

All of our policies are centered around the EYFS and based on the following key principles and values:

1. All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.
2. The EYFS sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the right foundation for good future progress through school and life.
3. The EYFS is about what children learn, as well as how they learn. Effective practice is a mix of different approaches. Children learn through play, by adults modelling, by observing each other and through adult-guided learning.
4. The EYFS seeks to provide:
 - 4.1. Quality and consistency in all early years settings, so that every child makes good progress, and no child gets left behind.
 - 4.2. A secure foundation through planning for the learning and development of each individual child and assessing and reviewing what they have learned regularly.
 - 4.3. Partnership working between practitioners and parents and/or carers.
 - 4.4. Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.
5. Four guiding principles should shape practice in early years. These are:
 - 5.1. Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.
 - 5.2. Children learn to be strong and independent through positive relationships.
 - 5.3. Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
 - 5.4. Importance of learning and development. Children develop and learn at different rates.

Admissions Policy

1. Eligibility:

- 1.1. Children aged up to 5 years are eligible for enrolment in our preschool for daily care
- 1.2. Children aged between 5 and 11 are eligible for enrolment in our preschool for wrap around care and holiday club

2. Enrolment Process:

- 2.1. Parents or guardians interested in enrolling their child must complete the online registration forms and all applicable enrolment forms.
- 2.3. Enrolment is on a first-come, first-served basis, with priority given to siblings of current students.

3. Settle in:

- 3.1. Prospective parents are encouraged to schedule a tour of the preschool.
- 3.2. A 4 hour settle in session is offered to familiarize parents and children with our facilities, staff, and daily routines. To be used as and when the parents or guardians choose
- 3.3. Parent/care to join in for the first part of the settle in session to look through paperwork with the child's key person and help the child feel safe and settled

4. Withdrawal Policy:

- 4.1. Parents are required to provide a 4 week notice before withdrawing a child from the preschool.
- 4.2. Tuition fees for the notice period are non-refundable.

5. Special Considerations:

- 5.1. The preschool is committed to providing a safe and inclusive environment for all children.
- 5.2. Special considerations will be made for children with specific learning needs or medical requirements.
6. The preschool reserves the right to make changes to this admissions policy as needed, with proper notification to parents.

Equality, Diversity, and Inclusion

Tiddly Toes Family Run Preschool is committed to providing a safe, inclusive, and nurturing environment where every child, family, and staff member is valued and respected. We recognize the importance of promoting equality, celebrating diversity, and fostering inclusion in all aspects of our preschool.

We aim to ensure that no child, family, or staff member is discriminated against or excluded based on age, gender, race, ethnicity, cultural background, religion, disability, sexual orientation, socioeconomic status, or any other characteristic protected by law.

Aims and Objectives

1. Promote Equal Opportunities

- 1.1. Ensure all children have equal access to learning opportunities and resources.
- 1.2. Challenge stereotypes and bias through our curriculum, interactions, and policies.

2. Celebrate Diversity

- 2.1. Acknowledge and celebrate cultural, religious, and linguistic diversity.
- 2.2. Foster a positive understanding and appreciation of differences.

3. Foster Inclusion

- 3.1. Create an environment where every child feels valued and supported.
- 3.2. Adapt teaching methods and resources to meet the diverse needs of all children.

SEND & Inclusion

1. Introduction

- 1.1. At Tiddly Toes Family Run Preschool we are committed to inclusive practice and to ensuring that every child is valued, respected and supported to reach their full potential.
- 1.2. We recognise that children have different needs and learning styles, and we provide an enabling environment where all children can participate fully in meaningful learning experiences.
- 1.3. We follow the **Early Years Foundation Stage (EYFS)** and the **Special Educational Needs and Disability (SEND) Code of Practice (2015)**, working in partnership with families and professionals.

2. Aims

2.1. We aim to:

- Provide inclusive early education for all children
- Identify and support children with SEND early
- Ensure equality of opportunity and access
- Remove barriers to participation
- Support children's wellbeing and development
- Work in partnership with parents and carers
- Collaborate with external professionals
- Prepare children for successful transitions

3. Definition of SEND

- 3.1. A child has Special Educational Needs or Disabilities (SEND) if they have a learning difficulty or disability that requires special educational provision to be made for them (SEND Code of Practice, 2015).
- 3.2. This may include needs relating to:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health
 - Sensory and/or physical development

4. Inclusion

4.1. We are an inclusive setting and ensure that:

- All children are welcomed and valued
- Activities are adapted to meet individual needs
- Environments are accessible and flexible
- Children learn together wherever possible
- Diversity is celebrated and respected
- Reasonable adjustments are made

4.2. All children access the same broad curriculum and experiences, with support tailored to enable participation and success.

5. Identifying SEND

5.1. Children's development is monitored through:

- Ongoing observation and assessment
- EYFS progress tracking
- Discussions with parents
- Two-year progress checks
- Staff knowledge of child development
- Information from other professionals

5.2. If a child is not making expected progress, concerns are discussed with parents and the graduated approach is initiated.

6. Graduated Approach (Assess-Plan-Do-Review)

6.1. We follow the SEND Code of Practice graduated approach:

- Assess – identify strengths and needs
- Plan – agree targets and strategies
- Do – implement support
- Review – evaluate progress with parents

6.2. SEND packs, available in the room at all times, are used to create Individual Support Plans and are reviewed regularly with families.

7. Role of the SENCo

7.1. The SENCo is responsible for:

- Coordinating SEND provision
- Supporting staff
- Liaising with parents
- Liaising with professionals
- Monitoring progress
- Maintaining records
- Supporting transitions

7.2. The SENCo ensures provision follows the SEND Code of Practice and EYFS requirements.

8. Supporting Children with SEND

8.1. Support may include:

- Differentiated activities
- Adapted environments
- Visual supports and communication aids
- Small-group or individual support
- Behaviour or sensory strategies
- Targeted intervention
- Additional adult support where appropriate

8.2. Support is based on individual needs and reviewed regularly.

9. Partnership with Parents

9.1. We recognise parents as partners and:

- Share concerns and progress openly
- Involve parents in planning support
- Agree targets together
- Review plans regularly
- Provide advice and signposting
- Support transitions

9.2. Parents are involved at every stage of SEND support.

10. Working with External Professionals

10.1. With parental consent we may work with:

- West Sussex Early Years SEND Team
- Speech and Language Therapy
- Health Visitors
- Educational Psychologists
- Portage
- Paediatric services
- Inclusion Funding teams

10.2. We follow professional advice and implement recommended strategies.

11. Funding and Additional Support

11.1. Where a child requires provision beyond universal support, we may apply for:

- West Sussex Inclusion Funding
- DAF Funding

11.2. Funding is used to support individual needs.

12. Inclusive Environment and Practice

12.1. Our environment supports inclusion through:

- Clearly organised learning areas
- Accessible resources
- Visual supports
- Predictable routines
- Flexible teaching approaches
- Calm and supportive spaces

12.2. Activities are adapted so all children can participate successfully.

13. Supporting Emotional Wellbeing

13.1. We support wellbeing through:

- Secure key-person relationships
- Consistent routines
- Emotional coaching
- Positive behaviour strategies
- Safe spaces
- Nurturing interactions

14. Monitoring and Reviewing Progress

14.1. Children with SEND are monitored through:

- Individual Support Plans
- Targeted observations
- SENCo oversight
- Review meetings with parents
- Professional input

14.2. Provision is adjusted based on progress.

15. Transition Support

15.1. The transition into preschool is supported by:

- Information sharing with parents
- Settling sessions
- Gradual transition

15.2. Transitions within preschool are supported by:

- Preparation and visual supports
- In depth key person handover
- Consistent routines

15.3. The transition to school is supported by:

- Transition reports
- SENCo liaison
- Meetings with receiving school
- Visits and preparation

16. Training and Staff Development

16.1. Staff receive SEND training including:

- SEND Code of Practice
- Inclusion strategies
- Communication support
- Behaviour support
- Child development
- Safeguarding

16.2. The SENCo undertakes ongoing SEND training.

17. Equality and Non-Discrimination

17.1. We comply with the Equality Act (2010) and ensure:

- No child is discriminated against
- Reasonable adjustments are made
- Inclusive access to all activities
- Respect for diversity

18. Complaints

18.1. If parents have concerns about SEND provision they should speak to:

1. Key Person
2. SENCo
3. Manager

18.2. If unresolved, parents may contact:

- West Sussex SEND Information, Advice and Support Service (SENDIAS)

19. Links with SEND Information Report

19.1. This policy should be read alongside the Tiddly Toes SEND Information Report, which explains how SEND provision is implemented in practice.

Learning and Development

At Tiddly Toes Family Run Preschool, we are committed to providing a nurturing and stimulating environment where children can learn and develop in line with the Early Years Foundation Stage (EYFS) framework. We recognise that every child is unique and aim to support their individual learning journey through play-based, child-centred activities.

Aims and Objectives

1. To provide a safe, inclusive, and engaging learning environment that supports all areas of development.
2. To follow the EYFS curriculum, ensuring a balance of adult-led and child-initiated activities.
3. To promote the Characteristics of Effective Learning, fostering curiosity, resilience, and independence.
4. To support children's personal, social, and emotional development, encouraging positive relationships and self-confidence.
5. To regularly assess and track each child's progress to ensure they are meeting key developmental milestones.

Implementation

1. We provide activities that cover all seven areas of learning as outlined in the EYFS framework:

- 1.1. Communication and Language
- 1.2. Physical Development
- 1.3. Personal, Social, and Emotional Development
- 1.4. Literacy
- 1.5. Mathematics
- 1.6. Understanding the World
- 1.7. Expressive Arts and Design

2. Learning is planned around children's interests and developmental needs, incorporating indoor and outdoor experiences.

