



Sutton Outdoor Preschool – Policy Document Set

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- **Staff** and volunteers are informed about Policies and Procedures during induction. Updates and changes are regularly reviewed in ongoing training to ensure everyone understands the contents and their responsibilities.
- **Parents/carers** are made aware of Policies and Procedures through the Information Pack (on enquiry) and as part of the Admissions and Registration Process. Changes and updates are notified on Tapestry.
- Policies and Procedures are available for all to read in full through a link on our website - www.SuttonOutdoorPreschool.co.uk A copy of our policies and procedures can be emailed on request.
- All policies are reviewed annually and updated as required.



Sutton Outdoor Preschool – Absence & Attendance Policy

Compliant with the Statutory Framework for the Early Years Foundation Stage 2025

1. Policy Statement

It is expected that children will attend on days they are booked in for. If your child is to be absent you must contact us as soon as possible to inform Outdoor Preschool of a) when the absence will occur and b) the reason for absence e.g. illness, holiday, appointments. Reason given will be recorded on the daily register.

We are required to keep an accurate daily record of each child's attendance, including the times of arrival and departure. This register is used to safeguard children and is available for inspection by regulatory authorities as needed. Staff are familiar with these procedures and records are reviewed regularly as part of ongoing safeguarding practice.

Please also inform us if you expect to be late, as we may not be present at basecamp due to scheduled activities or excursions. We often begin morning adventures shortly after the children arrive.

2. Absence without notification procedure

- If a child does not arrive for a scheduled session and no communication has been received from the parent or carer, we will message the main contact to confirm attendance, if there is no response this will be followed by a phone call. Continued efforts will be made to contact parents, carers, or other designated emergency contacts as part of our safeguarding procedures. Any concerns will be reported in line with our **Child Protection Procedure**.
- In the event of persistent or prolonged absence an attendance monitoring sheet will be completed to identify any patterns and trends. Personal situations and family circumstances, such as transport issues, illness, or temporary situations, will be considered when assessing the absence. Every reasonable effort will be made to contact the family to determine how the setting can offer appropriate support.

If there is no response from the family and the child is absent without notification for a prolonged period of time, we will follow our safeguarding procedures and notify the Multi-Agency Safeguarding Team to express concerns regarding the welfare of the child or family, in line with our **Safeguarding Policy**.

3. Policy Review

This policy will be reviewed **annually** or sooner if there are significant changes in legislation or guidance.



Sutton Outdoor Preschool - Accident & Incidents Policy

1. Policy Statement

We strive to provide a safe environment for children, staff, and visitors. While accidents may occur, this policy outlines procedures to ensure all incidents are promptly recognised, recorded, and properly managed.

All staff members have up-to-date certifications in Paediatric and/or Outdoor First Aid and are aware of their responsibilities. They are trained to respond to situations as required. First Aid Kits are available on the main trolley by the sink and in the Emergency Bag used for outings; both kits are routinely checked, restocked as necessary, and are accessible at all times.

If a child has an accident or injury while in our care, we will administer First Aid as needed and offer comfort and support. The safety and well-being of all other children under supervision will also be maintained.

If a child requires urgent medical treatment, we will follow our **Emergency Procedure Policy** and contact the emergency services and then the parents/carers. We have written consent from parents/carers to seek emergency medical advice or treatment if it is necessary so that in an emergency, medical help can be accessed without delay. If necessary, we will go to the hospital with the child.

2. Recording of Accidents and Incidents

All accidents, incidents, injuries and treatments given are logged in the Accident and Incident Book and/or on the Tapestry app (weather depending). The child's parent/carer will be informed by day end and provided with a copy of the accident record. All accidents and incidents are brought to the attention of the appropriate persons/bodies as necessary. All records are reviewed regularly alongside Risk Assessments and Safety check sheets to identify and reduce any trends or recurring causes of injuries, potential or hazards.

3. Existing Injuries - If a child is seen to arrive at the setting with an existing injury, this is discussed with the parents and logged. Any Safeguarding Concerns must be reported to the Designated Safeguarding Lead (Liz) as part of our **safeguarding procedures**.

4. Notification of serious accident or incident

We have a duty to inform Ofsted (office for Standards in Education) or any serious accident, injury to, or death of, any child whilst in our care and of the action taken. Notice must be made as soon as possible but within 14 days of the incident occurring otherwise we would be committing an offence. We also have an obligation to inform the local child protection agencies and Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) of any serious accident or injury to a child in our care and act upon the advice given from the agency.

