

Behaviour, attitudes & routines

Behaviour Management p33

Staff encourage children's positive behaviour by ensuring that they value and create a connection with each child. These connections will be the foundation underpinning the feelings of security, sense of self and comfort children feel and will be a considerable influence on their behaviour. We strive to collaborate with parents to ensure children benefit from the positive relationships around them; both in our care and at home.

Our nursery should be a happy and caring environment where children can realise their full potential. Appropriate behaviour will be recognised, encouraged, and praised to ensure children are safe and able to learn, explore and develop whilst with us.

Boundaries and strategies for unwelcome behaviours should be appropriate to the age and understanding of each child and consistent.

Staff are responsible for building and nurturing strong relationships between nursery and home to best support and encourage positive behaviour.

A consistent approach to behaviour and appropriate boundaries for children is essential to ensure we –

- Promote children's self-esteem and confidence.*
- Provide all children with equal opportunity and personal development.*
- Encourage the development of self-control and accountability.*
- Encourage pride in children's achievements.*
- Develop children's awareness and consideration of other people's needs and feelings.*
- Develop a children's sense of right and wrong.*
- Safeguard all children against emotional or physical harm by other children whilst in nursery.*

Team members

- Always ensure the safety of all children in their care*
- Complete relevant online training regularly to ensure they have up to date approaches and skills.*
- Set boundaries that are reasonable, realistic, and related to each child's level of understanding.*
- Ensure that voices are not raised at children, a suitable tone of voice is used, and an explanation is shared with children if unacceptable behaviours are demonstrated.*

We ensure the following British Values are encouraged and demonstrated through EYFS learning, the children's environment and through play.

Democracy - we ensure everyone has equal rights.

The rule of law - children may be given the opportunity to make decisions, on their own and in groups.

Individual liberty - children learn that their opinions are important, and that each child's thoughts and feelings should be listened to and valued.

Mutual respect and tolerance - of those of different faiths and beliefs - treating other people how you would like to be treated.

Examples of how we promote democracy in our Organisation:

- Providing children, the opportunity to choose activities they would like to do and encouraging them to respect each other's decisions. If there are children that cannot verbally communicate well, staff are able to introduce picture cards.
- Children may be offered the opportunity to vote for which story book they would like to listen to, by raising their hands or standing up.
- Turn taking is encouraged in a variety of ways through games, small group activities and times when there are limited resources.
- Staff help children to identify their emotions and talk about reasons for these emotions. Identifying emotions is a crucial step in children being able to manage them.

Examples of how we promote the rule of law in our Organisation:

- Working with the children to create rules and codes of behaviour, such as agreeing rules about tidying up, and ensuring children understand that the rules apply to everyone.
- Talking about the Police Service and learning about 'people who help us and the laws and rules that we need to follow. Staff are to be aware that following the Covid-19 pandemic, discussion may be focused on that.
- Trying to help children understand their actions and the consequences. By explaining to them how something they have done might have made another child feel, instead of just asking them to say 'sorry.'

Examples of how we promote individual liberty in our Organisation:

- Providing opportunities for risk taking, such as obstacle courses for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities.
- Providing activities and opportunities such as mixing their own colours for leaf painting and taking part in races on the setting's sports day. This helps children to develop a positive sense of themselves and increases their confidence and own abilities.
- Having group discussions about how the children may feel about the activities they did today or the story at story time. Allow them to voice their own feelings and understand that they are free to have different opinions.

Examples of how we promote mutual respect and tolerance in our Organisation:

- Encouraging children to share stories of their home that reflect the values and the diversity of their experiences.
- Providing resources and activities that challenge gender, cultural and racial stereotyping.
- Taking the children on visits that engage with the wider community, such as to an elderly people's home or religious festival, where possible.

British Values are embedded in our practice, and we ensure that we acknowledge and celebrate the diverse culture we are so lucky to be a part of.

Cooking and baking activities should be planned within the context of the curriculum or where there is a clear learning opportunity.