3. Practitioners engage in high-quality interactions, modelling language and behaviour to support children's learning.

4. Observations and assessments are used to inform planning and identify any additional support needs.

Partnership with Parents

1. We believe in working closely with parents and carers to support children's learning and development. Regular communication, including progress reports and meetings, ensures families are actively involved in their child's early education.

Assessment

1. The Development Matters curriculum is used to plan for, observe and assess children's ELGs.

2. Children are assessed on an ongoing basis, which involves practitioners knowing and understanding what the children know and what they can do.

3. Observations are uploaded to an online learning journey as evidence of progress and to assist with planning for next steps

4. An initial baseline assessment is completed when a child is first enrolled

5. Progress checks are also completed between the ages of 2 and 3, a copy of which will be provided to the parents.

Nappy and toileting

1. Introduction

1.1. At Tiddly toes family run pre-school we provide all nappies, wipes and barrier creams for all children who require them. Throughout the day the children will have a minimum of 3 nappy changes if attending for a school day (morning, lunch and afternoon) and a minimum of 4 nappy changes if doing a full day (one extra in the evening). If any child needs to be changed in between these times then they will be.

2. Nappy changing procedure

1.1. Where possible the child's key person will change their nappy, describing what they are doing whilst they are doing it, also what the child has done in their nappy.

1.2. The child will be encouraged to independently climb up onto the nappy change unit, with adult support when needed. ONE HAND MUST ALWAYS BE KEPT ON THE CHILD.

1.3. Lifting Children

- Assess the Need: Determine if lifting the child is necessary (e.g., assisting in toileting, comforting, or ensuring safety).
- Get Help: For heavier or uncooperative children, ask for assistance from a colleague.
- Maintain Proper Posture:
- Stand close to the child.
- Bend your knees and keep your back straight.
- Lift with your legs, not your back.

1.4. The staff member will put a pair of disposable gloves and apron on before removing any clothing or the nappy from the child.

1.5. A clean nappy will be prepared before undoing the dirty nappy and cleaning the child with the wipes provided.

1.6. Once the child is clean the used nappy and any used wipes will be placed into a nappy sack, leaving it open for when the gloves are finished with

1.7. Once the clean nappy has been done up the gloves and apron can be removed and placed into the nappy sack, then being placed into the bin.

1.8. The child will then be re-dressed, the nappy mat will then be sprayed and wiped down before the staff member washes their hands with warm soapy water

Info: As Tiddly Toes Family Run Pre-School is a "pre-school" one of our many objectives are to get the children prepared to start school, and being able to use the toilet and clean themselves properly is a requirement for them to begin school. We understand that all children will start toilet training at different ages and stages of development, but to ensure all children are ready for school we will ensure to discuss with parents in a timely manner to ensure the child is well prepared.

2. Toileting

- 1.1. Toilet doors are kept locked and secure at all times, so children will need to ask for adult support. This helps maintain a clean area and also further prepares children for school when they might have to ask to leave the classroom to use the toilets, for example.
- 2.2. When the children first begin toileting staff will accompany the children to help and support them while they use the toilet and will help them to clean themselves after using the toilet. As they get older and are more confident in using the bathroom staff will encourage the children to clean themselves in order to be school ready. After using the toilet staff will also make sure all children wash and dry their hands

3. Accidents

- 3.1. When children begin toilet training it is inevitable that they will have accidents while learning to use the toilet. Children who have had an accident will be taken to the bathroom and into a cubicle to give them privacy as they get changed.
- 3.2. Staff will wear a pair of disposable gloves to help the children get changed. However, staff will actively encourage the child to remove the wet or soiled clothes themselves
- 3.3. If the child is just wet then staff will support the child in cleaning themselves to begin with, giving them a final wipe over. However, if it is a soiled accident then the staff member will clean them to ensure they are clean and do not get sore
- 3.4. Children will be helped and supported to get into clean clothes before washing their hands and returning to play.

Safeguarding Policy

1. Introduction

- 1.1. Tiddly Toes Family Run Preschool is dedicated to ensuring the safety and well-being of all children in our care. This safeguarding policy outlines our commitment to creating a secure environment for children aged 1 to 5 years and the procedures in place to address any concerns related to their welfare. This will also extend to the children who attend the setting after-school and throughout the school holidays. Everyone who comes into contact with children has a responsibility to safeguard and promote their welfare.
- 1.2. Children must have all of their basic needs met including food, warmth, water, rest, security and safety, in the setting and at home. We have a responsibility to ensure we meet these needs whilst children are in our care.
- 1.3. Children should have positive role models and relationships with all the adults that help them to grow, learn and develop. At the setting all staff will display behaviour that promotes positive interactions and communication between children and adults.
- 1.4. All areas of the setting must be safe as well as stimulating, inviting and interesting to allow children to display high levels of well-being and allow them to learn, grow and develop. Activities on offer will help and support them to reach their next steps and development milestones.

2. Legal Framework

- 2.1. This policy adheres to relevant legislation, including the Children Act 1989 and 2004, Working Together to Safeguard Children 2018 and 2026, and all other pertinent statutory guidance.

3. Designated Safeguarding Lead (DSL)

- 3.1. We have a named DSL onsite responsible for overseeing the implementation of this policy and ensuring that all staff members are aware of and trained on safeguarding procedures, and are comfortable and confident in reporting any concerns they may have.

Phone: 07889451989

4. Staff Training

- 4.1. All staff undergo comprehensive training on child protection and safeguarding, which meets the criteria set out in Annex C on the EYFS. This includes recognizing signs of abuse (such as sexual, emotional, physical, neglect, radicalisation and FGM), responding to and reporting concerns to the DSL and understanding the local safeguarding procedures (listed later in this policy). All training will be renewed AT LEAST every 2 years.

5. Child Protection Procedures

- 5.1. Staff are trained to identify signs of abuse and to be vigilant for any changes in a child's behaviour, demeanour or wellbeing.
- 5.2. Tiddly Toes Family Run Pre-school provides a healthy, safe and secure environment where individual needs are met and children can explore all areas and activities available to them, whilst being supported and encouraged by staff.
- 5.3. We are alert to any issues of concern in the child's life, at home or elsewhere. It is important to build a professional relationship with the children's parents in order to best support the children with any difficulties they or their families may face.
- 5.4. To enhance security, a one time password system will be implemented during collection for anyone who is not on the approved list of collectors.
- 5.5. We support children to be aware of their own safety and develop strategies to learn about their bodies, give consent and say no. For example, we will use "pant-osaurus" to help teach children about appropriate behaviour with our bodies and the importance of keeping our privates, private.
- 5.6. Any concerns regarding the welfare of a child should be reported immediately to the DSL or the DSL deputy and recorded on our safeguarding software. If neither is available immediately, then a safeguarding form must be completed with factual information. Staff members understand the importance of promptly reporting concerns. Any and all concerns will be discussed with the DSL immediately, who will then determine the best way to proceed with the information obtained.
- 5.7. The DSL will log every concern on our Safeguard Management Software. Each concern will be categorised depending on the level of concern. Level's 1 and 2 will be discussed immediately and appropriate action taken. Levels 3 and 4 will remain "Open" to be discussed at our monthly Safeguarding reviews.
- 5.8. Any concerns that are "Closed" will require a detailed note added to the log which explains our decision making process and justification for closing the concern
- 5.9. Every time a new concern is logged, the history of that child will be reviewed to look for possible patterns of concerns
- 5.10. We have risk assessments in place to identify hazards that could cause injury or illness, and procedures in place to minimize the risks to the staff, children, parents and any visitors to the setting.
- 5.11. We pay due regard to the Prevent Duty guidance with regards to radicalisation and work in partnership with other professionals, such as children's protective services and when necessary the police.
- 5.12. At Tiddly Toes Family Run Pre-school we ensure that all staff who have direct responsibility for providing direct care to the children hold an up to date paediatric first aid certificate.
- 5.13. We ensure that all staff maintain confidentially and understand the legal and GDPR requirements that exist to protect information relating to the child in line with Information and Records Policy and Acceptable Use Policy.
- 5.14. At Tiddly Toes Family Run Pre-school we operate a no mobile phone, camera or other electrical device policy, other than the works phones that are designated for recording observations. All staff's personal mobile phones will be kept in their designated locker throughout the work day. During staff lunch breaks staff are able to use their mobile phones downstairs in the lower hall, or outside the building. The same will apply to all parents or visitors; when they enter the building they must put their phone away in their bag or pocket while collecting their child. If a parent is invited in for a meeting they may keep their phone on them if there are no other children in the building.
- 5.15. Any member of staff that is a smoker will not be permitted to smoke or vape on the premises. If a staff member would like to smoke throughout the day they must wear a coat over their clothes worn when around the children, they must be away from the building and the primary school next door. On returning to the setting they must either have chewing gum or mouth wash and wash their hands before coming back to join the children.
- 5.16. At Tiddly Toes Family Run Pre-school we will from time to time hold days, activities and performances which the parents will be invited too. It is our policy that parents DO NOT take photos of their's or other people's children, this is to protect each child within our care. The staff at the setting take photos of the children enjoying these events and will post them to their child's "Tapestry" account, and/or WHATSAPP. We will however only send photos of the parents own child or children, not including any other children. As in the permissions parents are asked to sign to say that they are happy for the pre-school to be able to use children's photos on our social media pages and on the settings website. Should you have answered no to this question in the permissions paperwork we will not use the child's photograph.

6. Reporting Pathway

- 6.1. If a staff member has a concern, they should report it to the designated safeguarding lead
- 6.2. After reporting their concern to the DSL, the DSL will log the concern on our Safeguarding management software. They will then, if necessary, not hesitate to make a referral to the Integrated Front Door team/MASH and Ofsted.

