures by the Designated Senior Person or the Deputy

Our Vision/Mission Statement

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to when they have a worry or concern.
- Establish and maintain an environment where school staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and well-being of a child.
- Ensure children know that there are adults in school whom they can approach if they are worried.
- Ensure that children who have been abused will be supported in line with a child protection plan, where deemed necessary.
- Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.
- When concerned about the welfare of a child, staff members should always act in the interests of the child.

Statutory framework

In order to safeguard and promote the welfare of children, we will act in accordance with the following legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- The Childcare Act 2006
- Brent Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures (Electronic)
- Keeping Children Safe in Education (DfE 2015)
- Keeping Children Safe in Education: information for all schools and college staff (DFE2014)
- Working Together to Safeguard Children (DfE 2015)
- Prevent Duty 2015

Working Together to Safeguard Children (DfE 2015) requires Maybury Montessori to follow the procedures for protecting children from abuse which are established by the Surrey Safeguarding Children Board.

Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or are at risk of abuse - these procedures should also cover circumstances in which a member of staff is accused of, or suspected of, abuse.

Furthermore Keeping Children Safe in Education (DfE 2015) places the following responsibilities on all schools:

- Schools should be aware of and follow the procedures established by the Surrey Safeguarding Children Board
- Staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions
- Schools should have procedures (of which all staff are aware) for handling suspected cases of abuse of children, including procedures to be followed if a member of staff is accused of abuse, or suspected of abuse
- A Designated Senior Person (referred to in Keeping Children Safe in Education (DfE, April 2015) as 'Designated Safeguarding Lead') should have responsibility for co-ordinating action within the school and liaising with other agencies
- Staff with the Designated Safeguarding Lead role should undergo updated child protection training every two years

Communication with parents

Maybury Montessori will:

- ensure our child protection policy is available to all parents
- Parents should be informed prior to referral, unless it is considered to do so might place the child at increased risk of significant harm by:
 - the behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats / forced to remain silent if alleged abuser informed;
 - leading to an unreasonable delay;
 - leading to the loss of evidential material;
 - placing a member of staff from any agency at risk

Ensure that the parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

Definitions of abuse:

These terms, for safeguarding protection, are aimed at 'CHILDREN' – who are deemed as 'anyone who has not yet reached their 18th birthday', regardless of whether they are living independently or not.

ABUSE - a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused in a family, or in an institution or community setting, by those known to them, or more rarely, by others (eg. via the internet). They may be abused by an adult or adults, or another child or children.

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.

EMOTIONAL ABUSE - the persistent emotional maltreatment of a child such as to cause severe and 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 in so far 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 cyberbullying), 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, although it may occur alone.

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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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: provide

adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Parental factors affecting the vulnerability of children include:

- Social exclusion
- Domestic violence
- Mental illness
- Drug and alcohol abuse (substance misuse)
- Parental learning disability

Other kinds of abuse that may come to light include:

- Abuse of disabled children
- Fabricated or induced illness
- Child abuse linked to a belief in spirit possession
- Sexually exploited children
- Female genital mutilation (FGM)
- Abuse that takes place on-line or as part of on-line communications contacts e.g. on-line grooming
- Children affected by gang activity
- Complex, multiple or organised abuse
- Forced marriage or honour based violence
- Child victims of trafficking
- Radicalisation that could lead or expose families and children to anti-British behaviours, including terrorism

Designated safeguarding Lead:

(referred to in Keeping Children Safe in Education (DfE, April 2015) as 'Designated Safeguarding Lead')

We designate an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting or directing other staff.

The Designated Senior Person for Child Protection in this school is **Rifat Hussain, Manager**.

A Deputy DSP should be appointed to act in the absence/unavailability of the DSP. The Deputy Designated Senior Person for Child Protection in this school is **Deputy Manager**.

The broad areas of responsibility for the Designated Safeguarding Lead are:

- Managing Referrals: Refer all cases of suspected abuse to the local authority children's social care team, the police (cases where a crime may have been committed), and Ofsted.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- Training of Designated Safeguarding Lead and the Deputy Safeguarding Lead The Designated Safeguarding Lead should receive appropriate training carried out every two years in order to:
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes, such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part-time staff
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Be able to keep detailed, accurate, secure written records of concerns and referrals
- Obtain resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and any measures the school may put in place to protect them
- Raising Awareness
- The Designated Safeguarding Lead should ensure the school's policies are known and used appropriately:
- Ensure the school's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies regarding this
- Ensure this child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Where children leave the school ensure their child protection file is copied for any new school as soon as possible but transferred separately from the main pupil file.

Whistle blowing - Staff responsibilities

If any member of staff is concerned about a child he or she must inform the Designated Senior Person.

The member of staff must record information regarding the concerns on the same day.

The recording must be a clear, precise, factual account of the observations.

The Designated Senior Person will decide whether the concerns should be referred to Children's Services

If it is decided to make a referral to Children's Services and/or Safeguarding and Specialist Services, this will be discussed with the parents, unless to do so would place the child at further risk of harm. Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept.

If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Senior Person will inform the social worker responsible for the case and transfer the appropriate records to the Designated Senior Person at the receiving school, in a secure manner, and separate from the child's academic file.

The Designated Senior Person is responsible for making the senior leadership team aware of trends in behaviour that may affect pupil welfare.

If necessary, training will be arranged. As a person who works with children, staff have a duty to refer safeguarding concerns to the designated senior person for child protection.

However, if:

- concerns are not taken seriously by an organisation; or
- action to safeguard the child is not taken by professionals; and
- the child is considered to be at continuing risk of harm then staff should speak to a Designated Senior Person in their school or contact Surrey Children's Services (including out of hours):

on 03004709100

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately.

Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration.

Concerns should always lead to help for the child at some point. If the allegations raised by the staff member are against other children the school should follow the [Surrey Safeguarding Children Board Procedures Manual](#).

What to do if you are worried about a child:

All staff and volunteers should be aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect
- Female genital mutilation
- Radicalisation

All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm. Generally, in an abusive relationship the child may:

- Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home
- Act in a way that is inappropriate to her/his age and development (full account needs to be taken of different patterns of development and different ethnic groups)
- Display insufficient sense of 'boundaries', lack stranger awareness
- Appear wary of adults and display 'frozen watchfulness'

Dealing with a disclosure

If a child discloses that he or she has been abused in some way, the member of staff / volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Not promise confidentiality – it might be necessary to refer to Children's Services: Safeguarding and Specialist Services
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record
- Pass the information to the Designated Senior Person without delay

Support

Dealing with a disclosure from a child, and safeguarding issues can be stressful.

The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Senior Person.

Confidentiality

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services and the Police).
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

Record keeping

When a child has made a disclosure, the member of staff/volunteer should:

- Make brief notes as soon as possible after the conversation. Use the school record of [concern sheet](#) wherever possible.
- Not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any injuries
- Record statements and observations rather than interpretations or assumptions All records need to be given to the Designated Senior Person promptly.
- No copies should be retained by the member of staff or volunteer.
- The Designated Senior Person will ensure that all safeguarding records are managed appropriately.

Support vulnerable children

We recognise that abuse or witnessing violence may have an adverse impact on those children which may last into adulthood without appropriate intervention and support. This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may become withdrawn.

We recognise that some vulnerable children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

The school will support the child through:

- opportunities to encourage self-esteem and self-motivation
- An ethos that actively promotes a positive, supportive and safe environment and values the whole community. The school's behaviour policy will support vulnerable pupils in the school.
- All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self worth.
- The school will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred
- Liaison with other agencies which support the pupil such as Social Care, Early Intervention Service, Child and Adolescent Mental Health Services, Educational Psychologist
- A commitment to develop productive and supportive relationships with parents/carers
- Recognition that children living in a home environment where there is domestic abuse, drug or alcohol abuse or mental health issues are vulnerable and in need of support and protection; they may also be young carers

- Monitoring and supporting pupil's welfare, keeping records and notifying Social Care in accordance with the Surrey Local Safeguarding Children Board "Core Inter - Agency Procedures".

When a pupil who is subject to a child protection plan leaves, information will be transferred to the new school immediately.

Children of Substance Misusing Parents/Carers

Misuse of drugs and/or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence. When the school receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures.

This is particularly important if the following factors are present:

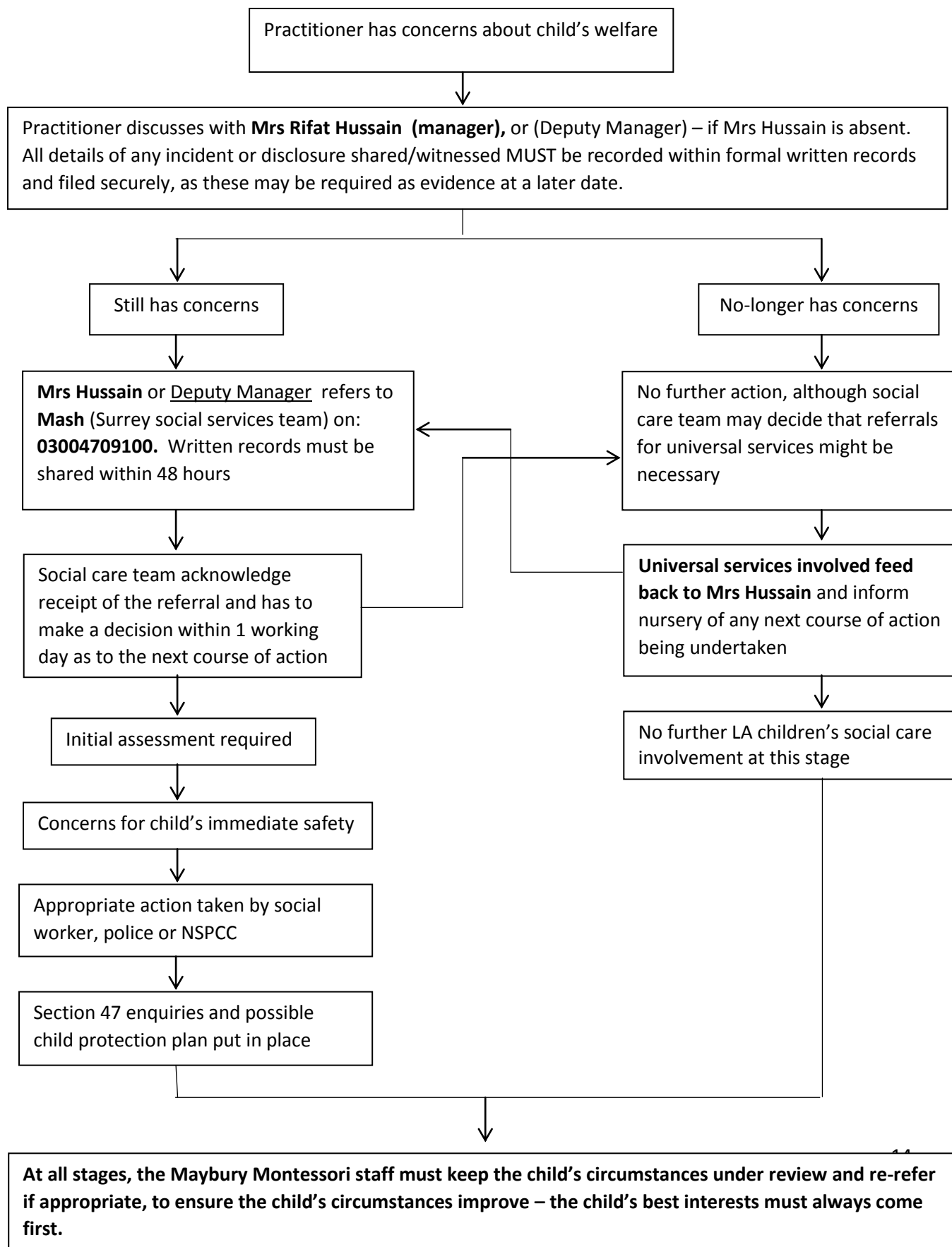
- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
 - Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers
 - The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
 - Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
 - Disturbed moods as a result of withdrawal symptoms or dependency
 - Unsafe storage of drugs and/or alcohol or injecting equipment
 - Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child
- Domestic Abuse Where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships.

