Policy Booklet

Signed on behalf of Horsmonden Kindergarten

Helene Murphy (Chairperson)

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Policies

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Our Aims and Mission Statement Policy

"A special kind of place where we play and learn together"

Aims

- To create a safe, secure and stimulating environment
- To encourage children to grow in confidence and self-esteem
- To create an environment where children can express choices, make decisions and grow in independence
- To plan activities that ensure each individual reaches their maximum potential in all areas of the Early Years Foundation stage curriculum
- To encourage children to co-operate with and respect each other
- To support parents and carers in their role as educator and value their contribution
- To promote a brighter future for us all by developing the potential of the children, parents, staff and wider community

At Horsmonden Kindergarten we are committed to providing a relaxed, friendly, caring and safe environment where learning is fun.

We believe children learn most effectively by having the opportunities to learn first hand, using their senses to explore their environment, by asking questions and problem solving. The learning environment is carefully planned so that children grow in independence and take increasing responsibility for themselves and it is expected *that all will have the opportunity to achieve their full potential.*

Each child is an individual and has needs that should be met in an atmosphere that celebrates diversity. Children need acceptance and approval in order to develop a positive concept of self and grow in confidence and self-esteem. *By working in close partnership with Parents we nurture the development of trust, respect, confidence, self-esteem and the desire to learn.*

This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012
This was reviewed in May 2026

Learning Outcomes Policy

These outcomes relate to the areas of learning and development set out in the Early Years Foundation Stage, working towards the early learning goals which all our children will be working towards. They represent achievements which are desirable for children to have attained by the time they enter compulsory education.

It is recognised that:

- The majority of children will leave Horsmonden Kindergarten before compulsory school age.
- Children's progress will be at different rates and individual achievement will vary.
- Children whose achievements exceed the desirable outcomes should be provided with opportunities to extend their knowledge.
- Some children e.g. with additional needs/special educational needs, will require additional support.

Communication and Language

Children leaving Horsmonden Kindergarten for compulsory schooling will be able to or be working towards, set out below:

- Enjoy listening to stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door"
- Understand 'why' questions, like: "Why do you think the caterpillar got so big?"
- Develop their communication.
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree, using words as well as actions.
- Start a conversation with an adult or friend, and continue it for many turns.
- Use talk to organize themselves and their play "let's go on a bus…you sit there….I'll be the driver.

Personal, Social, Emotional Development

Children leaving Horsmonden Kindergarten for compulsory schooling will be able to or be working towards, set out below:

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spiderman in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important and remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry', or 'worried'.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own needs, brushing teeth, using the toilet, washing and drying hands thoroughly.
- Make healthy choices about food, drink, activity and tooth brushing.

Physical Development

Children leaving Horsmonden Kindergarten for compulsory schooling will be able to or be working towards, set out below:

- Continue to develop their movement, balancing, riding and ball skills.
- Go up steps or stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and mark make.
- Start taking part in group activities which they make up for themselves, or in teams
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Matching their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one handed tools and equipment. Use a comfortable grip with good control when holding pens and pencils and show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed for example, putting coats on and doing up zips.

Literacy

Children leaving Horsmonden Kindergarten for compulsory schooling will be able to or be working towards, set out below:

- Understand the five key concepts about print: Print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book and page sequencing.
- Develop their phonological awareness, so that they can: Spot and suggest rhymes, count and clap syllables in a word and recognise words with the same initial sound, such as money and mother.
- Engage in extended conversations about stories, learning new vocabulary.
- Use some print of their print and letter knowledge in their early writing. For example: writing a pretend shopping list.
- Write some or all of their name and some letters accurately.

Mathematics

Children leaving Horsmonden Kindergarten for compulsory schooling will be able to or be working towards, set out below:

- Develop fast recognition of up to 3 objects, without having to count them individually.
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total.
- Show ‘finger numbers’ up to 5.
- Link numerals and amounts: For example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: ‘more than’, ‘fewer than’.

- Talk about and explore 2D and 3D shapes (circles, rectangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.
- Understand position through words alone for example "the bag is under the table"-with no pointing.
- Describe a familiar route and discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof.
- Combine shapes to make new ones-an arch, a bigger triangle etc.
- Talk about and identify the patterns around them, for example, stripes on clothes, designs on rugs and wallpaper. Use informal language like "pointy", "spotty", "blobs" etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf and notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first','then'.

Understanding the World

Children leaving Horsmonden Kindergarten for compulsory schooling will be able to or be working towards, set out below:

- Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Explore how things work.
- Plant seeds and care for growing plants, understand the key features of the life cycle of a plant and an animal and begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Expressive Art and Design

Children leaving Horsmonden Kindergarten for compulsory schooling will be able to or be working towards, set out below:

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, in order to develop their ideas about how to use them and what to make, develop their own ideas and then decide which materials to use to express them and join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noise. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour mixing.
- Listen with increased attention to sounds and respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs, sing the pitch of a tone sung by an adult, sing the melodic shape (moving melody, such as up and down, down and up), of familiar songs. Create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012
This was reviewed in May 2026

Curriculum Policy

For all children learning begins at birth. The EYFS will help practitioners provide appropriate play experiences to enable your child to develop in all areas. It will enable practitioners to recognise your child's strengths and areas they need more support to develop new skills. For young children, it is important that they are made to feel safe and secure in their surroundings, this is aided by having a 'Key Person' within the setting who gets to know you and your child well and builds a positive relationship with you both.

The EYFS means that wherever your child is being cared for or educated between 0-5years they will be following the same set of principles, they will be offered a 'principled play based approach to learning and development'. Young children learn best through play and Early Years Practitioners will be able to provide your child with appropriate play and learning experiences for their stage of development and help them develop new skills.

The activities that are provided for young children will underpin the skills they need to work towards the Early Learning Goals in the following areas at the end of their reception year at school.

Prime Areas:

. Personal, social and emotional development
. Communication and Language
. Physical development

Specific Areas:

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

All areas are of equal importance and many activities will cover many of the areas. Each area is divided up into stages of development and practitioners are able to identify resources and learning opportunities for individual children dependent on their developmental needs.

The EYFS also encourages practitioners and parents and carers to work together to help children develop to their full potential. For you this means, the opportunity for you to input information about your child's development, also if your child attends more than one setting, for example, a childminder and an Early Years setting they are encouraged to discuss your child's development and work together to provide a cohesive care package for you and your child.

If your child has a Special Educational Need and/or disability additional information is embedded in the EYFS to enable practitioners to target work specifically and help children to progress.

Activities

The areas of learning the children undertake follow closely the Early Years Foundation Stage set by Ofsted.

This prepares children to progress with confidence to the National Curriculum at the age of five years. These include: -

PRIME AREAS

Personal, Social and Emotional Development

Within a nurturing environment, children are individually supported in developing self-confidence, self-respect and self-awareness.

They are encouraged to work and concentrate independently and also to take part in the life of the group, sharing and co-operating with other children and adults, thus forming good relationships.

Through activities, conversation and practical example, they learn acceptable ways to express their own feelings and to have respect for the feelings of others. To be empathic, learn to share, and consider others feelings. We encourage our children to be confident, curious, and resilient learners.

All children are given the opportunity, as appropriate, to take responsibility for themselves and also for the group, its members and its property.

Communication and Language

In both small and large groups, children are encouraged to extend their vocabulary and fluency by talking and listening, and by hearing and responding to stories, songs and rhymes. Communicating during play with adults and peers. Children are encouraged to be good listeners, pay attention and use a wide range of vocabulary, understand questions and follow instructions.

A well-stocked book area's give every child the opportunity and encouragement to enjoy books, handle them and become aware of their uses.

Physical development

A range of equipment and opportunities, both indoor and outdoor allows children to develop confidence and enjoyment in the use and development of their own bodily skills.

A very high level of adult supervision enables children safely to create and meet physical challenges, developing increasing skill and control in moving, climbing and balancing, and exploring risk and challenge safely.

At the same time, children are supported in the development of the fine motor skills required to use tools, including pens and pencils, and to handle small objects with increasing control and precision. Develop a preference for hand writing.

Children are supported to become independent with their self-care and shown the importance of keeping safe and being healthy.

SPECIFIC AREAS

Literacy

A well-stocked book corner gives every child the opportunity and encouragement to enjoy books, handle them and become aware of their uses.

Children are helped to become aware of the purpose of writing and learn to recognise letters of the alphabet by sound. They are encouraged, when ready, to use written symbols in a variety of situations.

Mathematics

By means of adult-supported practical experience, children become familiar with the sorting, matching, ordering, sequencing and counting activities, which form the basis for early mathematics.

As they use their developing mathematical understanding to solve practical problems, children are assisted to learn and use the vocabulary of mathematics, identifying objects by shape, position, size, volume and number. Songs, games and picture books help children become aware of number sequences and, when ready, to use simple mathematical operations such as adding.

Understanding the World

A safe and stimulating environment allows children to explore and experiment with a range of natural and manufactured materials.

They learn to observe the features of objects and substances, recognising differences, patterns and similarities, and to share and record their findings.

Children are assisted in exploring and understanding their environment, both within the group and also in the wider community.

A range of safe and well-maintained equipment enables children to extend their technological understanding, using simple tools and techniques as appropriate.

Expressive arts and design

Children are encouraged to use a wide range of resources in order to express their own ideas in two and three dimensions.

Creative resources, including paint, glue, crayons and pencils as well as natural and discarded resources, provides for open-ended exploration of colour, shape and texture and the development of skills in painting, drawing and collage.

Children join in with and respond to music and stories, and there are many opportunities for imaginative role play, both individually and as part of a group.

This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012
This was reviewed in May 2026

Delivering the Curriculum

Individual Needs

Curriculum planning reflects the Equal Opportunities and Special Needs policies employed by the Kindergarten. The Key person, observation and record keeping systems allow the curriculum to be tailored to suit children's individual needs.

Planning

Within a structured framework set out by the government (Early Years Foundation Stage) there should be a balance of child initiated and adult planned activities delivered through indoor and outdoor play.

These experiences need to be appropriate to each child's stage of development, and provide opportunities and encourage both continuity and progression.

All planning starts with observing children, this is done in order to understand and consider their current interests, development and learning.

On-going observations and assessments are needed to inform planning for each child's continuing development through play- based activities.

The curriculum needs to be delivered in an environment which supports every child's learning through planned experiences and activities that are challenging but achievable and give children open-ended experiences.

Adult Roles

The role of the adult within the Kindergarten includes:

- Observation
- Planning
- Support
- Interaction
- Development of Language
- Initiating new ideas and concepts
- Listening and encouraging
- Providing a safe and stimulating environment
- Keeping up to date with changes to legislation
- Updating and extending knowledge through training courses

This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012
This was reviewed in May 2026

Key Person Policy

At Horsmonden Kindergarten, we believe children settle best when they have a key person to relate to — someone who knows them and their parents well and can respond to their individual needs.

Research shows that the key person approach benefits children, parents, staff, and the setting by promoting secure relationships in which children can thrive. It helps parents feel confident, supports staff commitment, and contributes to a safe, happy, and caring environment.

We aim for all children to feel safe, stimulated, and happy in the setting, and to feel secure with staff. We also aim for parents to feel confident in their child's well-being and to be active partners in their child's learning.

We provide a welcoming environment where children settle quickly and effectively, through careful consideration of each child's individual needs and family circumstances.

What is a Key Person?

- A key person is responsible for a small group of children.
- Each child and their family are allocated a key person.
- The key person ensures each child's needs are recognised and supported within the Kindergarten.

Role of the Key Person

The key person (referred to as "they") will:

- Support the child and family during induction and settling in.
- Monitor children's wellbeing and involvement.
- Report safeguarding concerns to the DSL (Sarah Parsons) or Deputy DSL (Claire Penfold).
- Support children with additional needs, including early intervention and SEND support.
- Build a warm, non-judgemental relationship with the child.
- Work in partnership with parents to plan next steps and support learning at home and in the setting.
- Act as the main contact for parents and liaise with other professionals involved in the child's care, sharing appropriate information.
- Maintain and update developmental records, sharing these regularly with parents.
- Promote positive relationships between children and staff.
- Provide a balance of adult-led and child-initiated play, indoors and outdoors, tailored to individual interests.
- Plan experiences that support each child's development towards the Early Years Goals.
- Value and support children's home languages in play and learning.
- Respect each child's cultural background.
- Ensure key children are recorded on the daily register.

Additional Support

H operates a "buddy" system so that children and parents always have an alternative contact in the absence of their key person.

This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012
This was reviewed in May 2026

Examples of learning in each area

(THIS IS NOT INTENDED TO BE A COMPREHENSIVE LIST)

Personal, Social and Emotional Development

- Family experiences e.g. new baby, birthdays
- Festivals
- Stories
- Role play
- Sharing, turn taking
- Managing feelings
- Planning, self-selection, tidying
- Self-care e.g. washing hands, getting dressed
- Handling animals
- Opportunities to play in large, small groups or individually
- Safety issues

Communication, Language and Literacy

- Listening and responding to stories, music and rhymes
- Games
- Planning and discussing activities
- Sand and water play
- Play dough, sensory play
- Small world imaginative play i.e.: dolls house, dinosaurs
- Home corner and other role play — opportunities for mark making e.g. messages, shopping lists
- Book corner
- Sharing books
- Using labels

Physical Development

- Large play equipment i.e.: climbing frame, slide
- Balancing
- Mats
- Trikes, scooters, bikes, ride on's
- Small Play equipment i.e.: Balls, bean bags, bats,skittles,hoops
- Imaginative play
- Sand and water play
- Play Dough
- Use of tools
- Construction
- Threading
- Self-care

Mathematics

- Games
- Puzzles
- Sequencing
- Pattern making
- Construction
- mixing, pouring, weighing

- Cooking
- Beads, peg boards, threading
- Role play e.g. shop, café, workshop
- Sand and Water

Understanding the World

- Cooking
- Growing
- Music
- Magnets, mirrors and magnifying glasses
- Access to natural and man-made materials
- Sand and water play
- Play Dough
- Computer, CD players, cameras
- Construction
- Visitors
- Festivals
- Junk modelling
- Walks around the village,visits to school hall, visit to the library bus, nature walk
- Exploring and investigating our natural environment

Expressive Arts and Design

- Painting, drawing, printing
- Cutting, gluing
- Collage
- Junk modelling
- Music and movement
- Musical instruments
- Play Dough
- Imaginative play and Role Play
- Puppets
- Books
- Songs and rhymes

This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012
This was reviewed in May 2026

Tapestry online learning journal

Tapestry is a secure online Learning Journal system owned and operated by The Foundation Stage Forum Ltd (FSF).

At Horsmonden Kindergarten, every child has a personal Learning Journal which records observations, photographs, videos, and comments in line with the Early Years Foundation Stage (EYFS). This enables staff and parents/carers to build a record of each child's learning and achievements during their time at the setting.

Tapestry is a secure, password-protected system which allows parents/carers to access their child's Learning Journal online at any time.

Procedures

- Each child is allocated a Key Person who is responsible for maintaining their Learning Journal.
- Staff will upload regular observations, photographs, and assessments to support each child's learning and development.
- Parents/carers may contribute comments, photographs, videos, and information about activities completed at home.
- Parents/carers can only access their own child's Learning Journal.
- Parent accounts allow additions and comments but do not permit editing of existing content.
- Observations are regularly moderated by the Supervisor and Deputy to ensure consistency and quality.
- In written observations, other children are referred to by initials only.
- Photographs and videos are stored securely on the Kindergarten devices and deleted from tablets once uploaded to Tapestry.
- Tapestry is not used as a general communication tool between home and the Kindergarten.
- Parents/carers without internet access may request a printed copy of their child's Learning Journal.
- Once a child leaves the setting, their Tapestry account will be deleted.

Security and Data Protection

- Tapestry is hosted on secure UK-based servers.
- Access is restricted through individual usernames and passwords.
- Parents/carers can only view information relating to their own child.
- Parents/carers must not share, copy, distribute, or post photographs, videos, or observations from Tapestry on social media or in public forums.
- Horsmonden Kindergarten owns all data uploaded to Tapestry.

All staff and parents/carers agree that content uploaded to Tapestry must not be:

- unlawful, harmful, threatening, abusive, defamatory, or discriminatory;
- sexually explicit or offensive;
- promoting unlawful violence or illegal activity;
- likely to cause harm, injury, or damage to any person or property.

Failure to comply may result in suspension or removal of access to Tapestry.

Staff Responsibilities

- Staff must keep login details confidential.
- Staff may only access Tapestry using Kindergarten devices or authorised password-protected devices.

- Personal phones, tablets, or cameras must not be used within the setting for Tapestry purposes unless it's been authorised by a member of the management team.
- Kindergarten devices must remain on site and stored securely overnight.
- Staff working from home must ensure screens cannot be overlooked and must log out once work is completed.
- Any suspected breach of security must be reported immediately to the Supervisor.
- Staff access will be removed when employment ends.
- All staff must sign the e-Safety Acceptable Use Policy and Tapestry declaration.

Parents and Carers

Parents/carers must:

- keep login details confidential;
- avoid sharing observations, photographs, or videos publicly or on social media;
- contact the setting if they experience difficulties accessing Tapestry;
- follow the agreed guidelines for accessing and using the system.

Parent/carer contributions are reviewed and approved by the Management Team before publication.

Failure to follow the guidelines may result in access being withdrawn.

This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2017.
This was reviewed in May 2026

Emergency Closure Policy

In the event of a breakdown of essential services (such as heating failure, electricity cuts, loss of water supply, or building alarm activation), severe weather conditions, or an illness epidemic requiring the Kindergarten to close fully or partially, the following procedures will apply.

General Emergency Closure Procedures

- Parents and carers will be contacted by telephone as soon as possible and asked to collect their child(ren).
- If the premises need to be evacuated, children and staff will relocate to Horsmonden Primary School, where parents and carers can collect their children.

Closure Due to Essential Service Failure or Illness Epidemic

If the Kindergarten is closed because of heating failure, electricity loss, water supply interruption, building alarms, or an illness epidemic:

- Parents and carers should confirm that the setting has reopened before bringing their child the following day.
- Updates will be provided wherever possible through the Kindergarten website homepage and Facebook page.

Horsmonden Kindergarten Website

Closure Due to Severe Weather

In cases of severe weather, including heavy snow:

- If weather conditions worsen during the day, parents and carers may be asked to collect their child(ren) early.
- If heavy snow falls overnight, parents and carers should confirm that the Kindergarten is open before travelling.
- Notifications regarding closures will be posted on the website, Facebook page, and/or sent by email.
- Enquiries can also be made by telephone on 01892 724805.

The Kindergarten will make every reasonable effort to ensure sufficient staff are available during adverse weather conditions and will send regular email updates to keep families informed.

Closure Due to Bomb Threat, Terrorist Threat, or Other Serious Danger

If a bomb threat, terrorist threat, or any other significant danger is identified, the Kindergarten will either relocate children and staff to a safe space within the building or evacuate to a designated external location, depending on advice from the emergency services and the nature of the threat.

Relocation to a Safe Space Within the Building

If it is unsafe to leave the building, children and staff will move to the bathroom area, which has the fewest windows.

The following steps will be followed:

1. Once a threat has been confirmed, a whistle will be blown. Staff working outside will carry whistles, and additional whistles will be stored on classroom boards.
2. Children and staff will proceed immediately to the bathroom area and close the doors.
3. The register will be taken to confirm that all children and staff are present.
4. The Supervisor or Deputy will do a sweep of the premises if deemed safe to do so and lock all external doors and windows as quickly and safely as possible while the children are moving into the bathroom.
5. The Supervisor or Deputy will collect:
    - The register

    - Any required medication
    - A mobile phone
6. The Supervisor, Deputy, or Business Manager will call 999 and alert the emergency services.

Evacuation from the Building

If it is safe to leave the building, the following procedure will apply:

1. Once a threat has been confirmed, a whistle will be blown.
2. All staff will line children up at the nearest emergency exits.
3. Children and staff will evacuate through the fire exit gate or front gate.
4. The designated assembly point is Horsmonden Primary School.
5. If the Primary School is also affected by the same threat, children and staff will relocate to the Horsmonden Cricket Pitch Pavilion.
6. The Supervisor, Deputy, or Business Manager will collect:
    - The register
    - Medication
    - Mobile phone
    - Fire manual
7. A headcount and full register of children, staff, and visitors will be completed before leaving the premises.
8. A designated staff member will check all classrooms, the outdoor play area, washrooms, disabled toilet, entrance hall, office, kitchen, and storage cupboards to ensure everyone has evacuated.
9. Upon arrival at the assembly point, the register will be taken again.
10. Parents and carers will be contacted and informed of collection arrangements.
11. Once the emergency services have given the all-clear, parents and carers may collect their children from Horsmonden Primary School or the Cricket Pavilion.

Record Keeping

Every emergency evacuation or relocation drill will be recorded in the appropriate log.

Attendance Policy

We believe that good attendance plays a fundamental role in supporting children's educational achievement, well-being, and safety. Establishing regular routines for young children helps with the settling-in process and enhances their sense of security and belonging. For children with part-time placements, regular attendance is particularly important.

This policy outlines our procedures to promote and monitor attendance, as well as the steps that will be followed if a child is absent from the setting.

Promoting Good Attendance

To encourage consistent attendance, we will:

- Share our attendance expectations with parents prior to admission, making it clear that regular attendance and punctuality are expected, in the child's best interest, and that unexplained absences will be investigated.
- Keep accurate records of attendance to monitor and evaluate patterns, addressing emerging concerns promptly.
- Foster a positive attitude toward attendance by responding quickly to children's absences.

Understanding Absence

We recognise that attendance at pre-school is not statutory. There will be times when children are absent due to:

- Illness (child, siblings, or parents)
- Bereavement
- Health service appointments
- Holidays, including extended visits overseas
- Religious observance
- Emergency or exceptional circumstances

Reporting absences is essential so that attendance records are accurate and patterns can be identified. Supervisor and staff are alert to signs that children who are missing might be at risk of abuse or neglect, and appropriate action is taken if children stop attending.