Integrated Front Door team contact information:

Phone: 01403 229900

Email: WSCchildrenservices@westsussex.gov.uk

- 6.3. If the parent or carer has a concern about a staff member but does not feel that they can make the complaint directly to Tiddly Toes Family Run Pre-School, then they can contact LADO (Local Authority Designated Officer) directly for advice:

- 6.4. Any allegations made against staff will, where appropriate, result in the member of staff being suspended from work while an immediate investigation is carried out.

Consultation Contact Number: 0330 222 6450 (Available 09.00 – 17.00)

LADO Service email address: LADO@WestSussex.gov.uk

7. Confidentiality

7.1. All concerns and investigations will be handled confidentially, sharing information only on a need-to-know basis and in accordance with data protection legislation.

8. Communication with Parents/Carers

8.1. Parents and carers will be informed about the safeguarding policy and procedures upon enrolment. Tiddly Toes Family Run Preschool will work in partnership with parents to promote the safety and welfare of the children.

Health and Safety

1. Introduction

1.1. The safety and well-being of our children, staff, and visitors are paramount. This Health and Safety Policy outlines our commitment to maintaining high standards of safety, particularly given our location on the first floor and the use of a child stair gate at the top of the stairs. We are dedicated to providing a secure and nurturing environment.

2. Responsibilities

2.1 Management Responsibilities

- The management of Tiddly Toes Family Run Pre-School is responsible for implementing and maintaining this health and safety policy.
- Regularly review and update the policy to ensure its effectiveness, especially regarding the child stair gate.
- Allocate adequate resources and training to support health and safety initiatives.
- Appoint a designated health and safety officer who will oversee safety matters.
- Conduct regular risk assessments to identify potential hazards and implement control measures.

2.2 Staff Responsibilities

- All staff members are responsible for adhering to safety guidelines and procedures, including the proper use of the child stair gate.
- Report any hazards, incidents, or unsafe practices promptly to the designated health and safety officer.
- Attend training sessions to enhance their understanding of health and safety practices
- Ensure that children are accompanied and supervised while using the stairs and the child stair gate is securely in place.

2.3 Parent and Guardian Responsibilities

- Parents and guardians should cooperate with the preschool's safety policies and procedures

3. Stair Safety

- 3.1. The child stair gate at the top of the stairs will remain closed at all times, except during supervised and authorized access.
- 3.2. Stairs will be kept free of clutter and obstacles.
- 3.3. Children will be educated on safe stair usage, including using handrails and taking one step at a time.
- 3.4. Staff will provide assistance to children when navigating the stairs.
- 3.5. Regular inspections of the child stair gate and stairs will be conducted to ensure they are in good condition.

4. Emergency Procedures

- 4.1. Emergency procedures, including fire drills, will be practiced termly, and staff will be trained in evacuating children safely, considering the location on the first floor.
- 4.2. First aid kits and trained personnel will be available on-site, and staff will be well-versed in emergency response.
- 4.3. Procedures for handling accidents and incidents will be clearly defined and communicated to staff.

5. Training and Awareness

- 5.1. Staff will receive specific training on stair safety and the proper use of the child stair gate.
- 5.2. Staff will be kept informed about any changes in health and safety regulations and policies.
- 5.3. Regular health and safety meetings will be held to discuss concerns and improvements

6. Review and Monitoring

- 6.1. This policy will be reviewed annually or more frequently if necessary, with a special emphasis on stair safety.
- 6.2. Any incidents or near misses related to stairs or the child stair gate will be investigated, and corrective actions will be taken.
- 6.3. Feedback from staff, parents, and visitors regarding stair safety will be considered to improve safety practices.
- 6.4. All accidents and incidents in the preschool are recorded and reviewed, in order for us to take corrective actions.

7. Legal Compliance

- 7.1. We will comply with all relevant local, state, and federal health and safety regulations.

8. Contact Information

- 8.1. For any health and safety concerns or inquiries, please contact Sam or Jess Cooper on 07889451989 or info@tiddly-toes.co.uk.
- 8.2. This Health and Safety Policy will be regularly reviewed and updated to ensure that Tiddly Toes Family Run Pre-School continues to provide a safe and healthy environment for everyone associated with our preschool.
- 8.3. This Health and Safety Policy is not exhaustive. A full risk assessment of the setting and outdoor areas have been completed and will be reviewed regularly

Whistleblower Policy

1. Introduction

1.1. We are committed to the highest standards of integrity, transparency, and accountability. This policy provides a framework for employees, parents, carers, and other stakeholders to raise concerns about malpractice or wrongdoing within the preschool. It ensures that such concerns are addressed promptly and appropriately without fear of reprisal.

2. Scope

- 2.1. This policy applies to all employees, volunteers, parents, carers, and anyone associated with Tiddly Toes. It covers concerns related to:
 - 2.2. Child safety and safeguarding issues
 - 2.3. Financial mismanagement or fraud
 - 2.4. Health and safety risks, including risks to children or staff
 - 2.5. Unethical or illegal conduct by staff, volunteers, or others
 - 2.6. Any other serious concerns that may harm the preschool's operations or reputation

3. What is Whistleblowing?

3.1. Whistleblowing is the act of reporting concerns about wrongdoing or malpractice that affects others, including children, staff, or the preschool's integrity. It is distinct from raising personal grievances, which should be addressed through the preschool's grievance procedures.

4. Protection for Whistleblowers

4.1. Tiddly Toes is committed to ensuring that anyone who raises a concern in good faith is protected from harassment, victimization, or any adverse consequences. Whistleblowers will not face retaliation, even if their concerns turn out to be unfounded, provided the disclosure was made with honest intentions.

5. Confidentiality

5.1. All concerns will be treated with the utmost confidentiality. The identity of the whistleblower will not be disclosed without their consent unless required by law or necessary for the investigation.

6. Raising a Concern

6.1: Speak to Your Line Manager or Supervisor

- Employees and volunteers should first raise their concerns with the Preschool manager(S). Parents and carers may speak to the preschool manager.

6.2: External Reporting

- If internal procedures do not address the concern satisfactorily, or if there is a valid reason to bypass internal channels, whistleblowers can report their concerns to an appropriate external body such as:

Ofsted: 0300 123 1231 or whistleblowing@ofsted.gov.uk

Local Authority Designated Officer (LADO): 0330 222 6450 or LADO@westsussex.gov.uk

Accident policy

1. At Tiddly Toes Family Fun Pre-School, our main aim is to keep children safe at all times, while we understand that allowing them to take measured and careful risks is essential in their development. Tiddly Toes Family Fun Pre-School recognise that accidents and incidents may still occur, in all cases we will fill out an accident sheet detailing where the accident or incident took place and what happened. These forms are reviewed monthly to see if there is anything we as a setting need to look at in order to reduce the risks in a particular area. All accident forms are kept in the office area of the kitchenette. They are also reviewed in order to check that it is not the same child having accidents, as this may be an indication of something else going in.

2. At Tiddly Toes Family Fun Pre-School any member of staff who witnesses an accident is responsible for writing up an accident form, if there was another member of staff witnessing the accident, they must countersign the form. In cases of more serious accidents then the staff involved will need to write a statement explaining in their own words what they saw, and how they responded. These statements should be written as soon as possible to ensure they are as accurate as possible. At the end of the child's session the parents must be made aware of the accident and shown the accident form, signing at the bottom to acknowledge they were told about the accident.

3. **HOWEVER, IN CASES OF HEAD INJURIES**, a phone call will be made to the parent(s) to inform them about the accident. The child will be closely monitored and if there are any changes in behaviour or condition the parent(s) will be asked to collect the child and seek medical advice immediately. Where medical treatment is required from a medical professional, the parent(s) will be informed as soon as possible, while the child is being cared for by staff or medical staff. In all cases where medical treatment is sought outside the setting Tiddly Toes Family Fun Pre-School will inform the insurance company, following their reporting procedure.

4. Any accident that is deemed a serious accident will be reported to RIDDOR (Reporting of injuries, diseases, dangerous occurrences regulations) and OFSTED as soon as possible so if they feel a

further investigation needs to be carried out they can do this in a timely manner. Contact details are listed below.

OFSTED	0300 123 1231
Environmental health	0344 225 3861
Local children social care team	0300 555 1384
RIDDOR	www.hse.gov.uk/riddor /report

Head Injury Procedure

If a child sustains a head injury at the setting, we will follow the procedure below:

1. Reassure and comfort the child

Calm the child and ensure they are safe and supervised at all times.

2. Assess the injury

A qualified first aider will assess the child to determine the severity of the injury and whether emergency medical attention is required.

3. Administer first aid

Appropriate first aid will be given (e.g. cold compress, monitoring for symptoms).

4. Monitor the child closely

The child will be observed for any signs of concussion or deterioration, including:

- Drowsiness or difficulty staying awake
- Vomiting
- Confusion or unusual behaviour
- Loss of consciousness (even briefly)
- Severe or worsening headache

5. Inform parent(s)/carer(s)

Parent(s) will be contacted as soon as possible and informed of:

- The injury
- Treatment given
- Any symptoms to monitor at home

If medical assessment is advised, parent(s) must arrange prompt collection.

6. Emergency action (if required)

If the child requires urgent medical attention:

- An ambulance will be called
- A member of staff will accompany the child to hospital
- All relevant information (child details, medical info, accident details) will be taken
- The staff member will remain with the child until the parent(s) arrive

7. Recording the incident

- An accident form will be completed and shared with parent(s)
- A "head bump" sticker will be given to alert all staff
- The incident will be recorded in line with setting procedures

8. Ongoing vigilance

Staff will continue to monitor the child for the remainder of the session and communicate any concerns to parents at collection.

First aid

A first aid box is kept in the kitchenette and at the top of the main stairs and is always made accessible to staff trained to use it. The first aid kit is checked termly to ensure everything is still in date and everything that may be needed is available. All staff aid are first aid trained.