Safeguarding Flow Chart:

What to do if you suspect a child is at risk

Safeguarding flow sheet

(adapted from 'Keeping Children Safe in Education 2015')



Prevent Duty Policy and procedure

Preventing Radicalisation The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people being drawn into terrorism ("the Prevent duty").

We are aware of the potential indicating factors that a child is vulnerable to being radicalised or exposed to extreme views, including peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity, prejudicial behaviour and personal or political grievances

In the event of prejudicial behaviour the following system will be followed:

- All incidents of prejudicial behaviour will be reported directly to the Manager
- .If deemed necessary, serious incidents will be discussed and referred to Surrey Children's Services

We refer to the guidance: <https://www.gov.uk/government/publications/prevent-duty-guidance>

ACTIONS TO TAKE IN ANY CASE OF FEMALE GENITAL MUTILATION (FGM)

As a result of reinforcement of the FGM Act 2003, from 31/10/2015, there is now a statutory duty under section 5B, and on account of amendments to the Serious Crimes Act 2015, on ALL health, social care and educational workforce staff to report any 'KNOWN' cases of FGM to the police, in cases of women/girls under the age of 18yrs. Women reporting this subsequent to being 18yrs do not fall under the remit of this duty of care amendment.

Duty is to disclose by the end of the next working day. However, exceptional cases allow for a maximum one month timeframe but the report must be logged much earlier than this. Exceptional cases mean where there that child, and/or a sibling, will be placed in danger and so consultation with colleagues/other professionals is required.

Staff should make a report, in line with the centre safeguarding procedures, whereby the manager is informed and then, having collected the written record of information, must inform orally, by calling 101 which should connect to the local police force. If the call does not automatically connect to the local police force then the manager should request them to redirect. The manager must ensure that they take the report incident number details at this stage and keep them on record, along with date of reporting, in the safeguarding section of that child's personal details folder. (The manager should duplicate details at this stage in the setting safeguarding folder.)

The manager will be asked for their details, the details of the safeguarding lead at the setting/workplace, the girl's details and confirmation that appropriate safeguarding measures, in line with Working Together to Safeguard Children 2015 requirements, have been made.

Comprehensive records must be kept at all stages, including date and number of police report, initial discovery and all consequent actions taken. The staff member making the initial report may not be kept informed of the outcome of any consequent investigation or actions and so the safeguarding lead, usually the manager of the centre, would then become responsible for any further recording.

Unlike child abuse/neglect cases, where the safety of the child is taken into consideration first, in cases of FGM, **the parent/carers of the child DO need to be informed of why and how the actions are being taken.**

Police will initiate a multi-agency response, where the protection of the child is paramount at all times.

Failure to comply with regulations will result in disciplinary procedures and could lead to dismissal.

- Only 'KNOWN' cases are to be reported under the 'duty' i.e. those where they have either been visually identified, or appear to be visually identified, or if they are disclosed by the victim themselves.

- The duty does NOT apply to 'suspected' cases
- The duty does not apply to 'at risk' cases – in these circumstances you should follow local safeguarding procedures – However, if there is an immediate risk of injury or loss of life then the police need to be contacted immediately.
- **You are not required to 'Verify' (check for yourself on the body) that FGM has occurred.**
- If someone else has reported the case you do not have to make a second report, unless;-
 - a.) The person who has made the report is not a member of the social work, health or educational workforce OR
 - b.) If the team at the centre are unsure whether that person has indeed reported it – duplication in these cases at least highlights and links with prior reports
- If someone else (family or friend of the victim) reports FGM has occurred to a girl under 18yrs old, you should follow local safeguarding procedures, which may include referring to social services or contacting the police
- **The duty does not require a full clinical diagnosis before a report is made. This should not be carried out by nursery staff ever.**
- If you have reported to police you do NOT need to make a second report to social services

Safeguarding through British Values in the Early Years

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the 2014 Early Years Foundation Stage. To help demonstrate what this means in practice- We refer to the following helpful examples:

- Democracy: making decisions together, as part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:
- Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.
- Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued. Rule of law: understanding rules matter as cited in Personal Social and Emotional development As part of the focus on managing feelings and behaviour:
- Staff can ensure that children understand their own and others' behaviour and its 2 consequences, and learn to distinguish right from wrong.
- Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.
- Individual liberty: freedom for all As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World:
- Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transitions into a new school.
- Mutual respect and tolerance: treat others as you want to be treated As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:
- Managers and leaders should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.
- Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- Staff should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping. A minimum approach, for example having notices on the walls or multi-faith books on the shelves will fall short of 'actively promoting'. What is not acceptable is:
 - actively promoting intolerance of other faiths, cultures and races
 - failure to challenge gender stereotypes and routinely segregate girls and boys
 - isolating children from their wider community

- Failure to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

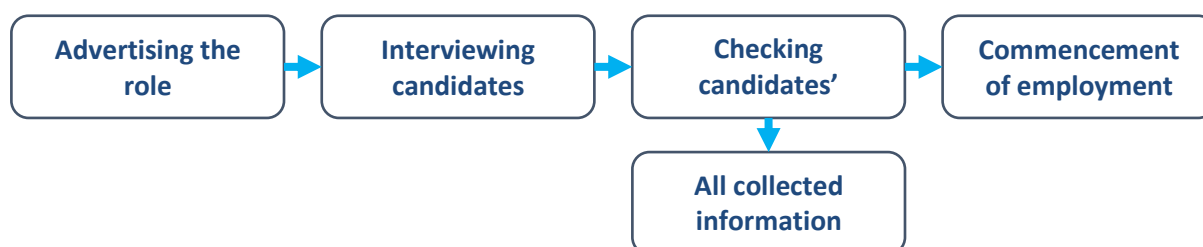
Staff suitability: Recruitment

Summary

All adults providing care for children or having unsupervised access to them must be suitable to do so. This includes having the ability to provide warm and consistent care, having relevant training, not having convictions that might put the safety of children at risk. There is a clear demand here that we must have people who are:

- Qualified to do the job
- Good at doing the job
- Not disbarred from doing the job through criminal or other actions.

Procedure



The recruitment of all staff for Maybury Montessori is clearly structured, and ensures we recruit staff of the highest quality, with the right qualifications, and legally allowed to take on the role.

Step 1: Advertising the role

We advertise all of our staff roles widely, and through a number of appropriate recruitment agencies. Within these advertisements, we include clear job descriptions, including the essential skills, experience, and qualifications for the role.

We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation. Applicants will not be placed at a disadvantage by us imposing conditions or requirements which are not justifiable.

Step 2: Interviewing candidates

We follow a [structured interview process](#), which includes two rounds of interviewing, one with the registered person (Mrs. Rifat Ali), and another with the manager of the setting. Where the interviews are for a manager candidate, we interview these candidates with both Mrs. Rifat Ali and a deputy manager.

Step 3: Checking candidates' identify qualifications, references, and DBS

Once a candidate has been selected, we undertake a number of checks. To validate their identify, we require:

- Photographic identity
- Two proofs of address dated within the last 3 months

To confirm their qualifications, we require:

- Visibility of the original certifications of achieving qualifications
- Photocopies of certifications for our records

Reviewed by:

Date: 16th August 2021

Review: August 2023

- Where there is any doubt, we validate qualifications with the certifying authority

For references, we require:

- References from the candidate's previous two employers (written or verbal)
- Where the candidate has no previous employer, we request references from their school or college.

In terms of criminal records and suitability for employment checks:

- We tell staff that they are expected to disclose any convictions, court orders, reprimands or warnings they may have received
- We undertake enhanced Disclosure and Barring Service (DBS) checks on all candidates selected for a role working with Maybury Montessori

All of the above information is stored in a 'Staff file' for each member of staff, including copies of relevant documentation, DBS check reference numbers, the staff member who completed the check, and the date it was completed. **We only allow staff to commence their employment with Maybury Montessori once all of the above checks have been completed and satisfactory responses received.**

The applicant who best meets the criteria is offered the post, subject to references and checks by the Criminal Records Bureau. This ensures fairness in the selection process. All job descriptions include a commitment to equality and diversity as part of their specifications. We monitor our application process to ensure that it is fair and accessible.

Preventing unsuitable people working with children

The school will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to the government guidance "Keeping Children Safe in Education 2015" and the Local Authority guidance in this area.

Under Section 75 of the Childcare Act 2006, individuals are disqualified from childcare provision if they have committed certain specified offences.

Staff may also be disqualified "by association" if they are living or working in the same household as a person who is disqualified.