Ofsted Tel; 0300 123 4666

Children's Advice and Support Services (CASS) Tel: 0121 303 1888

See also **Reporting (and Notifying Changes) to Ofsted Policy**

It is important that parents keep us informed regarding the child's condition following an accident or injury and if parent has sought medical advice. This will ensure that we will continue to meet the child's needs whilst in our care and enable us to make the correct notification should it be necessary at a later date.

In the event that a staff member experiences an accident, appropriate measures will be taken to provide necessary treatment. If required, the staff member's designated emergency contact will be notified. Should staffing ratios require, efforts will be made to arrange a suitable replacement.

See also our **Safeguarding Policy, Child Protection Procedure and Emergency Procedures Policy**.



Sutton Outdoor Preschool - Administration of Medicine Policy

1. Policy Statement

While it is not our policy to care for sick children - who should be at home until they are well enough to return to the setting - we will administer medication if it would be detrimental to the child's health if not given in the setting. This policy refers to our procedure for administering medicine.

At Sutton Outdoor Preschool we promote the good health, including oral health, of children attending the setting and take necessary steps to prevent the spread of infection. We have a separate policies and procedures for children who are ill or infectious to prevent the spread of infection (see our **Sickness and Emergency Treatment Policy** and **Health & Safety Policy**).

2. Aim

The purpose of this policy is to ensure that all medication administered to children has been authorised in writing by the child's parent/carer. It is also to ensure that Sutton Outdoor Preschool staff receive the appropriate training and technical knowledge if required, to correctly administer medication, that medication is appropriately stored, and that accurate records of permissions and administration are kept.

- Prescription medication will not be administered unless it has been prescribed to the child by a doctor, dentist, nurse or pharmacist. Medicines containing aspirin should only be given if prescribed by a doctor).
- All medication must have specific written consent from the parent/carer.
- Only authorised staff members will be allowed to administer medication.
- A written record will be completed on each administration to a child. Parents/carers are informed.

3. Procedure

- A child requiring medication must be well enough to attend the setting.
- Prescribed medication must be in-date, prescribed for the current condition and for the named child, the child's name and dosage must be displayed on the medication container.
- Parents/carers must give prior written permission for the administration of medication by completing a *Medication Form* (this includes details including time and dosage required and name of medication).
- Parents are responsible for providing a medical dosing spoon or syringe as required. No medication is stored at the setting overnight. All medication will be returned to parents/carers at the end of each day.
- Staff members will not administer the first dose to a child. Parent/carers must have previously administered at least one dose to ensure no allergic reaction.
- Medication is stored securely in the Emergency Bag in accordance with product instructions, this ensures it is secure, out of reach of children and accessible on our adventures and if we need to leave base camp.
- Before medication is administered, the designated member of staff will check the Medication Consent form for any changes and check the identity of the child.
- The administration is recorded accurately each time it is given and signed by two members of staff, one who administered and one who witnessed.
- Parents/carers sign the form to acknowledge the administration of a medicine on collection of the child, at the end of the session.
- If the child refuses to take medication or "wastes" the dose, parent/carer will be contacted to advise, and this will be noted on medication form.
- Emergency medicine such as asthma inhalers or Epi-pens will be stored safely, out of reach of children and will be accessible to staff at all times. If a child requires emergency medicine, it must be brought to the setting with the child each day of attendance. If a child does not have their required emergency medication at the setting, they will be unable to attend the session.
- If the administration of medication requires medical knowledge, individual training will be provided for the relevant members of staff by a health professional.



Sutton Outdoor Preschool

– Allegation Against a Member of Staff Policy

Compliant with the Statutory Framework for the Early Years Foundation Stage 2025

1. Policy Statement

At Sutton Outdoor Preschool, the safety and wellbeing of every child in our care is paramount. We recognise that, unfortunately, there are occasions when allegations of abuse against staff may arise. This policy outlines how we will prevent such allegations, the actions we will take if an allegation is made, and the procedure for reporting and managing any concerns.

This policy should be read in conjunction with our **Safeguarding Policy** and **Child Protection Procedures** and complies with the **Early Years Foundation Stage Statutory Framework 2025** and **Birmingham's Safeguarding Children Board**.