Medication policy

At Tiddly Toes Family Fun Pre-School, we promote the children's health and take steps to stop the spread of infections and illness. If a child requires medication, we will collect information about the need for the medication and ensure this information is updated regularly.

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

- 1.1. Prescription medication will only be given to the child named on the label and given the dosage stated on the label.
- 1.2. All medication must be in the original packaging, with the original label of prescription from the pharmacy.
- 1.3. Parents should hand the medication to a member of staff who will fill in a medication form with all the appropriate information.
- 1.4. At the end of the child's session the parent must sign to acknowledge the time and dosage of the medication given, before they collect the medication to take it home again.
- 1.5. A new form must be completed if a new medicine is brought to the setting, if the dosage changes or the number of times the medication must be given in a day.
- 1.6. Parents MUST tell the staff if any of the medication information changes immediately.
- 1.7. When a child arrives with medication, they must be asked what time the child last had the medication and how much they had, this information must be noted on a medication form. When the child is collected, whoever collects them must be told what time the child last had the medication and sign as acknowledgement of this information.
- 1.8. If a child has anti-biotics for the first time, then the child must stay at home for 24 hours to allow them time to settle with the medication and to make sure they do not have any reactions.

2. Non-prescription medication – such as Calpol and Ibuprofen

- 2.1. Tiddly Toes Family Fun Pre-School WILL NOT give any child Calpol and Ibuprofen in the same day. It will be either one or the other.
- 2.2. Tiddly Toes Family Fun Pre-School will only administer non-prescription medication in the short term, no longer than 3 days. This time frame will also depend on the medication and the health of the child. After this the child must be taken to see a medical professional for further advice.
- 2.3. If staff believe that a child should be seen by a medical professional, we reserve the right to refuse care for the day or until the child has been seen by a medical professional.
- 2.4. If a child within our care shows signs and or symptoms of being unwell, and the parent has already given permission for non-prescribed medications to be given, we will still call for verbal permission before giving the child the medication. The prior permission is in case of an emergency and parents are unreachable. The child must have been in our care for at least 4 hours.
- 2.5. As Tiddly Toes provides all nappy creams for the children, a list of children will be kept by the nappy unit informing staff which creams children can not have used on them.

3. Staff medication

- 3.1. All staff at Tiddly Toes Family Fun Pre-School have a responsibility to work with children, only where they are fit to do so. Staff must not work with children if they are infectious or too ill to carry out the day-to-day care of the children. This includes any medication that affects their ability to meet the children's needs.
- 3.2. If any staff member believes that their condition, including any conditions caused by medication is affecting their ability they must inform the management for advice.
- 3.3. When staff may occasionally need medication or on a more regular basis this must be always kept in the kitchenette and stored out of sight of the children in the proper way.

4. Medication storage

- 4.1. All medication must be stored in accordance to the directions on the original packaging of a medication. The medication must still have the prescribing sticker/label displaying the name of who the medication is for, the dosage and how many times it is to be administered throughout the day, all this information must be legible and unchanged.

Behaviour policy

1. Introduction

- 1.1. At Tiddly Toes Family Fun Preschool, we recognise that behaviour is a form of communication. Children may display a range of behaviours as they learn to manage emotions, develop social understanding, and navigate relationships. Our role is to support children in developing self-regulation, empathy, and positive behaviour within a safe, nurturing, and consistent environment.
- 1.2. We promote positive behaviour through encouragement, clear boundaries, strong relationships, and developmentally appropriate expectations.
- 1.3. This policy is written in line with the Statutory Framework for the Early Years Foundation Stage (EYFS 2024).

2. Aims

- 2.1. To create a calm, respectful and inclusive environment.
- 2.2. To support children in developing emotional regulation and social skills.
- 2.3. To promote positive behaviour through praise and modelling.
- 2.4. To ensure all children feel safe and valued.
- 2.5. To work in partnership with parents and carers.
- 2.6. To ensure consistent and fair responses to behaviour.

3. Promoting Positive Behaviour

- 3.1. Positive behaviour is encouraged through:
 - Warm, secure relationships with key persons.

- Clear, age-appropriate boundaries and expectations.
 - Positive language and modelling respectful behaviour.
 - Consistent routines.
 - Praise and recognition of positive actions.
 - Teaching children about feelings and emotions.
 - Supporting turn-taking, sharing and kindness.
 - Providing an enabling environment that reduces triggers for unwanted behaviour.
- 3.2. Staff describe and praise specific behaviours, for example:
- "Thank you for helping tidy up, that was very helpful."
- 3.3. We focus on what children are doing well, reinforcing behaviours we want to see repeated.
- 4. Supporting Behaviour as Communication**
- 4.1. We understand that children may display behaviours when they are:
- Tired, hungry or overwhelmed
 - Experiencing big emotions
 - Developing language skills
 - Struggling with transitions
 - Needing sensory input or support
 - Experiencing changes at home
- 4.2. Staff consider the underlying cause of behaviour and respond supportively.
- 5. Responding to Challenging Behaviour**
- 5.1. When behaviour requires support, staff will:
- Remain calm and model appropriate behaviour.
 - Acknowledge the child's feelings.
 - Clearly explain the boundary in simple language.
 - Support the child to make safe choices.
 - Help the child reflect when developmentally appropriate.
- 5.2. If necessary for safety or regulation, a child may be supported away from the situation to a calm area within the room. This is not used as punishment but as a supportive strategy to help the child regulate with adult guidance.
- 6. "Take a Break" / Calming Area**
- 6.1. Our "Take a Break" area provides:
- Soft furnishings
 - Sensory resources
 - Visual emotion prompts
 - Quiet space for co-regulation
- 6.2. This space is:
- Not a time-out.
 - Not a punishment.
 - Used to support emotional regulation with an adult.
- 6.3 Children are supported to return to play when they feel ready.
- 7. Physical Intervention**
- 7.1. Physical intervention is only used:
- To prevent injury to a child or adult.
 - To prevent serious damage to property.
 - As a last resort and in line with safeguarding guidance.
- 7.2. Any incident involving physical intervention is recorded and shared with parents.
- 7.3. Corporal punishment is never used or threatened.
- 8. Apologies and Repair**
- 8.1. Children are not forced to apologise.
- 8.2. Instead, staff support children to:
- Understand how their actions affect others.
 - Show empathy.
 - Repair relationships in meaningful ways.
 - This may include saying sorry when ready, helping rebuild something knocked over, or checking on a friend.
- 9. Supporting Children with Additional Needs**
- 9.1. Some children may require additional support to manage behaviour. Where appropriate we will:
- Work with parents to create consistent strategies.
 - Use behaviour support plans.
 - Liaise with outside professionals if needed.
 - Make reasonable adjustments to the environment.
 - Provide additional emotional support.
- 9.2. We recognise that behaviour linked to SEND requires understanding, not punishment.
- 10. Bullying**
- 10.1. We recognise that very young children are still developing social skills. However, repeated unkind behaviour towards a child will be taken seriously.
- 10.2. We will:
- Intervene immediately.
 - Support all children involved.
 - Record patterns of behaviour.
 - Work closely with parents.
 - Put support strategies in place.
- 11. Partnership with Parents**
- 11.1. We believe consistency between home and preschool is essential.
- 11.2. We will:
- Share concerns sensitively and promptly.
 - Work collaboratively to support positive behaviour.
 - Share strategies used within the setting.
 - Keep parents informed of serious or repeated incidents.
- 12. Recording and Monitoring**
- 12.1. Serious incidents are:
- Recorded on an incident form.
 - Shared with parents.
 - Monitored by the manager.
 - Reviewed for patterns or triggers.
- 12.2. Behaviour support plans are reviewed regularly.
- 13. Safeguarding**
- 13.1. If behaviour causes safeguarding concerns, appropriate procedures will be followed in line with the Safeguarding and Child Protection Policy.

Complaints policy

1. If a parent or carer would like to make a complaint, they should speak to management on 07889451989 or in person. This is so the complaint can be dealt with as quickly as possible.
2. Any complaint made will need to be put into writing at Info@tiddly-toes.co.uk, even if the complaint is made verbally in the first instance. This is so there is a paper record. Once the written copy has been received a copy and summary of the complaint will be sent to the parent or carer as well as kept on file at the setting for our own records.
3. Tiddly Toes Family Run Pre-School is OFSTED registered, therefore if the parent or carer feels that the complaint has not been dealt with in a timely manner or are dissatisfied with the way the complaint was handled they can contact OFSTED on 0300 123 1231 to speak to someone directly.
4. If the parent or carer does not feel that they can make the complaint directly to Tiddly Toes, then they can contact LADO (Local Authority Designated Officer) directly for advice:

Consultation Contact Number: **0330 222 6450** (Available 09.00 – 17.00)

LADO Service Contact Number: (Available through the MASH) **01403 229900**

LADO Service email address: LADO@WestSussex.gov.uk

Food Safety Policy

At Tiddly Toes Family Run Preschool, we are committed to:

1. Providing safe and nutritious food to meet children's dietary needs.
2. Preventing food-related illness through effective food safety practices.
3. Complying with all legal requirements, including the **Food Safety Act 1990** and relevant local authority guidelines.

1. Food Sourcing

- 1.1. Only reputable suppliers that comply with food safety regulations will be used.
- 1.2. All food deliveries will be checked for proper labeling, freshness, and temperature control upon receipt.

2. Food Storage

- 2.1. All food must be stored in appropriate conditions to prevent contamination:
 - Refrigerated items: Below 5°C.
 - Frozen items: Below -18°C.
 - Dry goods: In a cool, dry, and pest-free environment.
- 2.2. Regular stock rotation will follow the **FIFO (First In, First Out)** principle to ensure freshness.
- 2.3. Expired or damaged food will be disposed of immediately.