When planning a cooking or baking activity, staff should consider

- Children's allergies, intolerances and dietary needs*
- The planned recipe meets the food and nutrition guidance*
- That the cooking/baking equipment that is required is available*
- Whether the food items needed are available and stored/labelled correctly.*
- That the staff ratios will be met, whilst prepping, completing and cooking the end product*

Children should be well prepared for cooking and baking:

- There should be conversation/discussion as appropriate to the children's age and stage of development.*
- Discussion may include aspects of personal safety e.g., using utensils and listening for instructions,*
- Other learning activities should be used in the lead up to an activity e.g., books, stories, rhymes, art and craft, role play, ICT, recipe books.*
- Where possible, children should be fully included in the preparation for a cooking/baking activity e.g., helping to fetch the food items, prepare the table and utensils.*

A key person is a member of staff in an Early Years setting who has special responsibility for the education and welfare of a particular child/group of children during their time at the nursery.

The primary aim of the key person system will be to provide a close relationship between the practitioner, child, and the parent to assist the development of the child and to offer support and reassurance during settling in/transitional periods.

Every child that attends the nursery will have an assigned key person.

This will ensure that children feel safe, stimulated, and happy in the setting and feel secure and comfortable with the staff.

The parents will have confidence in both their children's well-being and their role as partners with the setting. Important aspects of a key person's role will be:

- To settle new children into the nursery/room gradually and being present during the initial settling in week as much as possible, particularly the first 2 to 3 days.*
- Whenever possible settle and greet key children as they arrive each day.*
- Whenever possible meet the needs of key children during mealtimes, nappy changing times, and sleep times.*
- To provide a secure base for key children to be able to explore the environment and come back to when they feel they need to. The key person will achieve this by sitting at their level and near them.*
- To develop secure trusting relationships with key children and their parents.*
- To interact with key children at a developmentally appropriate level and understanding the developmental needs of the child.*
- To use body language, eye contact and voice tone to indicate that you are available and interested.*
- To understand and contain children's differing feelings and emotions by gently holding and providing words of comfort and reassurance.*

It is important for the key person to:

- Keep records of key children's developmental progress.*
- Observe key children and evaluate the information gathered.*
- Plan experiences/activities for individual children based on observations.*
- Write regular reports for parents and hold regular meetings to discuss progress.*
- Communicate with parents regularly regarding the child's needs and development.*
- Ensure a smooth and planned transition when a child moves rooms, this will include passing on essential information to the new key person.*
- Ensure key group time is done daily. This may include eating times, sharing stories, singing and rhymes, music, and movement.*

Staff may sensitively discuss any issues, particularly concerning children's development or well-being, to identify actions or next steps for individual children. Ideas and suggestions to improve the general practice within the room, to support the children's learning, can also be discussed.

An effective key person system will provide the foundation on which to build strong positive relationships with the parent, thereby helping to ensure the best outcomes for that child as he or she progresses through the Early Years Foundation Stage.

We adopt a key person scheme during mealtimes. In principle this means that an allocated member of staff is responsible for a small group of children, during and after the meal.

Before and after meals the key person will ensure that all children in their group have been through the necessary toileting/washing routines.

Tables will be laid with a tablecloth, and staff will wear aprons and gloves to serve food.

The children will then sit at a small table to enjoy their meal with their key person and peers.

Staff will encourage appropriate conversation at mealtimes and promote children's understanding of healthy food and healthy lifestyles.

All meals will be provided by our onsite, fully trained nursery cook and meals will be based on a meat free and fish menu.

Staff will act as a role model and promote a social experience by eating with the children however they are not permitted to eat different food in front of the children.

Children are served food from the planned nursery menu unless they have a specific dietary requirement.

Any specific dietary requirements should be discussed with the key person and if necessary, arrangements will be agreed by the nursery and the parents/carers through the special dietary needs form.

At mealtimes children will be offered milk or water to drink however water is always available for the children.

Children should be offered opportunities to help in preparing tables, serving food, and clearing away.

The required number of staff will be in sight and sound of all children whilst they are eating.

Staff are also expected to sit facing the children to be on the lookout for children who may be choking or reaching to grab foods from another child's plate.

Any choking incidents requiring staff intervention must be recorded and these records must be checked regularly to identify any patterns which could reduce the number of these incidents.

Our organisation is committed to ensuring that all practitioners responsible for the intimate care of the children always perform their duties in a professional and sensitive manner.

Practitioners have a duty of care towards children's personal needs, and we recognize that there is a need to treat all children with respect and privacy when intimate care is given.