Non-attendance can sometimes indicate wider concerns, and staff are particularly vigilant for vulnerable children.

Recording and Monitoring Attendance

- Registration is completed as children arrive at the setting.
- The register will be checked by 10:00 am each day, and messages for absent children will be reviewed.
- **If your child is not going to attend on one of their scheduled days, please contact Kindergarten by phone, email, or in person by 9:30 am.**

Non-Attendance Procedure

The Supervisor and DSL will be notified.

1. If a child is absent and the reason is provided, this will be recorded in the register.
2. If a child is absent without explanation:
    - Contact will be made via telephone or email to the main carer (priority and secondary numbers, e.g., home and work) by 10am.

    - If no response, contact the second main carer.
    - If still no contact, emergency contacts will be called in order.
3. If contact cannot be made by phone:
    - A home visit may be carried out.
    - A contact postcard may be posted through the door if there is no response.
4. If there continues to be no contact and there is concern for the child's welfare, the Health Visiting Service and/or Children and Family Services may be contacted for support.
5. In urgent cases, the police may be contacted to conduct a welfare check

This policy was written September 2025
Reviewed May 2026

Fees Policy/Delivery pattern

To secure a place at Horsmonden Kindergarten, a registration deposit of £50 is required. This will be refunded on your first invoice after your child starts attending. Children receiving Free For Two (FF2) funding, or those who are fully funded, are not required to pay this deposit.

From September 2026, our hourly fee is £7.80. Payments can be made by bank transfer, cheque, or cash. Additional ad hoc sessions, where space is available, are charged at a higher rate of £8.00 per hour. Optional early starts from 8:30am–9:00am are charged at £5.50. Payment for these sessions may be requested in advance.

Fees are invoiced at the start of each new term and are due within 14 days of receipt, unless alternative arrangements have been made with the Business Manager. A late payment fee of £5 per week will apply to overdue invoices. Persistent failure to pay fees may result in your child being excluded from the Kindergarten.

Please note that fees are payable for all booked sessions, even if your child is absent due to illness, holiday, or any other reason. If your child is absent for an extended period, please notify the Business Manager with details so the situation can be reviewed on a case-by-case basis.

If you wish to withdraw your child from the Kindergarten, or reduce their hours, a minimum of four weeks' written notice is required. This notice period does not include school holidays. Once session times have been agreed, any changes will also require four weeks' notice.

Horsmonden Kindergarten offers a four-week settling-in period to help your child feel comfortable and confident. During the first two weeks, fees will only be charged for the hours attended. The final two weeks of the settling-in period will be charged in full. If, during this time, your child does not settle and you decide to withdraw them or reduce their hours, the usual four-week notice period will not apply.

We offer a range of government-funded childcare options, including Free For Two (FF2), two-year-old working parent entitlement, universal funding for 3 and 4-year-olds, and the 30 hours extended entitlement. It is the responsibility of parents/carers to apply for and maintain eligibility for these schemes. For the two-year-old working entitlement and 30-hour funding, parents must renew their eligibility code every three months via the government portal and provide this code to us. Horsmonden Kindergarten has no control over the funding process and cannot be held responsible for any issues resulting from a failure to supply or renew eligibility codes.

Funding can only be claimed once a signed funding form has been returned to the Business Manager by the requested date. If this form is not returned, or funding cannot be claimed, the standard hourly fee will apply.

We offer two daily start-time options for funded sessions:

- **9:00am–3:30pm** – fully funded under the government's Early Years Entitlement for eligible children.
- **8:30am–3:30pm** – includes an optional 30-minute early start, charged at £5.50. This portion is not funded and will be invoiced separately.

Please note that the early start is entirely optional, and parents are not required to pay for this additional time in order to access funded hours. All eligible children are welcome to attend the funded session from 9:00am without charge.

Session times:

- Morning sessions: 8:30am or 9:00am–12:00pm
- Afternoon sessions: 1:00pm–3:30pm
- Full day sessions: 8:30am or 9:00am–3:30pm

If the Kindergarten is forced to close for up to two weeks due to circumstances beyond our control (for example, extreme weather, loss of water, or emergencies), fees will still be payable to help cover ongoing costs.

Children must be collected promptly at the end of their session. A 10-minute grace period may be allowed in exceptional circumstances. Repeated late collections will incur a £15 charge for every additional 15 minutes.

Staff members are entitled to a 20% discount on fees and may claim their full government funding entitlement without restriction.

This policy was adopted at a meeting of Horsmonden Kindergarten held on: 14th March 2018
This policy was reviewed in May 2026

Admissions Policy

It is the intention of the Committee and staff to make Horsmonden Kindergarten genuinely accessible to children and families from all sections of the local community. In order to accomplish this we will:

- Ensure that the existence of Horsmonden Kindergarten is widely known in all local communities. We will place notices advertising the Kindergarten in places where all sections of the community can see them, in more than one language if necessary.

- Arrange our waiting list in order of date of birth. (Priority will be given to 3 and 4 year olds.) Siblings that attend the setting already and residents of the Parish of Horsmonden.

- Keep a place vacant, if financially viable, in order to accommodate emergency admissions.

- Describe the Kindergarten and its practices in terms which make it clear that it welcomes both fathers and mothers, other relations and other carers, including childminders, and people from all cultural, ethnic, religious and social groups, with and without disabilities.

- Monitor the gender and ethnic background of children joining the group to ensure that no accidental discrimination is taking place.

- Make our equal opportunities policy widely known

- To ensure that no-one in the community is excluded.

- Remain flexible about attendance patterns so as to accommodate the needs of individual children and families

- Fees are paid at the start of each term and every endeavour will be made to assist in payment terms. However, if payment terms are not adhered to the Kindergarten cannot guarantee a place being kept open.

This policy was adopted at a meeting of Horsmonden Kindergarten held during September 2014
This was reviewed in May 2026

Confidentiality policy

At Horsmonden Kindergarten, we respect the privacy and confidentiality of all children, parents/carers, staff, and families at all times. Confidential information will only be shared where it is necessary to support the welfare of the child, meet legal requirements, or fulfil safeguarding responsibilities.

- Parents/carers will have access to records and files relating to their own child but will not have access to information relating to any other child.
- Staff will not discuss individual children with anyone other than the parents/carers of that child, except for purposes of curriculum planning, professional support, safeguarding, or group management.
- Information shared by parents/carers with Horsmonden Kindergarten staff will be treated as confidential and will not be shared without consent unless there is a safeguarding concern or legal obligation to do so.
- All records containing personal information are stored securely and accessed only by authorised staff. Information is shared strictly on a need-to-know basis.
- Any records relating to child protection or safeguarding concerns will be kept securely in a separate confidential file and shared only with appropriate staff and agencies in line with safeguarding procedures.
- Matters relating to the employment of staff, students, volunteers, or committee members, whether paid or unpaid, will remain confidential to those directly involved in personnel matters.
- Staff, students, volunteers, and helpers are expected to maintain confidentiality both within and outside of the setting, including when using social media or personal devices.
- Staff must not use personal mobile phones, cameras, or recording devices to store or share information relating to children.
- Work placement students, volunteers, and helpers will be informed of the setting's confidentiality expectations before working within the setting.
- Records will be retained and disposed of in accordance with data protection requirements and the setting's record retention procedures.

This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012
This policy was reviewed in May 2026

Complaints Policy

As a member of the Early Years Alliance (formerly Pre-school Learning Alliance) we aim to provide the highest quality education and care for all of our children. We aim to offer a welcoming environment to each individual child and their family, providing a warm and caring environment within which all children can learn and develop as they play.

We believe children and parent/s or carers are entitled to expect courtesy and prompt, careful attention to their needs and wishes. Our intention is to work in partnership with parent/s or carers and the community generally and we welcome suggestions on how to improve our group at any time.

Making concerns known

Parents/Guardians who may have concerns about any aspect of the group provision are advised to approach Becky Painter, our Business Manager who will pass on the complaint to be dealt with by the Supervisor within the setting or the Chairperson of the Committee.

Following on from verbal communications if a parent/carer would like to put their complaint in writing they may do so either by emailing info@horsmondenkindergarten.co.uk marked confidential or by completing a complaint form which can be obtained from the business manager or downloaded off the website.

All findings and recommendations from further investigations will be fed back in writing within 28 days of the complaint being received.

If after receiving the feedback you are not satisfied with our response to your concern or complaint please respond in writing.

Any discussions or action points arising will remain confidential at all times. Parents are able to review a summary of all complaints made on request to the Business Manager . Horsmonden Kindergarten are required to provide Ofsted, on request, with a written record of all complaints made during any specified period and the action that was taken as a result of each complaint. Parents may wish to approach Ofsted directly at any stage of the complaints procedure.

This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012
This was reviewed in May 2026

Behaviour Management Policy

Policy Statement
At Horsmonden Kindergarten, we believe that children learn best in a safe, caring, and nurturing environment where positive behaviour is consistently encouraged and modelled. Our behaviour management approach promotes emotional well-being, supports social development, and helps children build respectful relationships with others. We aim to guide children in understanding their emotions and behaviour, developing self-regulation, and learning how to express themselves in acceptable ways.

Aims

- To promote positive behaviour through praise, encouragement, and consistency.
- To support each child in developing their self esteem and confidence
- Encourage co-operation and working together.
- To support children in developing self-control and responsibility for their actions.
- To provide a clear, consistent approach to managing behaviour across the setting.
- To ensure all staff use positive behaviour strategies that are developmentally appropriate.
- To work in partnership with parents/carers to support behaviour management.

Promoting Positive Behaviour

Staff will:

- Be positive role models, demonstrating respect, kindness, patience care and friendliness.
- Acknowledge and praise desirable behaviours (e.g. sharing, listening, helping).
- Use clear and age-appropriate language to set expectations.
- Support children in understanding feelings and developing empathy.
- Encourage turn-taking, cooperation, and conflict resolution through discussion and play.

Managing Challenging Behaviour

When inappropriate behaviour occurs, staff will:

- Speak to the child calmly and at eye level.
- Acknowledge the child’s feelings and explain why the behaviour is not acceptable.
- Offer choices and alternative beha
- viours where appropriate.
- Use distraction or redirection techniques to refocus the child.
- Support children in finding positive solutions to problems.

Examples of age-appropriate responses:

- “I can see you're upset. Let’s take a moment to calm down.”
- “We use kind hands at nursery. Let’s find another way to solve the problem.”

Persistent or Concerning Behaviour

If a child's behaviour continues to be challenging or impacts others, staff will:

- Observe and record incidents to identify patterns or triggers.
- Discuss concerns with the child’s parents/carers at an early stage.
- Develop an Individual Behaviour Support Plan if needed.
- Work in partnership with parents and external professionals (e.g. SENCO, health visitors) to provide consistent and targeted support.

Physical Intervention

Physical intervention will only be used as a last resort when necessary to:

- Prevent harm to the child or others.
- Prevent serious damage to property.

All incidents of physical intervention will be:

- Logged in the Behaviour/Incident Book.
- Reported to the Designated Safeguarding Lead (DSL) and parents/carers on the same day.
- Reviewed as part of our safeguarding procedures.

Staff Responsibilities

All staff must:

- Follow this policy consistently and fairly.
- Attend regular training on behaviour management.
- Support each other in maintaining a positive, inclusive environment.
- Record significant incidents and report concerns to the Manager or DSL.

Parental Involvement

We believe that working together with parents/carers is key. We will:

- Keep parents informed of their child's behaviour—both positive and challenging.
- Offer support and strategies to manage behaviour at home and in the setting.
- Respect cultural differences and individual parenting approaches, within the framework of safeguarding and child development best practices.

Monitoring and Review

This policy will be reviewed annually or sooner if necessary. Feedback from staff, children, and parents will be used to inform improvements.

This policy was adopted at a meeting of Horsmonden Kindergarten during October 2012
This was reviewed in May 2026

Safer Sleep Policy

At our pre-school, the safety and well-being of children during sleep and rest times is a priority. This policy outlines the procedures staff follow to ensure children sleep safely, comfortably, and under appropriate supervision.

Principles

- Sleep is an essential part of a child's development, contributing to growth, emotional well-being, and learning.
- Young children may fall asleep during rest periods, after meals, or during quiet time. Staff will ensure that sleep environments are safe and monitored.
- We aim to reduce the risk of accidents, suffocation, or sudden unexpected events during sleep.

Safe Sleep Environment

1. **Sleep Area:**
    - Children will sleep in a quiet, comfortable, and supervised environment, always in sight and hearing of a staff member.
    - Sleeping areas are well-ventilated, at a comfortable temperature, between 16C – 20C and free from hazards.
    - Sleep mats meet current safety standards.
2. **Bedding and Equipment:**
    - Children will sleep on firm, flat and waterproof mat with fitted sheets and a cellular blanket, tucked securely under the arms.
    - Loose bedding and soft toys are not permitted in the sleeping area.
    - Thin, firm pillows are allowed for children over 2 years old.
    - Sleep mats are cleaned regularly and maintained in good condition.
3. **Positioning:**
    - Older children are allowed to choose a comfortable sleeping position but are encouraged to sleep safely.
4. **Clothing:**
    - Children are dressed appropriately for sleep to prevent overheating. Children's heads will not be covered.

Supervision and Monitoring

- Staff will maintain regular supervision of all sleeping children.
- Checks are made at least every 10–15 minutes, or more frequently for younger or vulnerable children and timings added to the "recording sheet"
- Staff will inform parents of how long their child slept for.

Health and Safety Considerations

- Children who are unwell will be monitored closely during sleep, and parents will be informed of any concerns.
- Any child who is at risk (e.g., due to medical conditions, reflux, or respiratory issues) will have an individual sleep plan agreed with parents and staff.
- Equipment is regularly checked for damage, and unsafe items are removed immediately.

Parent Partnership

- Parents are asked to provide information about their child's usual sleep routines and any medical conditions affecting sleep.
- Any changes to routines or special requirements are discussed and agreed upon with parents.

- Parents are informed promptly of any sleep-related incidents.
- Parents will be given the option to provide bedding for sleeping.

This policy was written
Reviewed May 2026

Equality, Inclusion and Valuing Diversity Policy

Horsmonden Kindergarten is committed to providing equality of opportunity, promoting inclusion, and ensuring anti-discriminatory practice in all aspects of provision. We believe every child and family is unique and entitled to a welcoming, safe, and inclusive environment where they are valued, respected, and supported to reach their full potential.

Equality and inclusion are central to our practice and underpin our safeguarding responsibilities and commitment to children's welfare.

We aim to:

- Provide a secure and nurturing environment where all children can flourish and every contribution is valued.
- Recognise and celebrate diversity within our children, families, staff, and wider community.
- Work in partnership with families to support inclusive practice and mutual understanding.
- Promote positive attitudes towards difference, including ethnicity, culture, language, religion, gender, disability, and family background.
- Ensure inclusion is embedded across all areas of learning, care, and practice.

Legal Framework
This policy is informed by current legislation, including:

- Equality Act 2010
- Children Act 1989, 2004
- Special Educational Needs and Disability Act 2001
- Disability Discrimination Act 1995 & 2005
- Race Relations Act 1976 and Race Relations (Amendment) Act 2000
- Safeguarding Vulnerable Groups Act 2006

Admissions
Horsmonden Kindergartn is open to all families in the community.

- We promote the Kindergarten in accessible formats and locations, including online platforms.
- Information is made available in clear written and spoken form, and where required, in other languages.
- Admissions are fair, transparent, and not based on a first-come, first-served system; priority is given in line with our Admissions Policy.
- We do not discriminate on the grounds of race, ethnicity, religion, gender, social background, disability, or additional needs.
- We make reasonable adjustments under the Equality Act 2010 to ensure full inclusion for children with disabilities or additional needs.
- All families are informed of our Equality, Inclusion and Diversity Policy upon entry.

Employment

- Recruitment is fair, open, and non-discriminatory.
- Vacancies are advertised widely where possible to reflect community diversity.
- Selection is based on merit, suitability, and safeguarding checks, including enhanced DBS clearance.

- We comply fully with safeguarding requirements under the Safeguarding Vulnerable Groups Act 2006.
- Fairness and equality are embedded throughout the recruitment process.

Training and Development

- Staff and volunteers are supported to access training that promotes inclusive practice and equality awareness.
- Staff are trained to meet children's medical, physical, and emotional needs confidently and safely.
- Ongoing reflection and review ensure that inclusive practice continues to develop and improve.

Curriculum and Learning Environment
We provide an inclusive curriculum that actively promotes British Values, including:

- democracy
- rule of law
- individual liberty
- mutual respect and tolerance of those with different faiths and beliefs

We ensure children develop positive attitudes towards diversity and learn to respect and value differences.

We achieve this by:

- Ensuring all children have equal access to learning opportunities.
- Creating an environment where children feel valued, safe, and confident.
- Adapting resources, teaching, and the environment to meet individual needs.
- Embedding reasonable adjustments to support children with SEND and disabilities.
- Reflecting diverse cultures, families, and communities in resources and activities.
- Challenging stereotypes and ensuring materials are inclusive and positive.
- Celebrating a wide range of festivals and cultural events meaningfully and respectfully.
- Supporting children with English as an Additional Language to access all areas of learning.
- Promoting empathy, respect, and positive behaviour towards others.

An Equality and Inclusion Audit is carried out regularly to ensure our practice remains inclusive and reflective of our community.

Valuing Diversity in Families
We recognise and celebrate the diversity of family life.

- All families are welcomed and valued as partners in their child's learning.
- Children are encouraged to share experiences from home, promoting identity and belonging.
- Parents/carers are encouraged to participate in the life of the Kindergarten.
- We support families who speak languages other than English to ensure full inclusion.
- Where possible, we provide information on financial support and flexible payment options.

Food and Cultural Awareness

- We work in partnership with families to meet cultural, religious, and dietary requirements.
- Children are supported to explore and respect a range of foods and cultural approaches to eating.
- Snack and mealtimes are used as opportunities to promote respect and understanding of difference.

Communication and Accessibility

- Parent meetings are offered flexibly to encourage full participation.
- Information is shared in a variety of formats to ensure accessibility for all families.
- We strive to remove barriers to communication wherever possible.

This policy was adopted at a meeting of Horsmonden Kindergarten held on: 18th February 2011

Grievance and Disciplinary Policy

Grievance and Disciplinary Procedure

Introduction

The Kindergarten aims to resolve any grievances employees may have amicably and quickly. Employees who have a problem, concern, or grievance relating to their work, working environment, or working relationships should refer to this procedure.

This procedure will be reviewed by the Kindergarten on a regular basis and may be amended from time to time. This grievance procedure is referred to in your contract of employment but does not form part of your contractual terms and conditions.

1. Informal Procedure

If you have a grievance relating to your employment, you should first discuss the matter with the Kindergarten Supervisor or Business Manager, who will seek to resolve the matter informally.

If this approach does not resolve your grievance, or if you wish to raise the matter formally, you should refer to the formal procedure set out below.

2. Formal Procedure

To raise a formal grievance, you must set out your problem or concern in writing and submit it to the Kindergarten Supervisor or Business Manager. If your grievance concerns the Kindergarten Supervisor or Business Manager, you should submit your written grievance to the Chair of the Committee.

If you have difficulty setting out your grievance in writing, you should seek assistance from the Kindergarten Supervisor, Business Manager, or, where appropriate, the Chair of the Committee.

The Kindergarten Supervisor or Business Manager will investigate the matter as necessary and will then invite you to attend a grievance hearing. You are expected to take all reasonable steps to attend the hearing. Where possible, the hearing will be held within five working days of receipt of your written grievance.

At the hearing, you will have the opportunity to explain your grievance and state how you believe it should be resolved.

Following the hearing, further investigation may take place and appropriate action may be taken. The Kindergarten Supervisor or Business Manager will inform you in writing of their decision, where possible, within five working days of the hearing. A copy of the notes taken at the hearing will be provided to you.

3. Appeal

If the decision of the Kindergarten Supervisor or Business Manager does not adequately resolve your grievance, you may appeal in writing to the Chair of the Committee.

Your appeal should be submitted within five working days of receiving the decision. It should set out your grievance in full and explain why you believe the decision failed to resolve the matter satisfactorily. You will be invited to attend an appeal hearing and are expected to take all reasonable steps to attend. Where possible, the hearing will be held within five working days of receipt of your appeal.

Following the hearing, further investigation may take place and appropriate action may be taken. The person hearing the appeal will inform you of their decision in writing, where possible, within five working days of the hearing.

The decision at the appeal stage is final.

4. Right to Be Accompanied

You may be accompanied at any grievance or appeal hearing by a work colleague.

If you choose to be accompanied, your colleague will be entitled to a reasonable amount of paid time off during working hours to discuss the matter with you and to attend the hearing.

Your companion may:

- Address the hearing on your behalf.
- Put forward or summarise your case.
- Respond to views expressed during the hearing.
- Confer with you during the hearing.

Your companion may not answer questions on your behalf.

You should notify the person conducting the hearing in advance if you wish to be accompanied.

5. Modified Procedure

This procedure will apply instead of the informal and formal procedures above if you are raising a grievance after the termination of your employment and you agree with the Kindergarten that this modified procedure will be followed.

You should set out your problem or concern in writing and submit it to the person who was the Kindergarten Supervisor or Business Manager. If your grievance concerns that person, you should submit it to the Chair of the Committee.

After carrying out any investigations considered necessary, the Kindergarten Supervisor, Business Manager, or other appropriate person will provide the Kindergarten's response in writing.

The Kindergarten will respond promptly and, in any event, within 28 days of receiving your letter.

The decision reached under this modified procedure will be final.