3. Food Preparation

- 3.1. Staff handling food must:
 - Wash hands thoroughly before and after food preparation.
 - Wear clean aprons and tie back hair.
 - Use color-coded chopping boards to avoid cross-contamination (e.g., red for raw meat, green for vegetables).
- 3.2. Ensure all food is cooked to the appropriate temperature:
 - Poultry: 75°C or higher.
 - Reheated foods: At least 82°C.
- Keep raw and cooked foods separate at all times.

4. Serving Food

- 4.1. Food must be served at safe temperatures:
 - Hot foods: Above 75°C.
 - Cold foods: Below 5°C.
- 4.2. Allergens must be clearly identified and alternatives provided where necessary.

5. Cleaning and Hygiene

- 5.1. All food preparation areas and equipment must be cleaned and sanitized before and after use.
- 5.2. Waste must be disposed of promptly and hygienically.

6. Staff Training

- 6.1. All staff involved in food handling must hold up-to-date **Food Hygiene Certificates** appropriate to their role.
- 6.2. Ongoing training will be provided to ensure compliance with food safety regulations.

7. Allergies and Special Requirements

- 7.1. Information will be obtained about any special dietary requirements, preferences, and food allergies that the child has, and any special health requirements upon registration. Any children with allergies or special requirements will be given a red placement which will indicate clearly to and quickly to all staff when serving food

8. Food Refusal

- 8.1. At Tiddly Toes, we aim to provide children with healthy, balanced meals and snacks that encourage good eating habits from an early age. We recognise that some children may occasionally, or frequently, refuse the food provided.
- 8.2. We will always:
 - Offer a calm, positive and sociable mealtime environment.
 - Encourage children to try new foods, but never force or pressure them to eat.
 - Respect each child's individual needs, including cultural, religious, or dietary requirements.
 - Monitor and record patterns of food refusal, sharing concerns with parents and carers where appropriate.
 - Work in partnership with families to understand preferences, sensitivities, or additional needs.
 - Ensure that children who refuse a meal are still offered drinks and, where appropriate, alternative snacks later in the day.
- 8.3. Our priority is to support children's health, wellbeing, and independence, while helping them to develop a positive relationship with food.

Fire Policy and procedure

1. General Responsibilities

- 1.1. Most senior staff member:
 - Takes control of the situation
 - Collects resources (register, number board, shoe rack) if safe
 - Ensures the room is fully cleared
- 1.2. All staff:
 - Work together as a team
 - Prioritise non/slow walkers and SEND children (FE & IE)
 - Take on roles based on proximity and need

2. Phase 1: Prepare & Gather

- 2.1. Raise the alarm
- 2.2. Shout "FIRE – EVACUATE NOW"
- 2.3. Gather children at the stair gate
- 2.4. Ensure SEND children (FE & IE) are supervised and hand-held
- 2.5. Senior staff collect resources (if safe to do so)

3. Phase 2: Evacuate Downstairs

- 3.1. Evacuate as a team
- 3.2. Prioritise non/slow walkers (minimum of 2 staff)
- 3.3. Carry or support children safely
- 3.4. Exit the building to initial assembly point, outside the first fire door

4. Phase 3: Assembly & Action

- 4.1. Move to River Street, adjacent to the school
- 4.2. Take the register
- 4.3. Call 999
- 4.4. Contact parents
- 4.5. Continue supervising children

Lockdown Policy

1. Introduction

1.1. Tiddly Toes Family Run Preschool is committed to ensuring the safety and wellbeing of all children, staff and visitors.

1.2. This Lockdown Policy outlines the procedures to be followed in the event of a serious and immediate threat, including but not limited to:

- An armed or violent individual attempting to gain entry
- An intruder within the community hall building
- A serious disturbance in or around the premises
- Police instruction to secure the premises
- Any situation where remaining inside and securing the setting is deemed safest

1.3. This policy operates alongside our Safeguarding, Health & Safety, and Critical Incident policies and is written in accordance with EYFS statutory safeguarding and welfare requirements.

3. Types of Lockdown

3.1 Partial Lockdown (External Threat)

- Used when a potential threat is outside the preschool room but within the building or immediate vicinity. Examples:
- Aggressive behaviour in the hall
- Suspicious individual attempting entry
- Police instruction
- Doorbell footage indicating risk

3.2 Full Lockdown (Internal Threat)

- Used when an intruder has gained access to the building or upstairs area.

4. Lockdown Signal

4.1. To avoid alarming children, the agreed code phrase is: "Rainbow Time."

4.2. When this phrase is used, staff must immediately initiate lockdown procedures.

5. Lockdown Procedures

5.1 Immediate Actions (All Staff)

- Upon hearing "Rainbow Time":
- Stop all activities immediately
- Remain calm
- Follow assigned roles
- Do not open any external doors

5.2 Securing the Premises

- The nearest staff member must:
- Ensure main preschool door is locked
- Ensure upstairs gate is secured
- Close and secure office area gate
- Ensure fire door is closed (if safe to do so)
- Turn off lights
- Close blinds if safe to do so
- No one is to leave the premises unless directed by emergency services.

5.3 Moving Children to Safe Area

- Children move into office area
- Office gate secured
- Children positioned behind internal wall and out of sightline
- Children will be encouraged to sit quietly. Staff will reassure them in age-appropriate language (e.g., "quiet time").

5.4 Calling Emergency Services

- The Manager or most senior staff member present will:
- Call 999
- Confirm that we are located upstairs in a shared hall
- Confirm Nature of threat
- Confirm Number of children and adults present
- The phone should then be placed on silent but kept accessible.

5.5 Staff Roles

Most senior staff:

- Initiates lockdown
- Calls emergency services
- Brings register, mobile phone, and first aid kit (which contains emergency contacts)
- Takes headcount

Appropriate staff (based on location when lockdown initiated)

- Secures doors and gates
- Turns off lights
- Assists with moving children

Additional Staff

- Move and supervise children
- Support babies and younger children
- Maintain calm environment

6. If an Intruder Gains Entry Upstairs

6.1. If an intruder gains access to the upstairs area:

- Gather children immediately into office area (smallest controlled space)
- Secure office gate
- Position children behind internal wall and away from sight
- Call 999 immediately
- Remain silent

6.2. Staff must not physically intervene unless absolutely unavoidable to protect life.

7. During Lockdown

7.1. Children remain inside until police confirm it is safe

7.2. Toilets used only if essential and safe

7.3. Staff maintain quiet reassurance

7.4. No one opens the door under any circumstances unless instructed by police

8. After the Incident

8.1. Once police declare the situation safe:

8.2. Conduct full headcount

8.3. Record incident in safeguarding log

8.4. Inform parents as soon as appropriate via phone and written communication

8.5. Report to Ofsted if required under safeguarding/serious incident reporting guidance

8.6. Review effectiveness of procedure

9. Communication with Hall Management

- 9.1. As we operate within a shared building:
 - Fire doors must remain closed at all times
 - Concerns regarding door security will be formally raised with the hall committee
 - Any breach of building security will be documented

Sickness & Exclusion Policy

1. Introduction

- 1.1. At Tiddly Toes Family Run Preschool, we are committed to promoting the health, safety and wellbeing of all children, staff and families.
- 1.2. This policy is based on guidance from the **NHS** regarding infection prevention and control in early years settings.
- 1.3. Our procedures are designed to:
 - Prevent the spread of infectious illness
 - Protect vulnerable children and staff
 - Ensure children who are unwell receive appropriate care and rest

2. General Illness

- 2.1. Children should not attend preschool if they are unwell and unable to participate comfortably in normal daily activities.
- 2.2. If a child becomes unwell during the session, parents/carers will be contacted and may be asked to collect their child.

3. Diarrhoea & Vomiting

- 3.1. In line with NHS, a child must not attend preschool if they have:
 - 3 loose stools in one day (our indicator of diarrhoea)
 - Vomiting
 - Suspected stomach bug
 - Signs of infectious illness
- 3.2. Children must remain at home for:
 - 48 hours after the last episode of diarrhoea or vomiting
 - This 48-hour period begins from the **last occurrence** of symptoms.
- 3.3. Parents/carers will be contacted immediately and must arrange prompt collection if a child has:
 - 3 loose stools in a day
 - Vomiting
 - A temperature of 38°C or above
 - Signs of infectious illness

4. Temperature & Fever

- 4.1. A child is considered to have a fever if their temperature is 38°C or above
- 4.2. If a child's temperature reaches:
 - 38°C or above → Parents/carers **must arrange collection**.
 - 37.8°C → We may contact parents to discuss next steps; collection may not always be required at this stage.
- 4.3. Staff will monitor the child, ensure comfort, and take appropriate measures while awaiting collection.

5. Calpol (Paracetamol) Policy

- 5.1. In line with NHS guidance, Calpol (paracetamol) will:
 - Only be administered as an **emergency dose** if a child is in distress.
 - Not be used to mask an underlying illness.
 - Be given only with prior written parental consent (as per our medication policy).
- 5.2. If Calpol is administered:
 - Parents/carers **must arrange collection**.
 - The child should not remain in preschool for the rest of the session.
- 5.3. If a child has a temperature of **38°C or above**, collection is required regardless of whether Calpol has been administered.
- 5.4. Exception – Teething
 - Calpol may be administered for teething discomfort, where:
 - The child is otherwise well.
 - There are no signs of infection.
 - The child does not have a temperature of 38°C or above.

Hygiene & Infection Control

At Tiddly Toes Family Run Preschool, we are committed to maintaining high standards of hygiene and infection control to protect the health and well-being of the children, staff, and visitors. This policy outlines the procedures we follow to minimise the spread of infections within our setting.

1. Hand Hygiene

- 1.1. All staff and children must wash their hands regularly with soap and water, especially before eating, after using the toilet, after sneezing or coughing, and after outdoor play.
- 1.2. Hand sanitiser will be available in key areas, but handwashing with soap and water is always prioritised.
- 1.3. Staff will supervise young children to ensure effective handwashing.