This applies to any member of staff employed in early years childcare (up to the age of 5) or later years childcare (up to the age of 8) in nursery, primary or secondary school settings or the management of such settings.

Staff will sign a [self-declaration form](#) to confirm that they are not "disqualified by association."

An allegation is any information which indicates that a member of staff/volunteer may have:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children

This applies to any child the member of staff/volunteer has contact within their personal, professional or community life.

To reduce the risk of allegations, all staff should be aware of safer working practice, '*Working Together to Safeguard Children*' or the Government document '*Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings*'.

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only. Actions to be taken include making an immediate written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present.

This record should be signed, dated and immediately passed on to the Manager. If the concerns are about the Manager, Rifat Hussain, the Registered Person, should be contacted immediately.

The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The manager will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the

Local Authority Designated Officer (LADO): 03001231650

If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer without delay.

If it is decided that the allegation meets the threshold for safeguarding, this will take place in accordance with Brent Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures.

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration. The manager should, as soon as possible, following briefing from the Local Authority Designated Officer inform the subject of the allegation.

Staff suitability: Disciplinary and dismissal

Disciplinary processes

Our **employment contracts** stipulate the standards of work and care that we expect of all staff, and the disciplinary procedures that exist. These will be followed in all cases, and may lead to:

- Formal verbal warning
- Formal written warning
- Dismissal

Dismissal

If staff members are deemed to have harmed a child or put a child at risk of harm, this would constitute gross misconduct, and that member of staff would be immediately dismissed.

Reporting to Ofsted

We will always inform Ofsted whenever there is a significant event involving our staff that may affect the suitability of any person working with Maybury Montessori .

If any staff members are dismissed (or leave) because they have harmed a child or put a child at risk of harm, we will report this dismissal to Ofsted immediately.

Staff suitability: Medications

Disallowed substances

No member of staff is permitted to be under the influence of alcohol or any other substance which may affect their ability to care for and deliver education to children.

Staff medications

If any member of staff is taking medicine required for a short or long term medical condition, they must seek medical advice to ascertain their suitability to work with children whilst using that medication. The member of staff in question will only be permitted to work with children if they have a signed declaration from their doctor, stating that the medication will not impair the staff member's ability to look after children effectively. Staff are not permitted to offer or share their medication with other members of staff, children or parents.

Storage

Any approved staff medications have to be stored in a secure area, which is locked at kept out of the reach of children at all times.

Staff suitability: Whistle-blowing

The Public Interest Disclosure Act 1998 protects workers who 'blow the whistle' about wrong doing. It applies where a worker has a reasonable belief that their disclosure tends to show one or more of the following offences or breaches:

- a criminal offence;
- the breach of a legal obligation;
- a miscarriage of justice;
- a danger to the health and safety of any individual (including children);
- damage to the environment; or
- deliberate covering up of information tending to show any of the above

This means the law provides them with protection if they 'blow the whistle' on their colleague or employer.

At Wembley Park Montessori School any member of staff with possible concerns about possible abuse involving a colleague or senior member of staff has the opportunity for 'whistle blowing', i.e. the circumvention of the normal channels of line management communication.

We have put in place a confidential '**Cause For Concerns Book**' where a member of staff can record their concerns to protect anonymity.

All members of staff have been informed of this and know how the book will be made available to them. The new members of staff are/will be informed of the arrangement during the induction period. Any information given by any members of the staff team will be confidential.

Staff qualifications, skills and training: **Qualifications**

Our staff has the following qualifications and range of experience:

- Our manager is trained at Level 3 in Childcare, and has over 3 years of experience in childcare, including experience in management.
- We have a named deputy, who has the skills, experience and qualifications to take all on all of the responsibilities of the manager in their absence.
- At any one time, at least half of our staff hold at least a level 2 qualification in Childcare, and have at least a year of experience in working in a childcare setting.
- All of our staff have a valid Paediatric First Aid qualification, that is issued by a Local Authority and is relevant for staff caring for young children. The First Aider is provided with specific training in relation to the setting, to ensure that they are able to respond to emergencies quickly.
- Any staff handling food are trained in the effective preparation of food and food hygiene.
- All of our staff have a strong understanding of English, to be able to ensure the well being of children in their care. They keep records in English, liaise with parents and other agencies in English, and understand all school policies and procedures (e.g. health and safety, food hygiene).

Staff qualifications, skills and training: Supervision

Staff training and development is of the upmost importance to Maybury Montessori , and we have established processes in place for monitoring the work of staff and developing their skills.

Staff supervision

The manager has responsibility of managing all of the setting's staff on a day to day basis. This includes:

- Allocating and monitoring tasks on a regular basis through the use of daily meetings (see [daily meeting book](#)) and through [rotas](#) that stipulate the tasks different members of staff are responsible for.
- Supervising the day to day care and education provided to children by staff, and supporting and coaching staff to constantly improve their teaching, care and child development methodologies. Staff are encouraged to highlight any issues or make suggestions for development, identify solutions to problems they have identified or have been identified by the manager or registered person,
- Half-termly observations of staff working with children. We have a [staff observation process and template](#) in place, which is used to evaluate the care and education provided to children by staff members. This process measures the work in staff in relation to the EYFS and Ofsted's 'Outstanding' grade indicators, to help us to ensure we are providing education of the highest quality. Through this process, staffs' key strengths and areas for development are evaluated and discussed, and an action plan put in place to a) share the strengths of staff skills amongst the team, and b) to help improve their areas for development.
- Termly [staff development meetings](#) are held with all teaching staff, which provide an opportunity to coach staff, assess their strengths and development needs, and put in place a program of training and support to constantly improve the quality of care and education. During this meeting, staff are provided with an opportunity to discuss any issues, identify solutions to address any issues, and suggest strategies that may help them develop their skills and abilities.

Manager supervision

Our setting manager is managed on a day to day basis by Mrs. Rifat Hussain, the school's Registered Person. Termly evaluations are carried out, which focus on the quality of childcare, welfare, and safeguarding provided within the setting. See the [Quality Assurance section](#) for more details.

Staff qualifications, skills and training: Training and development

The training and development of staff is of the utmost importance to Maybury Montessori ; we believe that our school is only as good as the quality and skills of our staff. As such, we invest significantly in formal and informal staff training. This includes:

- Half-termly day-long training sessions to develop staff skills on the key areas of care and education delivery (e.g. observing children and supporting their development, engaging with parents, safeguarding, etc.)
- Weekly 'bite-size' training sessions on key areas (e.g. EYFS, Montessori apparatus, etc).
- Ad-hoc training and coaching as required, often identified through the observation of staff.

All of our training is needs based, and focused on developing the skills of our specific staff in relation to their goals, needs, and development areas. We often identify areas of expertise and excellence that specific staff hold, and ask them to deliver training to the wider setting, to promote knowledge sharing and teamwork.

Staff qualifications, skills and training: Induction

The following steps must be carried out in respect to all new staff:

- The new member of staff is given a tour of the nursery showing: fire exits, fire equipment, fire evacuation procedure and location of first aid boxes.
- The new member of staff are shown the policies of the nursery and asked to read them.
- Maybury Montessori's policies on safeguarding, child protection, confidentiality, equality, behaviour management and health and safety is discussed in depth with the new staff member, and signed to indicate agreement.
- Conditions of employment are discussed: working hours, pay, holidays and procedures to follow in the event of illness.

The following targets are set for a new member of staff in the first few weeks:

- **1st week** – a new member of staff will be given the Staff Induction Form to fill in over the next two weeks. The new member of staff will be expected to read through some of the policies, familiarise themselves with set lunch and snack times and introduce themselves to parents.
- **2nd week** – a new member of staff will be expected to learn the routine of the area they are in and read some more policies.
- **3rd week** – a new member of staff will be expected to hand in the completed Staff Induction Form and start to show signs of taking on some of the roles and responsibility in the area.
- **4th week** – a new member of staff will be expected to start to be able to fill in the medicine book and accident book under supervision.
- **5th week** – a new member of staff will be expected to be able to start talking to parents about their child's day.
- **6th week** – a new member of staff will be able to work as a team to ensure the daily routine is followed and to feel comfortable to put forward ideas to other members of staff.

Once a week during the first six weeks the member of staff in charge will talk to the new member of staff on a one to one basis to discuss how they are getting on and to overcome any problems.

Roles and ratios: Staff roles

We have a number of staff roles, each with a specific set of roles and responsibilities. These are:

Registered person

Mrs. Rifat Ali has overall responsibility for the learning & development and safeguarding & welfare of all children at Maybury Montessori. She regularly assesses all factors of the school's running, through a number of weekly visits and daily conversations with the manager. See the [quality assurance](#) section for details on the relevant processes undertaken.

Manager

The manager is responsible for the day to day running of the nursery, including:

- Monitoring the teaching and learning being undertaken and children's development, and planning learning activities for children
- Monitoring children's safeguarding and welfare
- Supervising all staff duties and ensuring they are carried out effectively, assessing and evaluating performance, and planning staff rotas and deployment
- Liaising with parents and receiving any issues or complaints
- Undertaking daily risk assessments

Teaching staff

All teaching staff are allocated a number of 'key children'. They are responsible for ensuring and monitoring their children's learning and development, helping them to settle in and learn effectively, raising any concerns to the manager. They act as their key children's parent's first point of contact, providing information about children's progress and development.

Key roles

We have the following designated roles in place:

- **Safeguarding officer:** Takes responsibility for evaluating the welfare and safeguarding of children in the nursery at all times. See the [child protection](#) section for more information
- **Special Needs officer:** We have a designated special needs teacher in our school, who takes responsibility for ensuring that children with special needs are catered for and all educational opportunities made available to them
- **Environmental risk assessor:** We have a designated member of staff that carries out a daily risk assessment, to ensure that the setting's environment is safe and secure for children
- **Fire safety and emergency officer:** We have a named person who is responsible for ensuring the adherence for all fire safety measures, and emergency evacuation procedures.
- **First Aid officer:** All of our staff have paediatric first aid qualifications, and that one member of staff is designed to take the lead in any situation involving accident or injury.
- **Managing behaviour:** We have a named member of staff who takes responsibility for managing the behaviour of children (although this responsibility is shared by all staff).

Support staff

Support staff will have a number of defined roles, such as preparing food for the children, cleaning areas of the setting, or undertaking administrative tasks. These will be stipulated on an ad-hoc basis as necessary. All support staff have undertaken enhanced DBS checks.