6. Records and Confidentiality (Grievance Procedure)

Where possible, records will be kept at all stages of the grievance procedure, detailing the nature of the grievance and the action taken.

These records are confidential and must be treated as such by all persons involved in the grievance procedure.

Disciplinary Procedure

7. Disciplinary Rules

The purpose of the disciplinary procedure is to maintain standards of conduct, attendance, and job performance and to ensure fair and consistent treatment for all employees.

This procedure will be reviewed by the Kindergarten on a regular basis and may be amended from time to time.

The disciplinary procedure is referred to in your statement of terms of employment but does not form part of your contractual terms and conditions.

Examples of misconduct and gross misconduct are set out at the end of this procedure.

8. Investigation

No disciplinary action will be taken until the Kindergarten has investigated the matter.

At all stages of the procedure, you will be advised in writing of the nature of the complaint against you that has led the Kindergarten to consider disciplinary action.

All documents and discussions relating to the disciplinary procedure are confidential and must be treated as such by everyone involved.

9. Suspension

You may be suspended from your duties and required to stay away from work for all or part of the disciplinary procedure, including while an investigation is carried out.

During any period of suspension, you will remain on full pay and benefits.

Any period of suspension will not normally last longer than 14 days.

Suspension is not a disciplinary sanction.

10. Disciplinary Hearing

If, following investigation, the Kindergarten considers that disciplinary action may be appropriate, a disciplinary hearing will be held.

Before the hearing, you will receive a letter setting out the allegations against you. You will also receive copies of any relevant documents that the Kindergarten intends to rely upon at the hearing.

If you have any documents that you believe may assist the investigation, you should submit them to the person conducting the investigation before the hearing.

You should also inform the investigating officer if you are aware of any witnesses who may be able to provide relevant evidence.

You will be given reasonable time to prepare for the hearing and are expected to take all reasonable steps to attend.

At the hearing, you will have the opportunity to state your case and respond to the allegations before any decision is made.

Before making a decision, the Kindergarten will take into account:

- Your disciplinary and general employment record;
- Your length of service;
- Action taken in previous similar cases;
- Any explanations provided by you; and
- Whether the proposed disciplinary action is reasonable in all the circumstances.

11. Right to Be Accompanied (Disciplinary Hearings)

You may be accompanied by a work colleague at any disciplinary hearing.

If you choose to be accompanied, your colleague will be entitled to a reasonable amount of paid time off during working hours to discuss the matter with you and attend the hearing.

Your companion may:

- Address the hearing on your behalf;
- Put forward or summarise your case;
- Respond to views expressed during the hearing; and
- Confer with you during the hearing.

Your companion may not answer questions on your behalf.

You should notify the person conducting the hearing in advance if you wish to be accompanied.

12. Disciplinary Action

The following disciplinary sanctions will normally be used in cases of misconduct, gross misconduct, or poor performance.

The Kindergarten reserves the right to apply whichever level of sanction it considers appropriate, taking into account the nature and seriousness of the misconduct or performance issue.

The Kindergarten is not required to begin with a verbal warning in every case. In serious cases, dismissal may be the appropriate sanction for a first offence.

Where poor performance is identified, appropriate training and support may be offered to help you achieve the required standards within a specified period.

13. Disciplinary Action

The following disciplinary sanctions will normally be applied in cases of misconduct, gross misconduct, or poor performance.

The Kindergarten reserves the right to apply whichever level of sanction it considers appropriate, taking into account the nature and seriousness of the misconduct or performance issue.

The Kindergarten is not required to begin with a verbal warning in every case. In serious cases, dismissal may be the appropriate sanction for a first offence.

Where poor performance is identified, appropriate training and support may be offered to help you achieve the required standards within a specified period.

13.1 Verbal Warning

For minor misconduct or failure to achieve satisfactory standards, a formal verbal warning will normally be issued by the Kindergarten Supervisor.

The warning will be confirmed in writing, and you will be asked to sign the written record to acknowledge receipt.

The warning will set out:

- The nature of the misconduct or poor performance;
- The improvement required; and
- The timescale within which improvement must be achieved.

The written record will be placed on your personnel file.

If you commit further misconduct (whether of the same or a different nature) or fail to improve your performance within six months of the warning being issued, the next level of disciplinary sanction will normally be applied.

Otherwise, the warning will be considered spent after six months, although the record may remain on your personnel file for as long as it remains relevant.

13.2 First Written Warning

A first written warning may be issued:

- For more serious misconduct; or
- Where further minor misconduct occurs within six months of a verbal warning; or
- Where satisfactory standards are not achieved within six months of a verbal warning.

This warning will normally be issued by the Kindergarten Supervisor or Business Manager.

The warning will confirm:

- The nature of the misconduct or poor performance;
- The improvement required; and
- The timescale within which improvement must be achieved.

13.3 Further Misconduct Following a First Written Warning

If you commit further misconduct or fail to improve your performance within six months of a first written warning being issued, the next level of disciplinary sanction will normally be applied.

Otherwise, the first written warning will be considered spent after six months, although the record may remain on your personnel file for as long as it remains relevant.

13.4 Final Written Warning

A final written warning may be issued:

- For serious misconduct warranting a first and final warning;
- Where further misconduct occurs during the currency of an earlier warning; or
- Where satisfactory standards of performance are not achieved within the specified period.

This warning will normally be issued by the Kindergarten Supervisor or Business Manager.

The warning will set out:

- The nature of the misconduct or poor performance;
- The improvement required; and
- The consequences of failing to comply, which will normally be dismissal.

A final written warning will normally remain active for 12 months, although the record may remain on your personnel file for as long as it remains relevant.

13.5 Dismissal

Dismissal may result from:

- A very serious first act of misconduct;

- Further misconduct (whether of the same or another type) during the currency of an earlier warning; or
- Failure to achieve satisfactory standards of performance within a specified period.

The decision to dismiss will usually be made by the Chair of the Committee.

13.6 Gross Misconduct

In cases of gross misconduct, you will normally be dismissed without notice or payment in lieu of notice.

In exceptional circumstances, where there are genuine mitigating factors, an alternative disciplinary sanction may be applied.

The decision to dismiss for gross misconduct will usually be made by the Chair of the Committee.

13.7 Disqualification

If the registered provider, a person living in the same household as the registered provider, or a person employed in that household becomes disqualified, the provider must not continue as an early years provider or be directly involved in the management of such provision.

Where the Kindergarten becomes aware of information that may lead to the disqualification of an employee, appropriate action will be taken to ensure the safety and welfare of children.

If a person employed at Horsmonden Kindergarten becomes disqualified, the Chair of the Committee must cease to employ that person.

Where relevant, the following information will be provided to Ofsted:

- Details of any order, determination, conviction, or other ground for disqualification under regulations made under section 75 of the Childcare Act 2006;
- The date of the order, determination, conviction, or the date on which the other ground for disqualification arose;
- The body or court that made the order, determination, or conviction, and any sentence imposed; and
- A certified copy of the relevant order or conviction.

This information will be provided to Ofsted as soon as reasonably practicable and, in any event, within 14 days of the date on which the provider became aware, or ought reasonably to have become aware, of the relevant information.

14. Appeal

If you are dissatisfied with any disciplinary decision affecting you, you may appeal in writing to the Chair of the Committee within five working days of being notified of the decision.

Your appeal must state the grounds for appeal, which may include:

14.1

The sanction imposed was inappropriate; and/or

14.2

New evidence has become available that was not previously available and is material to the decision; and/or

14.3

The disciplinary hearing was not conducted fairly.

Where possible, the appeal will be heard by a different person who has not been involved in the earlier stages of the procedure.

The appeal hearing will normally be held within five working days of receipt of your written appeal.

At the hearing, you will have the opportunity to state your case.

You may be accompanied by a work colleague. Your colleague will be entitled to a reasonable amount of paid time off during working hours to discuss the appeal with you and attend the hearing.

Your companion may:

- Address the hearing on your behalf;
- Put forward or summarise your case;
- Respond to views expressed during the hearing; and
- Confer with you during the hearing.

Your companion may not answer questions on your behalf.

You should notify the person conducting the appeal hearing in advance if you wish to be accompanied.

You are expected to take all reasonable steps to attend the appeal hearing.

You will be informed in writing of the appeal decision, which will be final.

If you appeal against dismissal, your dismissal will take effect on the date specified in your dismissal letter unless your appeal is upheld. If your appeal is successful, you will be reinstated and your employment will be treated as continuous throughout the intervening period.

15. Records and Confidentiality (Disciplinary Procedure)

Where possible, records will be kept at all stages of the disciplinary procedure, detailing the nature of the disciplinary offence and the action taken.

These records are confidential and must be treated as such by all persons involved in the disciplinary procedure.

16. Examples of Misconduct

The following is a non-exhaustive list of conduct that may amount to misconduct:

16.1 Unauthorised absence from work;
16.2 Poor timekeeping;
16.3 Damage to Kindergarten property or the property of an employee or customer;
16.4 Misuse of Kindergarten property or facilities;
16.5 Unacceptable performance;
16.6 Failure to observe Kindergarten procedures;
16.7 Breach of Kindergarten rules; and
16.8 Abusive behaviour.

17. Examples of Gross Misconduct

The following is a non-exhaustive list of conduct that may amount to gross misconduct:

17.1 Theft of Kindergarten property or the property of an employee or customer;
17.2 Dishonesty;
17.3 Violent, abusive, or intimidating conduct;

17.4 Unlawful discrimination or harassment;
17.5 Falsification of records, expense forms, or self-certification forms (including providing incorrect information on your application form);
17.6 Unauthorised use or disclosure of confidential information;
17.7 Attending work under the influence of alcohol or non-medically prescribed drugs;
17.8 Refusal to carry out duties or reasonable instructions, or serious insubordination;
17.9 Any action likely to bring the Kindergarten into disrepute;
17.10 Deliberate and serious damage to property;
17.11 Serious breach of health and safety rules;
17.12 Deliberately accessing internet sites containing pornographic, offensive, or obscene material;
17.13 Serious misuse of the organisation's property or name;
17.14 Causing loss, damage, or injury through serious negligence; and
17.15 Failure to disclose any convictions, cautions, or warnings that may affect suitability to work with children, or living in the same household as a person who has been disqualified from working with children or is listed on the sex offenders register.

This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012
This was reviewed in May 2026

GDPR Policy

The General Data Protection Regulation, GDPR, replaces all previous Data Protection Directives that were in place. It was approved by the EU Parliament in 2016 and comes into effect on 25th May 2018.

GDPR states that personal data should be 'processed fairly and lawfully' and 'collected for specified, explicit and legitimate purposes' and that individuals' data is not process without their knowledge and are only processed with their 'explicit' consent. GDPR covers personal data relating to individuals, Horsmonden Kindergarten is committed to protecting the rights and freedoms of individuals with respect to the processing of children's, parents, visitors and staff personal data.

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

GDPR includes certain rights for individuals

1. **The right to be informed**

Horsmonden Kindergarten is a registered Childcare provider with Ofsted and as such is required to collect and manage certain data.

Parent names, addresses, telephone numbers, email addresses, date of birth and National Insurance numbers are required.
Pupil names, addresses, date of birth and birth certificate numbers.
For parents claiming the free nursery entitlement this information is passed on to Kent County Council using a secure electronic file transfer system.

Horsmonden Kindergarten collects certain details from visitors to the premises, such as names, telephone numbers, addresses and if appropriate company names. This is required to fulfil our Health and Safety and Safeguarding Policies.

As an employer, Horsmonden Kindergarten is required to hold data on its employees; names, addresses email addresses, telephone numbers, date of birth, National Insurance numbers, photographic IK, bank details and next of kin details.

The Disclosure and Barring Service is used to check employees and volunteers for their suitability to work at the Kindergarten and the Kindergarten hold the certificate numbers following these checks.

1. **The right of access**

At any point an individual can make a request relating to their data and Horsmonden Kindergarten will need to provide a response (within 1 month). Horsmonden Kindergarten can refuse a request, if we have a lawful obligation to retain data i.e. from Ofsted in relation to the EYFS, but we will inform the individual of the reasons for the rejection. The individual will have the right to complain to the Information Commissioners Office if they are not happy with the decision. The ICO can be contacted at Information Commissioners Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF or ico.org.uk/

2. **The right to erasure**

Individuals have the right to request the deletion of their data where there is no compelling reason for its continued use. However, Horsmonden Kindergarten has a legal duty to keep children's and parents details for a reasonable time (as specified in our Retention of Records Policy). The data is archived securely on site and shredded at the end of the legal retention period.

3. **The right to restrict processing**

Parents, visitors and staff can object to Horsmonden Processing their data. This means that data can be stored but must not be used in any way. The use of photographs for example may be restricted using the Media Consent Form.

4. **The right to data portability**

Horsmonden Kindergarten requires data to be transferred from one IT system to another. Examples of this include sharing information with Kent County Council, sharing information with parents using Tapestry. The information is transferred using secure file transfer systems.

5. **The right to object**

Parents, visitors and staff can object to their data being used for certain activities like marketing.

6. **The right not to be subject to automated decision-making including profiling**

These rights related to the use of automated decision-making where there is no human involvement and profiling is an automated system to evaluate things about an individual. Horsmonden Kindergarten does not use personal data for such purposes.

Storage and use of personal information

All paper copies of children's and staff records are kept in a locked filing cabinet in the office at Francis Austen Memorial Hall, Back Lane, Horsmonden, TN12 8NJ.

Members of staff can have access to the children's records, but information taken from these files is confidential. The records remain on site at Horsmonden Kindergarten at all times. The records are shredded at the end of the retention period.
Information about individual children is used in certain documents, such as a weekly register, medication forms, accident books, referrals to external agencies and disclosure forms. These records are shredded after the relevant retention period.

When a child leaves Horsmonden Kindergarten their data may be shared with the receiving school. Such information will be sent via a secure file transfer system, or the parent/carer will be given the data to deliver to the receiving school.

Horsmonden Kindergarten stores and uses personal data held visually in photographs or video clips or as sound recordings, provided the parent has given their permission via the relevant Consent Form.

Access to all office computers, drop box files and Tapestry Online Learning Journal is password protected.

Any portable data storage used to store personal data is stored in a locked filing cabinet.

This policy was adopted at a meeting of Horsmonden Kindergarten held during May 2018.
This policy was reviewed in May 2026

Reserves Policy

1. Horsmonden Kindergarten is a registered charity, offering pre-school education and nursery places for children aged 2 to school age. The Kindergarten is run by a Management Committee, which actively undertakes fund-raising activities to create extra income towards play equipment, improvements and ongoing improvements and investment.

2. Annual income from fees should, in general, meet the annual budgeted costs of the Kindergarten. In years of low numbers of children (largely determined by local population), reserves may be used (supplemented by additional fundraising) to meet the general running costs of the kindergarten.

3. The Committee has reviewed the Kindergarten's need for reserves in line with guidance issued by the Charity Commission and the Pre-school Learning Alliance. The Kindergarten needs reserves in order to:

   i) Meet statutory redundancy liabilities should the Kindergarten have to close;
   ii) Ensure there are sufficient cash reserves in the current account to cover day to day running costs;
   iii) Ensure continuity of service provision by: a. meeting unexpected costs such as cover for illness or maternity leave; b. covering running costs during periods of lower income
   iv) Maintain the building and Locket Green in a safe and secure manner for the protection and enjoyment of the children, and to maintain play resources and equipment
   v) Meet the cost of repairs to the fabric of the building which are essential to retain the building's integrity (it is the committee's desire that such expenditure could be immediately met without prejudicing the day-to-day running of the Kindergarten).

4. The Committee are committed to keeping the equivalent of 3-4 months operating expense in reserve. The Committee believes that this level of reserves is prudent and necessary to ensure that the Kindergarten can run efficiently and meet future needs.

5. Horsmonden Kindergarten has no restricted funds, and therefore all cash balances can be considered to be part of reserves. In the event of reserves falling significantly below the target level, the Kindergarten will aim to restore the reserves as soon as possible by increasing fundraising, increasing earned income, or reducing expenditure.

6. Similarly, if reserves are significantly above the target level, the Committee will put in place a plan as soon as possible, aiming to eliminate the excess within four years by spending money to enhance the quality of Kindergarten provision, or otherwise further the aims of the Kindergarten, or by reducing fundraising. The Committee will not, however, take any steps that might call into question the ability of the Kindergarten to continue as a financially viable operation in the long term.

7. The Committee will monitor the level of reserves regularly, and review the reserve policy and position at least annually.

This policy was adopted at a meeting of Horsmonden Kindergarten on 9th March 2016

This was reviewed in May 2026

Fire Safety and Emergency Evacuation Policy

- Becky Painter, Claire Penfold and Sarah Parsons and all members of staff are familiar with the requirements of the Regulatory Reform (Fire Safety) Order 2005 which came into force in October 2006 and replaced any previous fire safety regulations.

- Horsmonden Kindergarten are familiar with the guidance that applies to early years settings as detailed in the "*Fire Safety Risk Assessment - Educational Premises"* **publication**

- Horsmonden Kindergarten understand that the basis of the new regulations is risk assessment. Managers carry out a written fire evacuation risk assessment. This will follow the guidance as set out as above.

- The Frances Austen Memorial Hall continually reviews and updates the risk assessment policy document.

- Fire doors are clearly marked, never obstructed and easily opened from inside.

- Smoke detectors/alarms and firefighting appliances conform to BSEN standards, and are fitted in appropriate high-risk areas of the building and are checked as specified by the manufacturer.

- Our emergency evacuation procedures are approved by the Fire Safety Officer and are:
  - clearly displayed in the premises
  - explained to new members of staff, volunteers and parents
  - practiced regularly, at least once every six weeks

- Records are kept of fire drills and the servicing of fire safety equipment.

Fire Evacuation Procedure

The following process will be followed should it be necessary to evacuate the building:

- Once alarm sounds members of staff will lead the children out of the emergency exits in each classroom. All other visitors etc to leave from nearest available exit.

- The children will be taken out through the fire exit gate where the children and staff will line up in the designated area on Locket Green (grass playing field behind the building – a safe distance away from the building).

- If the classroom exits are unavailable then the children will be evacuated using both/either of the front entrance doors and will be led through the playground and through the gate into the playing field.

- A member of staff will collect the register, a mobile phone and any medication. They will then complete a head count and a register of children and staff once the children have been assembled on Locket Green.

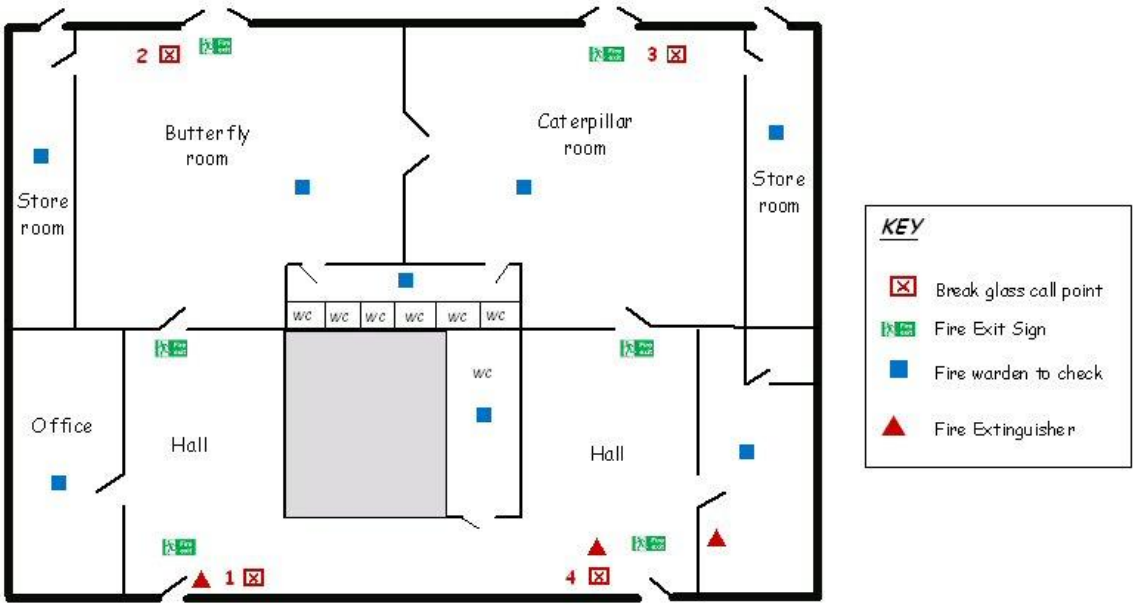
- Whilst the children are exiting the building a staff member will thoroughly check all classrooms, outside play area washrooms, and disabled toilet, entrance hall, office, kitchen, storage cupboards.
- Once the building has been evacuated the emergency services will be called.

- All staff and children will assemble at Horsmonden Primary School in the event of a real fire.

- Fire extinguishers are located by both front entrances and in the kitchen where there is also a fire blanket. Stop cock and fuse box can be located in the boiler cupboard in the kitchen.

- The drill will be logged each time it is carried out

Plan of the Building



FOR FURTHER DETAILS RELATING TO FIRE AND EMERGENCY EVACUATION, PLEASE REFER TO THE RED FOLDER MARKED "FIRE".

This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012
This was reviewed in May 2026

Health and Safety Policy

Horsmonden Kindergarten believes that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers.

We aim to make children, parents and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.

In order to achieve these aims we adhere to the following procedure

- Our designated members of staff responsible for health and safety are Becky Painter, and Sarah Parsons.
- They are competent to carry out these responsibilities.
- They have undertaken health and safety training and regularly update their knowledge and understanding.
- We display the necessary health and safety posters.

Insurance cover

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed in the main foyer area.