2. Cleaning and Disinfection

- 2.1. All toys, equipment, and surfaces will be cleaned and disinfected regularly using appropriate cleaning products.
- 2.2. High-touch areas such as door handles, tables, light switches, and toilets will be cleaned multiple times a day.
- 2.3. Any items that have been mouthed by children will be removed immediately for cleaning and disinfection.

4. Respiratory Hygiene

- 4.1. Children and staff will be encouraged to use tissues to catch coughs and sneezes, followed by immediate disposal in a bin and handwashing (Catch It, Bin It, Kill It).
- 4.2. Runny noses will be managed with tissues, and staff will assist younger children in wiping their noses, followed by proper handwashing.
- 4.3. Tissues and wipes will be readily available throughout the setting.

5. Food and Drink Hygiene

- 5.1. All food will be prepared and served in accordance with food safety standards.
- 5.2. Children will be encouraged to use their own water bottles, which must be labelled clearly.
- 5.3. If a child uses another child's water bottle by mistake, the bottle will be immediately washed and disinfected before being returned to its owner.
- 5.4. Any shared cups or utensils will be cleaned thoroughly after each use.

6. Nappy Changing and Toileting

- 6.1. Staff will wear disposable gloves and aprons when changing nappies.
- 6.2. Nappy changing areas will be cleaned and disinfected after each use.
- 6.3. Toilet areas will be checked and cleaned regularly throughout the day.

7. Laundry and Soft Furnishings

- 7.1. Bedding, towels, and soft toys will be washed regularly at high temperatures.
- 7.2. Any soiled clothing or bedding will be bagged and returned to parents for washing at home.

8. Training and Monitoring

- 8.1. All staff will receive training on infection control and hygiene procedures.
- 8.2. This policy will be reviewed regularly and updated in line with government guidance and best practices.

Safer Recruitment

1. Tiddly Toes Family Run Preschool is committed to safeguarding and promoting the welfare of all children in our care. We expect all staff, volunteers, students, and visitors to share this commitment. Our recruitment procedures are designed to deter, identify, and reject unsuitable candidates, while ensuring fair and transparent processes in line with employment law, the EYFS Statutory Framework, Keeping Children Safe in Education (KCSIE), Working Together to Safeguard Children, and other relevant legislation.

2. Principles of Safer Recruitment

- 2.1. Safeguarding and child protection is the core consideration in all recruitment decisions.
- 2.3. We ensure that no appointment is confirmed until all necessary checks have been completed satisfactorily.

- 2.4. Open references ("to whom it may concern") are not accepted. We seek references directly from the referee and verify authenticity.
- 2.5. All staff and volunteers must understand and accept their duty to safeguard children.
- 2.6. Recruitment decisions are based on evidence of suitability to work with children, not assumptions.
- 2.7. Our processes are fair, consistent, and in line with the Equality Act 2010.

3. Advertising Vacancies

- 3.1. All adverts will clearly state our commitment to safeguarding and child protection.
- 3.2. Adverts will outline the need for enhanced Disclosure and Barring Service (DBS) checks, identity checks, and reference checks.
- 3.3. The safeguarding responsibilities of the role will be made clear in the advert and job description.

4. Application Process

- 4.1. All applicants must complete a standardised application form (CVs are accepted only as additional information).
- 4.2. Application forms require a full employment history, with explanations for any gaps.
- 4.3. Applicants must declare any criminal convictions, cautions, or bind-overs (whether spent or unspent) under the Rehabilitation of Offenders Act 1974 (Exceptions Order 1975).
- 4.4. Incomplete applications will not be accepted.

5. Shortlisting

- 5.1. At least two members of staff will shortlist candidates against objective criteria.
- 5.2. Any anomalies, gaps in employment, or discrepancies will be noted and explored during the interview.
- 5.3. Applicants shortlisted will be informed that references will be sought prior to interview, wherever possible.

6. References

- 6.1. A minimum of two references must be obtained.
- 6.2. One reference must be from the current or most recent employer (or educational institution for students).
- 6.3. References are sought directly from the referee, using a standardised request form.
- 6.4. Telephone verification is conducted to confirm the authenticity of the reference.
- 6.5. Open references, character references from family/friends, or photocopies are not accepted.

7. Interviews

- 7.1. A minimum of two interviewers will be present, at least one of whom has completed Safer Recruitment training.
- 7.2. Interview questions will include safeguarding and child protection scenarios.
- 7.3. Candidates must bring original documents to verify identity, right to work in the UK, and relevant qualifications.
- 7.4. Gaps in employment or inconsistencies will be probed during interview.

8. Pre-Employment Checks

- 8.1. No candidate will start work until all of the following are completed:
- 8.2. Enhanced DBS check with barred list check (and overseas checks if applicable).
- 8.3. Identity verification (in line with DBS requirements).
- 8.4. Right to work in the UK documentation.
- 8.5. Two verified references (as above).
- 8.6. Qualification and professional status checks (where applicable).
- 8.7. Health declaration to confirm medical fitness to work with children.
- 8.8. Prohibition from Teaching check (if applicable).
- 8.9. Disqualification by Association declaration (in line with EYFS requirements).

9. Induction and Probation

- 9.1. All new staff will complete an induction programme, including safeguarding and whistleblowing training, health & safety, and policies/procedures.
- 9.2. We are a firm believer in learning on the job. Instead of reading through a big book of policies and procedures, staff will be shadowed and taught all policies and procedures through on the job training.
- 9.3. A probationary period of at least 3 months will apply to all new staff, with performance reviews.

10. Ongoing Suitability

- 10.1. All staff must notify the Preschool immediately of any change in circumstances that may affect their suitability to work with children.
- 10.2. DBS checks will be renewed in line with best practice and monitored via the DBS Update Service where applicable.
- 10.3. Regular supervision and appraisal will include safeguarding discussions.

11. Volunteers, Students & Agency Staff

- 11.1. Volunteers and students will undergo the same checks as staff, proportionate to their role.
- 11.2. Agency staff must provide written confirmation from their employer that safer recruitment checks have been completed.
- 11.3. The preschool will verify the identity of any agency worker on arrival.

12. Record Keeping

- 12.1. All recruitment records, including interview notes and checklists, will be securely retained.
- 12.2. A Single Central Record (SCR) will be maintained in line with statutory guidance, recording all staff and their vetting checks.

Staff/Child Ratio

- 1. Children must usually be within sight AND hearing of staff and always within sight or hearing.
- 2. For children under 2 the following criteria will be met:
 - There will be at least one member of staff for every three children.
 - At least one member of staff will hold an approved level 3 qualification and be suitably experienced in working with children under two.
 - At least half of all other staff will hold an approved level 2 qualification, at the very least
 - At least half of all staff must have received training that specifically addresses the care of babies.
 - The member of staff in charge of the Under 2 area, in our judgment, has suitable experience of working with under twos.
- 3. For children over 2 the following criteria will be met:
 - There will be at least one member of staff for every five children.
 - At least one member of staff will hold an approved level 3 qualification.
 - At least half of all other staff will hold an approved level 2 qualification.

Attendance

1. Introduction

- 1.1. Regular attendance is crucial for children's development and well-being in their early years, as well as for building strong habits for later life.

2. Reporting Absences

- 2.1. Parents/carers must notify Tiddly Toes Family Run Preschool of their child's absence on the day of the absence, before the start of the session.
 - Absences can be reported by:
 - Telephone: 07889451989
- 2.2. When reporting an absence, parents/carers should provide:
 - The child's full name
 - The reason for the absence (e.g. illness, medical appointment)
 - The expected duration of the absence, where known

3. Unexplained Absences

- 3.1. If a child is absent without prior notification, we will take the following steps:
 - Attempt to contact the parent/carer using the primary contact number provided
 - If unsuccessful, attempt to contact the secondary and any additional emergency contacts held for the child
 - If we are unable to make contact and have concerns about the child's welfare, we will follow our safeguarding procedures, which may include seeking advice from external agencies and/or performing or requesting a welfare check.

4. Prolonged Absences

- 4.1. A prolonged absence is defined as two consecutive sessions of absence without a valid explanation, or a pattern of absences that gives cause for concern.
- 4.2. If a child is absent for a prolonged period, we will:
 - Make repeated attempts to contact parents/carers and emergency contacts

- 4.4. Send written communication (e.g. email or letter) to parents/carers
- 4.5. Consult with the Designated Safeguarding Lead (DSL) to assess any safeguarding concerns
- 4.6. Consider further action in line with safeguarding procedures, which may include liaison with external agencies.

5. Illness

- 5.1. If a child is unwell, parents/carers are asked to keep them at home to reduce the risk of infection spreading within the setting.
- 5.2. Parents/carers must inform the setting of any contagious illnesses, such as chickenpox, measles, COVID-19, or other notifiable diseases
- 5.3. Children should not return to the setting until they are symptom-free or until the recommended exclusion period has passed, in line with NHS guidance

6. Safeguarding

- 6.1. Attendance and absence are closely monitored as part of our safeguarding responsibilities. Any concerns arising from attendance patterns or unexplained absences will be managed in accordance with our Safeguarding Policy and treated as a safeguarding concern.

Sleep and Rest Policy

1. General Principles

- 1.1. Each child who sleeps will be provided with appropriate bedding based on their stage of development.
- 1.2. The transition from a cot to a sleep mat is **not determined solely by age**, but by the child's **individual readiness, development, and parental input**.
- 1.3. All sleep arrangements follow guidance set out in the EYFS.