Roles and ratios: Staffing ratios

Summary

We provide a high staffing ratio to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified and are checked for criminal records through the Disclosure and Barring Service in accordance with Ofsted's requirements.

Procedures

- To meet this aim we use the following ratios of adult to child:
 - Children aged two years of age: 1 adult: 4 children
 - Children aged three - five years of age: 1 adult: 8 children
- A minimum of two staff/adults are on duty at any one time.
- Only staff aged over 17 are included in ratios, and any staff under 16 (e.g. work experience students) are supervised at all times.
- Students undertaking long term placements (e.g. Apprentices) are only included within staffing ratios when the manager is satisfied that they are experienced and competent to care for children. This will be confirmed through appropriate observations and appraisals.
- Children are always within sight and hearing of at least two members of staff.
- Parents are provided with clear information about the different roles of staff, and their input is sought for any planned staffing changes (e.g. changes in role).
- All staff have job descriptions which set out their roles and responsibilities.
- Our Manager holds a Level 3 NVQ qualification in Childcare and a minimum of half of our staff hold the NVQ level 2 Certificate in Childcare or an equivalent qualification.

Roles: key Person

At Maybury Montessori each child will be allocated a key person and a co-key person.

The key person is responsible for keeping each individual child's written Learning Journey up to date. Unique child profiles are updated constantly and reviewed monthly; they contain an overview of your child and their achievements whilst at nursery.

Each month staff will record and include at least:

- A record of the child's development according to the EYFS
- Observations and assessments of your child
- Pieces of evidence, including artwork and photographs
- Any other relevant information
- In addition to this your child will also have:
 - EYFS Summative Assessment Record (quarterly)
 - 2 year old check
 - Transition documents between rooms or carers

Regular parent's/carers evenings are held and staff will record how they went and what was discussed. Parents/carers are invited to contribute to these learning journeys, we ask that if a parent/carers wants to take their child's unique child profile home that they sign it out in the office and return it within one week. They will also have to be responsible for looking after it. The room leader will check these files monthly and advise staff on any improvements needed.

The key person plans a week's worth of focused activities. These are displayed on the planning boards in the relevant rooms. These plans will have details of the activities, what area and strand of the EYFS that the activity is based on including a value and asset area, and how the activity went along with the next steps for the group.

The key person is responsible for maintaining communication between the Manager/s and the parents/carers ensuring that they are informed of their child's progress or of any concerns that we may have. Notable concerns should be communicated to the nursery management so that we can speak to parents/carers as needed. The Nursery office will also hold a file on your child which will contain all of their joining paperwork, any letters from you, accident, incident and home incident forms and any collection consent forms.

All information on your child will be kept until they leave nursery and then it will either be passed on to the school or to the parents/carers. Parents/carers should be aware that we are required by law to keep certain details on the children at the Nursery but we will keep this information securely, adhering to our Data Protection and Confidentiality policies at all times.

All children entering and leaving nursery need to be marked onto the register by staff, staff will put the time that the child entered, these staff are responsible for asking if the child is ok but the responsibility remains with the parents/carers to inform nursery of any incidents, accidents that may have an impact on their child. If a parent/carers wishes to discuss this in private then they can request a meeting with the nursery management.

Staff will record all accidents, incidents and health issues that happen whilst your child is in nursery and ask you to sign these daily, these are a legal requirement. Once you have signed them they go to the office where the nursery manager reviews them weekly and records the numbers of accidents, incidents and home incidents on to a log sheet this enables us to ensure that we are safeguarding the children in our care. Safeguarding is a legal requirement and parents/carers should be aware that staff will ask for more information on forms such as home incident forms if they feel it is needed.

Parents/carers will be regularly reminded through newsletters the importance of informing nursery staff of any relevant changes as and when they take place. Staff details are updated regularly by the nursery manager. All staff, students and volunteers are encouraged to notify either the nursery manager to any changes in their circumstances as and when they happen. This information is kept in individual personnel files which are kept in a secure filing cabinet and is only accessible to the relevant authorised people. It is the nursery manager's responsibility to ensure that all staff are in receipt of a DBS enhanced disclosure. The details of these will be recorded on the relevant forms and filed in the individual files.

All children's records will be kept for a minimum period of 3 years after they have left the nursery. This includes registers, accident and incident forms and any other records. Staff are aware of the Data Protection Act and the Caldicott guidance when recording and storing sensitive information. We follow published guidelines on retention periods for records.

The nursery manager is responsible for informing Ofsted of any relevant changes in staff, premises, management, use of rooms, serious illness or accidents involving children or staff, and of police or social care's involvement. Nursery managers will be supported in this by the children's work director.

Health: Illness

At Maybury Montessori , we actively promote the good health of all children attending our setting. If a child is unwell, we advise parents to keep them at home and keep us informed.

If a child is unwell, parents should keep them at home and keep us informed. In the event of a child becoming unwell in our care, we should contact parents by phone and try to keep the child separate from the other children to avoid infection. If a child falls sick at school, we will try and contact their parent/carer immediately. If we advise parents to collect their child from school they must do so. They will be required to sign in our sick child register.

In cases of us failing in our attempts to contact the child's parents we will try and contact other people authorised, by parents, to collect the child from school and they must collect the child from school within the hour.

If we cannot contact parents or anyone else they have authorised to collect their child, we will then decide if the child needs medical attention. We may provide or arrange to provide necessary medical attention required by the child. (Parents are required to sign the medical emergency consent form attached to the registration form when their child joins Maybury Montessori.)

A record will be made of the sickness and the action taken.

Below is a copy of the guidance we share with parents regarding illnesses:

- If your child is unwell, please keep them at home and keep us informed.
- If your child has any medication (Calpol, ibuprofen) before coming to nursery, they are not well enough to be at nursery, therefore should be kept at home.
- In the event of your child becoming unwell in our care, we will contact you by phone and try to keep your child separate from the other children to avoid infection.
- Should we have to administer any medicine, or treatment over an extended period of time you will be asked to sign the medication and emergency treatment consent form.
- For a short course of medication or treatment, you will be asked to sign the medication administration form.
- All medicines are kept in the medicine cupboard or if required, in the top shelf of the fridge.
- If your child is asthmatic, then please bring their inhaler. This should be clearly labelled with your child's name, written permission to administer it and it will be stored out of reach of children. Should it be needed during the day, it will be recorded in medication administration form, which must be signed when you collect your child.
- Any cuts and open sores are to be kept covered.
- Parents must give permission for us to seek emergency medical assistance / treatment.

Health: Medication

If a child requires medication, then parents should provide this medication to appropriate staff in the nursery. To be able to administer medication to children, the following rules must apply:

- Medicine can only be provided to staff when prescribed by a doctor, dentist, nurse or pharmacist (only by a doctor in the case of aspirin).
- Thorough training must be provided by parents or the child's general practice nurse. While the training is provided two members of staff must be present and notes should be taken and be kept with the child's medicine.
- The medicine should be clearly labelled with the child's name, written permission to administer it and it should be stored out of reach of children.
- Should medicine be administered during the day, it will be recorded in our [medication administration form](#), which must be signed by parents/carers when they collect the child.
- Any cuts and open sores are to be kept covered by parents.
- As part of their induction, parents must give permission for us to seek emergency medical assistance / treatment.

Health: Food and drink

At Maybury Montessori , we regard snack and meal times as an important part of our school's day. Eating represents a social time for children and adults and helps children to learn about healthy eating. At snack and meal times, we encourage children to eat, and parents to provide, nutritious and healthy food, which meets the children's individual dietary needs. We meet the full requirements of Ofsted's guidelines on food and drink.

Where we provide food for children (breakfast, lunch, and snacks are provided as requested) all of the food provided is assessed to be healthy, well rounded, and nutritious, and prepared by qualified staff that have appropriate training in food hygiene and safety.

Where food is provided by parents, we encourage them to provide nutritious food for all meals and snacks, avoiding large quantities of fat, sugar and salt and artificial additives, preservatives and colourings. We have a secure fridge available for the storage of food, and kitchen facilities to warm food up where necessary. Any staff involved in providing food to children have appropriate training in food hygiene and safety.

The following procedures are followed:

- Before a child starts to attend the Maybury Montessori , we find out from parents their children's dietary needs, including any allergies through discussion with parents and registration form.
- We record information about each child's dietary needs in her/his registration record and parents sign the record to signify that it is correct.
- We regularly consult with parents to ensure that our records of their children's dietary needs - including any allergies - are up-to-date. We display current information about individual children's dietary needs so that all staff and volunteers are fully informed about them.
- We implement systems to ensure that children receive only food and drink which is consistent with their dietary needs and their parents' wishes.
- We encourage parents to provide their children with foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- Through discussion with parents and research reading by staff, we obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, and about food allergies. We take account of this information in the provision of food and drinks.
- We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child or to make a child feel singled out because of her/his diet or allergy.
- We organise meal and snack times so that they are social occasions in which children and staff participate.
- We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.

- We encourage parents to provide children with utensils which are appropriate for their ages and stages of development and which take account of the eating practices in their cultures.
- We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the day.
- Children who start in the morning can bring breakfast with them if their parents/carers wish them to do so.
- We inform parents about the storage facilities available at Maybury Montessori .
- We give parents information about suitable containers for food.
- We have rules about children sharing and swapping their food with one another in order to protect children with food allergies.
- For children who drink milk, we provide whole and pasteurised milk.

In any instance of food poisoning occurring that affects two or more children, we inform Ofsted on the same day.

Health: Accident or injury

We ensure that a fully stocked First Aid box is available and accessible at all times, with appropriate content for children. We have a designated First Aid officer, who has responsibility for taking the lead in situations where accident or injury occurs.

In the instance of an accident or injury:

- We provide any treatment as required
- A note is made in the **accident record book**, including the time of incident, an overview of what happened, any others involved in the incident, the injuries that resulted, and any first aid provided to the child
- Parents/carers are notified of the incident, and asked to sign into the accident record book to stipulate that they have been made aware of the incident and any first aid treatment provided

In the event of any serious accident, illness, injury to or death of a child, we inform Ofsted and also local child protection agencies immediately, by phone and in writing, including detailing the circumstances of the incident.

Health: Nappy changing

The staff taking a child to change must inform another member of staff, preferably a senior member of staff. This is noted on the Blossom educational app/ nappy chart.