Raising Awareness

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues so that all adults can adhere to our policy and procedures as they understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.
- Records are kept of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part.
- Health and safety issues are explained to the parents of new children so that they understand the part played by these issues in the daily life of the Horsmonden Kindergarten.
- As necessary, health and safety training is included in the annual training plans of staff, and health and safety is discussed regularly at staff meetings.
- We operate a **no smoking policy** within the Frances Austen Memorial Hall and in the outside area that the children have access to during the sessional care.
- Children are made aware of health and safety issues through discussions, planned activities and routines.

Space Requirements

- Horsmonden Kindergarten meet the necessary space requirements of 2.5m2 for children aged two years old and 2.3m2 for children aged three to five years of age.

Outdoor Play

- Children have the opportunity to play in the fresh air throughout the year.
- Our outdoor space is securely fenced and checked regularly and cleared of any rubbish before it is used.
- Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.
- Where water can form a pool on equipment, it is emptied before children start playing outside.
- All outdoor activities are supervised at all times.

Hygiene

- We keep up to date with the recommendations set out from the Environmental Health Department and the Health Authority and follow their guidelines.
- Our daily routines encourage the children to learn about personal hygiene.
- We have a daily cleaning routine which includes play rooms, kitchen, toilets and the nappy changing area.
- We have a schedule for cleaning resources and equipment, dressing-up clothes and furnishings.
- The toilet area has a high standard of hygiene including hand washing and drying facilities and the appropriate, hygienic disposal of nappies, this area is checked and recorded three times a day.
- Hygienic rules, related to bodily fluids, are followed with particular care and all staff and volunteers are aware of how infections, including HIV can be transmitted.
- We implement good hygiene practices by:
  - cleaning tables between activities
  - cleaning toilets regularly
  - wearing protective clothing, such as aprons and disposable gloves as appropriate
  - providing sets of clean cloths
  - providing tissues and their, appropriate, hygienic disposal
  - ensuring individual use of towels and their, appropriate, hygienic disposal
  - encouraging the children to shield their mouths when coughing
  - ensuring that children with pierced ears do not try on or share one another's earrings.

Cleaning and Clearing

- Any spills of blood, vomit or excrement are wiped up and flushed away down the toilet.
- Rubber gloves are always used when cleaning up spills of bodily fluids. Floors and other affected surfaces are disinfected using chlorine or iodine bleach diluted according to the manufacturer's instructions and following **COSHH** procedures.
- Fabrics contaminated with body fluids are thoroughly washed in hot water.
- Spare laundered underwear and other clothing are available in case of accidents and polythene bags are made available in which to wrap soiled garments.
- All surfaces are cleaned daily and in between activities with an appropriate cleaner.

Activities

- Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending Horsmonden Kindergarten.
- The layout of play equipment allows adults and children to move safely and freely between activities.
- All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded.
- All materials, including paint and glue, are non-toxic.
- Sand is clean and suitable for children's play.

- Physical play is constantly supervised.
- Children are taught to handle and store tools safely.
- Children who are sleeping are checked regularly.
- Children learn about health, safety and personal hygiene through the activities we provide and the daily routines we follow.

Food and drink

- Staff who prepare and handle food receive appropriate training and understand and comply with food safety and hygiene regulations. Regulation (EC) 852/2004 of the European Parliament and of the Council on the Hygiene of Foodstuffs.
- In particular each adult will:

  - Always wash hands in a separate area to where food is being prepared.
  - Always wash hands under running water before handling food and after using the toilet.
  - Not be involved with the preparation of food if they are suffering from any infectious/contagious illness or skin problems.
  - Never cough or sneeze over food
  - Use different cleaning cloths for the kitchen, play and toilet areas.
  - Prepare raw and cooked food in separate areas and on separate colour coded chopping boards.
  - Keep food covered and refrigerated where necessary, once opened or prepared label with the date.
  - Ensure that all fresh fruit and vegetables are washed thoroughly before use
  - Ensure that all utensils are kept clean and stored in a dust-free place
  - Ensure waste is disposed of properly and out of reach of children. A lid is kept shut on the dustbin and hands are washed after using it.
  - Never carry hot drinks through the play area(s) and do not place hot drinks within reach of children.
  - Supervise snack and meal times appropriately and ensure that children do not walk about with food and drinks.
  - Make fresh drinking water available to the children at all times.
  - Operate systems to ensure that children do not have access to food/drinks to which they are allergic.

Healthy Eating

- Horsmonden Kindergarten promote healthy eating at all times. As a minimum, children are offered: one item of fruit/raw vegetable (e.g. apple, pear, banana, satsuma), one protein (e.g. cheese), one item of carbohydrate (e.g. bread, breadsticks, crackers). In addition, we always offer water or milk to the children.
- Parents are encouraged to provide healthy lunch boxes including a cold pack.

Outings and visits

- We have agreed procedures for the safe conduct of outings.
- Parents sign a general consent on registration for their children to be taken out as a part of the daily activities of the setting.
- Parents always sign consent forms before major outings.
- A risk assessment on the proposed venue is carried out before an outing takes place.
- Our adult to child ratio for outings is high
- Named children are assigned to individual staff to ensure each child is individually supervised and to ensure no child gets lost and that there is no unauthorised access to children.

- Outings are recorded in a risk assessment for that outing stating:
  - the date and item of outing
  - the venue and mode of transport
  - names of staff assigned to named children
  - time of return
- Staff take a mobile phone on outings, and supplies of tissues, wipes, pants etc as well as a mini first aid pack and where needed a snack/water. The amount of equipment will vary and be consistent with the venue and the number of children as well as how long they will be out for.
- Records are kept of the vehicles used to transport children, with named drivers and appropriate insurance cover.
- A minimum of two staff should accompany children on outings even where parent volunteers are assisting and a minimum of two staff should remain behind with the rest of the children.

Missing child

If a child goes missing from Horsmonden Kindergarten:

- The person in charge will carry out a thorough search of the building and garden.
- The register is checked to make sure no other child has also gone astray.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- The person in charge talks to staff to establish what happened.
- If the child is not found, the parent is contacted and the missing child is reported to the police.

If a child goes missing from an outing where parents are not attending and responsible for their own child, the setting ensures that there is a procedure that is followed.

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray. One staff searches the immediate vicinity but does not search beyond that.
- The person in charge is informed, if s/he is not on the outing and makes their way to the venue to aid the search and be the point of contact for the police as well as support staff.
- Staff take the remaining children back to the Frances Austen Memorial Hall.
- The person in charge of the setting contacts the child's parent who makes their way to the setting or outing venue as agreed with the person in charge.
- The staff contact the police using the mobile phone and report the child as missing.
- In an indoor venue, the staff contact the venue's security who will handle the search and contact the police if the child is not found.
- The person in charge contacts the chairperson of the management committee who comes down to the setting as soon as possible.

The investigation

- The management committee chairperson carries out a full investigation taking written statements from all the staff present at the time, or who were on the outing.
- The key person/staff writes an incident report detailing:

  - the date and time of the incident
  - what staff/children were in the group/outing
  - when the child was last seen in the group/outing
  - what has taken place in the group/outing since then
  - the time it is estimated that the child went missing

- A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation, all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff.
- The incident is reported under RIDDOR arrangements and is recorded in the incident book.
  Ofsted is informed.
- The Insurance department at the Pre-school Learning Alliance is informed.

Animals

- Animals visiting the setting are free from disease and safe to be with children, and do not pose a health risk.
- Children wash their hands after contact with animals.
- Outdoor footwear worn to visit farms are cleaned of mud and debris and are not worn indoors.

First aid and medication

At least one member of staff with current first aid training is on the premises or on an outing at any one time. The first aid qualification they hold, includes first aid training for infants and young children. Training will be obtained for other medical conditions when necessary.

Our first aid kit complies with the Health and Safety (First Aid) Regulations 1981 and contains the following items ONLY:

- Triangular bandages (ideally at least one should be sterile) - x 4
- Sterile dressings:

  a) Small (formerly Medium No 8) - x 3
  b) Medium (formerly Large No 9) – HSE 1 - x 3
  c) Large (formerly Extra Large No 3) – HSE 2 - x 3

- Composite pack containing 20 assorted (individually-wrapped) plasters
- Sterile eye pads (with bandage or attachment)
- Container or 6 safety pins 1
- Guidance card as recommended by HSE 1

In addition to the first aid equipment, each box is supplied with:

a) 2 pairs of disposable plastic (PVC) gloves
b) 1 plastic disposable apron
c) a children's forehead 'strip' thermometer

- The first aid box is easily accessible to adults and is kept out of the reach of children.
- No un-prescribed medication is given to children, parents or staff.

At the time of admission to the setting, parents' written permission for emergency medical advice or treatment is sought. Parents sign and date their written approval.

Parents sign a consent form at registration allowing staff to: apply a dressing if necessary (e.g. plaster); administer any prescribed medicine (see separate note on prescribed medicine); take their child to the nearest Accident and

Emergency unit to be examined, treated or admitted as necessary on the understanding that parents have been informed and are on their way to the hospital.

Our Accident Book

- is kept safely and accessibly
- call parent/carer when a head injury has occurred
- all staff and volunteers know where it is kept and how to complete it
- is reviewed termly to identify any potential or actual hazards and also identifies if accidents are occurring more frequently to individual children.

Ofsted is notified of any injury requiring treatment by a general practitioner or hospital doctor, or the death of a child or adult.

When there is any injury requiring general practitioner or hospital treatment to a child, parent, volunteer or visitor or where there is a death of a child or adult on the premises, we make a report to the Health and Safety Executive using the format for the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations **(RIDDOR)**

Dealing with incidents

We meet our legal requirements for the safety of our employees by complying with **RIDDOR** (the Reporting of Injury, Disease and Dangerous Occurrences Regulations). We report to the Health and Safety Executive:

- Any accident to a member of staff requiring treatment by a general practitioner or hospital.
- Any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident but could have done, such as a gas leak.
- Any dangerous occurrence is recorded in our Incident Book. See below.

Information for reporting the incident to Health and Safety Officer is detailed in the Pre-school Learning Alliance's publication, Accident Record.

Our Incident Book

- We have ready access to telephone numbers for emergency services, including local police. Where we are responsible for the premises we have contact numbers for gas and electricity emergency services, carpenter and plumber.
- We keep an incident book for recording incidents including those that are reportable to the Health and Safety Executive as above.
- These incidents include:
  - break in, burglary, theft of personal or the setting's property
  - an intruder gaining unauthorised access to the premises
  - fire, flood, gas leak or electrical failure
  - attack on member of staff or parent on the premises or near by
  - any racist incident involving a staff or family on the centre's premises
  - death of a child
  - a terrorist attack, or threat of one
- In the incident book, we record the date and time of the incident, nature of the event, who was affected, what was done about it - or if it was reported to the police, and if so a crime number. Any follow up, or insurance claim made, should also be recorded.

In the unlikely event of a terrorist attack we follow the advice of the emergency services with regard to evacuation, medical aid and contacting children's families. Our standard Fire Safety when the threat is averted.

Useful contact; Community Safety Partnership 01892 526121

- In the unlikely event of a child dying on the premises, for example, through cot death in the case of a baby, or any other means involving an older child, the emergency services are called, and the advice of these services are followed. Ofsted is informed.
- The incident book is not for recording issues of concern involving a child. This is recorded in the child's own file.

Administration of medication

- Only prescribed medication may be administered. It must be in-date and prescribed for the current condition.
- Children taking prescribed medication must be well enough to attend the setting.
- Children's prescribed drugs are stored in their original containers, are clearly labelled and are inaccessible to the children.
- Parents give prior written permission for the administration of medication. This must state the name of the child, name/s of parent(s), date the medication starts, the name of the medication and prescribing doctor, the dose and times, or how and when the medication is to be administered.
- Medicines are stored strictly in accordance with product instructions and in the original container in which dispensed.
- The administration is recorded accurately each time it is given and is signed by staff. Parents sign the record book to acknowledge the administration of a medicine.
- If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.
- We use the Pre-school Learning Alliance's publication "*Medication Record* " for recording administration of medicine and comply with the detailed procedures set out in that document.

Illness

Our policy for the exclusion of ill or infectious children is discussed with parents. This includes procedures for contacting parents, or other authorised adults, if a child becomes ill while in the setting.

- We do not provide care for children who are unwell, have a temperature, or sickness and diarrhoea, or who have an infectious disease.
- Children with headlice are not excluded, but must be treated to remedy the condition.
- Parents are notified if there is a case of headlice in the setting.
- Parents are notified if there is an infectious disease, such as chicken pox.
- HIV (Human Immunodeficiency Virus) may affect children or families attending the setting. Staff may or may not be informed about it.
- Children or families are not excluded because of HIV.
- Good hygiene practice concerning the clearing of any spilled bodily fluids is carried out at all times.
- Staff suffering from sickness and diarrhoea will not be permitted back to work until 48 hours after symptoms have ceased.
- **Public Health England (PHE)** is notified of any infectious diseases that a qualified medical person considers notifiable. (Infectious Disease (Notification) Act 1889). Ofsted is also informed where this is the case i.e. measles/mumps/chickenpox/scarlet fever
- The sickness of staff and their involvement in accidents is recorded. The records are reviewed termly to identify any issues that need to be addressed.

Safety of adults

- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- When adults need to reach up to store equipment or to change light bulbs they are provided with safe equipment to do so.
- All staff complete an annual induction on Health & Safety, Fire Evacuation, including use of fire extinguishers. Food Safety, and Safeguarding.
- All warning signs are clear and in appropriate languages.
- Adults do not remain in the building on their own or leave on their own after dark.

Records

In accordance with the National Standards for Day Care and General Data Protection Regulation GDPR, we keep records of:

a) Adults

- the names and addresses of all staff on the premises, including temporary staff who work with the children or who have substantial access to them
- the names and addresses of the owners or of all members of the management committee
- all records relating to the staff's employment with the setting, including application forms, references, results of checks undertaken etc.

b) Children

- the full names, date of birth of the children.
- the addresses and telephone numbers of every parent or carer known to Horsmonden Kindergarten, together with those adults who are authorised to collect children from setting
- details of which of these parents or carers the child normally lives with
- the names, addresses and telephone numbers of emergency contacts in case of children's illness or accident
- the allergies, dietary requirements and illnesses of individual children
- the times of attendance of children, staff, volunteers and visitors
- the names of the children's key workers
- accidents and medicine administration records
- consents for outings, administration of medication, emergency treatment
- incidents

Horsmonden Kindergarten also record and submit the following information to our local authority about individual children receiving the free entitlement to Early Years Provision, as part of the Early Years Census:

- the full names, date of birth, address, gender, ethnicity (collected on a voluntary basis only), special educational needs status, the number of funded hours taken up during the census week, the total number of hours, both funded and unfunded, taken up at the setting during the census week.

In addition, Horsmonden Kindergarten, displays the certificate of registration in the main foyer.

Horsmonden Kindergarten keep a record of the risk assessment, stating when it was carried out, by whom, the date of review and any action taken following an incident or review.

In addition, the following procedures and documentation in relation to health and safety are in place:

Safety

- Risk assessment.
- Record of visitors.
- Fire safety procedures.
- Fire safety records and certificates.
- Operational procedures for outings.
- Vehicle records including insurance.
- List of named drivers.

Health

- Administration of medication.
- Prior parental consent to administer medicine.
- Record of the administration of medicines.
- Prior parental consent for emergency treatment.
- Accident record.
- Sick children.
- No smoking.

General

- All children are supervised by adults at all times and will always be within sight of an adult.
- Children will leave the group only with authorised adults.
- All adults are aware of the system(s) in operation for children's arrivals and departures and an adult will be at the door during these periods. (Please refer to the separate, specific policy document for further details)
- Low level glass will be covered with safety film
- Equipment is checked regularly and any dangerous items repaired/discarded.
- The layout and space ratios at the Frances Austen Memorial Hall allow children and adults to move safely and freely between the activities.
- Internal safety gates/barriers are used as necessary.
- Large equipment is erected with care and checked regularly.
- The premises are checked before locking up at the end of the day/session.
- We ensure that, so far as is reasonable, the facilities, equipment and access to the premises are suitable for children with disabilities.
- The premises are for the sole use of Horsmonden Kindergarten during the hours of operation.
- The Frances Austen Memorial Hall has appropriate fire detection and control equipment (i.e. Fire alarms, smoke detectors, fire extinguishers and fire blankets) which are checked regularly. (Please refer to the separate, specific Fire Evacuation Policy for further details)

This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012
This was reviewed in May 2026

<u>Risk Assessment –</u> maintain a record of aspects, when and by whom they have been checked.

Please refer to the additional Risk Assessment Policy Document for a more details of Horsmonden Kindergarten's policy.

Our risk assessment process covers adults and children and includes:

- Checking for and noting hazards and risks indoors and outside our premises and activities
- Assessing the level of risk and who might be affected
- Deciding which areas need attention
- Developing an action plan/tracker that specifies the action required, the time-scales for action, the person responsible for the action and any funding required
- Keeping a record of the risk assessment, stating when it was carried out, by whom, the date of review and any action taken following an incident or review.

This risk assessment is written and is reviewed regularly.

We maintain lists of health and safety issues, which are checked:

- daily before the session begins and at the end of a session
- weekly
- termly (when a full risk assessment is carried out)

This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012
This was reviewed in May 2026

Safety and Security of the Premises Policy

Children's safety

- We ensure all staff employed have been checked for criminal records by an enhanced disclosure from the disclosure barring service (DBS)
- Staff cannot start work until a satisfactory DBS check has been received.
- Adults do not normally supervise children on their own.
- All children are supervised by adults at all times.
- Whenever children are on the premises at least two adults are present.

Security

- Systems are in place for the safe arrival and departure of children. The times of the children's arrivals and departures are recorded.
- The arrival and departure times of staff, volunteers and visitors are recorded in our visitors' book and displayed on our notice board.
- Doors are locked at all times and prevent unauthorised access to our premises.
- Doors are locked at all times to prevent children from leaving the premises unnoticed.
- To prevent unauthorised access to Locket Green Coded paddocks are used during session time only.
- The personal possessions of staff and volunteers are securely stored in the office during sessions.

Windows

- Low level windows are made from materials that prevent accidental breakage or are made safe.
- Windows are protected from accidental breakage or vandalism from people outside the building.
- Windows above the ground floor are secured so that children cannot climb through them.

Doors

- We take precautions to prevent children's fingers from being trapped in doors.

Floors

- All floor surfaces are checked daily to ensure they are clean and not uneven, wet or damaged.

Kitchen

- Children do not have unsupervised access to the kitchen.
- At least one member of staff has an in-date Food Hygiene Certificate.
- All staff follow the guidelines *of "Safer Food Better Business"*.

- Claire Penfold and those members of staff responsible for food preparation understand the principles of Hazard Analysis and Critical Control Point (HACCP) as it applies to the business.
- A senior member of staff supervisor/business manager/room leader carries out daily opening and closing checks on the kitchen to ensure standards are met consistently.
- All staff are responsible for food preparation and serving they follow good hygiene practice
- All surfaces are clean and non-porous.
- There are separate facilities for hand-washing and for washing up.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- When children take part in cooking activities, they:

  - are supervised at all times
  - are given good hygiene practice
  - are kept away from hot surfaces and hot water
  - do not have unsupervised access to electrical equipment

Electrical/gas equipment

- All electrical/gas equipment conforms to safety requirements and is checked regularly, with annual PAT testing by Office Test.
- Our boiler/electrical switch gear/meter cupboard is not accessible to the children.
- Fires, heaters, electric sockets, wires and leads are properly guarded and the children are taught not to touch them.
- There are sufficient sockets to prevent overloading.
- The temperature of hot water is controlled by individual thermostatic controls on each sink to prevent scalds.
- Lighting and ventilation is adequate in all areas including storage areas.

Storage

- All resources and materials from which children select are stored safely.
- All equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012
This was reviewed in May 2026

Equipment and Resources Policy

Horsmonden Kindergarten believes that high quality early years care and education are promoted by providing children with safe, clean, attractive, developmentally appropriate resources, toys and equipment.

We provide children with resources and equipment that help to consolidate and extend their knowledge, skills, interests and aptitudes.

In order to achieve this, we:

- provide play equipment and resources that are safe and - where applicable - conform to the BSEN safety standards or Toys (Safety) Regulation (1995)
- provide a sufficient quantity of equipment and resources for the number of children
- provide resources that promote all areas of children's learning and development, which may be child or adult led
- select books, equipment and resources that promote positive images of people of all colours, cultures and abilities, are non-discriminatory and avoid racial and gender stereotyping
- provide play equipment and resources that promote continuity and progression, provide sufficient challenge and meet the needs and interests of all children
- provide natural and recycled materials that are clean, in good condition and safe for the children to use
- provide furniture that is suitable for children and furniture that is suitable for adults
- store and display resources and equipment where children can independently choose and select them
- regularly check all resources and equipment that are available at each session and ensure they are put away at the end of each session. We repair and clean, or replace, any unsafe, worn out, dirty or damaged equipment
- keep an inventory of resources and equipment recording the date on which each item was purchased, and the price paid

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
- record the dates and results of checking the resources and equipment
- record the date when any item is discarded due to being worn out, damaged or unsafe
- provide adequate insurance cover for the setting's resources and equipment

- Where possible, we use resources from other facilities to introduce new resources to support children's interests

- plan the provision of activities and appropriate resources so that a balance of familiar equipment and resources and new exciting challenges is offered

This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012
This was reviewed in May 2026

Healthy eating, food and drink policy

Purpose

Horsmonden Kindergarten is committed to supporting children's health and wellbeing by promoting a positive, safe, and consistent approach to food and nutrition.
The sharing of refreshments plays an important part in the social life of our setting, reinforcing children's understanding of healthy eating and independence.
This policy sets out our approach to:

- Snacks and mealtimes
- Packed lunches
- Birthdays and celebrations
- Food safety, allergies, and cultural/religious needs

Principle

- All children are entitled to a healthy, balanced diet that supports their growth, development, and learning.
- Mealtimes are social, relaxed, and inclusive.
- Food is never used as a reward or punishment.
- Staff act as positive role models, modelling healthy choices and good table manners.