We collaborate with parents towards toilet training, unless there is a medical or other developmental reason why this may not be appropriate. We see toileting as a self-care skill that children should learn with the full support from their key person and practitioners.

Practitioners will always treat children with respect, the child's welfare, privacy, and dignity is of paramount importance.

Practitioners at each nappy change or in the event of a toileting accident, wear gloves and blue aprons. All practitioners are aware of hygiene practices and procedures and carry these out when changing nappies and supporting children through toilet training.

To encourage a healthy self-esteem and a sense of identity, practitioners should ensure that nappy changing is an enjoyable and relaxing time. It is also an opportunity for the child and their carer to gain a close relationship.

Toilet training is a time to promote independence, and we encourage children to take an interest in the toilet/potty when parents or the child asks. Toilet training children are encouraged to wash their hands with anti-bacterial soap and use a paper towel to dry their hands after each visit to the toilet/potty.

Toilet trained children have independent access to the toilets and sink area when they need to and are encouraged to be independent with the support of their key person and other practitioners close by.

Practitioners will deal with wet or soiled accidents calmly, sympathetically and in a way that does not make the child feel as if they have done anything wrong.

Parents are asked to provide their child with spare sets of clothes that are kept in the child's personal bag on their hook. Nursery clothes are available where needed.

The practitioner should reassure the child by talking and responding to the child's voice and expression.

Parents are asked to provide nappies, wipes, and cream for their child. The child's nappies, wipes and barrier creams should be at hand before practitioners begin changing the child's nappy.

Parents sign a form to say that they allow practitioners to apply Sudocrem or any other nappy rash cream if practitioners feel the child requires it. Any prescribed nappy rash creams would require a parent/carers to complete a medicine form.

Under no circumstances should a child of any age be left alone on the changing unit. The practitioner should keep a hand on the child when changing nappies to prevent the child from falling off the changing unit.

Communication through talking and singing is encouraged during the changing process, as this is an excellent bonding process.

Nappies are disposed of hygienically. If the nappy is wet, then it may be placed directly into the nappy bin within the bathroom. If the nappy is soiled the nappy must be placed into a nappy sack, sealed, and then placed in the nappy bin. Training pants/underwear that have been wet or soiled will be rinsed and bagged to take home in the child's personal bag.

After the nappy has been disposed of, the change area is to be sprayed with disinfectant and wiped down. This should be done in between each nappy change, and hands should be thoroughly washed.

Parents should be informed if a child's nappy has been changed and how toilet training has gone during the nursery session.

The nappy bins will be emptied daily by the practitioners and put into a specific outside bin.

Role modelling

Staff are aware that the tone, volume and words that they are using should be appropriate for an early years environment. They role model manners with each other, visitors and the children, at all times. They use mathematical language, praise, open questions, repetition and introduce words for the children to help them explain their feelings, surroundings, families etc

Staff ensure that their work improves the achievement of children, including those with SEND

Teaching

Teaching includes interactions with children during planned and child-initiated play and activities. It includes showing, explaining, demonstrating, exploring, encouraging, questioning, recalling and providing a narrative for what they are doing. It also includes facilitating, doing and setting challenges.

Teaching in early years considers the resources provided, the attention given, the physical environment available and the routines and structure of the day that establish expectations.

Staff teach the curriculum effectively, building on children's existing skills and knowledge, by checking their understanding and adapting their teaching when necessary

Our staff identify the small steps in all areas of learning that, when taught and practised purposefully, lead to proficiency

We have a good knowledge of child development and the EYFS areas of learning and development, and, when necessary, staff are supported to deal with gaps in their knowledge so that children are not disadvantaged by ineffective teaching

Staff select activities and experiences after they have determined the curriculum and think carefully about what children already know and can do when deciding what to teach first

Choices considered about what, when and how to teach are effective and tailored to children's ages, stages of development and needs, so that all children benefit from high-quality teaching across all areas of learning

Interactions

High-quality interactions support children's learning, ensuring that they have plenty of chances to practise key knowledge and transfer it to long-term memory

Staff focus on interacting effectively with children, especially those receiving statutory support or who may face barriers to their learning and/or well-being

We help children to talk about what they know and understand by supporting them to extend and develop their ideas

Once a family has chosen our nursery for their little one and a start date agreed, in the first instance some visit sessions will be arranged.