2. Preventing Allegations of Abuse

We take a proactive approach to safeguarding by implementing the following measures to reduce the risk of allegations being made against staff:

- **Record Keeping:** Any injuries sustained by a child in our care will be recorded in the accident/incident book. We will inform the child's parent/carer upon collection and provide them with a copy of the record.
- **Existing Injuries:** If a child is seen to arrive with an injury, we will discuss this with the parent/carer and record the details accordingly.
- **Staff Training:** All staff will complete child protection training and receive regular safeguarding training in line with updates. All staff understand their responsibilities in safeguarding children.
- **Clear and Professional Boundaries:** We adhere to a **Positive Behaviour Policy** where physical sanctions are not permitted. We avoid rough physical play or interactions that may be misinterpreted. We will avoid personal tasks that children can do themselves, to maintain professional boundaries.
- **Supervision:** Adults are not left alone with children and will avoid situations that could lead to misunderstandings or accusations.
- **Safer Recruitment:** We carry out thorough recruitment checks, including obtaining references and reviewing employment history for any gaps.
- **Whistleblowing:** We encourage staff to report any concerns about a colleague's conduct. Staff are informed about the **Whistleblowing Policy** and the importance of speaking up.

3. Procedure for Managing Allegations Against Staff

In the event of an allegation being made against a member of staff, we follow a strict procedure to ensure both the child's and the staff member's rights are protected.

Immediate Actions:

1. **Report the Allegation:** the **Designated Safeguarding Lead (DSL)**, Liz Leddy, will be informed immediately.
2. **Referral to Authorities:** The DSL will notify the following authorities within specified timeframes:
 - **Local Authority Designated Officer (LADO):** 0121 675 1669 (within 4 hours of the allegation).
 - **Children's Advice and Support Service (CASS):** 0121 303 1888.
 - **Ofsted:** 0300 123 4666 (within 14 days of the allegation).
3. **Investigation:** Sutton Outdoor Preschool will not conduct its own investigation but will cooperate fully with the external authorities involved (LADO, CASS, Ofsted, and possibly the police).

Staff Suspension:

- The **DSL** may advise suspension during the investigation if deemed necessary to protect the child or staff member. The decision to suspend will be made following advice from LADO, CASS, or Ofsted.

Staff Responsibilities:

- **Disciplinary Action:** Staff are reminded that failing to report a colleague's inappropriate conduct may result in disciplinary action.

- **Reporting Concerns:** If the allegation concerns the DSL (Liz Leddy), staff should contact LADO directly (0121 675 1669).

4. Managing the Investigation

Initial Evaluation:

- A **strategy meeting** will be held to assess whether the threshold for investigation is met. If the child's safety is at risk, immediate action will be taken.

Recording Details:

- **Complaints & Allegations:** Full details will be recorded, including the name and position of the staff member involved, the specifics of the allegation, and any evidence. The **DSL** will ensure accurate and clear records are maintained. The DSL role and responsibilities can be found [here](#).
- **Notifying Parents/Carers:** Parents will be informed if an investigation involves their child. We will provide clear communication about the process, ensuring the child's welfare remains our top priority.

5. Outcome of Allegations

At the conclusion of the investigation, the following outcomes are possible:

- **Substantiated:** There is enough evidence to support the allegation.
- **Malicious:** There is sufficient evidence to prove the allegation was deliberately false.
- **False:** The allegation is disproven with evidence.
- **Unsubstantiated:** There is insufficient evidence to prove or disprove the allegation.
- **Unfounded:** No evidence supports the allegation may indicate a misunderstanding or misinterpretation.

Regardless of the outcome, the welfare of the child and the staff member will be supported, and further actions will be taken as necessary.

6. Disqualification and Compliance with Ofsted

If an employee is found to be disqualified from working with children due to a conviction or other legal reason, we will:

- Inform **Ofsted** immediately.
- Take appropriate action to ensure the child's safety, which may include removing the employee from the setting.
- Provide Ofsted with the necessary details, including any relevant orders, convictions, or disqualifications, within 14 days.

7. Historical Allegations

We will treat historical allegations with the same seriousness as current ones, following the same procedures for investigation and reporting.

8. Staff Support

Sutton Outdoor Preschool is committed to providing support to all staff members involved in an allegation. Staff members will have access to:

- **Confidential Support:** Emotional and practical support during the investigation.
- **Legal Advice:** Access to legal advice, if necessary, in line with our **Staff Support Policy**.