Dietary Needs and Allergies

- Before a child starts at Horsmonden Kindergarten, we obtain details of their dietary requirements, including allergies or intolerances. This information is kept securely on file and displayed for staff reference.
- Horsmonden Kindergarten is a **nut-free environment**, including products such as pesto that may contain nuts.
- Staff are sensitive to children's dietary needs and ensure these are met discreetly, without singling out any child.
- The dietary rules of religious groups and the preferences of vegetarians or vegans are respected and catered for appropriately.
- Parents must inform staff immediately of any new or changing allergies or dietary needs.
- All staff receive training in allergy awareness, food hygiene, and paediatric first aid.

Healthy Eating

- We promote healthy eating at all times.
- Snacks are planned in advance and are fresh, wholesome, and balanced — typically including one fruit or raw vegetable (e.g. apple, pear, banana, satsuma) and one carbohydrate (e.g. breadstick, cracker, wraps).
- Milk provided for children is semi-skimmed and pasteurised; water is available at all times.
- We encourage children to make healthy choices and develop independence by serving themselves and tidying up after snack time.
- A multicultural diet is offered to ensure children encounter both familiar and new foods.

Packed Lunches

Parents are encouraged to provide a balanced lunchbox including:

- Fruit and/or vegetables
- Starchy foods (bread, rice, pasta, potatoes)
- Protein (meat, fish, eggs, beans, pulses)
- Dairy or alternatives (yoghurt, cheese, milk, fortified plant-based options)

Please avoid:

- Sweets, chocolate bars, or sugary yoghurts
- Fizzy or sweetened drinks
- Choking hazards (whole grapes, cherry tomatoes, popcorn, whole nuts, large cheese cubes) — these should be cut up in line with **Food Standards Agency** guidance (see food.gov.uk).

If a child's lunch regularly contains unsuitable items, staff will discuss this privately with parents to provide support and guidance.

Birthdays and Celebrations

- We celebrate birthdays and special occasions in fun, inclusive ways such as singing, games, or special activities.
- To support healthy eating, we ask families **not to send cakes, sweets, or party bags**.
- Families are encouraged to contribute **non-food items**, such as stickers, bubbles, or a book for the class library.
- Cultural and religious food traditions are respected and included where safe and appropriate.

Food Preparation and Safety

All staff who handle food receive **food hygiene training** and follow **Regulation (EC) 852/2004** on food hygiene. Staff must:

- Wash hands under running water before handling food and after using the toilet.
- Never prepare food while suffering from contagious illness or skin conditions.
- Avoid coughing or sneezing near food.
- Use colour-coded chopping boards for raw and cooked foods.
- Keep food covered and refrigerated where necessary.
- Wash fresh fruit and vegetables thoroughly before use.
- Keep utensils clean and stored in dust-free conditions.
- Dispose of waste hygienically, keeping bins covered and out of reach of children.
- Never carry or place hot drinks near children.
- Supervise snack and meal times at all times and ensure children do not walk around with food or drinks.
- Label and refrigerate food that requires reheating and record temperatures on the monitoring sheet.

Monitoring and Review

This policy is reviewed annually with input from staff and parents and updated in line with **EYFS welfare requirements**, **Public Health England guidance**, and **Ofsted standards**.
Together, we aim to create a positive food culture that supports children to develop healthy eating habits for life.

This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012
This was reviewed in May 2026

Smoking Policy

Under no circumstances are staff, parents or visitors, allowed to smoke or vape on the premises. This applies to the outside play areas and the surrounding front entrance of the building.

For further explanation, please see our detailed Health and safety policy.

This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012
This was reviewed in May 2026

Acceptable Use Policy: E-Safety and Technology Use

Purpose
Horsmonden Kindergarten is committed to helping children and adults use technology safely and responsibly. Mobile phones, computers, tablets, cameras and the internet are part of everyday life, but they also carry risks. This policy sets out how we protect children, staff and families while encouraging positive and responsible use of technology.

Responsibilities
The Supervisor is the e-Safety Coordinator and takes the lead on training, guidance and incident management. All staff, volunteers and families are expected to support safe practices, act responsibly online and raise any concerns promptly. This policy is reviewed annually.

Mobile Phones and Personal Devices

Staff may bring mobile phones to work, but they must be switched off or set to silent and stored in the staff room or office during sessions. Phones must not be used in classrooms. Calls and texts may only be made during designated breaks or when authorised by a member of the management team. Smart watches with notifications must also be silenced while staff are working with children.

Exception – Medical Monitoring Devices: Where a child has diabetes and uses a mobile phone or similar device to monitor their blood glucose levels (for example, through a continuous glucose monitoring app), a designated member of staff may carry the device during the session on their person or a small bag over their shoulder. The device must remain in that staff member's possession at all times and must be used solely for the purpose of monitoring the child's medical condition in accordance with the child's Individual Healthcare Plan.

If urgent contact is needed during session times, families and staff should use the Kindergarten landline.

Staff are not permitted to use personal phones to take photographs or videos of children. In exceptional circumstances, management may authorise the use of a personal device for official purposes, such as approved social media or promotional material. Any images taken in this way must be transferred securely and deleted from the personal device immediately after use.

Any staff member found storing images of children on a personal device, or using a phone during session times without authorisation, may be subject to disciplinary action.

Parents and visitors are also asked not to use mobile phones on the premises. Where there is a genuine need to use a phone, staff will direct them to a private area away from children.

Cameras and Videos
Personal cameras or recording devices must not be brought into the setting by staff. Photographs and videos of children are only taken using Kindergarten equipment, and only for valid purposes such as recording learning, creating displays or approved publicity. Camera and video use is monitored by the Supervisor.
Parents must give written consent for their child to be photographed or filmed. At special events, we will seek permission from all parents before allowing families to take photos or videos. It is also stressed to parents that any photo or video taken at an event must be kept strictly for their own personal use and not uploaded onto any social media site.

Computers, Email and Internet
Kindergarten laptops and tablets are for staff use only and must be protected with passwords, encryption and up-to-date virus protection.
Staff should use the official Kindergarten email account for all professional communication. Personal email addresses must not be used for Kindergarten business. Email and internet use should always be professional, respectful and appropriate.

Safer Internet
Horsmonden Kindergarten is committed to ensuring that all use of digital technology within the setting supports

children's learning and development in a safe, secure and age-appropriate manner. Internet access is filtered and supervised at all times, and children only use pre-approved educational resources. Staff adhere to safeguarding and data protection requirements, including the use of setting devices only and the secure handling of all digital information. The setting works in partnership with parents and carers to promote consistent messages about safe and responsible technology use, in line with statutory guidance and Ofsted expectations.

Screen Use

Screen use refers to how, why and in what context screens are used. It takes into account the quality and pace of content, purpose and level of engagement . Too much screen time leads to poorer cognitive and behavioural abilities. It leads to reduced verbal activity and vocabulary. It has also been associated with developmental delays resulting with reduced attention and lower executive function. It is recommended that Under 2's avoid screen time altogether unless video calling a parent/carer. 2-5 year olds should be limited to 1 hour per day. The content they are viewing should be slow paced, repetitive, predictable, advert free and free from scrolling. Avoid using Ai capabilities until there is more evidence available about the impact of Ai. We will ensure that the children who are attending Kindergarten do not have any screen time within their hours of attendance. Only in exceptional circumstances where staff deemed it necessary to allow screen time for a short period of time, screen time is allowed. For example, during extreme heat periods, staff may allow the children to watch an episode of an educational programme in order for them to remain calm, safe and cool when temperatures are high. Therefore screens in settings should be limited, carefully planned and clearly linked to our intended learning aims. For more information, please refer to the Gov.UK website –Best Start in Life - Screen Time guidance for Under 5's. These recommendations do not apply to screen based assisted technologies for SEND.

Tapestry
We use Tapestry, an **online learning journal, to record and share children's learning and development. Tapestry is only used with signed parental** permission. All data is stored securely on UK servers, and parents can only see their own child's records. Please refer to Tapestry policy for further information.

Online Content and Social Media
The Management team is responsible for all content published online by Horsmonden Kindergarten. Children's full names will never be used alongside photos.
Staff and volunteers must act responsibly online. They should not identify themselves as working at Horsmonden Kindergarten on personal social media, disclose confidential information, or post anything that could damage the reputation of the setting or relationships within it. Parents are asked to respect the same principles when sharing photos or posts relating to Kindergarten events.

Data Protection
We hold personal information about children, families and staff in line with the Data Protection Act 2018, UK GDPR and our Data Protection Policy. This information is kept secure and used only for legitimate purposes.

Cyberbullying
Horsmonden Kindergarten does not tolerate bullying or harassment in any form, including online. Cyberbullying may involve offensive messages, phone calls, sharing images without permission, or posting harmful comments. All incidents will be taken seriously, recorded and investigated. Where necessary, disciplinary action or police involvement may follow.

Incidents and Complaints
All concerns relating to e-Safety are recorded by the Supervisor. Where child protection issues are identified, these are escalated to the Designated Safeguarding Lead and external agencies if required. Parents will be informed of incidents where appropriate. After any incident, practice will be reviewed and updated to strengthen future safeguarding measures.

Communication of the Policy
This policy is shared with staff, volunteers, parents and the Kindergarten Committee. Its key points are also highlighted in newsletters, the Policy Booklet and on our website.

This policy was adopted at a meeting of Horsmonden Kindergarten held during in October 2012
This was reviewed in May 2026

Special Educational Needs and Disability (SEND) Policy

Horsmonden Kindergarten

Legal Framework and Guidance

This policy is written in line with:

- Children and Families Act 2014
- Equality Act 2010
- Special Educational Needs and Disability Code of Practice (0–25) (2020)
- Statutory Framework for the Early Years Foundation Stage (EYFS)
- Starting Strong (2025) guidance
- Kent Local Offer requirements

Our Vision
We are fully inclusive and committed to ensuring that all children, including those with Special Educational Needs and Disabilities (SEND), are supported to reach their full potential.

We believe early identification, strong partnerships with parents, and high-quality targeted support are key to improving outcomes for all children.

SEND Leadership and Responsibility

The SEND provision is led by:

- **Lead SENDCo: Hayley Baldock**
- **Deputy SENDCo: Claire Penfold**

The Lead SENDCo holds overall responsibility for SEND provision, monitoring, coordination, and liaison with external agencies.

All staff are responsible for identifying and supporting children with SEND as part of their role.

Identification of SEND
We identify SEND through a continuous cycle of observation, assessment, and partnership with families.

We will:

- Gather detailed information at induction from parents/carers.
- Assign every child a Key Person responsible for daily observation and early identification of need.
- Use ongoing EYFS-linked assessments to monitor development.
- Complete the Progress Check at Age 2 as a key early identification tool.
- Respond to concerns raised by parents or external professionals.
- Act on health visitor or specialist reports where applicable.

We define SEND in line with the Code of Practice:
A child has SEND if they have a learning difficulty or disability which requires special educational provision different from or additional to that normally available.

Graduated Approach (Assess–Plan–Do–Review)

We follow a structured graduated response:

1. Assess

- Identify concerns through observation, tracking, and parental input.
- SENDCo gathers detailed baseline information.

2. Plan

- Agree targets with parents/carers.
- Create a **Support Plan** with clear, measurable outcomes.
- Identify strategies and interventions.

3. Do

- Key Person and staff implement planned interventions.
- SENDCo monitors consistency of delivery.

4. Review

- Review progress at least **termly**, or sooner if required.
- Decide whether to continue, adjust, or escalate support.

Where progress remains limited, we will escalate support and may involve external agencies or consider an Education, Health and Care Plan (EHCP).

SEND Support and Provision
We provide support through:

- Targeted small group or 1:1 interventions
- Visual supports, communication aids, and adapted learning strategies
- Personalised learning plans
- Environmental adaptations where needed
- Staff trained in inclusive practice and specific SEND needs

We ensure that all staff understand and consistently implement agreed strategies.

Education, Health and Care Plans (EHCP)
Where a child requires support beyond SEND Support, we will:

- Work with parents to request an EHCP assessment
- Provide evidence of interventions and progress data
- Liaise with external professionals throughout the process
- Support implementation of EHCP outcomes if awarded

Child and Parent Voice
We place strong importance on the views of both children and parents.

We will:

- Involve parents at every stage of identification, planning, and review
- Hold regular review meetings (at least termly for SEND Support)
- Ensure parents are fully involved in target setting
- Capture the **voice of the child** using observation, play-based communication, and staff interpretation
- Adapt provision based on children's interests, preferences, and responses

Working with External Agencies
We work closely with:

- Health Visitors
- Speech and Language Therapy Services
- Early Years Inclusion and Advisory Teams
- Occupational Therapists
- Physiotherapists
- Local Children's Centres

We will seek specialist advice early where needed to ensure timely intervention.

Staff Training and Expertise
We ensure staff are trained in:

- Early identification of SEND
- Communication and language development
- Autism awareness
- Behaviour as communication
- Supporting emotional regulation

The SENDCo attends regular training and SEND network meetings to maintain up-to-date knowledge.

Accessibility and Inclusion
We provide an accessible and inclusive environment:

- Step-free access throughout the setting
- Accessible toilet facilities with support rails
- Open-plan, single-storey layout
- Free-flow indoor and outdoor learning
- Accessible resources to promote independence

Reasonable adjustments will always be made where required under the Equality Act 2010.

Information Sharing and Confidentiality
All SEND records are:

- Stored securely and confidentially
- Shared only with relevant professionals with parental consent
- Regularly updated and reviewed

Complaints and Concerns
If parents have concerns about SEND provision, they should:

1. Speak first to the child's Key Person
2. Escalate to the SENDCo if unresolved
3. Escalate to the Manager if needed

The setting's complaints procedure is available on request.

Transition to School or Other Settings
We support smooth transitions by:

- Sharing detailed SEND information with receiving schools (with consent)
- Arranging additional transition visits where needed
- Inviting school staff to meet children in advance
- Supporting parents through transition planning meetings
- Ensuring continuity of strategies and support plans

This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012

This was reviewed in May 2026

CLAIRE TO REVIEW

Directory of Useful Contacts, Outside Agencies and Support Services

Name	Role	Contact address	Contact number
Julie Goodfellow	LIFT District Coordinator for Tunbridge Wells	Broomhill Bank School Broomhill Bank Road Rusthall KENT TN3 0TB	01892 502466 julie.goodfellow@stlsoutreach.org.uk
NHS Pod	Speech and Language Therapy		Kentcht.nhs.uk
Inclusion Team KELSI website	Advice and support	Worral House 30 Kings Hill Avenue West Malling KENT ME19 4AE	EYinclusion@kent.gov.uk
Kent Partnership With Parents	Support for parents/cares of children with SEN/AEN		
Health visitors			www.kentcht.nhs.uk/service/kent-baby-health-visiting-service

Appendix B

SEN resources available at Horsmonden Kindergarten

- SEND Code of Practice
- SEND Toolkit
- Wheelchair access
- Disabled toilet

- Small equipment suitable for use by children with disabilities
  - 'squeezy' scissors
  - Easy grip paint brushes and pencils
  - Sensory blocks & boards
- A selection of jig saws suitable for use by children with SEN
  - Easy grip peg puzzles
  - Tactile stepping stones

- Figures/pictures/stories depicting people with disabilities/fidget toys

- Information sheets
- Kelsi

Illness, Sickness and Disease Policy

Managing Children Who Are Sick, Infectious, or Have Allergies

(Including the Reporting of Notifiable Diseases)

Policy Statement

Horsmonden Kindergarten promotes the good health of all children by preventing the spread of infection and ensuring that children with allergies or medical conditions are cared for safely. This policy is in line with the Early Years Foundation Stage (EYFS) Safeguarding and Welfare Requirements.

Parents and carers are asked to keep children at home if they are unwell. If a child requires Calpol or similar medication to reduce a temperature, they should remain at home until they are well enough to return.

Procedures for Children Who Are Unwell

If a child becomes unwell during the day, staff will:

- Monitor symptoms such as temperature, sickness, diarrhoea, pain or unusual lethargy.
- Contact parents or carers and request that the child is collected as soon as possible.
- Keep the child comfortable and supervised until collection.
- Use a non-contact thermometer to check the child's temperature if necessary.
- Seek emergency medical assistance if the child's condition becomes serious and contact parents immediately.

The Kindergarten reserves the right to refuse admission to children who are unwell or have a contagious illness.

Exclusion Periods

- Children with vomiting or diarrhoea must remain at home for **48 hours after the last episode**.
- Children prescribed antibiotics may be asked to remain at home for at least **24–48 hours**, depending on the reason for treatment and the child's condition.
- Children should not return until they are well enough to take part in normal activities.

The setting follows current guidance from the UK Health Security Agency regarding infectious diseases and recommended exclusion periods.

Reporting Notifiable Diseases

Certain infectious diseases must be reported to the relevant public health authority by a medical professional.

If the Kindergarten becomes aware that a child or adult has been diagnosed with a notifiable disease, the Manager will:

- Follow advice from the UK Health Security Agency.
- Notify Ofsted where required.
- Inform families as appropriate while maintaining confidentiality.

Infection Control Procedures

To minimise the spread of infection:

- Disposable gloves and aprons are worn when dealing with bodily fluids.
- Soiled clothing is bagged for parents to take home.
- Blood, urine, faeces and vomit are cleaned using approved disinfectant.
- Toys, surfaces and equipment are thoroughly cleaned and disinfected.
- Children do not share personal items such as toothbrushes.

These procedures apply equally to all children and adults, including those with blood-borne viruses such as HIV or hepatitis.

Head Lice

Head lice are not normally a reason for exclusion. If live lice are identified, parents and carers will be informed and asked to begin treatment promptly.

Conjunctivitis

Children with symptoms of conjunctivitis (red or sticky eyes with discharge) may be asked to remain at home until treatment has started and symptoms have improved, particularly if they are unable to maintain good hygiene or are uncomfortable.

Managing Allergies

Parents are asked to inform the Kindergarten of any allergies when their child starts. Where a child has a diagnosed allergy:

- An individual Healthcare Plan and risk assessment will be completed.
- The allergen, symptoms and emergency treatment will be clearly recorded.
- Medication such as EpiPen will be stored safely but remain readily accessible.
- Staff will receive appropriate training before administering emergency medication.
- Plans will be reviewed regularly with parents and carers.

Nut-Free Environment

Horsmonden Kindergarten aims to be a **nut-free setting**. Parents and carers are asked not to send any foods containing nuts or nut products.

Medication and Insurance Requirements

All medication is administered in accordance with the Kindergarten's Administration of Medicines Policy and with written parental consent.

For children requiring life-saving medication or specialist medical procedures, the setting will obtain:

- Written medical guidance from the child's GP or consultant.
- Parental consent.
- Evidence of staff training.

Attendance Notification

Parents and carers must notify the Kindergarten if their child will be absent from a session. This is essential for safeguarding and fire safety purposes, ensuring every child is accounted for at all times.

Telephone: 01892 724805
Horsmonden Kindergarten Website

Thank you for your cooperation in helping us maintain a healthy and safe environment for all children and staff.

This policy was adapted at a meeting of Horsmonden Kindergarten held during November 2015
This was reviewed in May 2026

Bereavement and Loss Policy

Introduction

At Horsmonden Kindergarten, we recognise that bereavement and loss are a natural and inevitable part of life and development.

We aim to support children in developing age-appropriate emotional, social, spiritual, and cognitive understanding of loss, and to help them express and manage their feelings in a safe and supportive environment.

Key Principles

We will:

- Provide a safe, nurturing environment where children can express emotions freely.
- Support children in understanding death in a developmentally appropriate way.
- Ensure all responses are sensitive, consistent, and appropriate to the child's age and stage of development.
- Work in partnership with families at all times.
- Respect cultural, religious, and personal beliefs surrounding death and bereavement.

Leadership and Responsibility

In the event of a bereavement affecting the setting, Supervisor Sarah Parsons and Deputy Claire Penfold will take immediate responsibility for coordination of support.

Sarah Parsons, Claire Penfold in partnership with practitioners, will:

- Lead the setting's response
- Liaise with the bereaved family
- Coordinate communication and support arrangements
- Ensure staff are supported throughout the process

Communication and Notification

We will ensure communication is handled sensitively and consistently.

- All staff will be informed as soon as possible.
- Parents/carers will be informed in writing at the same time, or as soon as circumstances allow.
- Children will be informed at an appropriate time, agreed in consultation with parents/carers.
- Clear, consistent and age-appropriate language will be used when discussing death.
- Children absent from the setting will be informed at the earliest appropriate opportunity.

All communication will take into account the wishes, beliefs, and cultural needs of the bereaved family.

Attendance at Funerals and Closure

- Attendance at funerals by staff or children will be discussed and agreed in consultation with families and management.
- Any decision to close the setting will be communicated to Kent County Council in line with funding and regulatory requirements.

Supporting Children

We will provide ongoing emotional support using developmentally appropriate approaches, including:

- Storytelling and books about loss
- Puppets, role play, and small world resources
- Creative expression (art, drawing, mark making)
- Opportunities for memory sharing and reflection
- Calm, consistent reassurance from key adults

Children will be supported to express feelings in their own way, without expectation or pressure.

Support for Families

We will:

- Work in partnership with parents/carers throughout the process
- Provide guidance on how to support children at home
- Signpost families to external support services where appropriate
- Keep families informed of any ongoing support offered by the setting
- Invite families to be involved in the setting's response where appropriate and desired

Staff Support

We recognise that bereavement affects staff as well as children.