2. Procedures for Children Under 1 Year (Cots)

- 2.1. Each child will be provided with an individual **cot and fitted sheet**.
- 2.2. Babies will be placed to sleep **on their back, with feet at the foot of the cot** ("feet to foot" position).
- 2.3. No pillows, duvets, or loose blankets will be used. If needed, a light blanket will be securely tucked in, or a sleep sack may be used (with parental consent).
- 2.4. Comforters may be used where appropriate and safe.
- 2.5. A member of staff will remain nearby while children settle to sleep.
- 2.6. Sleeping children will be **checked every 10 minutes**, and this will be recorded.
- 2.7. Sleep times will be recorded, and children will be gently woken in line with parental wishes or setting routines.
- 2.8. Cots will be cleaned regularly, and bedding will be **individual and not shared**.

3. Procedures for Children Over 1 Year (Sleep Mats)

- 3.1. Each child will be provided with a **sleep mat, bottom sheet, and blanket**.
- 3.2. A member of staff will prepare the sleep area and place any comforters with the child.
- 3.3. Shoes, dummy clips, beads, and accessories will be removed and placed safely at the foot of the mat.
- 3.4. The environment will support rest with **dim lighting, calm music or stories**, and a quiet atmosphere.
- 3.5. Children will be laid on their mat appropriately.
- 3.6. A **light blanket may be used if needed**, ensuring children do not overheat. Pillows are generally avoided unless agreed with parents and deemed safe.
- 3.7. Staff will sit with children as they settle to sleep.
- 3.8. Sleep checks will take place **every 10 minutes**, and times will be recorded.
- 3.9. Children will be gently woken in line with their individual sleep needs, allowing time to wake gradually before rejoining activities.

Suncream

1. To ensure the safety and wellbeing of all children in our care, Tiddly Toes Family Run Preschool follows the guidance below regarding sun protection:
 - 1.1. Suncream Application: Suncream will be applied to all children before going outside when the UV index is 3 or above.
 - 1.2. Parental Consent: Parents/carers must provide written consent for staff to apply suncream.
 - 1.3. Preschool Suncream: If a child does not have their own suncream, we will use the preschool's child-safe suncream (details available upon request).
 - 1.4. Staff will help children apply suncream to exposed areas including face, neck, arms, and legs. Older children will be encouraged to apply it themselves under supervision
 - 1.5. Reapplication: Suncream will be reapplied throughout the day as needed, especially after water play or prolonged outdoor periods.

Garden Policy

This policy sets out procedures and safety measures to ensure the safe and appropriate use of the garden space located at the front of the primary school next door. Due to the nature and location of the garden, specific considerations and supervision procedures must be followed to safeguard all children in our care.

1. Garden Location and Security

- 1.1. The garden used by Tiddly Toes Family Run Preschool is situated at the front of the primary school and is not a secure space.
- 1.2. There are two unsecured gates which are regularly used by:
 - Parents of children attending the primary school.
 - School visitors and members of the public accessing the school.

Due to this, the gates cannot be locked or secured. To maintain safety a member of staff must be stationed at each gate at all times while the children are in the garden. These staff members are responsible for ensuring: no unauthorised person stops or interacts with the children; all passersby move directly through to the school and do not linger in the garden; and that any concerning behaviour is addressed immediately and, if appropriate, reported to the DSL.

2. Crossing the Road to Access the Garden

- 2.1. The garden is not directly connected to our preschool building and is accessed by going out the front door and crossing a road.
- 2.2. To ensure the safety of all children, children must line up in an orderly manner whilst holding onto the shoulders of the child in front of them to maintain group integrity.
- 2.3. Any children unable to follow these instructions will be managed independently to ensure no one misses out i.e. holding hands or being carried.
- 2.4. Staff will conduct a thorough visual and auditory check of the road before crossing and position themselves at the front, middle and rear of the group to maintain supervision.

3. Sun Cream and Sun Safety

- 3.1. In line with our Sun Cream Policy, sun protection measures must be followed when using the garden during sunny weather.
- 3.2. If the UV index is 3 or higher, sun cream must be applied to all children before entering the garden.
- 3.3. Children should be encouraged to wear hats and appropriate clothing to protect against sun exposure.
- 3.4. Shade and hydration will be provided where possible.

4. Garden Hygiene and Animal Waste

- 4.1. Before each use, the garden must be checked by a member of staff for animal waste or other hazards.
- 4.2. Any waste found must be safely removed and disposed of using gloves and appropriate sanitation procedures.
- 4.3. Affected areas should be cleaned before children are allowed to play.

5. Supervision and Ratios

- 5.1. The garden must never be used without the appropriate staff-to-child ratios as per our Safeguarding and Supervision Policy.
- 5.2. All children must be within sight and hearing of a staff member at all times.
- 5.3. Staff must remain vigilant and proactive in monitoring both the children and the surrounding environment, especially due to the public nature of the space.

Information Sharing & Retention Policy

1. Purpose

- 1.1. At Tiddly Toes Family Run Preschool, we understand that sharing information appropriately and securely is vital for the safety, wellbeing, and development
- 1.2. This policy explains how we collect, store, use, and share information lawfully and responsibly in line with UK GDPR and EYFS requirements.

2. This policy is informed by the following legislation and guidance:

- 2.1. UK General Data Protection Regulation (UK GDPR)
- 2.2. Data Protection Act 2018
- 2.3. Children Act 1989 & 2004
- 2.4. Statutory Framework for the Early Years Foundation Stage (EYFS, 2024)
- 2.5. Working Together to Safeguard Children (2018)
- 2.6. Information Sharing: Advice for Practitioners (HM Government, 2018)

3. Principles of Information Sharing

- 3.1. The Data Protection Act and UK GDPR are not barriers to sharing information where failure to do so may result in harm.
- 3.2. Be open and honest with parents and carers about how, why, and with whom information will be shared.
- 3.3. Seek consent where appropriate and possible.

- 3.4. Consider safety and well-being—information may be shared without consent if a child is at risk of harm or abuse.
- 3.5. Ensure information shared is necessary, proportionate, relevant, accurate, timely, and secure.
- 3.6. Keep clear records of information shared (and reasons for not sharing).
- 3.7. Seek advice from the Designated Safeguarding Lead (DSL) or external agencies if unsure.

4. When We Share Information

- 4.1. Safeguarding and child protection: with the Local Authority Designated Officer (LADO), children's social care, or the police.
- 4.2. Supporting children's learning and development: with health visitors or other professionals involved in a child's care.
- 4.3. Transitions: with schools or other early years providers to support a smooth move to a new setting.
- 4.4. Regulatory compliance: with Ofsted or the Local Authority if required by law or for funding purposes.
- 4.5. We will seek parental consent before sharing information. However, consent may be overridden if there is a safeguarding concern

5. GDPR Compliance

- 5.1. Under the **UK GDPR**, we process personal data lawfully, fairly, and transparently.
- 5.2. Our lawful bases for processing personal information include:
 - Public task: carrying out duties under the EYFS and childcare regulations.
 - Legal obligation: complying with safeguarding and welfare requirements.
 - Vital interests: protecting someone's life in cases of emergency or serious harm.
 - Consent: where families have agreed to specific uses of information (e.g., photographs, newsletters).
 - We only collect information that is necessary for the purposes of providing safe, effective childcare and fulfilling our legal obligations.

6. Record Retention and Disposal

- 6.1. We retain records only for as long as necessary to meet legal and regulatory requirements
 - Children's personal records: retained for 3 years after the child leaves the setting (or until the next Ofsted inspection if longer).
 - Safeguarding and child protection records: retained for until the child's 25th birthday.
 - Accident and incident forms: retained for 21 years and 3 months (to cover potential insurance claims).
 - Financial and administrative records: retained for 6 years.
- 6.2. When records reach the end of their retention period Paper records are shredded securely and digital files are permanently deleted

7. Confidentiality

- 7.1. All staff, students, and volunteers are required to respect the confidentiality of children and families.
- 7.2. Personal information will only be shared outside the preschool when there is a lawful basis to do so.
- 7.3. Breaches of confidentiality or data protection will be investigated and may result in disciplinary action.

8. Parental Rights. Under the UK GDPR, parents and carers have the right to:

- 8.1. Request access to the personal information we hold about them or their child.
- 8.2. Request correction of inaccurate data.
- 8.3. Request erasure of data where it is no longer necessary.
- 8.4. Withdraw consent for non-statutory data processing (e.g., photos).
- 8.5. Requests must be made in writing and will be handled within one month.

Handover and Transition Policy

1. Introduction

- 1.1. We recognise that transitions are significant events in a child's life. We are committed to supporting smooth, positive transitions for all children, whether they are:
 - Moving from another setting to us
 - Moving from us to another nursery
 - Moving from us to school

2. Children Moving To Tiddly Toes from Another Nursery

- 2.1. We understand that children may already have established routines, relationships and learning experiences.
- 2.2. Our procedure:
 - Parents complete our registration forms.
 - We request permission from parents to contact the previous setting.
 - Where possible, we will speak to the child's key person, request a transition summary or learning record, discuss any SEND, medical needs or safeguarding concerns.
 - We offer settling-in sessions tailored to the child's needs.
 - A key person is allocated before the child starts.
 - We gradually introduce routines to support emotional security.
- 2.3. If a child has SEND, we will liaise with the previous setting's SENCO to ensure continuity of support plans.

2. Children Moving from Tiddly Toes to Another Nursery

- 2.1. When families choose to move their child to another setting, we support a smooth transition.
- 2.2. With parental consent, we will share:
 - The child's development across EYFS areas
 - Interests and strengths
 - Any additional needs or support strategies
- 2.3. We will speak directly with the receiving setting if requested.
- 2.4. We will share relevant safeguarding or SEND information in line with GDPR and safeguarding requirements.
- 2.5. We will prepare the child emotionally by talking positively about the new setting and reading transition books
- 2.6. All information shared will be factual, professional and child-focused.