9. Conclusion

This policy is designed to ensure that allegations against staff are handled professionally, with a focus on protecting children and maintaining a fair and just process for staff. We will review this policy regularly to ensure it remains compliant with the **EYFS Statutory Framework 2025** and best practices in safeguarding.

10. Policy Review

This policy will be reviewed **annually** or sooner if there are significant changes in legislation or guidance.



Sutton Outdoor Preschool – Child Protection Procedure

Compliant with the Statutory Framework for the Early Years Foundation Stage 2025

NOTE: If you have a concern that a child is being harmed or is at risk of harm you must **take action immediately** and follow this Child Protection Procedure. Safeguarding is everyone's responsibility.

1. Introduction

This **Child Protection Procedure** outlines the actions to take when there is a concern that a child is suffering, or is likely to suffer, significant harm. It aligns with the **Statutory Framework for the Early Years Foundation Stage (EYFS) 2025**, **Working Together to Safeguard Children (2023)**, and local safeguarding protocols.

Key Features:

- **Reactive and Specific:** Applies when concerns about abuse, neglect or welfare arise.
- **Clear Reporting Procedures:** Step-by-Step Guidance for all including how to report concerns, who to inform, and how to record information.
- **Legal Compliance:** Meets statutory safeguarding duties.
- **Confidential & Professional:** Emphasises handling disclosures with care and protecting the child's privacy and maintaining confidential and accurate records.

2. Procedure – Immediate Action When Concern Arises

Everyone working with our children has a duty to safeguard children and **must act immediately** if they have concerns about a child's welfare or suspicion that a child is being harmed or is at risk of harm. This includes staff, volunteers, helpers, students, visitors, parents and carers - Safeguarding is everyone's responsibility. [Support and guidance is available if a child makes a disclosure](#). All concerns must be reported to the **Designated Safeguarding Lead (DSL) Liz Leddy**. Staff should not delay their response, as early intervention can be crucial in protecting children. Safeguarding takes priority over everything else.

Immediate Action: If a child makes a disclosure or a concern arises:

1. Listen:

- Remain calm, listen carefully, and avoid leading questions.
- Reassure the child they are being taken seriously, and they are safe.

2. Record:

- Write a factual account of what was said, using the child's words where possible.
- Record the date, time, observations, and actions taken.
- Use the setting's Safeguarding [Notice of Concern Form](#).

3. Report:

- Report the concern **immediately** to the **Designated Safeguarding Lead (DSL) – Liz Leddy**.
- If the concern involves the DSL, report the concern to the Local Authority Designated Officer (LADO) – 0121 675 1669.

3. Escalation Procedure – If the DSL Does Not Take Action

If the Designated Safeguarding Lead (DSL) has not taken appropriate action in response to a safeguarding concern, you have a duty to escalate the matter following the procedure outlined below:

1. Raise the concern again with the DSL, stating clearly why you believe the matter requires urgent referral.
2. If there is still no action, contact Children's Advice and Support Service (CASS) directly 0121 303 1888.
3. Contact Ofsted Helpline if you believe the setting is failing to safeguard children 0300 123 4666.
4. Refer to the setting's **Whistleblowing Policy** if necessary.

There will be no disciplinary action or disadvantage for any staff member who raises a genuine concern in good faith, even if it later proves to be unfounded.

4. Actions Following a Disclosure or Concern

- **Referral to Authorities:** the **DSL** will refer the concern to the **Children's Advice and Support Service (CASS)** and, if necessary, to the **police** and/or the **LADO** and follow all advice given.
- **Record of Referral:** a clear record of the referral will be kept, including the referral date, the agency contacted, and the advice provided.
- **Confidentiality:** All safeguarding concerns will be treated confidentially, with information shared only on a need-to-know basis.
- **No Investigation by Staff:** Staff at Sutton Outdoor Preschool will not attempt to investigate any safeguarding concerns themselves. Investigations are the responsibility of the appropriate external authorities.
- **Parents/carers** will be informed of concerns unless doing so would place the child at further risk.
- **Early Help** and Family Support will be considered however this is not a substitute for Child Protection Procedures. The setting will work to support the family but if a child is at risk of significant harm, the child protection procedure will be followed without delay.