We will:

- Allow staff time and space to process their own emotions
- Provide opportunities for reflection and discussion
- Offer access to training and guidance where appropriate
- Ensure staff are supported to respond consistently and sensitively

Environment and Ethos

We will maintain a calm, supportive, and predictable environment where:

- Children feel emotionally safe
- All responses to grief are respected
- No child is expected to respond in a particular way
- Individual differences in understanding and expression are acknowledged

Ongoing Remembrance

Where appropriate and agreed with families, we may:

- Acknowledge anniversaries in a sensitive way
- Provide opportunities for remembrance activities
- Continue to offer support as needed over time

This policy was adopted at a meeting of Horsmonden Kindergarten on May 2014
This was reviewed in May 2026

Non-collection of Children and Lost children policy

Uncollected Children

If a child is not collected at the end of a session by an authorised adult, Horsmonden Kindergarten will ensure the child is cared for safely and sensitively to minimise distress.

We will:

- Ensure two members of staff remain with the child at all times.
- Ensure the child is never left alone or with anyone who is not authorised.
- Provide reassurance, comfort, and appropriate supervision throughout.

Collection Information

On admission, parents/carers are required to provide up-to-date contact information, which is securely stored on site. This includes:

- Home address and telephone numbers (including mobile numbers)
- Work addresses and telephone numbers (where applicable)
- Details of adults authorised to collect the child, including names, addresses, and contact numbers

Alternative Collection Arrangements

If a child is to be collected by someone other than an authorised adult, parents/carers must:

- Inform the Kindergarten in advance where possible
- Provide a password or agreed security identifier if required

No child will be released to anyone not listed as authorised or verified by agreed procedures.

Late Collection Procedure

If a parent or carer is delayed, they must contact the Kindergarten as soon as possible.

If a child is not collected:

1. Staff will attempt to contact the parent/carer.
2. If unsuccessful, all authorised emergency contacts will be called.
3. The child will remain in the care of the Kindergarten with two members of staff present at all times.
4. The child will be reassured and cared for in a calm and safe environment.

Escalation

If all reasonable attempts to contact a parent/carer or authorised adults fail, and staff are no longer able to safely care for the child, the setting will contact:

- Kent County Council Social Care / Children's Services

The child will remain safeguarded until collection or further instruction is received from the relevant authority.

Lost or Missing Child Procedure

If a child is believed to be missing, the following procedure will be followed immediately:

1. Immediate Action

- The Supervisor will be informed immediately.
- Staff will check when and where the child was last seen.

2. Maintain Safety of Other Children

- Ensure remaining children are safely supervised and secure.
- Staff will be deployed so that supervision is not compromised.

3. Initial Search

- At least one or two members of staff will conduct a thorough search of:
    - The building
    - Outdoor areas and garden
    - Immediate surrounding environment

4. Escalation (within 5 minutes if not found)

If the child is not located within five minutes:

- The police will be contacted immediately.
- Parents/carers will be informed.
- A wider search will continue as appropriate.

5. Ongoing Response

- Staff will continue searching and maintain communication via mobile phones where available.
- Senior staff will coordinate all responses.

After the Incident

Once the situation is resolved, the setting will:

- Carry out a full review of the incident
- Identify how the incident occurred
- Implement measures to reduce the risk of recurrence
- Record findings and actions taken

Safeguarding Commitment

The safety and wellbeing of children is our highest priority. All procedures are designed to ensure children remain safeguarded at all times in line with EYFS safeguarding and welfare requirements.

This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012
This was reviewed in May 2026

Safety Policy

- All children are supervised by adults at all times and will always be within sight of an adult.
- Children will leave the group only with authorized adults.
- Whenever children are on the premises at least two adults are present.
- A book is available at each session for the reporting of any accident or incident. This is then signed by the parent/s or carer at the end of the session. All members of staff know how to use it.
- Regular safety monitoring will include checking of the accident and incident records.
- All adults are aware of the system(s) in operation for children's arrivals and departures and an adult will be at the door during these periods.
- After daily registration, the number of children and staff are recorded on the whiteboard in the entrance hall.
- A Visitors Record book is provided on arrival for all visitors to log in and out, proving details on nature of visit, time/date, and evidence of company. Staff do not give access into the building to unauthorised visitors of unfamiliar visitors.
- Safety checks on premises, both outdoors and indoors, are made using our daily risk assessment record file before every day/session.
- Food safety checks are carried out before and at the end of a session and recorded in the Better Food Safety file.
- Padlocks are used on the two playing field gates during working hours.
- If the main entrance has to be locked in an event of an emergency or ‘entrance door system’ failure a staff member will hold onto the key and provide a walled hook for the key until an electrician arrives.
- Low level glass is toughened glass.
- Equipment is checked regularly and any dangerous items repaired/discarded.
- The layout and space ratios allow children and adults to move safely and freely between activities.
- Fire doors are never obstructed. Internal safety gates/barriers are used as necessary.
- Electric plug in heaters must not be used.
- Electric points/wires and leads are adequately guarded.
- All dangerous materials, including medicines and cleaning materials, are stored out of reach of the children in locked cupboards located in the kitchen area.
- Children do not have unsupervised access to kitchens, cookers or any cupboards storing hazardous materials including matches.
- A register of both adults and children is completed as people arrive so that a complete record of all those present is available in any emergency.
- Fire drills are held termly.

- Smoke detectors are fitted in all rooms and checked every 6 months by Tunbridge Wells Fire Protection Service.

- Fire extinguishers are checked annually and staff have training awareness provided by TWFP.

- Activities such as cooking, woodwork and energetic play receive close and constant supervision providing the children with safe handling practice.

- If a small group goes out, there will be sufficient adults to maintain appropriate ratios for staff and children remaining on the premises. Ensuring a senior member of staff can be present on the outing and one remaining on the premises.

- A quiet area is available and sleep mats are provided for children who are tired. Children who are sleeping are checked regularly.

- Permission for application of sun cream to a child is obtained via our contract. Staff will regularly apply sun cream throughout the day. Parents are encouraged to provide sun hats for their child. In the event of no sun hat or sun cream being provided Horsmonden Kindergarten has spare sun hats and sun cream available.

This policy was adopted at a meeting of Horsmonden Kindergarten held During October 2012
This was reviewed in May 2026

Drop off and collection Policy

- Each age group, Caterpillars and Butterflies arrive at the main entrance into the building.
- A member of staff will be present at the door to welcome the children in.
- Once arriving in the building, the child will leave bags on their peg and hang coats in the classroom.
- We use a password system if the person is not known by the Kindergarten staff or if there is a safeguarding issue.
- For **'safety reasons'** and **'duty of care'** we strongly advise that people dropping off or collecting a child should be 16 years or over, unless the parent is younger than 16. If a Parent/Carer feels a slightly younger person is responsible enough to collect their child, written permission needs to be given in advance along with the Supervisor's agreement.
- The main doors will be shut and locked. The door will open once the green button is pressed. This ensures the door is locked, if this fails due to an electrical issue the door is physically locked with the key and the key is placed on a hook out of the children's reach at the main entrance.

This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012.
This was reviewed in May 2026

Settling in Policy

Statement of intent

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the setting.

Aim

We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

Methods

- Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about activities available within the setting, information days and individual meetings with parents.
- Before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting.
- We allocate a key person to each child and his/her family before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- We use pre-start visits and the first session at which a child attends to explain and complete with his/her parents the child's registration records.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We recognise that some children will settle more readily than others but that some children may take a little longer to settle. When this is the case we advise parents on an individual basis.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from setting.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- Within the first four to six weeks of starting we discuss and work with the child's parents to create their child's record of achievement (starting points) using their profile forms and their online Tapestry journal.

This policy was adopted at a meeting of Horsmonden Kindergarten during: 18th February 2011
This was reviewed in May 2026

Potty Training and intimate hygiene

Potty Training:
We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults.

No child will be potty trained until fully settled and secure within the nursery environment.

Children will be encouraged not forced.

Each child will be individually monitored and parents will be informed of the child's progress.

Initially your child will slowly be encouraged to use the toilet/potty at home. If your child successfully uses the toilet on a regular basis and is beginning to understand when they feel they need to go, only then will parents request potty training to begin at nursery.

- During the transitional period, it is paramount that each child's self - esteem and confidence remains high.
- A record of each nappy change will continue to be logged on the nappy changing sheet.
- Children training will be gently encouraged to sit on the toilet/potty every time they are changed.
- Once they are ready, children will transfer from nappies to underwear (or pull-ups if necessary) and will be taken to the toilet regularly.
- We will ask you to ensure there is always 3 full sets of spare, labelled clothes in your child's bag in case your child needs to be changed on more than one occasion. (The nursery will not accept responsibility for unlabelled lost items).
- Parents will be asked to dress their children in sensible clothing, easy to take on and off independently, no dungarees, belts or tricky buttons.
- In the early days of potty training children will be reminded to go to the toilet every 30-40 minutes by their keyperson and a record will be kept on their toileting throughout the day.
- Accidents will be dealt with sensitively, although children will be encouraged to undress and redress themselves, staff will be there to offer support and offer reassurance.
- If persistent accidents continue, we will advise that you may need to delay potty training for a short while and resume at a later date.
- Staff will always give positive praise and encouragement after each visit to the toilet, stickers may are given as a reward.
- Children's privacy is considered and balanced with safeguarding and support needs when changing nappies and toileting.

This policy was adopted at a meeting of Horsmonden Kindergarten held during November 2019
This was reviewed in May 2026

Recruitment Policy

Horsmonden Kindergarten will take all reasonable steps to ensure unsuitable people are prevented from working, or volunteering, with children. Further, we have a legal duty to ensure that individuals have an enhanced DBS check.

This recruitment and selection procedure has two functions. It:

1. Provides the Kindergarten with an opportunity to assess the suitability of the individual to work/volunteer with children.
2. Provides the prospective employee or volunteer with an opportunity to assess the organisation and the opportunities available.

The Position

It is the Kindergarten's policy that the Supervisors/Business manager and a nominated member of the management committee are jointly responsible for recruitment. The Business manager must first obtain approval from the Chairperson. Where recruitment is planned to fill a vacancy created by a leaver, consideration should firstly be given to the projected number of children in following terms attending Kindergarten and whether an existing member of staff wishes to increase the number of hours they work. If the Business manager/Supervisor wishes to upgrade a post, or create a new post, justification for this must be presented.

The Kindergarten aims at all times to recruit the person who is most suited to the particular job. Recruitment will be solely on the basis of the applicant's abilities and individual merit as measured against the criteria for the job. Qualifications, experience and skills will be assessed at the level that is relevant to the job.

Before embarking on the process of recruitment, the Supervisors/Business manager must ensure that there is an up-to-date job description for the post and a clearly drafted employee specification. The job description will describe the duties, responsibilities and level of seniority associated with the post, whilst the employee specification will describe the type of qualification(s), training, knowledge, experience, skills, aptitudes and competencies required for effective performance of the job.

Advertising

It is the Kindergarten's policy that all vacancies will be posted on the staff notice-board at the Kindergarten. Existing employees are to be encouraged to apply for vacant posts if they have the appropriate qualifications, experience and skills.

Where the job is to be advertised externally, the proposed advertisement must be submitted to the Chairperson for approval. The job will then be advertised through appropriate recruitment channels such as local paper and job sites.

Diversity

The Kindergarten is committed to applying its equal opportunities policy at all stages of recruitment and selection. Short-listing, interviewing and selection will always be carried out without regard to gender, sexual orientation, marital status, colour, race, nationality, ethnic or national origins, religion or belief, age or trade union membership.

Furthermore, any candidate with a disability will not be excluded unless it is clear that the candidate does not meet the minimum criteria outlined in the employee specification. Reasonable adjustments to the recruitment process will be made to ensure that no applicant is disadvantaged because of his/her disability.

Interviews

The Business manager and Supervisor will conduct the interview. The interview panel should ensure that all questions they ask job applicants are not in any way discriminatory or unnecessarily intrusive. The interview will focus on the needs of the job and skills needed to perform it effectively. All applicants, short listing and interview notes must be passed to the Chair of the committee for approval before the job is offered. A record of every recruitment interview

must be made and be retained for a suitable period of time. On no account should any job offer be made during or at the end of an interview.

References & DBS check

We use Ofsted guidance on obtaining references (please see safeguarding policy for further information). At least one written reference must be obtained for any member of staff including students and volunteers before they are recruited. A DBS checks will be carried out through the Criminal Records Bureau for staff who have unsupervised access to children. This is in accordance under the Safeguarding Vulnerable Acts Group Act 2006 for the vetting and barring scheme. Staff will also be asked to join the update service. Any new staff member, trainee, student or volunteer will not be allowed to work on the premises until the DBS check has been received. Any offer of employment will be conditional on these being satisfactory to the Kindergarten.

This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012
This was reviewed in October 2026

Alcohol, Drugs and Medication policy

It is paramount that Horsmonden Kindergarten is a safe and secure place for all staff, children and their families.

- It is strictly forbidden for any employee to attend work under the influence of alcohol, drugs (including cannabis) or any other substance which may affect their ability to care for children.

- It is strictly forbidden for any employee to consume alcohol, drugs (including cannabis) or any other substance on Kindergarten premises during working hours.

- Any staff members taking medication which they believe may affect their ability to care for children should seek medical advice and only work directly with children if that advice is that the medication is unlikely to impair their ability to look after children.

Any breach of the above rules will render the employee liable to disciplinary action under the Kindergarten's disciplinary procedure, up to and including summary dismissal.

This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012
This was reviewed in May 2026

Student Placement Policy

Horsmonden Kindergarten recognises that the high-quality care and education provided within the setting offers valuable learning opportunities for students undertaking childcare and related courses. We welcome students on work placement and are committed to supporting their development while ensuring that the safety, welfare and learning of children remain paramount at all times.

This policy is in line with the *Early Years Foundation Stage (EYFS) Statutory Framework*, which states that students under 17 years of age must not be included in staff:child ratios. Students aged 17 and over may only be included in ratios if the Manager judges them to be competent and responsible. A student cannot begin with us until their DBS has been received.

Arrangements for Student Placements

Students are accepted on placement under the following conditions:

- The needs, safety and wellbeing of the children are always the priority.
- Students must be enrolled on a recognised childcare or related course, or undertaking approved work experience, with confirmation from their tutor or placement coordinator.
- Students must complete all required placement paperwork, including emergency and health information where appropriate.
- All students will receive an induction covering safeguarding and child protection, confidentiality, health and safety, and emergency evacuation procedures.
- Students under 17 years of age will not be included in staff:child ratios and will be supervised at all times.
- Students aged 17 and over may only be included in ratios if they are assessed by the Manager as competent and responsible.
- Risk assessments will be completed where required by the school or college.
- Students carrying out observations for coursework must obtain prior permission from the Manager and written parental consent where necessary.
- All information relating to children, families and staff is confidential. Students must not share information outside the setting and may be required to sign a confidentiality agreement.
- Students are expected to follow all of the setting's policies and procedures, including safeguarding, behaviour management and professional conduct.

Horsmonden Kindergarten reserves the right to end a placement at any time if a student fails to follow the setting's policies and procedures or if their conduct is considered unsuitable.

This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012
This was reviewed in May 2026

Parental Involvement Policy

Parents/Carers are the first educators of their young children. The aim of Horsmonden Kindergarten is to support their essential work and expand and develop on this. We will:

- Make all new parents/carers aware of Horsmonden Kindergarten's systems, policies and procedures.
- Encourage parents/carers, on an individual basis, to play an active part in the management, fundraising and every day activities of Horsmonden Kindergarten.
- Encourage involvement of parents/carers to help
- Ensure that parents/carers are informed on a regular basis about their child's progress.
- Ensure that all parents/carers have opportunities to contribute from their own skills, knowledge and interests to the activities of Horsmonden Kindergarten.
- Involve parents/carers in shared record keeping about their own child, either formally or informally.
- Ensure that all parents/carers are fully informed about meetings, conferences, workshops and training.
- Consult with families about the times of meetings to avoid excluding anyone.
- Hold meetings in venues, which are accessible and appropriate for all.
- Welcome the contributions of parents/carers, whatever form these may take.
- Make known to all parents the systems for registering queries, complaints or suggestions.
- Provide opportunities for parents/carers to learn about the Early Years Foundation Stage curriculum and about young children's learning, in Horsmonden Kindergarten and at home.
- To sign up and use our online observation system Tapestry to form a two way process for communication, progress, next steps and home learning with their child's keyperson.

This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012
This was reviewed in May 2026

Training and qualification policy

- We support our staff in improving their qualification levels. In obtaining at a minimum of a full and relevant level 2 qualification and following on to a level 3 if possible.

- We offer an ongoing programme of training through various platforms CPD online, The education people and EYA. KSCMP is used for safeguarding training. This enables staff to improve their skills and abilities and to keep up to date with current initiatives. Evidence of additional training and qualifications are held in the training folder.

- We use an annual staff appraisal system and one to one meetings every six weeks so that staff have regular opportunities to discuss their training needs with the supervisor.

- We offer a period of induction to all new staff, students and volunteers.

- A supervisor will mentor to all students and volunteers.

This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012
This was reviewed in October 2026

Staff Rota

The staff rota will be distributed to staff four weeks before the beginning of each term. The rota is determined by the number of children in on each session linked with the recommended ratio by Ofsted.

The Autumn term determines the basis of each member of staff's hours. If the number of children is low then hours will be reduced fairly.

The Spring and Summer term have an increased intake of children. When the number of children rise then extra hours will be shared out to staff fairly. This will take into account which hours staff can or cannot work due to other commitments.

Staff are given the option of one day off through the week when possible.

The staff rota will show supernumerary time for supervisors, staff members allocated in each classroom, staff members working 1:1, additional sessions highlighted when hours rise, administrator's time in the office.

When possible, staff's paperwork time will be incorporated into their working day.
When possible, the supervisors will have a maximum of 6 hours paperwork time per week.

Staffing requirements are as follows:

- A Supervisor/Deputy must be present on the premises at all times. If on any occasion this is not possible a Supervisor/Deputy manager will appoint a deputy.
- A room leader/supervisor is present in each room at all times, if possible and half of the existing staff must be qualified on each session.
- Newly unqualified staff will work alongside a qualified member of staff.
- A qualified first aider must be on the premises at all times.

Any queries regarding the staff rota will be addressed by Becky Painter.

This policy was adopted at a meeting of Horsmonden Kindergarten held on: 17th April 2013
This was reviewed in May 2026

Sustainability Action Plan

At Horsmonden Kindergarten, we are committed to building a culture of environmental responsibility through everyday practices, learning experiences, and community involvement. Our Sustainability Policy and Action Plan outlines how we integrate sustainable practices into our environment, curriculum, and daily routines.

Waste Reduction

We aim to minimize waste and model responsible consumption.

Actions:

- Use color-coded recycling bins with pictures for paper, plastic, and organic waste.
- Encourage reusable water bottles and lunch containers.
- Use scrap paper for art and drawing before recycling.
- Repurpose and recycle materials for creative play and crafts.
- Promote a lending library to reduce consumption of new materials.

Energy & Water Conservation

We promote energy and water-saving habits among children and staff.

Actions:

- Teach children to turn off lights and fans when not in use.
- Use natural lighting and ventilation where possible.
- Install water-saving devices and water butts for water play and gardening.
- Educate children on the importance of saving water during handwashing and play.

Sustainable Learning Resources

We carefully consider the environmental impact of the resources we use.

Actions:

- Use natural materials like sticks, leaves, stones, and shells in crafts and play.
- Rotate toys to prevent overuse and encourage sharing.
- Repair toys and equipment where possible instead of discarding them.
- Select art and cleaning supplies that are eco-friendly and non-toxic.

Outdoor Learning & Nature Care

We connect children with nature through outdoor experiences and gardening.

Actions:

- Maintain a vegetable or herb garden that children help to care for and harvest.
- Plant native trees and plants to support biodiversity and local wildlife.
- Facilitate regular nature walks and outdoor storytelling sessions.
- Compost food scraps and garden waste where possible.

Curriculum & Environmental Education

We embed sustainability into our curriculum in meaningful and engaging ways.

Actions:

- Use storybooks, songs, and games focused on caring for the environment.
- Celebrate Earth-focused events like Earth Day, National Tree Day, and World Environment Day.
- Display visual posters of the "3Rs – Reduce, Reuse, Recycle.
- Encourage take-home sustainability challenges (e.g., walk instead of drive, turn off the TV for an hour).

Community & Family Involvement

We believe sustainability is a shared responsibility.

Actions:

- Share sustainability tips, updates, and progress in newsletters and on notice boards, promote turning waste into wonder.
- Encourage family participation in eco-friendly challenges and events.
- Welcome contributions to our garden and sustainability projects.

Continuous Improvement

We are committed to ongoing reflection and growth in our sustainability practices.

Actions:

- Review sustainability goals and progress each term (e.g., conduct a waste audit or garden health check).
- Set new achievable goals regularly (e.g., reduce plastic use, increase native plantings).
- Involve staff and children in evaluating and improving practice.

Adopted October 2025
Reviewed May 2026

Sun Protection Policy

Horsmonden Kindergarten recognises that excessive exposure to ultraviolet (UV) radiation from the sun can cause sunburn, skin damage and increase the risk of skin cancer. We are committed to ensuring that children and staff enjoy outdoor play safely and are protected from the harmful effects of the sun.

Education
We promote sun safety through discussions and activities appropriate to the children's age and understanding, particularly at the start of the summer term. Staff are informed of the importance of sun protection and are expected to model good practice. Parents and carers are made aware of this policy and are encouraged to support our procedures.

Outdoor Protection
The Kindergarten outdoor area includes shaded spaces and a UV-protected canopy. Children will be encouraged to play in shaded areas and staff will monitor outdoor activities during periods of strong sunshine, particularly between 11.00am and 3.00pm.
Clothing and Hydration

Children should wear suitable clothing to protect them from the sun, including:

- A wide-brimmed or legionnaire-style sun hat
- Lightweight clothing that covers shoulders
- Appropriate footwear

Parents and carers are responsible for providing suitable sun hats and clothing.