- All stock must be checked every morning.
- Anyone changing a child must put on disposable gloves and apron before starting to change the child.
- The surface on which the child is going to be changed must be cleaned with disinfectant.
- Only one child must be taken to be changed. A child must never be left unattended, even for a fraction of a second.
- The changing mat must be cleaned with the disinfectant at the end of the process of changing a child.
- The child hands must be washed/wiped down after every nappy change.
- Staff changing the child must dispose the pull up/ nappy and any materials e.g gloves and apron and wash hands with hand wash after every nappy change.

Managing behaviour: Procedures

At Maybury Montessori , we sincerely believe that children flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else. We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment.

We do not give or threaten corporal punishment to any children, and train our staff to ensure that they understand that corporal punishment is an unacceptable (and illegal) form of managing behaviour.

The only instance in which physical intervention is permissible is where it is taken for the purposes of averting immediate danger of personal injury to any child. Whenever any physical intervention is used, it must be noted in the *incident record book* and parents informed when they collect their child. Parents are required to sign the incident record to acknowledge the incident.

We have a named person who has overall responsibility for issues concerning behaviour. We require the registered person (Mrs. Rifat Hussain), the setting manager, and the named person to:

- keep her/himself up-to-date with legislation and research and thinking on handling children's behaviour;
- access relevant sources of expertise on handling children's behaviour; and
- check that all staff have relevant in-service training on handling children's behaviour. We keep a record of staff attendance at this training

We follow the following procedures to ensure effective behaviour management at Maybury Montessori :

- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We require all staff, volunteers and students to use positive strategies for handling any conflict by helping children find solutions in ways which are appropriate for the children's ages and stages of development - for example distraction, praise and reward.
- We familiarise new staff and volunteers with Maybury Montessori's behaviour policy and its rules for behaviour.
- We expect all members of Maybury Montessori - children, parents, staff, volunteers and students - to keep to the rules, requiring these to be applied consistently.
- We praise and endorse desirable behaviour such as kindness and willingness to share.
- We avoid creating situations in which children receive adult attention only in return for undesirable behaviour.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the school.
- When children behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately.
- We never send children out of the room by themselves.

- Under any circumstances, the staff at Maybury Montessori never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of Mrs. Rifat Ali and are recorded in our Incident Book or in the Records of '**Restraint Book**'. The parent is informed on the same day and signs the 'Incident Book/Records of Restraint' book to indicate that he/she has been informed.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame. We use role plays and stories for children to understand the feelings and impact on the third party.
- We do not shout or raise our voices in a threatening way to respond to children's behaviour.
- We handle children's unacceptable behaviour in ways which are appropriate to their ages and stages of development - for example by distraction, discussion or by withdrawing the child from the situation.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring unacceptable behaviour, using objective observation records to help us to understand the cause and to decide jointly how to respond appropriately

Managing behaviour: Anti bullying

At Maybury Montessori we take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children.

We reinforce the code of conduct for the good behaviour whenever we have possibilities through direct talks and role plays. For example, before we go out to play we remind children how to behave in playground, in circle time we may do role plays with children and the teachers. While carrying our role plays we tell children that certain types of behaviours are not acceptable and at that point introduce word 'bullying'.

If a child bullies another child or children:

- we intervene to stop the child harming the other child or children;
- we explain to the child doing the bullying why her/his behaviour is inappropriate;
- we give reassurance to the child or children who have been bullied;
- we help the child who has done the bullying to say sorry for her/his actions;
- we make sure that children who bully receive praise when they display acceptable behaviour;
- we do not label children who bully;
- when children bully, we discuss what has happened with their parents and work out with them a plan for handling the child's behaviour; and
- when children have been bullied, we share what has happened with their parents, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.
- If the child doing bullying persists, we have further meetings with the child with parents present.
- We also advise parents how to deal with the situation in positive ways.
- If the matter is still not resolved we suspend the child doing bullying for two days.

The matter is reviewed after a few weeks and the child doing bullying still persists we reserve the right to remove the child's name from the school register and will not be allowed to re-enter the school.

We work in partnership with the local authority's Early Years SENCO for advice, support and training.

Safety: Environment checks

The safety of young children is of paramount importance, and we comply with all health and safety legislation, including fire safety and hygiene requirements. In order to ensure the safety of both children and adults, we will ensure safety in the following areas in the following ways:

- Safety checks on the premises, both outdoors and indoors, will be made before every session.
- Whenever the main door is locked, there is a key close by, at a level which only adults can reach.
- Our outdoor area is securely fenced.
- Equipment is checked regularly, and any dangerous items are either repaired or discarded.
- Layout and space ratios will allow children and adults to move safely and freely between activities.
- There are systems and equipment for the detection and control of fire
- Our fire doors are never obstructed, and fire exits are easily identifiable.
- A record is kept of all checks by the Fire Safety Officer and of fire drills and servicing of fire safety equipment. Any recommendations made by the Fire Safety Officer will be carried out.
- Fires, heaters, electric points, and leads will be adequately guarded.
- All dangerous materials, including medicines and cleaning materials, will be stored out of reach of children.
- Large equipment will be erected with care and will be checked regularly.
- Equipment offered to children will be developmentally appropriate, recognising that materials suitable for an older child may pose a risk to younger or less mature children.
- We do not allow smoking on the premises at any time.

We have an [*emergency evacuation procedure*](#) in place, to be used in the case of fire or any other emergency.

Safety: [Risk assessment](#)

Maybury Montessori believes that the health and safety of children is of paramount importance. We make Maybury Montessori a safe and healthy place for children, parents, staff and volunteers.

The Early Years Foundation Stage requires childcare providers to conduct risk assessments and review them regularly. We have a specific [daily risk assessment](#) form in place, and use this to check the indoor and outdoor every morning before children arrive to ensure that it is a safe environment for the children to play in. This check includes assessing the keys risks, noting who is responsible for monitoring these risks, and how the risks are minimised or removed. These documents are available for any parent to see on request as well as Ofsted.

We also risk assess any environment that we take the children into, for example walking to school, the shops, high-school, station, launderette etc. If we are planning to take the children into environments that are unknown to them and the family we do a risk assessment in advance so that we are aware of any potential hazards.

Safety: Resources and equipment

At Maybury Montessori , we believe that high quality care and education is promoted by providing children with safe, clean, attractive, age and stage appropriate resources, toys and equipment. We aim to provide children with resources and equipment which help to consolidate and extend their knowledge, skills, interests and aptitudes.

In order to achieve this aim:

- we provide play equipment and resources which are safe and - where applicable - conform to the BSEN safety standards or Toys (Safety) Regulation (1995);
- we provide a sufficient quantity of equipment and resources for the number of children;
- we provide resources which promote all areas of children's learning and development, which may be child- or adult-led;
- we select books, equipment and resources which promote positive images of people of all races, cultures and abilities, are non-discriminatory and avoid racial and gender stereotyping;
- we provide play equipment and resources which promote continuity and progression, provide sufficient challenge and meet the needs and interests of all children;
- we natural and recycled materials which are clean, in good condition and safe for the children to use;
- we provide furniture which is suitable for children and furniture which is suitable for adults;
- we store and display resources and equipment where children can independently choose and select them;
- we check all resources and equipment regularly as they are set out at the beginning of each session and put away at the end of each session. We repair and clean, or replace any unsafe, worn out, dirty or damaged equipment.
- we keep an inventory of resources and equipment. This will record the date on which each item was purchased and the price paid for it;
- we use the inventory to:
 - review the balance of resources and equipment so that they can support a range of activities across all areas of play, learning and development; and
 - record the dates and results of checking the resources and equipment;
- we provide public liability insurance cover for the school
- we use the local library and toy library to introduce new books and a variety of resources to support children's interests; and encourage parents to take their children to the library
- we plan the provision of activities and appropriate resources so that a balance of familiar equipment and resources and new exciting challenges is offered.

Safety: Fire and emergency evacuation

On hearing the fire alarm:

- Calmly call children in your care together
- Visually check the space around you is empty
- Leave the building via the nearest, safe emergency exit
- Headcount the children in your care, alerting the manager if any are missing
- Remain outside the building until the manager deems the premises as safe

Manager/ senior staff:

- Assign the management of the children in your care to another member of staff
- Collect the registers, visitors book and contact information
- Sweep through the school classrooms and the floor to check for children or visitors left behind
- Liaise with the beacon centre and ensure that the fire brigade have been alerted
- Remain outside of the building until a member of the fire authority deems it safe to return
- During drills, time and record the time taken to clear the premises

Our fire drill record book contains:

- The date and time of when the drill took place
- How long it took
- Whether there were any problems that delayed the evacuation.
- Any further action taken to improve the drill procedure.

On discovering a fire / or the fire alarm sounding, evacuate the building from the nearest fire door:

Our Fire Assembly point is:

Across the road from the building: Woking College

A) Classroom Main door:

Staff will support children to exit via the door. Staff will place themselves at the front and back of the group and encourage children to walk along in a line as fast as they can.

B) Back Garden fire exit:

Staff will support children to exit via the door. Staff will place themselves at the front and back of the group and encourage children to walk along in a line as fast as they can.

We will meet at the assembly point.

Place of Safety: Woking College, Rydens Way GU22 9DL

Safety: Children drop off/pick-up

At Maybury Montessori we give the matter of children's staffs' and visitors' security a very high priority. We count the number of children against our daily attendance register several times a day.

We require parents to drop their child off to the front door of the setting, which is always kept locked. The specific processes followed for dropping children off and picking them up are:

- A named member of staff must be at the door greeting children as they arrive and encourage parents to enter the arrival time in the daily attendance register.
- All doors must always be safely and securely locked and the keys must be placed on the hook above the door and must not be reachable by children.
- A named member of staff must be at the door when children are leaving, making sure that the person collecting the child is authorised to do so. If in any doubt, the senior member of staff must be alerted.
- Ensure that each child shakes hands with the staff at the door and says good-bye before leaving. Parents must enter the departure time in the daily attendance register and sign.
- Children must not be entering and leaving the door at the same time, they must wait for the doorway to be clear so each child enters and leaves separately.
- We never leave children unsupervised in the reception area where other parents or visitors are present.
- Anyone answering the door must confirm the visitors' I D. If the visitors are prospective parents and have arrived without an appointment, inform a senior member of staff before inviting them in.
- If there are any children in the reception area they should be directed towards the class rooms before opening the door.
- All visitors must sign in and out in the 'visitors' Records Book'.
- All doors must be safely and securely locked and the keys must be placed on the hook above the door and must not be reachable by children.
- **Never** leave children unsupervised in the reception area where other parents or visitors are present.