5. Role of the DSL and External Referral

- The DSL is responsible for assessing the concern and deciding on next steps including:
 - Making a referral to **Children's Advice and Support Service (CASS)**.
 - Contacting the **Police**, if a criminal offence may have occurred.
 - Contacting the **Local Authority Designated Officer (LADO)** for allegations against staff.
- **Parents/carers** will be informed of concerns unless doing so would place the child at further risk.

6. Confidentiality and Record-Keeping

- Safeguarding concerns are treated as **confidential** and are only shared on a **strict need-to-know basis**.
- Records are:
 - Accurate and factual.
 - Stored securely in line with GDPR and the setting's Data Protection Policy.
 - Retained according to the Local Safeguarding Partnership's (LSP) record retention policy.

7. Recognising Signs of Abuse and Neglect

All staff are trained to recognise signs of:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

Staff are also alert to risks including:

- Child-on-child abuse (peer-on-peer abuse)
- Radicalisation and extremism (Prevent Duty)
- Female Genital Mutilation (FGM) – mandatory reporting for known cases
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
- Domestic Abuse and its impact on children

8. Allegations Against Staff (see also **Allegation Against a Member of Staff Policy**)

Where an allegation is made against a member of staff or volunteer:

1. **Immediate Action:** Report to the DSL (or directly to the LADO if the DSL is the subject).
2. **DSL Action:** Contact the **Local Authority Designated Officer (LADO)** **within 1 working day**.
3. **Staff Suspension:** this may be considered but is not automatic and will be assessed in consultation with the LADO.
4. **Ofsted Notification:** Ofsted must be notified of any allegations **within 14 days**.
5. **Support:** The welfare of the child is paramount. Appropriate support will be offered to both the child and the staff member involved.

9. Safeguarding Roles and Responsibilities **Designated Safeguarding Lead (DSL): Liz Leddy**

Responsibilities including:

All Sutton Outdoor Policies and Procedures are reviewed annually or sooner and amended as required to comply with updates and amendments to the Early Years Foundation Stage Statutory Framework and any relevant guidance or legislations.

This policy was last reviewed by Liz Leddy - Preschool Manager and DSL for Sutton Outdoor Preschool, August 2025

- Overseeing safeguarding and child protection procedures.
- Ensuring all staff understand their responsibilities.
- Liaising with local safeguarding partners and external agencies.
- Ensuring safeguarding policies are reviewed annually or in response to legislative updates.
- More details of the DSL's role and responsibilities can be found [here](#).

10. Staff Training and Awareness

All staff:

- Receive comprehensive safeguarding induction and child protection training.
- Complete regular safeguarding refresher training in line with EYFS 2025, updates to legislation and guidance on best practice.

All staff are trained on:

- The signs of abuse and neglect.
- Responding to disclosures.
- Recording and reporting concerns.
- Whistleblowing and maintaining professional boundaries.
- The setting's **Safeguarding Policy, Child Protection Procedure, Whistleblowing Policy**.

11. Early Help and Preventative Support

At Sutton Outdoor Preschool, we recognise that children and families may need support before concerns reach a child protection threshold. In line with **Working Together to Safeguard Children (2023)** and the **EYFS Statutory Framework (2025)**, we are committed to offering or referring for **Early Help** where appropriate.

Early Help involves working with families to support children's development, health, and emotional well-being at the earliest stage. This might include:

- Parenting support
- Speech and language referrals
- Emotional or behavioural interventions
- Support for domestic abuse or mental health issues

If a staff member believes a child or family may benefit from Early Help:

1. They must discuss the concern with the Designated Safeguarding Lead (DSL).
2. The DSL will assess whether an Early Help Assessment is appropriate and, if so, will engage with the family's consent.
3. If consent is given, the DSL will refer to appropriate local support services via the local Early Help Hub or Family Support Services.

Early Help is not a substitute for Child Protection procedures. If a child is at risk of significant harm, the child protection process will be followed without delay.

10. Monitoring, Evaluation, and Review

This Child Protection Procedure is:

- Reviewed **at least annually** or sooner if statutory guidance changes.
- Evaluated by the DSL and management team.
- Informed by feedback, safeguarding incidents, and audit findings.
- Shared with staff and available to parents upon request.

11. Commitment to Safeguarding

Sutton Outdoor Preschool is fully committed to safeguarding and promoting the welfare of all children.

This Child Protection Procedure reflects our legal duties and our commitment to ensuring that all children are protected from harm and supported to thrive.