Fresh drinking water is always available and children are encouraged to drink regularly throughout the day, especially during hot weather. Staff will also model good hydration practices.

Sunscreen
Parents and carers are asked to:

- Apply sunscreen to their child before arrival at the Kindergarten.
- Provide clearly labelled sunscreen with a minimum SPF 30 and UVA protection (4 or 5 stars).
- Complete written consent for staff to assist with reapplication when required.

For children attending full-day sessions, staff will support the reapplication of sunscreen as necessary in accordance with parental consent. Children attending shorter sessions should arrive with sunscreen already applied.

Staff Responsibilities
Staff will:

- Encourage children to use shaded areas.
- Ensure children wear hats and protective clothing.
- Promote regular drinking of water.
- Assist with sunscreen application where consent has been provided.
- Act as positive role models by following sun safety guidance themselves.

By working together with staff, parents and carers, Horsmonden Kindergarten aims to provide a safe and enjoyable outdoor environment while protecting children from the harmful effects of excessive sun exposure.

This policy was adopted at a meeting of Horsmonden Kindergarten held during July 2022
This was reviewed May 2026

Out of hours babysitting policy

We do not provide a babysitting service outside our normal operating hours. However, we understand that parents may ask Kindergarten staff to babysit for their children. This policy has been implemented to clarify some points regarding private arrangements between staff and parents.

• The Kindergarten is not responsible for any private arrangements or agreements that are made; such agreements are between the staff member and family. However, we do expect staff members to inform us if they are babysitting or caring for a child that attends the nursery outside of the setting.

• We have rigorous recruitment and suitability processes in place to ensure that we employ competent and professional members of staff and uphold our duty to safeguard children whilst on our premises and in the care of our staff. This procedure includes interviews, references, full employment history and DBS checks as well as several other processes. Whilst in our employment all staff are subject to ongoing supervision, observation and assessment to ensure that standards of work and behaviour are maintained. We have no such control over the conduct of staff outside of their position of employment. Parents should make their own checks as to the suitability of a member of staff for babysitting.

• Parents should be aware that other adults accompanying the babysitter may not have the relevant DBS check.

• We will not take responsibility for any health and safety issues, conduct, grievances or any other claims arising out of the staff member's private arrangements outside of Kindergarten hours.

• The member of staff will not be covered by the Kindergarten insurance whilst babysitting as a private arrangement.

• Out-of-hours work arrangements must not interfere with the staff member's employment at the Pre-School.

• All staff are bound by contract of the Confidentiality Policy that they are unable to discuss any issues regarding the Kindergarten, other staff members, parents or other children.

• The Kindergarten has a duty of care to safeguard all children attending the setting, so if a staff member has some concerns for a child following a private babysitting type arrangement they need to pass these concerns on to the Safeguarding lead within the setting.

• If a staff member is taking a child home after their session has finished at Kindergarten, the Kindergarten will transfer all care and responsibility over at the end of their scheduled session to the staff member who is acting in the capacity as a babysitter for the family.

• Both parties must sign the agreement below that they have understood the policy and will adhere to the terms and conditions.

Kindergarten staff member:……..

Parent:……...

Date:……

This policy was adopted in October 2024
This was reviewed May 2026

Kindergarten Finance Policy - *(Income and Expenditure Procedures)*

Our pre-school is a registered charity and is committed to maintaining the highest standards of financial management, transparency, and accountability. We ensure all income and expenditure is handled responsibly and in accordance with guidance from the Charity Commission for England and Wales and the safeguarding and welfare requirements of the Ofsted.

This policy ensures that all funds are used solely to support the aims and running of the pre-school and benefit the children attending the setting.

Roles and Responsibilities

Committee / Trustees

The management committee (trustees) are legally responsible for the financial management of the charity. Their responsibilities include:

- Approving the annual budget
- Monitoring financial performance
- Authorising significant expenditure
- Ensuring financial records are maintained
- Ensuring compliance with charity regulations

Treasurer

The Treasurer is responsible for:

- Overseeing and maintaining accurate financial records
- Monitoring income and expenditure
- Presenting financial reports to the committee
- Overseeing and ensuring bank reconciliations are completed
- Preparing annual accounts

Business Manager

The Business Manager is responsible for:

- Day-to-day financial administration
- Recording fees and funding income
- Managing small operational purchases within agreed limits
- Providing receipts and documentation for spending
- Instructing the accountant to pay invoices and bills
- Invoicing for fees

Accountant

The Accountant is responsible for:

- Maintaining accurate financial records
- Monitoring income and expenditure
- Presenting financial reports to the Treasurer
- Ensuring bank reconciliations are completed
- Preparing annual accounts
- Paying in and cash

- Paying the wages as instructed

Income Procedures

Income may include:

- Parent fees
- Government early years funding
- Fundraising events
- Donations and grants
- Registration fees or deposits

Procedures

- All income must be recorded promptly and accurately.
- Wherever possible, payments should be made via bank transfer or childcare voucher schemes.
- All income must be paid into the pre-school's official bank account.

From April 2026, cash will not normally be accepted for the payment of fees. Parents and carers are expected to pay fees via bank transfer or other approved electronic payment methods.

In exceptional circumstances, cash payments may be accepted if approved in advance by the Treasurer.

Where a cash payment is accepted, the following procedures must be followed:

- The payment must be recorded immediately in the pre-school's financial records.
- The cash must be counted and verified by **two members of staff.**
- An email confirmation must be sent to the payer confirming the amount received.
- The cash must be stored securely until it is deposited into the pre-school bank account as soon as possible.

Banking Arrangements

- All funds must be held in the pre-school's official charity bank account.
- No personal bank accounts may be used for pre-school money.
- Bank statements must be reviewed regularly by the Treasurer.
- The bank mandate must require at least two authorised signatories.

Expenditure Procedures

All spending must support the running of the pre-school and benefit the children attending.

Authorisation Levels (example structure)

Business manager: up to £1000
Treasurer: up to £1500
Committee approval: over £1500

Spending rules

- All purchases must have a receipt or invoice.
- Payments should be made via bank transfer where possible.
- Larger payments should require two authorised approvals.
- Staff must seek approval before making purchases on behalf of the Kindergarten.

Expenses

- A expense from must be filled in and a receipt attached. The form must be initialled by either the Supervisor or Business Manager before being sent to the accountant for payment.
- CAF card expenses, all receipts must be kept and given to the accountant for reconciliation.

Payroll

- The business manager will collate the timesheets and enter the hours into the wage summary sheet to send to payroll
- Any salaried staff claiming overtime must be approved by the Treasurer.

Petty Cash

If petty cash is used:

- A small float may be kept for minor purchases.
- All petty cash spending must be recorded.
- Receipts must be provided for every purchase.

Parent Fees

- Fees must be invoiced clearly every term.
- Parents should be informed of payment deadlines.
- Outstanding fees will be followed up promptly.
- The Business manager may agree payment plans where appropriate.

Deposits are required to secure a place and will be refunded or credited in accordance with the Kindergarten registration terms.

Government Funding

Funding claims must be submitted accurately and on time in accordance with local authority requirements.

The Business manager is responsible for:

- Ensuring eligibility documentation is collected
- Maintaining attendance records
- Submitting funding claims

Financial Records

The following records must be maintained:

- Income and expenditure records
- Bank statements
- Receipts and invoices
- Funding claim documentation
- Payroll records (if applicable)

Financial records must be retained for a minimum of six years.

Budgeting

An annual budget will be prepared by the Accountant with information from the Business manager and approved by the committee.

The budget should include:

- Expected income
- Staffing costs
- Equipment and resources
- Rent and operational costs
- Contingency funds

Financial performance should be reviewed regularly against the budget.

Financial Reporting

The Treasurer will present financial reports at committee meetings including:

- Current bank balance
- Income and expenditure summary
- Budget comparison
- Any significant financial concerns

Annual accounts must be prepared in accordance with charity requirements.

Fraud Prevention

To reduce the risk of fraud or misuse of funds:

- Financial duties should be shared where possible
- No single individual should control all financial processes
- Receipts must be provided for all spending
- Financial records should be reviewed regularly by the committee

Any concerns regarding financial irregularities must be reported immediately to the Chairperson and committee.

Written January 2026
Reviewed May 2026

Menopause Policy

INTRODUCTION - Menopause is the time in a menstruator's life when menstruation periods permanently stop. The purpose of this policy is to help you create an open and honest workplace where managers and employees can discuss any issues associated with the menopause, and to make sure the necessary support is known and offered to employees when they need it.

EFFECTS OF MENOPAUSE - Physical symptoms of the menopause can include:

- hot flushes
- insomnia
- fatigue
- poor concentration
- headaches
- skin irritation
- urinary problems

As a result of the above, or as an extension of the hormone imbalance, individuals going through menopause can also experience psychological difficulties, including:

- depression
- anxiety
- panic attacks
- mood swings
- irritability
- problems with memory
- loss of confidence

It's also commonly acknowledged that Hormone Replacement Therapy, medication which is often prescribed for menopause, can have side effects which can cause problems at work. These include nausea, headaches, and leg cramps. The Kindergarten prides its self in prioritising its staff members' personal health and wellbeing. If a staff member is struggling with any aspect of their role because of symptoms associated with the menopause, they should report any concerns they have to a member of the management team, who will treat the matter with complete confidentiality. Alternatively, a member of the management team may start a discussion with an employee if they notice a change in your behaviour or performance.

MAKING ADJUSTMENTS TO YOUR ROLE – If the staff member feels they need adjustments made to their role there will be a discussion and these will be considered on each individual situation. Adjustments will be made to assist with daily duties, the management team will explore adjusting the role or working environment with the aim of reducing the effect that the menopause is having in the work place. Staff member's individual needs will be addressed sensitively, and everything will remain confidential. Management will also arrange follow up sessions to evaluate the effectiveness of any adjustments put in place. Risk assessments will be consulted to identify potential issues, but we acknowledge that menopause affects individuals in different ways, no adjustment will be made without fully discussing with the member of staff.

Examples of adjustments include:

- Changing your working location so you are closer to toilet facilities, away from hot and cold spots.
- Allowing changes to our normal rules on work wear
- Implementing further temperature control, such as access to a fan
- Assessing how work is allocated and whether you're affected at points of the day
- Allowing additional rest breaks
- Considering flexible working hours

BEHAVIOUR OF OTHERS There is an expectation on all employees to conduct themselves in a helpful and open-minded manner towards colleagues. We maintain a zero-tolerance approach to bullying and harassment and will treat all complaints seriously. If you feel that you've been mistreated in any way by a colleague because of matters related to the menopause, please make your concerns known to a member of Management team.

This policy was adopted in October 2024
This was reviewed May 2026

Staff Working with Their Own Children or Close Relations

At Horsmonden Kindergarten, we are committed to providing a flexible and supportive working environment for our staff. As part of this commitment, staff members are permitted to bring their own children to the Kindergarten. However, this arrangement is subject to ongoing review to ensure it benefits all parties and upholds the standards of care we strive to maintain.

While we recognize the practical benefits of this arrangement, it is essential that all children in our care receive equal attention and support. Staff must remain professional and neutral at all times, ensuring their own child, or children of close relatives, do not receive preferential treatment.

Guidelines for Staff with Children in Attendance

The following points must be reviewed regularly by management and relevant staff members to ensure compliance and effectiveness:

- How staff members interact and work with their own children.
- Adherence to all Kindergarten policies.
- The feelings and feedback of other staff and parents.
- The emotional well-being and developmental needs of the staff member's child.

Expectations and Procedures

- Staff member's children should receive the same nursery experience as all other children.
- At the start of the day, staff should share any relevant information with their child's key worker. No further discussion about the child should occur during working hours unless in an emergency.
- Key workers (not the parent-staff) will conduct observations, track EYFS progress, and set developmental "Next Steps." Staff parents may attend parent meetings like any other parent.
- If a staff member's child becomes unwell during the day, the staff member must inform management. Leaving the setting is subject to maintaining appropriate staff-child ratios. If necessary, the child's second emergency contact should be called.
- Staff may administer medication (e.g., Calpol) to their own child during their shift if needed.
- Staff must remain flexible with shift patterns, provided adequate notice is given.
- Staff must always prioritize their assigned key group and fulfil all responsibilities as outlined in their job description.
- Wherever possible, staff should not be the key worker for their own child or work in the same room as their child (unless they put a request into the management team).
- Staff must not comment on the quality of care their child is receiving while at work. Concerns should be reported confidentially to management in accordance with our policies.
- Staff must maintain confidentiality. Personal relationships with other parents must not compromise professional boundaries—no information about other children or staff should be shared under any circumstances.

Principles of the Agreement

- When a staff member is working in the same room as their child or close relative, the above guidelines must be strictly followed.
- During the child's time at the Kindergarten, the child is in the care of the Kindergarten—not the parent-staff. Responsibility for the child lies with the Kindergarten.
- If any aspect of this arrangement affects the quality of care for the child or others, the management team will review the situation and work with the staff member to find a resolution.

Adopted May 2025

Reviewed May 2026

Staff code of conduct

Purpose

This Code of Conduct outlines the standards of professional behavior expected of all staff members at Horsmonden Kindergarten. It exists to ensure a safe, respectful, and supportive environment for children, families, and colleagues.

Safeguarding and Child Welfare

- Always prioritize the safety and well-being of children.
- Follow all safeguarding policies and procedures, including reporting any concerns promptly.
- Maintain appropriate professional boundaries with children and their families.
- Never use physical punishment, intimidation, or degrading treatment.

Professional Behaviour

- Act with integrity, honesty, and respect in all interactions.
- Present yourself in a professional manner, including appropriate dress and language.
- Maintain confidentiality and never share personal or sensitive information outside the setting unless required by law.
- Avoid gossip or negative discussions about children, families, or colleagues.
- Staff to be punctual to ensure smooth running of the setting.

Relationships with Children

- Treat every child with kindness, fairness, and respect.
- Duty of care to nurture and support each child.
- Promote inclusive practices that value diversity and individual needs.
- Support children's emotional, physical, and educational development through positive interactions.
- Use positive behaviour strategies and model appropriate social conduct.
- Demonstrate good role modelling and appropriate use of language.

Relationship with Parents and Carers

- Build respectful, trusting partnerships with families.
- Communicate openly, professionally, and without bias or judgment.
- Share information about a child's development appropriately and respectfully.
- Respect the rights and cultural values of each family.
- Be courteous and polite.
- Adhere to babysitting policy

Relationships with Colleagues

- Work cooperatively and respectfully with all team members.
- Address conflicts constructively and seek guidance if needed.
- Support a positive workplace culture through encouragement, collaboration, and shared responsibility.
- Respect the leadership structure and follow agreed procedures and policies.

Health, Safety, and Environment

- Follow all health and safety procedures to ensure a safe environment for children and staff.
- Report hazards or incidents promptly to the appropriate person.
- Maintain cleanliness and hygiene standards in all areas of the setting.
- Be vigilant about the safe use of equipment, materials, and facilities.

Compliance and Accountability

- Comply with all relevant legislation, policies, and regulatory requirements (e.g., EYFS, GDPR).
- Participate in required training and continuous professional development.
- Be punctual and reliable in fulfilling all job responsibilities.
- Report any breaches of this Code of Conduct to management.

Use of Technology and Social Media

- Do not use personal devices during contact time with children unless authorized.
- Never share images or personal information of children online or via social media.
- Use professional channels for communication regarding work matters.

Declaration

I have read, understood, and agree to follow the Code of Conduct. I understand that failure to do so may result in disciplinary action in line with the staff disciplinary procedure.

Name: _____
Signature: _____
Date: _____

Adopted May 2025
Reviewed May 2026

Staff Sickness and Absence Policy

Horsmonden Kindergarten is committed to managing staff sickness and other absences fairly and consistently, while ensuring employees are supported during periods of illness and on their return to work. Regular attendance is a contractual requirement; however, the Kindergarten recognises that illness and emergencies do occur.

Effective management of sickness absence helps to maintain continuity of care for children, meet statutory staffing ratios under the Early Years Foundation Stage (EYFS), and identify any underlying health, wellbeing or workplace issues affecting staff.

Reporting Absence

Employees who are unable to attend work must:

- Personally contact the Supervisor or Business Manager by telephone or text as soon as possible and, wherever practicable, at least two hours before their normal start time on the first day of absence.
- Explain the reason for the absence and provide an estimated return date.
- Maintain regular contact with the Kindergarten if the absence continues, updating the setting on their condition and likely return to work.
- Where possible, assist in identifying suitable cover from appropriately qualified staff to ensure required staff:child ratios are maintained.

Sickness Certification

- For absences of up to seven calendar days, employees must complete a self-certification form on their first day back at work.
- For absences of more than seven calendar days, a medical certificate (fit note) from a GP or other authorised medical practitioner must be provided.
- Further certificates must be submitted as necessary to cover the full period of absence.

Return-to-Work Interview

Following every sickness absence, employees will attend a return-to-work meeting with their Supervisor or Manager. The purpose of the meeting is to:

- Confirm the reason for absence.
- Ensure the employee is fit to return.
- Identify any support or adjustments that may be required.
- Discuss any concerns regarding attendance.
- Reduce the likelihood of further absence.

A confidential record of the meeting will be placed on the employee's personnel file.

Long-Term and Persistent Absence

Long-term absence may include:

- A continuous period of absence due to serious illness or injury; or
- Repeated short-term absences that indicate an underlying issue.

In such cases, the Kindergarten will maintain regular contact and may arrange supportive "care and concern" meetings to discuss the employee's wellbeing, likely return to work, and any reasonable adjustments that may be appropriate.

Monitoring and Confidentiality

The Kindergarten will monitor absence levels and reasons for absence to:

- Ensure the policy is applied consistently.
- Identify patterns of absence.
- Provide appropriate support.
- Protect colleagues from undue workload pressures.

All information relating to sickness absence will be treated as confidential and stored securely in accordance with data protection requirements.

Abuse of the Policy

Any abuse of this policy, including failure to follow reporting procedures or providing false information, may be dealt with under the Kindergarten's Disciplinary Policy.

This policy was adopted at a meeting of Horsmonden Kindergarten held during March 2015
This was reviewed in May 2026

Whistleblowing

Whistleblowing is the process of raising concerns about wrongdoing, risk, or malpractice that may affect children, staff, parents, or the organisation.

This procedure is not intended for personal grievances, which should be raised under the Grievance Procedure. Whistleblowing is used where concerns relate to the wider safety, safeguarding, or integrity of the setting.

The purpose of this policy is to ensure that concerns are raised early and addressed appropriately to protect children and others.

The whistleblowing procedure is in place for all staff including students and volunteers.

Safeguarding Commitment

Horsmonden Kindergarten is committed to safeguarding children in line with statutory requirements under Children and Families Act 2014 and safeguarding guidance issued by Ofsted.

All concerns raised will be taken seriously, investigated appropriately, and acted upon without delay.

When to Raise a Whistleblowing Concern

Employees should raise concerns under this procedure if they believe that any of the following may be occurring:

- The health and safety of children, staff, or parents is being, or is likely to be, endangered
- A criminal offence has been, or is likely to be, committed
- Safeguarding duties or statutory obligations are not being followed
- The environment, equipment, or setting practices pose a risk of harm
- Information relating to any of the above is being deliberately concealed

How to Raise a Concern

As soon as an employee has a reasonable concern, they should:

- Report it in confidence to the **Supervisor or designated Safeguarding Lead or Deputy.**

If the concern relates to a Supervisor or cannot be raised internally, it should be reported to the **Chair of the Committee**.

All concerns should be raised as early as possible to ensure prompt action.

External Reporting

If an employee feels that a concern has not been addressed appropriately through internal procedures, or feels that their genuine concerns are not being addressed, they may escalate the matter externally.

This may include reporting concerns to:

- Ofsted
- Kent County Council Children's Services or Safeguarding Teams
- NSPCC whisleblowing advice line – 0800 0280285- 8am-8pm, Monday to Friday and 9am-6pm at weekends. Or email help@nspcc.org.uk

External reporting should normally be considered a **last resort**, used only where internal procedures have not resolved serious concerns.

Response to Concerns

Horsmonden Kindergarten will ensure that:

- All concerns are treated **seriously, promptly, and confidentially**
- Appropriate investigations are carried out without delay
- Outcomes are recorded and acted upon where necessary
- Safeguarding of children is the overriding priority

Protection for Whistleblowers

We are committed to ensuring that no employee suffers detriment for raising a genuine concern in good faith.

Employees who raise concerns will be protected from:

- Disciplinary action
- Unfair treatment
- Dismissal or victimisation

False or Malicious Allegations

If an employee is found to have made a deliberately false or malicious allegation, this may result in disciplinary action, which could include dismissal for gross misconduct.

Failure to Act on Concerns

Any member of staff or leadership who fails to respond appropriately to a whistleblowing concern may be subject to disciplinary action, which may include dismissal.

This policy was adopted at a meeting of Horsmonden Kindergarten held during January 2020

This was reviewed in May 2026

What happens if an allegation of abuse is made against a member of staff at Horsmonden Kindergarten.

Unfortunately, child abuse does occasionally take place in day care settings, so we have introduced this separate policy to remind staff of the measures that can be taken to reduce the risk of any allegations being made against them or another member of staff. It also contains the procedure, which will be undertaken if an allegation is made against a member of staff. This complies with both the Early Years Foundation Stage (2012) and Kent Safeguarding Children Board Procedures.

How we can protect ourselves?

- If a child sustains an injury whilst in our care, we will record it in the accident book as soon as possible. When the child is collected, we will inform whoever picks the child up about the injury and ensure that they also sign the accident book.

- If a child arrives with an injury sustained elsewhere we will ask for an explanation and again record this on a body map and ask whoever has brought in the child to sign the record.

- We will ensure that all staff undertake regular child protection training.

- A Safeguarding Policy is available to read by parents in the foyer or a request for a copy can be given. Staff sign to say they have read the most updated safeguarding policy.