Safety: Non-collection

In the event that a child is not collected by an authorised adult at the end of the day, Maybury Montessori puts into practice agreed procedures. These ensure the child is cared for safely on site by two experienced and qualified practitioners who are known to the child.

We have the following procedures in place:

- Parents of children starting at the school are asked to provide specific information which is recorded on our Registration Form, including:
 - home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour's;
 - place of work, address and telephone number (if applicable);
 - mobile telephone number (if applicable);
 - names, addresses, telephone numbers of adults who are authorised by the parents to collect their child from school, for example a childminder or grandparent; **and**
 - information about any person who does not have legal access to the child.
- On occasions when parents are aware that they will not be at home or in their usual place of work, they record how they can be contacted in our registration form.
- On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they record the name, address and telephone number of the person who will be collecting their child in our registration form. We agree with parents how the identification of the person who is to collect their child will be verified.
- Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up procedures. We provide parents with our contact telephone number. We also inform parents that - in the event that their children are not collected from school by an authorised adult and the staff can no longer supervise the child in our premises - we apply our child protection procedures as set out in our safe guarding children policy. If a child is not collected at the end of the session/day, we follow the following procedures:
 - The registration form is checked for any information about changes to the normal collection routines;
 - If no information is available, parents/carers are contacted at home or at work;
 - If this is unsuccessful, the adults who are authorised by the parents to collect their child from the school - and whose telephone numbers are recorded on the Registration Form - are contacted;
 - All reasonable attempts are made to contact the parents/carers, for example a neighbour is contacted or another member of staff visits the child's home;
 - The child stays at school in the care of **two fully-vetted** workers until the child is safely collected;
 - **THE CHILD DOES NOT LEAVE THE PREMISES WITH ANYONE OTHER THAN THOSE NAMED ON THE REGISTRATION FORM. OR OTHERWISE AUTHORISED BY PARENTS.**

- If no one collects the child and the premises are closing, or staff are no longer available to care for the child, we apply the procedures set out in our safeguarding children policy. We contact our local authority social services department: (telephone number for Surrey Children's Access team: 0300 123 1620) or the police and inform Ofsted: (telephone number 0300 123 123 1)
- A full written report of the incident is recorded; and
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.
- For further procedures for late collections, please also refer to our notice board located in our reception area.

Safety: Head count and lost children

If we feel the number of head count is not matching the number on the register we straight away gather all the children and take further head count and re-take the register.

If we feel at that point if a particular child is missing then we will keep all the children in the same place with two members of staff while the other staff members will start looking for the child. We will encourage each other to remain calm and make sure that the rest of the children are not affected by what is happening.

We will check all the internal areas including the toilets, kitchen, office and the storage rooms. At the same time other members will check the outdoor play area. The other members of staff would start looking for the child in the immediate outside areas around the school grounds and the gates. We will call the child's name every 2-3 seconds or so.

Process followed in the instance of a child being lost:

- If the child is not found within 10 minutes we will call the 999 number and inform the police. We will follow the 'emergency call' procedure and give the police accurate information about the child's appearance, when the child was seen last and by whom and what clothing the child is wearing, what name the child responds to etc.
- At the same time we will also inform the child's parents.
- The record will be made of the incident in the 'incident record book' and inform OFSTED (0300 123 123 1).
- When the child is found we will make sure that he /she is physically not hurt. If necessary we will recommend to the child's parents to take the child for a medical check up.
- We will carry out a thorough investigation of the surrounding circumstances when the incident happened.

In the instance of a lost child situation occurring, we will review our safety procedures and make any changes as necessary.

Safety: Mobile phones and cameras

We take steps to ensure that there are effective procedures in place to protect children, young people, and vulnerable adults from the unacceptable use of mobile phones and cameras in the setting.

Personal Mobile Phones

- Personal mobile phones belonging to members of staff are not used on premises during working hours.
- At the beginning of each individual's shift, personal mobile phones are stored with their other personal items in a store cupboard/locker not used by the children.
- In the event of an emergency, personal mobile phones may be used in the privacy of an area not used by children with permission from the manager.
- Members of staff ensure that the telephone number of the setting is known to immediate family and other people who need to contact them in an emergency
- If members of staff take their own mobile phones on outings, for use in the case of an emergency, they are instructed that they must not make or receive personal calls as this will distract them.
- Members of staff will not use their personal mobile phones for taking photographs of children on outings.
- Parents and visitors are requested not to use their mobile phones whilst on the premises.
- There is an exception if a visitor's company or organisation operates a lone working policy that requires contact with their office periodically throughout the day.
- Visitors will be advised of a quiet space where they can use their mobile phone where there are no children present.

Cameras and videos

- Members of staff must not bring their own cameras or video recorders into the setting.
- Photographs and recordings of children are only taken for valid reasons, i.e. to record their learning and development, or for displays within the setting.
- Photographs or recordings of children are only taken on equipment belonging to the setting.
- Camera and video use is monitored within the setting.
- Where parents request permission to photograph or record their own children at special events, permission will first be gained from all parents for their children to be included.
- Photographs and recordings of children are only taken of children if there is written permission to do so (found on the individual child's registration form)

Information and record keeping:

Recording requirements

We maintain and share records with stakeholders as required, including parents and carers, other professionals working with the child in question, the police, social services, and Ofsted. This helps to ensure:

- The safe and efficient management of the setting
- That the needs of all children are being met
- All children are progressing in their development, and any areas for concern are identified and dealt with

Please see [our policies on engaging with parents and other agencies](#) for our procedures on how we ensure a regular two-way flow of communication.

Please see our [policy on confidential information](#) for information about how all data we hold is retained securely and safely, including all data about staff and children.

We train our staff on how to safely take and hold records, and the legal requirements they must adhere to under the Data Protection Act 1998. This helps to ensure confidentiality of all materials.

Parents are regularly provided with all information about their children, including all assessment and development information. This is either through the children's portfolio, or through the regular meetings we hold with parents.

Information and record keeping:

Information about the child

To support the learning, development and safeguarding of children, we hold a range of information securely about each child. This is collected at the time of a child's start at Maybury Montessori , and updated as necessary. General information about children includes:

- Their full name
- Date of birth
- The names of parents and carers
- The full address of all parents and carers, and a list of those authorised to collect the child
- The names of any others that have parental responsibility for the child
- Emergency contact details for parents and carers
- Doctor's details
- Dentist's details
- The date the child started at Maybury Montessori
- Allergies and medical conditions
- Dietary requirements
- Any special requests

These are held securely and can only be accessed by the appropriate people, as necessary.

Information and record keeping:

Information for parents and carers

We make a wide range of information available to parents and carers, so that they are able to participate in the development of their child, and be kept up to date on their progress, safety, and care. This includes the following:

- How the EYFS is being delivered in the setting, and who parents can speak to to access more information.
- The activities and experiences provided for the children, in the form of teaching plans
- The daily routines of Maybury Montessori
- How parents can share learning at home and support their children's development
- How we support children with special educational needs and disabilities
- The food and drink provided to children
- All of our policies and procedures, available upon request
- The name of all children's key person, the name and role of the manager, and a telephone number that parents can use to get into contact with Maybury Montessori

All of this information is made available to parents in a number of ways:

- Our **parent notice-board** contains all relevant information
- Parents are provided with an **induction pack** that outlines all elements of the setting
- Through our **regular parent meetings**, we make available all information about the setting, their child and their progress, and any other information that is requested

Information and record keeping:

Information about Maybury Montessori

We hold the following information about our setting:

- The name, address and telephone number of the setting, of the Registered Person (Mrs. Rifat Hussain), of the setting manager, and of all other staff working at Maybury Montessori
- Staff files, including their qualifications, DBS checks, references and their record of training, development and assessment
- A daily record of the names and details of all children being cared for on the premises (please see the section on [Child information](#) for more details)
- Information on all children's development and progress, alongside [portfolios](#) of children's assessment
- Our certification of registration with Ofsted

Information and record keeping:

Confidentiality

Maybury Montessori regards the privacy of the children and their parents/carers of utmost importance. We encourage parents/carers to share any information they feel may enhance the welfare of their children with us, whilst ensuring that confidentiality between them and our staff is maintained at all times.

Key considerations

Providers must also ensure that there is an area where staff may talk to parents and/or carers confidentially

Confidential information and records about staff and children must be held securely and only accessible and available to those who have a right or professional need to see them. Providers must be aware of their responsibilities under the Data Protection Act (DPA) 1998 and where relevant the Freedom of Information Act 2000.

Providers must ensure that all staff understand the need to protect the privacy of the children in their care as well the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality.

Parents and/or carers must be given access to all records about their child, provided that no relevant exemptions apply to their disclosure under the DPA³⁴

Procedure for implementing policy

To ensure that all those using - and working at Maybury Montessori can do so with confidence, we respect confidentiality in the following ways.

- Parents have ready access to the files and records of their own children but do not have access to information about any other child.
- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality in the role of the key person.
- Any concerns/evidence relating to a child's personal safety are kept in a secure, confidential file and are shared with as few people as possible on a "need-to-know" basis.
- Personal information about children, families and staff is kept securely in a lockable file whilst remaining as accessible as possible.
- Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.
- Students of recognised qualifications and training, when they are working in the school, are advised of our confidentiality policy and required to respect it.
- Parents are advised not to expect the members of staff to discuss any issues related to Maybury Montessori outside the school's premises.

Learning and Development policies

Educational and child development programmes: Delivering teaching & guiding learning

Children start to learn about the world around them the moment they are born. We at Maybury Montessori ensure that children are offered the care and learning which meets the requirements of the Early Years Foundation Stage framework (EYFS).

The EYFS expresses in terms with which Montessorians are very familiar: that each child is unique; that positive relationships form the basis for personal respect supporting learning; that the learning environment has a key role in extending learning and development, and that children learn and develop in different ways and at different rates. The Montessori approach, which seeks to provide organised play as a means of promoting specific skills and concepts, is at one with the EYFS view of learning.

The Early Years Foundation Stage Curriculum

The learning and development requirements of the statutory guidelines for the EYFS take into account the fact that, all areas of learning and development are inter-connected and are equally important in contributing towards children's development.