For immediate safeguarding concerns, contact:

- **Designated Safeguarding Lead: Liz Leddy** 07460 324 244
- **CASS Contact Details:** 0121 303 1888 (out of hours Emergency Duty Team - 0121 675 4806)
- **LADO Contact Details:** 0121 675 1669 – for concerns re: staff or DSL
- **Ofsted:** 0300 123 4666



Sutton Outdoor Preschool –

Child Release and Non-Collection Policy and Procedure

Compliant with the Statutory Framework for the Early Years Foundation Stage 2025

1. Policy Statement

Sutton Outdoor Preschool operates from 9:00 am to 3:00 pm, and it is essential that children are brought to the preschool no earlier than 9:00 am and are collected by 3:00 pm, when the preschool closes.

We understand that there may be unforeseen circumstances where parents/carers are delayed in collecting. In this instance, parents/carers should alert the preschool on **07460 324 244** as soon as possible.

- **Late Collection Fees:** If a parent/carer is late collecting their child, a fee of £10 may be charged for every 15 minutes after 3:00 pm. This fee helps cover staff overtime and childcare costs. Please ensure your child is collected on time to avoid this charge.
- **Non-Collection:** If no contact is made and a parent/carer has not arrived by 3:10 pm, the preschool manager will be informed, and we will follow the **Non-Collection of Children Procedure** in line with our safeguarding practices. This includes contacting emergency contacts, local authorities, and/or social services or the police if a welfare check is required.
- Late/non collections will be recorded on the register and reviewed, and any safeguarding concerns will be reported in line with our **Child Protection Procedure**.

2. Daily Register

- **Arrival:** Upon arrival, each child will be registered by a staff member. Parents/carers will be encouraged to engage in a handover discussion with the child's key person to share any relevant information or updates. Information relating to the child's care or routine is recorded on the register as required and shared with staff as appropriate. Departure times are also recorded and monitored.
- **Absence/late arrival:** these are also recorded and monitored (see **Absence and Attendance Policy**)
- **Register Completion:** A daily register will be maintained, recording both the time of arrival and departure for each child. This will be securely stored and available for inspection by relevant authorities if required.

3. Procedure for collection by people other than parent/carer

To ensure the safety of every child, we have strict procedures for the collection of children by individuals other than their parents/carers:

- **Notification Requirement:** Parents/carers must inform the preschool in advance if someone other than the named persons is collecting their child. This can be done in person at drop-off or by phone during the day if plans change. We will need the name, relationship to the child, and contact details of the person collecting the child.
- **Password Security:** The nominated collector must be aware of the agreed collection time, our collection location, and the password chosen by the parent/carer. This password is used for security purposes to ensure only authorised persons can collect the child.
- **No Unauthorised Collection:** Children will not be released to anyone who is not authorised by the parent/carer. If an unauthorised person arrives to collect a child, we will not release the child and will contact the parent/carer immediately for clarification.

4. Emergencies and Illness

In the event of an emergency or illness requiring immediate collection of a child, the following procedures will apply:

- **Contact:** If a child requires emergency treatment or the parent/carer needs to collect their child due to illness or injury, we will refer to the **Sickness and Emergency Treatment Policy** and ensure the parent/carer is contacted immediately. If parents cannot be contacted we will use the Emergency Contact numbers provided by the parents.

- **Parental Notification:** Parents/carers will be informed as soon as possible if their child requires urgent collection. We will ensure the child is kept safe and comforted until their parent/carer arrives. All emergency actions will be carried out in accordance with our **Safeguarding Policy** and **EYFS 2025** requirements to ensure the child's welfare is always the priority.

5. Safeguarding and Compliance with EYFS

The safety and wellbeing of all children in our care are paramount. All aspects of the **Child Release Policy** will be carried out in accordance with our **Safeguarding Policy**, and we will always act in line with the **EYFS Statutory Framework 2025** requirements.

- **Non-Collection of Children:** If a child is not collected by the agreed time, we will follow our **Safeguarding Procedures**, including contacting emergency contacts and, if necessary, social services or the police. The child's safety will always be our primary concern, and we will not release a child to anyone who is not authorised.
- **Record Keeping:** Any incidents of late collection or failure to collect will be documented and reviewed to ensure that appropriate action is taken, and any necessary support is provided to the child and family.