- Our behavioural management policy states that no physical sanctions will be used and we will ensure that everyone complies with it in all rooms within the setting. Physical intervention will only be used as a last resort to prevent harm to the child or others and to prevent serious damage to the property. All incidents of physical intervention will be logged, reported to the DSL and reviewed as part of our safeguarding procedures.

- We will try to avoid situations where an adult is left alone in a room with a child. If this does occur, we will make sure that the door is left open and there are other people around.

- We will avoid engaging in rough physical play with children- as this may be misconstrued and could cause accidental injury to a child.

- We will avoid doing things of a personal nature for children that they can do for themselves.

- We will take up references, including one from the candidate's last employer, and will always question any gaps in employment history.

- We will encourage an open door ethos, to enable staff to talk to senior members of staff if they have concerns about the conduct of any of their colleagues.

What happens if an allegation of abuse is made against a member of staff in the Setting?

- If anyone makes an allegation of abuse against a member of our staff **Sarah Parsons (DSL) Claire Penfold (Deputy DSL)** will be informed immediately and will contact: Local Authority Designated Officer (LADO) *via KSCMP website and completing an online form under the heading LADO referral or seeking advice from the consultation line* . **In Sarah's or Claire's absence please contact the LADO direct.**

- They will assess whether the allegation reaches the threshold for referral to Police/Children's Social Services and advise accordingly regarding further action to be taken in respect of the child and the member of staff.

- **Sarah Parsons or Claire Penfold will** complete the attached form for recording allegations or complaints made against staff.

- **Sarah Parsons or Claire Penfold** will not discuss the allegation with the member of staff concerned, unless advised to do so by Children's Social Services.

- **All staff need to be aware that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. When in doubt – consult.**

- If Children's Social Services and/or the police decide to carry out an investigation, **it may be possible that we will be advised to suspend the member of staff, whilst enquiries are carried out.** Horsmonden Kindergarten could also invoke their disciplinary procedure.

- We will not carry out an investigation ourselves **unless** Children's Social Services and the Police decide it is not necessary for them to do so. We understand that Ofsted may wish to undertake further investigations in some circumstances.

Always remember;

The welfare of the child is Paramount

Guidance for managers completing Checklist for handling and recording allegations or complaints of abuse made against a member of staff regarding a child/children in their care.

1. Record the name and position of member of staff against whom the allegation or complaint has been made.

2. Verbal complaints should be backed up in writing by the complainant if appropriate; some may require immediate action that does not allow time for this to happen.

3. It is important to identify who made the complaint and whether it was received first hand or is a concern that is passed on from somebody else. If this is the case it is better that you receive the information first hand. If a parent, carer or a member of staff at Horsmonden Kindergarten makes a complaint against you it must be passed immediately to your Supervisor.

4. Record the full name, age and date of birth of the child.

5. The address recorded should be the address at which the child lives with the main carer.

6. If there are one or more alleged incidents, be specific as possible about dates that they are alleged to have happened.

7. Check the attendance register/ diary of work to see if the child was present/seen on that day and the shift patterns of the staff member involved to see if they were working at that time. This will confirm the likelihood of the incident having taken place.

8. If you have received the complaint in writing, attach it to the checklist. You can then summarise it on the form.

9. Any other information should be factual. It will be helpful if you can confirm things such as the level of contact that the staff member has with the child and any other minor concerns that may have been raised previously. **Do not attempt to investigate the complaint yourself unless the LADO has handed back this responsibility to the employer.**

10. Remember that if an allegation of abuse is made against a member of our staff you must inform **Sarah Parsons or Claire Penfold** who will contact the LADO for further advice.

11. **Ofsted must be informed** if an allegation is made against a member of our staff, even if the LADO decides no further action is required. Ofsted may do their own investigation to ensure that registration requirements are being met.

12. Make a note of any actions the LADO or Ofsted advise you to take and the date or times at which you implemented them.

13. **If the allegation is against Claire Penfold or Sarah Parsons then you should speak to Helene Murphy who will follow the procedures above.**

This policy was reviewed in May 2026
Signed on behalf of Horsmonden Kindergarten

Staffing and employment policy

- We comply with the Ofsted recommended staff to pupil ratios which are:

  Children aged 2 years old: 1 adult: 5 children
  Children over 3 years old: 1 adult: 8 children

- There is always a minimum of two staff/adults on duty in a room at any time. Where possible all staff holds a full and relevant level 3 qualification in each room.
- Our key person system ensures each child and family has one particular member of staff for discussion and consultation. There is also a Buddy system in place if the key person is not available due to illness or training.
- Regular staff meetings provide opportunities for staff to undertake curriculum planning and to discuss the children's progress and difficulties, there are also one to one meetings every six weeks to review key children.
- We work towards an equal opportunities employment policy. We seek to offer job opportunities equally to both women and men, with or without disabilities, from all religious, social, ethnic and cultural groups.
- We support our staff in improving their qualification levels. In obtaining at a minimum of a full and relevant level 2 qualification and following on to a level 3 if possible.
- All staff and committee members are checked for criminal records through the Disclosure and Barring Service (DBS)
- Regular training is available to all staff through Kent CPD and various online platforms available to us for example EYA. Staff complete training questionnaires, this determines specific training they would like to attend to enhance their knowledge and skills. Training requirements are also discussed in six weekly one to one meetings.
- Induction training is provided for new staff to gain an understanding of how our provision operates and their role within it. This includes evacuation procedures, Health and safety issues, Safeguarding and Child protection.
- All staff have a clear understanding of their roles and responsibilities and work as part of a team.
- We support the work of our staff by means of regular monitoring, six weekly one to one meetings and annual appraisals.

This policy was adopted at a meeting of Horsmonden Kindergarten held during October 2012
This was reviewed in May 2026

Volunteer Policy

This Volunteer Policy outlines the principles, expectations, and procedures for individuals volunteering within our pre-school. We value the contribution volunteers make in enriching children's learning and supporting staff. This policy ensures all volunteers work safely, responsibly, and in line with statutory guidance for early years settings in England.

Aims of the Policy

- To ensure children are kept safe at all times.
- To provide clear procedures for recruiting and supporting volunteers.
- To uphold the standards set by the **Early Years Foundation Stage (EYFS)**.
- To define volunteer roles and responsibilities.
- To ensure volunteers understand and adhere to safeguarding, confidentiality, and behavioural expectations.

Definition of a Volunteer

A volunteer is an individual who undertakes work for the pre-school without pay. Volunteers may include:

- Parents/carers
- Students on work placement
- Community members
- Individuals seeking experience in early years

Volunteers do not replace staff and always work under the supervision of qualified practitioners.

Recruitment and Checks

To protect children, all volunteers must follow our safer recruitment procedures:

Application and Interview

- Completion of a volunteer application form.
- Informal interview or meeting to discuss suitability, availability, and experience.

DBS Check

- All regular supervised or unsupervised volunteers must complete an **enhanced DBS check before starting at Kindergarten**.
- The only time a volunteer does not need a DBS check before helping is if they are a genuinely occasional one off helper, for example, helping out for a single event however, they must be supervised at all times.

References

- A minimum of one reference is required for regular volunteers.

Induction

All volunteers will receive an induction covering:

- Safeguarding procedures including Whistleblowing
- Health and safety
- Emergency routines (fire, lockdown, first aid)

- Behaviour management
- Confidentiality expectations
- Daily routines and responsibilities

Volunteer Responsibilities

Volunteers are expected to:

- Follow all policies, including safeguarding, behaviour, health and safety, equality, and confidentiality.
- Maintain professional conduct at all times.
- Always work under staff direction and supervision.
- Report concerns immediately to the Designated Safeguarding Lead (DSL) Sarah Parsons.
- Respect the privacy and dignity of children, families, and staff.
- Participate in relevant training as required.

Volunteers **must not**:

- Take children to the toilet alone.
- Change nappies or assist with intimate care.
- Be left alone with children.
- Use personal mobile phones or cameras on site.
- Share information about children outside the setting.

Safeguarding and Child Protection

Keeping children safe is our highest priority. Volunteers must:

- Read and follow the Safeguarding and Child Protection Policy.
- Understand their duty to report concerns, not investigate them.
- Use only approved communication channels with staff and parents.

The Designated Safeguarding Lead (DSL) is the primary point of contact for all concerns.

Health and Safety

Volunteers must:

- Follow all health and safety procedures.
- Report hazards or accidents to staff immediately.
- Wear appropriate clothing and footwear.
- Not administer first aid unless trained and authorised.

Confidentiality

Volunteers may have access to sensitive information. All such information must remain confidential and must not be shared outside the setting. Breaching confidentiality may result in termination of the volunteer placement.

Conduct and Expectations

Volunteers must:

- Be punctual and reliable.
- Maintain professional boundaries with children, parents, and staff.
- Use positive behaviour strategies consistent with our policy.
- Model respectful, inclusive behaviour.

Failure to meet expectations may result in the volunteer role being reviewed or ended.

Supervision and Support

- Volunteers are assigned a supervising member of staff who provides guidance and feedback.
- Regular reviews ensure volunteers feel supported and understand their role.
- The setting reserves the right to end a placement if necessary.

Volunteer Agreement Form

Horsmonden Kindergarten
Volunteer Agreement Form

This agreement explains what the Kindergarten expects from volunteers and what volunteers can expect from the pre-school. It is **not a contract** and is not legally binding.

Volunteer Details

Name: _____
Address: _____

Phone: _____
Email: _____
Emergency Contact Name: _____
Relationship: _____
Phone: _____

Your Role as a Volunteer

As a volunteer at **Horsmonden Kindergarten** you agree to:

- Follow the guidance and supervision of staff at all times.
- Follow all relevant pre-school policies (e.g., Health & Safety, Behaviour, Equality, Confidentiality).
- Maintain professional conduct while on site.
- Arrive on time and notify the setting if you are unable to attend.
- Never be left alone with children.
- Not carry out intimate care tasks (e.g., toileting, changing).
- Avoid using mobile phones or personal devices on the premises.
- Keep all information about children, families, and staff confidential.

What the Pre-School Will Provide

We agree to:

- Provide a clear induction to help you understand your role and responsibilities.
- Offer appropriate guidance, supervision, and support.
- Provide a safe environment for you and the children.
- Treat all volunteers with respect and value their contributions.
- Provide training where necessary.

Confidentiality Agreement

I understand that any personal or sensitive information I learn about children, parents, or staff must remain confidential and must not be discussed outside the Kindergarten.

Volunteer Signature: _____
Date: _____

Pre-School Confirmation

We confirm that the volunteer has received an induction and understands their responsibilities.

Staff Name: _____
Position: _____
Signature: _____
Date: _____

Hot weather and heatwave policy

Policy Statement

The Kindergarten is committed to ensuring the health, safety and welfare of all children, staff, volunteers and visitors during periods of hot weather and extreme temperatures.

Young children are particularly vulnerable to the effects of heat and ultraviolet (UV) radiation. This policy sets out the measures the Kindergarten will take to minimise risks associated with hot weather, heatwaves and extreme temperatures whilst continuing to provide a safe, stimulating and inclusive environment.

This policy should be read alongside the Health and Safety Policy, Safeguarding Policy, Risk Assessment Procedures and Emergency Closure Procedures.

Aims

The Kindergarten will:

- Protect children and staff from heat-related illness.
- Minimise exposure to excessive heat and UV radiation.
- Ensure access to drinking water at all times.
- Maintain suitable indoor learning environments.
- Monitor weather conditions and heat-health alerts.
- Undertake dynamic risk assessments during periods of hot weather.
- Ensure clear communication with families regarding precautions and expectations

Roles and Responsibilities

Manager

The Manager will:

- Monitor weather forecasts daily during warmer months.
- Monitor UKHSA Heat Health Alerts.
- Ensure risk assessments are reviewed and updated.
- Implement additional control measures during periods of extreme heat.
- Communicate with parents and carers as required.
- Make decisions regarding altered operating arrangements or closure where necessary.

Staff

Staff will:

- Encourage children to drink regularly.
- Monitor children for signs of heat-related illness.
- Ensure children wear suitable clothing and sun hats.
- Follow all control measures outlined in this policy.
- Report concerns immediately to the Manager.

Parents and Carers

Parents and carers are expected to:

- Provide suitable lightweight clothing.
- Provide a clearly labelled sun hat.
- Apply sunscreen before arrival where requested.
- Complete sunscreen consent forms where applicable.
- Inform the setting of any medical conditions that may increase vulnerability to heat.
- Provide a named water bottle.

Hot Weather Procedures

Monitoring Weather Conditions

The Manager or designated person will:

- Check weather forecasts daily.
- Monitor local temperature forecasts.
- Monitor Met Office weather warnings.
- Monitor UKHSA Heat Health Alerts.

Additional precautions will be implemented when temperatures are forecast to exceed 26°C.

Hydration

Children must have access to drinking water throughout the day.

Staff will:

- Encourage regular drinking.
- Offer water at least every 30 minutes during hot weather.
- Increase reminders for younger children.
- Monitor children who may be reluctant to drink.

Water bottles must remain accessible both indoors and outdoors.

Sun Safety

To minimise exposure to harmful UV radiation:

- Children must wear sun hats outdoors.
- Lightweight clothing is encouraged.
- Outdoor shaded areas will be used whenever possible.
- Sunscreen will be applied in accordance with parental permissions and setting procedures.
- Staff will monitor UV levels and adapt activities accordingly.

Outdoor Play

The Kindergarten recognises the importance of outdoor learning and play. Outdoor activities will continue where it is safe to do so.

Control measures include:

- Using shaded areas wherever possible.
- Limiting vigorous physical activity.
- Scheduling outdoor play earlier in the day.
- Increasing water breaks.
- Providing opportunities for cooling and rest.

Outdoor play may be reduced or suspended where temperatures or UV levels present a significant risk.

Indoor Environment

Staff will seek to maintain comfortable indoor temperatures by:

- Opening windows where safe.
- Using blinds and curtains to reduce direct sunlight.
- Using fans safely and in accordance with risk assessments.
- Relocating activities to cooler areas of the building where available.

Temperatures will be monitored during periods of extreme heat.

Temperature Thresholds

The following guidance will be used to support decision-making:

Indoor Temperatures Below 26°C

- Normal operations.
- Access to drinking water maintained.

Indoor Temperatures 26°C–28°C

- Increased hydration.
- Additional monitoring.
- Reduced physical activity.

Indoor Temperatures 28°C–30°C

- Enhanced control measures.
- Activities moved to cooler areas.
- Outdoor activities reduced.

Indoor Temperatures Above 30°C

- Immediate management review.
- Dynamic risk assessment undertaken.
- Consideration given to:
    - Shortened sessions.
    - Alternative use of cooler rooms.
    - Partial closure of affected areas.

Indoor Temperatures Above 32°C

- Consideration given to full or partial closure if suitable temperatures cannot be maintained and children's welfare may be compromised.

The Manager's decision will take into account:

- Duration of elevated temperatures.
- Humidity levels.
- Age and vulnerability of children.
- Availability of cooler spaces.
- Staffing levels.
- Current government or health authority advice.

Heat Health Alerts

When an Amber or Red Heat Health Alert is issued:

The Kindergarten will:

- Review risk assessments immediately.
- Increase hydration opportunities.
- Reduce physical exertion.
- Increase supervision.
- Review staffing arrangements.
- Consider adjustments to operating hours if necessary.
- Communicate additional precautions to parents.

Recognising Heat-Related Illness

Staff will be trained to recognise symptoms of:

Heat Exhaustion

Symptoms may include:

- Headache
- Dizziness
- Tiredness
- Excessive sweating
- Nausea
- Pale, clammy skin

Action

- Move child to a cool area.
- Encourage drinking water.
- Loosen clothing.
- Apply cool cloths.
- Monitor closely.
- Inform parents.

<u>Heat Stroke (Medical Emergency)</u>

Symptoms may include:

- High body temperature
- Hot, red skin
- Confusion
- Loss of consciousness
- Seizures

Action

- Call 999 immediately.
- Begin cooling measures.
- Contact parents immediately.
- Record incident.
- Follow emergency procedures.

Children with Additional Needs

Additional risk assessments may be required for children who:

- Have asthma.
- Have heart conditions.
- Have epilepsy.
- Have diabetes.
- Have mobility difficulties.
- Are unable to communicate discomfort effectively.

Reasonable adjustments will be made where necessary.

Communication with Families

Parents will be informed when:

- Heat alerts are issued.
- Additional precautions are required.
- Operating arrangements are amended.
- Closure is being considered.

Communication may be via:

- Email
- Website updates

Closure Due to Extreme Heat

The Preschool may temporarily close where:

- Indoor environments cannot be maintained at a safe and suitable level.
- Adequate risk controls cannot be implemented.
- Children's health and welfare are likely to be adversely affected.
- Advice from local authorities, UKHSA or emergency services indicates closure is appropriate.

The decision to close will be made by the Manager in consultation with the Committee where possible.

Kindergarten Finance Policy - *(Income and Expenditure Procedures)*

Our pre-school is a registered charity and is committed to maintaining the highest standards of financial management, transparency, and accountability. We ensure all income and expenditure is handled responsibly and in accordance with guidance from the Charity Commission for England and Wales and the safeguarding and welfare requirements of the Ofsted.

This policy ensures that all funds are used solely to support the aims and running of the pre-school and benefit the children attending the setting.

Roles and Responsibilities

Committee / Trustees

The management committee (trustees) are legally responsible for the financial management of the charity. Their responsibilities include:

- Approving the annual budget
- Monitoring financial performance
- Authorising significant expenditure
- Ensuring financial records are maintained
- Ensuring compliance with charity regulations

Treasurer

The Treasurer is responsible for:

- Overseeing and maintaining accurate financial records
- Monitoring income and expenditure
- Presenting financial reports to the committee
- Overseeing and ensuring bank reconciliations are completed
- Preparing annual accounts

Business Manager

The Business Manager is responsible for:

- Day-to-day financial administration
- Recording fees and funding income
- Managing small operational purchases within agreed limits
- Providing receipts and documentation for spending
- Instructing the accountant to pay invoices and bills
- Invoicing for fees

Accountant

The Accountant is responsible for:

- Maintaining accurate financial records
- Monitoring income and expenditure
- Presenting financial reports to the Treasurer
- Ensuring bank reconciliations are completed
- Preparing annual accounts
- Paying in and cash
- Paying the wages as instructed

Income Procedures

Income may include:

- Parent fees
- Government early years funding
- Fundraising events
- Donations and grants
- Registration fees or deposits

Procedures

- All income must be recorded promptly and accurately.
- Wherever possible, payments should be made via bank transfer or childcare voucher schemes.
- All income must be paid into the pre-school's official bank account.

From April 2026, cash will not normally be accepted for the payment of fees. Parents and carers are expected to pay fees via bank transfer or other approved electronic payment methods.

In exceptional circumstances, cash payments may be accepted if approved in advance by the Treasurer.

Where a cash payment is accepted, the following procedures must be followed:

- The payment must be recorded immediately in the pre-school's financial records.
- The cash must be counted and verified by **two members of staff.**
- An email confirmation must be sent to the payer confirming the amount received.
- The cash must be stored securely until it is deposited into the pre-school bank account as soon as possible.

Banking Arrangements

- All funds must be held in the pre-school's official charity bank account.
- No personal bank accounts may be used for pre-school money.
- Bank statements must be reviewed regularly by the Treasurer.
- The bank mandate must require at least two authorised signatories.

Expenditure Procedures

All spending must support the running of the pre-school and benefit the children attending.

Authorisation Levels (example structure)

Business manager: up to £1000
Treasurer: up to £1500
Committee approval: over £1500

Spending rules

- All purchases must have a receipt or invoice.
- Payments should be made via bank transfer where possible.
- Larger payments should require two authorised approvals.
- Staff must seek approval before making purchases on behalf of the Kindergarten.

Expenses

- A expense from must be filled in and a receipt attached. The form must be initialled by either the Supervisor or Business Manager before being sent to the accountant for payment.
- CAF card expenses, all receipts must be kept and given to the accountant for reconciliation.

Payroll

- The business manager will collate the timesheets and enter the hours into the wage summary sheet to send to payroll
- Any salaried staff claiming overtime must be approved by the Treasurer.

Petty Cash

If petty cash is used:

- A small float may be kept for minor purchases.
- All petty cash spending must be recorded.
- Receipts must be provided for every purchase.

Parent Fees

- Fees must be invoiced clearly every term.
- Parents should be informed of payment deadlines.
- Outstanding fees will be followed up promptly.
- The Business manager may agree payment plans where appropriate.

Deposits are required to secure a place and will be refunded or credited in accordance with the Kindergarten registration terms.

Government Funding

Funding claims must be submitted accurately and on time in accordance with local authority requirements.

The Business manager is responsible for:

- Ensuring eligibility documentation is collected
- Maintaining attendance records
- Submitting funding claims

Financial Records

The following records must be maintained:

- Income and expenditure records
- Bank statements
- Receipts and invoices
- Funding claim documentation
- Payroll records (if applicable)

Financial records must be retained for a minimum of six years.

Budgeting

An annual budget will be prepared by the Accountant with information from the Business manager and approved by the committee.

The budget should include:

- Expected income
- Staffing costs
- Equipment and resources
- Rent and operational costs
- Contingency funds

Financial performance should be reviewed regularly against the budget.

Financial Reporting

The Treasurer will present financial reports at committee meetings including:

- Current bank balance
- Income and expenditure summary
- Budget comparison
- Any significant financial concerns

Annual accounts must be prepared in accordance with charity requirements.

Fraud Prevention

To reduce the risk of fraud or misuse of funds:

- Financial duties should be shared where possible
- No single individual should control all financial processes
- Receipts must be provided for all spending
- Financial records should be reviewed regularly by the committee

Any concerns regarding financial irregularities must be reported immediately to the Chairperson and committee