These requirements have two elements:

- An educational programme
- The early learning goals (ELG)

The educational programme facilitates the delivery of the goals as set out in the seven areas of learning. Montessori practitioners make links between the Montessori learning programme and the ELG to ensure that their practice is assessable to parents and colleagues.

There are seven areas of learning and development that shape our educational programmes. We are a mixed aged group setting, and teachers working with the youngest children focus on the three prime areas, to ensure children are given opportunities to develop key skills. As children grow in confidence and in their ability within the three primes area, learning with begin to balance across all seven areas of learning.

The three prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These are:

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development

The specific areas are:

4. Literacy
5. Mathematics

6. Understanding the World
7. Expressive Arts and Design

These areas are developed through planned, purposeful play with a balance of adult-led and child-initiated activities. The Early Years Foundation Stage practice guidance provides a continuum of development in each of the seven areas, culminating in the Early Learning Goals. These goals outline the knowledge, skills and understanding which children should have acquired by the end of their Reception year. Some children will have exceeded these goals or achieved them early, while others, depending on their individual needs, may still be working towards some or all of them. This provides the basis for planning throughout the Early Years Foundation Stage.

Our external [flowcharts](#) located in our [Montessori Education File](#) demonstrates how the EYFS and the Montessori learning programme work together to best support children's learning and development in the school.

Approach to Learning

The general features of good practice in our school that relate to the Early Years Foundation Stage are:

- Partnership between practitioners and parents, so that children feel secure at school and develop a sense of well-being and achievement.
- The understanding that our practitioners have of how children develop and learn.
- The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication.
- The carefully planned curriculum that helps children to achieve the Early Learning Goals by the end of the Early Years Foundation Stage.
- Provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities.
- Encouragement for children to communicate and talk about their learning, and to develop independence and self-management.
- Support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment.
- Identification of the progress and future learning needs of children through observations, which are regularly shared with parents.
- Clear aims for our work, and regular monitoring to evaluate and improve what we do.

Transition

We aim to maintain good relationships, built on professional respect, with all local feeder schools.

- Staff from feeder schools are invited to visit the child within our setting during the Summer Term prior to transition, to make the Key Person in the receiving school aware of the likely learning, development and emotional needs of the child.
- Written information is shared with school via the parents and carers.

- We organise (if necessary) and attend a ‘transition meeting’ for those children with identified additional needs, with the support of our Early Years Support Teacher.
- Parents and carers, staff from feeder school and key persons are invited, alongside any other relevant professionals, in order to ensure the child’s needs can be met in school.
- All children have a ‘Transition’ summary written by their key person, identifying key information about the child with links to the EYFS where appropriate. This document also includes a section for the thoughts of the child and the thoughts of the parents/carers to be recorded at this stage in the child’s journey.

Educational and child development programmes: Observation, planning and assessment

Observations and Planning

Children's needs, interests and stages of development are always considered when evaluating observations. Children's learning is facilitated by purposeful activities which are spontaneously chosen by the child as well as being adult-led and supported when appropriate.

The child's autonomy is valued and respected as the most creative way for a child to develop naturally, in line with their intrinsic sensitive periods of development.

Learning and development observations

Learning and development observations (*short observations and focused observations*) are snapshots of children's achievements that can be noted throughout the day by all adults who care for every child. All observations should be dated and indicate why the observation is significant for a child's learning and development. Observations may include photographs and work samples with written explanation as to their importance as a record of a child's learning and development.

Observations should be recorded when a child displays significant learning independently. Next steps are planned and used to inform weekly planning and provision or children's individual next steps. Observation analysis.

The key person will use all observations and consider their knowledge of the child to analyse what a child has learnt and how he/she is developing each term. This is used to plan exciting, challenging and achievable experiences and next steps for the child. Some of the next steps will be transferred to the weekly planning.

Planned observations are to be completed if a key person has concerns about a child's learning and development in particular area or if there are insufficient observations to complete the observation analysis.

Key persons need to decide what s/he wants to observe – is it to gain more knowledge about a child's strengths, area of concern, interest, concentration, involvement and perseverance or relationships

- The observer stands back and observes the child at play alone, with peers or other adults for 5 to 10 minutes and records a narrative of what the child is doing
- This is then reviewed to record what a child can do in all seven areas of learning and development

This is then used to plan what is next for this child (next step) and to develop the weekly planning and provision.

Informal discussion

All observations do NOT need to be recorded. Discussions with colleagues and children sharing ideas and information can be used to plan next session, future activities or make changes to the environment

Adult led activity observations

- Adult led activities will usually have a specific learning objective which will form the basis for observing children's responses and achievements
- Only significant observations will be recorded in a child's profile in the areas of Learning and Development

Portfolios

Teachers build on individual journeys within children's portfolios. [These](#) are designed to show pupils' progress and achievements in the EYFS. They are to be shared with the child, parents/carers and other professionals working with the child. Children have free access to their portfolios. They include:

- **Self-initiated work** that pupils completed during Child-initiated play, annotated and dated.
- **Photo evidence** and annotations about children's progress
- **Parent or carer's comments:** This is a space for parents and carers to add their observations about their child's achievements, learning and development. Parents /carers can be invited to add their observations or these can be recorded by the key person.
- **My comments:** This is a space for a child to contribute his/her ideas about his/her achievements and progress. Children can be invited to add their marks or practitioners can record the children's ideas.

Planning guided by the Early Years Foundation Stage

Long term planning

Uses 'Development Matters in the Early Years Foundation Stage (EYFS)' as the basis for our long-term planning document. The most relevant parts of this for the ages and stages of development of the children; the time of year; the length of time children have been attending the setting; and children's interests, are taken into account when planning for the medium and short term. This is reviewed termly.

Medium term planning

These take account of any seasonal events e.g. religious festivals, likely weather etc. They may also take account of a known school event, or outing. They also take in to account any feedback from children's evaluation, input from key teachers, and views of parents.

Short term planning

Flexible and completed/ adapted regularly through the 'teacher plan' to be flexible to the needs/wants of the children, and staff.

It will use both observations on children's interests, and discussions by staff – both every day and in staff meetings, to inform which activities/resources are planned, as well as the overview for that week from the medium term planning.

The daily plan will guide staff deployment. It will also inform of other items during the day to be aware of – e.g. extra children, meetings, long observations, evaluation meetings, outside professionals visiting, pre-visits by soon-to-start children and parent/carers etc

Assessment Policy and procedure

Children are active learners and learning begins from birth; therefore we always assess where each child is in their stage of development and the level of their learning when they join the setting.

When a child joins the school, the key person will complete a baseline assessment using the '**new child starting assessment**'

The key person will then monitor children's learning every term using the **termly assessment** to ensure children are supported and individually making progress towards the early learning goals.

Reporting Regular assessment of children's learning is made and used to ensure that future planning reflects identified needs.

Assessment in the Early Years Foundation Stage starts with regular observations of children which are discussed and analysed to inform decisions about children's learning and development. The following assessments are also used:

- **Portfolio** - the individual child's official record of achievement, compiled using the information gained from ongoing assessments and observations
- After initial assessments have been made, teachers regularly consult with parents to plan future learning. These assessments are then continued every term within the '**termly assessment**'

Progress check at age two:

This check should be a short summary of the child's development in the Prime Areas of:

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

It should highlight the child's strengths and any areas where progress is not as expected (in which case the parents and the key person should develop a targeted plan and should seek appropriate support for the child and the family working with a range of agencies in the local community).

The check **MUST** be carried out during the third year of the child's life (between two and three years) and the timing will be dependent on the regularity, frequency and length of attendance in the setting.

It will be at the setting's discretion to decide when this check will be undertaken, but it is anticipated it will take place within the first three months of the child turning two or when they start to attend the setting over the age of two.

If a child moves settings between the ages of two and three it is expected that the progress check would usually be undertaken by the setting where the child has spent most time. Practitioners are invited to add any other relevant information to the progress check report which highlight the child's strength and which might identify areas for development. Beyond the prime areas, it is for practitioners to decide what the written summary should include, reflecting the development level and needs of the individual child.

The summary must highlight: areas in which a child is progressing well; areas in which some additional support might be needed; and focus particularly on areas where there is a concern that a child may have a developmental delay (which may indicate a special educational need or disability). It must describe the activities and strategies the provider intends to adopt to address any issues or concerns.

The progress check must be completed in partnership with parents and must be used to enhance home learning opportunities, where appropriate. Practitioners must agree with parents and/or carers when will be the most useful; point to provide a summary.

Catering for all children: Special Educational Needs

At Maybury Montessori we aim to provide all children with a broad and balanced learning environment that is committed to the integration of children with Special Needs. Our philosophy is that all children 'with or without Special Needs' should have the opportunity to develop to their full potential alongside other children in an educational environment.

The procedures we follow are:

- One member of staff is nominated as the special educational needs co-ordinator.
- The progress of all children in School is monitored and entered on their individual records.
- The school will work closely with parents to listen to their views in order to build on the children's previous experiences, knowledge, understanding and skills. The Senco will develop and maintain appropriate methods of communicating with parents in relation to the issue of special needs. No action should ever be taken without the parent having a full understanding of what is being done to help the child.
- All such meetings will be minutes and points relevant to each individual child will be dated and added to the front of the child's individual file.
- The nursery recognises that some children will have special educational needs, but notes that children whose first language is not English will not be considered to have special educational needs because of their language situation alone.
- All children will have their progress monitored and different opportunities and alternative approaches to learning will be introduced if needed.
- A child who displays a special educational needs will receive support through Early Years Action.
- All children who are identified as having a special educational need will have an individual education plan. The individual education plan will be reviewed each term.
- The Senco will also review the ways in which each child with special educational needs is able to access the whole curriculum.
- The aim of Early Years Action is to help the child make the maximum possible progress in all relevant areas through individualised approaches to learning and teaching. Where the Senco deems it necessary help and information will be gathered from health, social services and the education psychology service and will note that the child is now involved in Early Years Action Plus. Further discussion will also take place at this time with the parents, and this will be noted in the child's file.
- Where a child does not, in the opinion of the Senco, respond satisfactorily to the Action Plus programme, the Senco will consult with parents and the external agencies, and will then consider requesting from the relevant LEA a statutory assessment. The SENCO will note the LEA's response and subsequent action. This may be in the form of an EHC plan, a legal document that describes a child or young person's special educational, health and social

care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life.

- The Senco will ensure that full and comprehensive records of the special educational needs of children moving from the nursery to another nursery or a primary school are made available and presented in such a way that another Senco will be able to understand and act upon the findings of the nursery immediately.