6. Charging Policy

A charge of **£10 for every 15 minutes** may be levied if a child is collected late. This charge is not intended as a penalty but to cover the additional staffing required when children are not collected on time. We request that all parents/carers make every effort to collect their children promptly to avoid the need for this charge.

7. Emergency Collection

In case of illness or emergencies that require the immediate collection of a child, the **Emergency Evacuation Procedures** and **Sickness and Emergency Treatment Policy** will apply. Parents/carers will be contacted promptly, and we will ensure that appropriate care and supervision are provided until the child is safely handed over.

8. Conclusion

Sutton Outdoor Preschool is committed to the safety, wellbeing, and protection of all children in our care. This **Child Release Policy** is designed to ensure clear, consistent, and safe procedures for the arrival and collection of children, in compliance with **EYFS Statutory Framework 2025** and safeguarding best practices. We ask all parents/carers to cooperate fully with this policy to ensure that every child is cared for and protected at all times.

9. Policy Review

This policy will be reviewed **annually** or sooner if there are significant changes in legislation or guidance.



Sutton Outdoor Preschool –

Non-Collection of Children Procedure

1. Policy Statement

In the event that a child is not collected by an authorised adult at the end of the session, the setting puts into practice agreed procedures. We will ensure that the child continues to receive a high standard of care with as little distress as possible. We inform parents/carers of our procedures so that, if they are unavoidably delayed, they can be reassured that their children will be properly cared for.

2. Procedure

- As part of the Registration process, parents/carers are required to provide specific information which is recorded on our Registration Form, including:
 - home address and contact telephone number/s;
 - at least emergency contacts, names and contact numbers of adults who are authorised by the parents/carers to collect their child from the setting, and who can be contacted in an emergency if parents/carers are uncontactable.
 - information about any person who does not have legal access to the child; and
 - who has parental responsibility for the child.
- If parents/carers are aware that they will be unavailable for a specific session, they should provide an alternative contact name and number for the day.
- If parents/carers wish to authorise someone else to collect their child on their behalf they should notify the setting as soon as possible and provide a name and contact number. The parents/carers should also ensure that the authorised person is informed of the password, the Preschool contact number and the Preschool location. On arrival at the setting the authorised person should introduce themselves to staff and provide the password.
- We provide parents/carers with the mobile contact number of the preschool. Parents/carers are reminded that they should notify preschool as soon as possible if they are running late to alleviate any distress on the child and inform preschool of the situation. Late collections can result in a fine.

If a child is not collected at the end of the session (and we have received no notification from parents/carers), we follow our **child protection procedure** in line with Safeguarding practices.

1. Repeated attempts are made to contact parents / carers on all numbers provided.
2. If this is unsuccessful, repeated attempts will be made to contact the emergency contacts and any other authorised adults on the numbers provided.

If after one hour all reasonable attempts have been made and there is still no contact from the child's parents/carers or other emergency contacts provided, we will contact our Local Authority's Children's Services Social Care Team: Children's Advise and Support Service **0121 303 1888**

1. The child stays at the setting in the care of the manager and one other member of staff until the child is safely collected either by the parents/carers/family representative or by a social worker;
2. Social services will aim to locate the parent/carer, if they are unable to do so, the child will be admitted into the care of the Local Authority.
3. Under no circumstances do staff go to look for the parent, nor do they take the child home with them.
4. A full written report of the incident is recorded in the child's file and logged in the Incident book.
5. Depending on circumstances, we reserve the right to charge parents/carers for the additional hours worked by our staff.
6. All safeguarding concerns will follow the **Child Protection Procedure**. Ofsted will be informed (telephone number **0300 123 4666**)



Sutton Outdoor Preschool - Climate Action Plan

1. Policy Statement

The Department for Education requires all education settings to appoint a sustainability lead and create a climate action plan by 2025, following the Sustainability and Climate Change Strategy.

Our Sustainability Lead is John Leddy.

2. Categories

We must identify at least one action in each of these four categories:

Decarbonisation and Reducing Emissions:

Lowering energy use and reducing fossil fuel reliance.

Adaptation and Resilience:

Preparing for climate change and extreme weather to keep our setting safe.

Improving Environment and Biodiversity:

Making spaces more nature-friendly and supporting biodiversity.

Climate Education and Green Careers:

Educating about environmental issues and promoting green career paths.