We feel it is important that a child has spent some time in our nursery, with our staff before the actual start date as this will help them to feel a little more settled and confident about their new environment. These visit sessions are also important as they offer the parents the opportunity to ask any questions and find out a bit more about how their child will be spending their day, as well as getting to know the staff team and key person.

These visits are an important part of the child's settling in process, it is a time when relationships with staff and parents can be built, and the child can feel that they are within a safe and secure environment.

We encourage parents and children to visit on at least two occasions before the first day (free of charge) The length of these visits and times, can vary but should be agreed with the staff in the child's room and the family.

Additional visit sessions may be offered if it is agreed that these would be beneficial to the child. Alternatively, shorter sessions can be offered in the first instance and gradually increased as the child becomes more comfortable and familiar with our nursery.

During the first visit, there is an all about me book for parents to complete and staff will be available to talk through the routine of the room, share information about meals, introduce the child to the other children and help the family feel comfortable. Access to iConnect is shared during this visit and staff explain how to access parent zone and what is shared on there. At this time, the child's key person will make themselves known to the family.

The second visit will last slightly longer – maybe up to an hour and the families are asked to remain onsite in the event they are needed.

The final visit, if one is required will be a similar length of time as above and the families are free to leave the centre. The staff will give the families the main nursery number, for them to call as many times as they would like and reassure parents at this time.

After this final visit, either the original start date will be adhered to, or discussion will take place about more visit sessions or initially attending for shorter sessions.

On their child's first full day with us, parents are invited to telephone the nursery at any point during the day to check that all is well.

Daily feedback is shared upon collection. This is verbal in the over twos room and in written format for all children under two, however parents may request written feedback for their child at any age.

During both visit sessions and the initial few sessions with us, photos will be taken and shared with the families to reassure them that their child is both settling in with us and trying exciting new activities.

Communication is vital during this process and throughout the time a child attends our nursery so starting off on the right foot so to speak, is important to us. We aim to be friendly, professional, helpful, and work in partnership with the families.

Children at our nurseries may need to sleep or rest during their time with us. We want to ensure they follow their own routine and those set by parents, wherever possible.

Sleep time

- Children are placed on their back in their own separate sleep space on a firm flat surface such as a cot or bed. Babies aged 1 year and under must only be placed to sleep in a cot.*
- Waterproof mattress and lightweight bedding are used in cots and lightweight bedding on sleep beds.*
- Where blankets are used, the child is placed feet-to-foot at the bottom of the cot, with blankets tucked in. Children's heads are not covered under any circumstance*
- Cots must not contain extra items such as toys, pillows, extra blankets, bumpers, wedges or straps.*
- Children should not get too hot or cold. The recommended room temperature for babies is 16 – 20°C.*
- We will provide a sleep mat, with a clean sheet and blanket for any child that requests or needs to rest. These will be placed in a quieter location, away from noisy play, where possible.*
- In our different settings there will be different locations used for sleep, but all will ensure there is a mat or cot for them to be safely positioned for sleep.*

Sleep duration and limits.

- Children must be allowed to sleep for at least 45 mins per sleeping session as this allows children to benefit from the nap. Parents can request that their child's sleep is no more than 45 mins and that they do not sleep after a certain time in the afternoon i.e., 3pm.*
- Additionally, if a child is due for a scheduled sleep but does not wish to or is becoming distressed then this sleep will not be forced.*

Sleep monitoring

- Sleeping children will be checked every 10 minutes by a staff member. This check will be recorded alongside the time they fell asleep and when they wake.*
- A staff member checking a child will spend at least 10 seconds observing that the child is sleeping in a safe position, that they are still sleeping and that they are breathing comfortably.*
- Children under six months of age must always have an adult with them in the same room for every sleep. All children must be frequently checked when sleeping.*
- Children are always within sight and hearing of staff when sleeping*

Preparing for sleep

- If the child is due a scheduled sleep, it will be planned for the child to be changed, clean and dry before they are laid down.*
- Their shoes will be removed, and any jackets, hoodies or cardigans will also be removed.*
- Any objects such as dummy clips, teething necklaces, hair bands or bibs will be removed as these are a strangulation risk.*