Accessibility of resources

All our resources are stored on a low level shelves at children's eye level and easily accessible. All our furniture is movable and the lay out can be changed to meet all children's needs.

Staff Training

Whenever the opportunity arises many of our staff attend different courses to broaden their knowledge on Special Educational Needs. We also have access to an Early Years Special Needs Link Teacher whom we can contact if we require any advice or support for staff and children.

Help for Parents

For parents who have a child with special educational needs there is a parent partnership project that offers information, advice and support through regular meetings at school.

Confidentiality

All information will be on a need to know basis and parent's permission will be requested.

Liaising with parents/carers and other agencies: Parents

Summary

We at Maybury Montessori believe that children benefit most from pre-school education and care when parents and pre-schools work together in partnership. We aim to:

- To support parents as their children's first and most important educators.
- To involve parents in the life of the pre-school and their children's education.
- To support parents in their own continuing education and personal development.

We invite parents to share information through a section in our registration form, verbally on a daily basis and through our weekly record books/sheets. We have meetings with parents to discuss individual children's progress at least every six months and in the last term before children leave Maybury Montessori. After discussing children's progress we send the children's individual portfolios with observations, samples of children's work and key teachers' comments etc to the forwarding schools in order to share information with the children's future teachers.

Procedures

In order to fulfil these aims:

- We are committed to ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families;
- Through access to written information and through regular informal communication, we inform all parents about how the school is run and of its policies. We check to ensure parents understand the information which is given to them;
- We inform all parents on a regular basis about their children's progress;
- We involve parents in the shared record keeping about their children - both formally and informally - and ensure parents have access to their children's written records;
- We provide opportunities for parents to contribute their own skills, knowledge and interests through our activities;
- We inform parents about relevant conferences, workshops and training;
- We consult with parents about the times of meetings to avoid excluding anyone;
- We provide information about opportunities for being involved in the school in ways which are accessible to parents with basic skills needs, or those for whom English is an additional language;
- We hold meetings in venues which are accessible and appropriate for all;
- We welcome the contributions of parents, in whatever form these may take;
- We inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure

- We provide opportunities for parents to learn about the school curriculum and about young children's learning, in the school and at home.

In compliance with EYFS guidelines, the following documentation is in place and made available to parents:

- admissions policy;
- complaints procedure;
- record of complaints; and
- activities provided for children

Liaising with parents/carers and other agencies: Other agencies

General information sharing

We share information with the local authority's Development Officer, Special Needs Co-ordinator, and Advisory teachers. We also share information as required with professionals supporting children needing special care/education, such as speech therapists, occupational therapists, paediatricians etc.

Professionals like dieticians, nutritionists are also invited when and where possible, to share information with our children and parents, to help improve their knowledge and enrich their lives.

We regularly meet with other providers through regular meetings for managers.

Safeguarding concerns

In the event of any concerns arising about children's safety or welfare, we immediately inform the borough's social care services team, and work closely with them to ensure that the concerns are followed up. In any instances where immediate support is required, the police are contacted.

Quality Assurance policies

Quality assurance: Management systems

Mrs. Rifat Hussain, as the Registered Person, is responsible for all elements of Maybury Montessori learning and development of children, the assessment of their progress and development, and their safeguarding and care. We have a number of procedures in place to ensure that all of these are provided at the highest level of quality:

- **Constant contact with the setting:** Mrs. Rifat Hussain is always available to the setting, and can be called upon to discuss the needs, development and care of any of the children that attend Maybury Montessori. This includes the raising of any issues, at which time a prompt solution will be offered, or Mrs. Rifat Hussain will make herself available to the setting immediately.
- **Regular inspection visits to setting:** Mrs. Rifat Hussain is committed to visiting the setting at least two times per week, and during this visit will use a '**management checklist**' to ensure the setting is being run in line with the stipulated policies and process of Maybury Montessori. This will include ad-hoc observations of all staff and the work, care and education they deliver, as well as conversations with staff to ensure the strict adherence to our stipulated ways of working.
- **Daily meetings with setting manager:** Mrs. Rifat Hussain will meet daily with the setting manager, and go through all of the key areas of children's learning and development, their care and safety, and the on-going drive for Outstanding quality in children's care and development. The manager will have the opportunity to highlight any issues, which Mrs. Rifat Hussain and the setting manager will work together to resolve immediately.
- **Regular observation of all staff:** All teaching staff will be observed on a regular basis, to ensure that
- **Provision of, policies and procedures, policies, and templates:** We have developed very specific processes to determine the running of Maybury Montessori, in line with Ofsted's requirements under the EYFS. These include processes for:
 - The learning and development of all children
 - The assessment of children's progress
 - The safeguarding of all children
 - The assessment of staff and their development
 - The liaison with parents and carers
 - Staff recruitment, supervision and management
 - Staff roles and ratios
 - Managing behaviour
 - Information and record keeping

Regular checks will be carried out to ensure that all of these specific processes and procedures are being adhered to, with clear plans for remedial action established as soon as any issues or concerns are identified.

Quality assurance: Management checklist

This document outlines the regular checks carried out by Mrs. Rifat Hussain, the Registered Person, in conjunction with the setting manager. They are carried out through:

- Discussion with the setting manager and other staff
- Formal and informal observation of processes
- Review of documentation

These checks should be carried out and discussed in detail on at least a weekly basis.

Date check carried out:

Area	Check carried out?	Next steps/ changes required (if necessary)
Weekly teaching plans		
Children's records, observations and portfolios		
SEN provision		
Parental engagement		
Working with other agencies		
Staff qualifications and checks up to date		
Staff supervision processes		
Staff observations		
New staff induction		
Key teacher allocations and ratios		
Overall safeguarding		
Illness record keeping		
Medication record keeping		
Accident and injury record keeping		
Food and drink hygiene and general processes		
Nappy changing processes and record keeping		
Behavior management		

Area	Check carried out?	Next steps/ changes required (if necessary)
Daily risk assessment checks		
Equipment safety checks		
Fire drill and emergency evacuation checks		
Information and record keeping (children)		
Information and record keeping (staff)		
Confidentiality		
Weekly teaching plans		
Children's records, observations and portfolios		
SEN provision		
Parental engagement		
Working with other agencies		
Staff qualifications and checks up to date		
Staff supervision processes		
Staff observations		
New staff induction		
Key teacher allocations and ratios		
Overall safeguarding		
Illness record keeping		
Medication record keeping		
Accident and injury record keeping		
Food and drink hygiene and general processes		
Nappy changing processes and record keeping		
Behavior management		
Daily risk assessment checks		
Equipment safety checks		
Fire drill and emergency evacuation checks		
Information and record keeping (children)		

Area	Check carried out?	Next steps/ changes required (if necessary)
Information and record keeping (staff)		
Confidentiality		

Ensuring Outstanding quality: Complaints

All concerns and complaints raised about Maybury Montessori are treated with the upmost importance, and investigated fully and in line with the EYFS requirements and seen to a satisfactory resolution. A record of complaints will be kept on written record, and made available to Ofsted upon request.

If a parent/carer has a complaint against a member of staff, they should make an appointment to see Mrs Rifat Hussain.

If Mrs Rifat Hussain is not available, then they should phone her on 07795537446 and make an appointment. If they feel they want to make a complaint in person they should speak to the most senior member of staff present at that particular time.

If a parent/ carer has a complaint against another parent/ carer, they should:

- Not approach the parent in question directly.
- Make an appointment to see Mrs Rifat Hussain or the most senior member of staff available.

If a parent/ cares has a complaint against another child, they should:

- NOT approach the child in question under any circumstances
- Not make a complaint in front of parents or children.
- Make an appointment to see Mrs Rifat Hussain or the most senior member staff available.

If a parent/carer has a complaint against the management, they should:

- Make an appointment to see Mrs Rifat Hussain. If the parent/carer is not satisfied once the complaint has been investigated, they can take the matter further and make a complaint to OFSTED at:

National Business Unit
OFSTED
The Royal Exchange
St Ann's Square
Manchester
M2 7LA

Parents are provided with this contact information, so that there is clarity on how they are able to raise a complaint if necessary.

Fairness for all: Equality and Diversity

Maybury Montessori is committed to providing equality of opportunity and anti-discriminatory practice for all children and families. Our schools' doors are open to everyone, regardless of their gender, race, religion, nationality or special needs, and this is reflected by our activities and school projects.

We aim to:

- provide a secure environment in which all our children can flourish and in which all contributions are valued;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about different ethnic groups and people with disabilities;
- improve our knowledge and understanding of issues of equality and diversity; and
- make inclusion a thread which runs through all of the activities of the school.

The legal framework for this policy is:

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

Admissions

Maybury Montessori is open to all members of the community.

- We advertise our service widely.
- We reflect the diversity of members of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We provide information in as many languages as possible.
- We base our admissions policy on a fair system.
- We do not discriminate against a child with a disability or refuse a child entry to our school because of any disability.
- We ensure that all parents are made aware of our equal opportunities policy.
- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the school and in the curriculum offered.

Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria.

- The applicant who best meets the criteria is offered the post, subject to references and checks by the Criminal Records Bureau. This ensures fairness in the selection process. All job descriptions include a commitment to equality and diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

Training

- We seek out training opportunities for staff and volunteers to enable them to develop practices which enable all children to flourish.
- We review our practices to ensure that we are fully implementing our policy for equality and diversity.

Curriculum

The curriculum offered in the school encourages children to develop positive attitudes to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

- making children feel valued and good about themselves;
- ensuring that children have equality of access to learning;
- reflecting the widest possible range of communities in the choice of resources;
- avoiding stereotypes or derogatory images in the selection of materials;
- celebrating a wide range of festivals;
- helping children to understand that discriminatory behaviour and remarks are unacceptable;
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities; and
- ensuring that children whose first language is not English have full access to the curriculum and are supported in their learning.

Valuing Diversity in Families

- We welcome the diversity of family life and work with all families.
- We encourage children to contribute stories of their everyday life into the school.
- We encourage parents/carers to take part in the life of the school, including any activities, and to contribute fully.
- For families who have a first language other than English, we value the contribution their culture and language offer. We encourage parents to speak their own language at home, and we make an effort to learn a few words to help the child to settle in.

Food

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.

- We encourage children to learn about a range of food, cultural approaches to mealtimes and eating and to respect the differences among them.