3. Children Moving from Tiddly Toes to Primary School

- 3.1. We recognise the importance of school readiness and partnership with local schools.
- 3.2. Our school transition procedure includes:
 - Completing a detailed school transition report for each child.
 - Sharing information with receiving schools (with parental consent).
 - Attending transition meetings.
 - Inviting reception teachers to visit.
 - Arranging school visits for children.
 - Supporting children through role play, circle times and group lessons designed to prepare them for school
 - Reading books about starting school.
 - Encouraging independence skills (self-care, toileting, dressing, managing belongings).
- 3.3. For children with SEND, we:
 - Work closely with school SENCOs.
 - Share support plans and outside agency reports.
 - Attend transition review meetings where required.

4. Confidentiality and GDPR

- 4.1. All information shared with other settings or schools requires written parental consent (unless safeguarding concerns require otherwise).
- 4.2. Information shared will be relevant, accurate and secure.
- 4.3. We comply with GDPR and safeguarding legislation when transferring records.

5. Supporting Emotional Wellbeing

- 5.1. We provide reassurance and consistent key person support.
- 5.2. We acknowledge children's feelings about change.
- 5.3. We celebrate their time at preschool positively.
- 5.4. We offer opportunities for memory books or goodbye activities.

6. Roles and Responsibilities

- 6.1. The Manager oversees all transition arrangements.

- 6.2. Key persons prepare transition summaries.
- 6.3. The SENCO coordinates additional needs transitions.
- 6.4. Parents are partners throughout the process.

Recycling and Sustainability Policy

1. Introduction

- 1.1. At Tiddly Toes Family Run Preschool, we are committed to promoting environmental awareness and encouraging children to care for the world around them.
- 1.2. Although space within our setting is limited, we actively promote recycling and sustainable practices through daily routines, discussion, and modelling responsible behaviour.
- 1.3. This policy supports the EYFS (2024), particularly Understanding the World and Personal, Social and Emotional Development.

2. Aims

- 2.1. To develop children's understanding of recycling and caring for the environment.
- 2.2. To embed sustainable habits into everyday routines.
- 2.3. To encourage children to reduce, reuse and recycle.
- 2.4. To model environmentally responsible behaviour.

3. Our Recycling System

- 3.1. Due to limited space within our setting, we operate:
 - One General Waste Bin
 - One Recycling Bin
- 3.2. The recycling bin is clearly identified and used for paper and cardboard waste.
- 3.3. The general waste bin is used for non-recyclable items.
- 3.4. Both bins are easily accessible to children and supervised by staff.

4. Daily Practice

- 4.1. Circle Time Discussions will include:
 - Recycling and sustainability are discussed each morning during circle time
 - Staff will remind children to place waste paper and cardboard in the recycling bin.
 - Staff will explain which items belong in general waste.
 - Staff will discuss why recycling is important.
 - Staff will talk about how recycling helps our planet.
 - Reinforce the message: **Reduce, Reuse, Recycle.**
 - Encourage children to turn off lights when not in use.
 - Remind children to switch off taps properly.
 - Promote awareness of saving energy and resources.
- 4.2. Discussions are age-appropriate and support children's understanding of caring for the environment.

2. Recycling Throughout the Day

- 2.1. A recycling bin is available at all times.
- 2.2. Children are supported to independently use the correct bin.
- 2.3. Staff model correct recycling behaviour.
- 2.4. Children are praised for making environmentally responsible choices.

3. Encouraging Reduce, Reuse, Recycle

- 3.1. Children are encouraged to:
 - Use both sides of paper where appropriate.
 - Reuse materials for creative activities.
 - Participate in junk modelling using clean recyclable materials.
 - Avoid unnecessary waste.
 - Take care of resources and equipment.
- 3.2. Staff model sustainable habits and explain their importance in simple terms.

4. Staff Responsibilities

- 4.1. All staff are responsible for:
 - Modelling sustainable behaviour.
 - Ensuring recycling systems are used correctly.
 - Supporting children in understanding environmental responsibility.
 - Monitoring waste and encouraging reduction where possible.

5. Health and Safety

- 5.1. Only clean, safe materials are placed in the recycling bin.
- 5.2. Staff supervise children when disposing of waste.
- 5.3. Bins are emptied regularly in line with hygiene procedures.

Expressed Milk Policy

1. Introduction

- 1.1. This procedure sets out how expressed breast milk (EBM) is safely received, stored, warmed and recorded in the setting.
- 1.2. Responsibilities
 - Parents/carers: Provide expressed breast milk that has been stored and transported safely; ensure containers are clearly labelled.
 - Staff: Follow this procedure at all times; maintain accurate records; ensure hygiene and food safety standards are met.
 - Manager/Deputy: Ensure staff are trained and that equipment (fridge, thermometers, warming equipment) is maintained.

2. Receiving CHILLED Expressed Breast Milk

- 2.1. Expressed breast milk must be provided in a clean, sterilised container suitable for breast milk.
- 2.2. Each container must be clearly labelled by the parent/carer with:
 - Child's full name
 - Date & Time milk was expressed
- 2.3. On arrival, staff must check:
 - The label is complete and legible
 - The milk feels cold to the touch
 - The expressed date/time means the milk is still within safe use-by limits (72 Hours)
- 2.4. Any milk that is not correctly labelled or appears unsafe must not be accepted

3. Storage of CHILLED Expressed Breast Milk (Refrigerator Only)

- 3.1. Expressed breast milk must be placed in the designated fridge box immediately.
- 3.2. The fridge must be:
 - Maintained at 4°C or below
 - Monitored daily, with temperatures recorded
- 3.3. Breast milk must be stored:
 - In the main body of the fridge (not in the door)
 - In a clearly labelled, sealed container
 - Away from raw foods
- 3.4. Maximum storage time in the fridge:
 - Up to 72 hours (3 days) from the time expressed.
- 3.5. Breast milk must not be frozen in the setting.

4. Receiving FROZEN Expressed Breast Milk

- 4.1. Expressed breast milk must be provided in a clean, sterilised container suitable for breast milk.
- 4.2. It must be transported in an insulated cool bag or container

- 4.3. It should include some frozen ice packs
- 4.4. Each container must be clearly labelled by the parent/carer with:
 - Child's full name
 - Date & Time milk was expressed
- 4.5. On arrival, staff must check:
 - The label is complete and legible
 - The milk is still frozen solid (If it is starting to thaw it should be refrigerated and used within 24 hours
 - The expressed date/time means the milk is still within safe use-by limits (6 months if frozen solid and has been suitable stored by the parents)
- 4.6. Any milk that is not correctly labelled or appears unsafe must not be accepted
- 5. Storage of FROZEN Expressed Breast Milk (Freezer Only)**
- 5.1. Expressed breast milk must be placed in the designated freezer box immediately.
- 5.2. The freezer must be:
 - Maintained at -18°C or below
 - Monitored daily, with temperatures recorded
- 5.3. Breast milk must be stored:
 - In the designated draw of the freezer
 - In a clearly labelled, sealed container
 - Away from raw foods
- 5.4. Maximum storage time in the freezer:
 - Up to 6 months from the time expressed.
- 6. Preparing and Warming Expressed Breast Milk**
- 6.1. Staff must wash hands thoroughly before handling expressed breast milk.
- 6.2. Only the amount needed for the feed should be warmed.
- 6.3. Expressed breast milk must be warmed/thawed by:
 - Placing the container in a jug of warm water
- 6.4. Microwaves must never be used to heat expressed breast milk.
- 6.5. Milk should be warmed to approximately body temperature. Staff must test temperature by:
 - Placing a few drops on the inside of the wrist (should feel warm, not hot)
- 6.6. Once warmed:
 - Milk must be used immediately
 - Milk must not be reheated
- 7. During and After Feeding**
- 7.1. The child's identity must be checked against the label before feeding.
- 7.2. Staff must remain with the child throughout the feed.
- 7.3. Any expressed breast milk left in the bottle after the feed must be discarded.
- 7.4. Bottles and teats must be cleaned and sterilised according to the setting's cleaning procedures.
- 8. Recording and Monitoring**
- 8.1. Staff must record the following:
 - Date and time milk was received
 - Date and time milk was placed in the fridge/freezer
 - Fridge temperature (daily log)
 - Freezer temperature (daily log)
 - Date and time milk was warmed
 - Amount offered and amount consumed
 - Staff member's name/signature
 - Any concerns or incidents (e.g. milk discarded due to time limits).
- 9. Disposal of Expressed Breast Milk**
- 9.1. Expressed breast milk must be disposed of if:
 - It is past the safe storage time
 - It has been left out of the fridge for an unknown or excessive period
 - It has already been warmed and not used
 - The container is unlabelled or damaged
- 9.2. Disposal must be recorded.

Formula Milk Preparation Policy

1. Introduction

- 1.1 At Tiddly Toes Family Run Preschool we follow safe hygiene procedures when preparing formula milk to protect babies' health.

2. Premade Bottles

- 2.2. For hygiene and safety reasons, premade bottles prepared at home cannot be accepted. Parents must provide labelled formula powder and an empty sterilised bottle.

3. Preparing Formula

- 3.1. Staff will prepare bottles as required using the following process:
 - Wash hands thoroughly.
 - Use freshly boiled water that has cooled for no more than 30 minutes.
 - Pour the required amount of water into the sterilised bottle.
 - Add the correct number of formula scoops according to the manufacturer's instructions.
 - Secure the lid and shake well to mix.
 - Cool the bottle to feeding temperature and check on the inside of the wrist before feeding.

4. Storage and Use

- 4.1. Bottles should be used immediately after preparation.
- 4.2. If not used straight away, they must be stored in the fridge and used within 2 hours.
- 4.3. Any unfinished milk will be discarded after the feed.
- 4.4. This procedure follows current NHS guidance for the safe preparation of infant formula.