3. Actions

Below are our planned actions:

Category	Action
1 Decarbonisation and reducing emissions	<ul style="list-style-type: none"> - Install a Smart Meter at residential office and research Greener Energy tariffs. - Minimise waste by recycling and reusing pre-loved toys and clothing.
2 Adaptation and Resilience	<ul style="list-style-type: none"> - Look for opportunities to integrate “first-hand experiences” to connect children with nature. - Educate children about weather patterns and seasonal changes. - Encourage water conservation through mindful use in daily activities.
3 Improving Environment and Biodiversity	<ul style="list-style-type: none"> - Encourage environmental stewardship by teaching children how to take care of and improve our environment e.g. by litter picking. - Educate children about the importance of biodiversity by teaching about habitats, food chains and life cycles through books, discussion and practical activities.
4 Climate Education and Green Careers	<ul style="list-style-type: none"> - Educate children about climate change and environmental issues through books, discussions, and hands-on projects. - Display signage at sink for use of water and turning off taps. - Encourage children to think critically about their environmental impact.

- A Sustainability Lead has been appointed to oversee the implementation of this plan.
- Parents/carers will be kept informed and involved in sustainability activities via the Tapestry Learning app.
- The climate action plan will be monitored and reviewed annually to measure progress, establish new goals, and support ongoing improvement.



Sutton Outdoor Preschool – Code of Conduct Policy

for staff, parents, carers, volunteers, visitors and students

Compliant with the Statutory Framework for the Early Years Foundation Stage 2025

1. Purpose and Principles

At Sutton Outdoor Preschool, we are committed to creating a safe, inclusive, respectful, and welcoming environment for all children and adults. This policy outlines the standards of behaviour expected from everyone who interacts with the setting, ensuring a culture of mutual respect, trust, and cooperation.

We value strong partnerships between home and preschool and believe that collaborative relationships lead to better outcomes for children.

2. Our Commitments We are committed to:

- Providing a **safe and secure environment** where every child can thrive.
- Celebrating **diversity** and promoting **equality of opportunity**.
- Ensuring **safeguarding** is at the heart of all we do.
- Promoting **positive communication**, mutual respect, and understanding.
- Maintaining **high standards of professional conduct**.
- Encouraging parental/carers involvement in a spirit of **partnership**.
- Upholding confidentiality, except where concerns for a child's welfare require information sharing.

3. Expectations of Conduct All adults are expected to:

- Prioritise children's safety, welfare, and development
- Respect and respond to children's voices, encouraging participation and choice where appropriate.
- Treat children and others with kindness, respect, and fairness.
- Behave professionally and respectfully at all times
- Communicate calmly and professionally – aggressive or offensive language or behaviour will not be tolerated under any circumstances.
- Follow **Child Protection Procedure** and report concerns immediately
- Respect and support the setting's policies and procedures, including those on safeguarding, health and safety, confidentiality, and behaviour management.
- Use technology appropriately – personal phones and recording devices are not to be used during sessions (see **Use of Phone, Cameras and Recording Devices Policy & e-safety Policy**).
- Protect confidentiality, sharing information only on a need-to-know basis.
- Use positive language and behaviour management strategies, avoid discriminatory language or behaviour – we are an inclusive setting.
- Avoid inappropriate relationships or favouritism
- Uphold the public image of the setting

4. Monitoring & Accountability The setting will:

- Conduct regular peer observations and supervisions
- Use staff suitability forms and DBS checks
- Implement a **whistleblowing policy** for confidential concerns
- Monitor social media activity for safeguarding risks
- Provide ongoing training on safeguarding and conduct

5. Linked Policies including but not limited to

- | | |
|---|---|
| • Safeguarding Policy | • Confidentiality Policy |
| • Child Protection Procedure | • Positive Behaviour Policy |
| • Use of Phone, Cameras and Recording Devices Policy | • E-safety and Social Media Policy |
| • Health & Safety Policy | • Safer Recruitment Policy |
| • Substance Misuse Policy | • Whistleblowing Policy |

6. Review Cycle This policy will be reviewed annually or in response to legislative changes.

All Sutton Outdoor Policies and Procedures are reviewed annually or sooner and amended as required to comply with updates and amendments to the Early Years Foundation Stage Statutory Framework and any relevant guidance or legislations.

This policy was last reviewed by Liz Leddy - Preschool Manager and DSL for Sutton Outdoor Preschool, August 2025



Sutton Outdoor Preschool –

Communication with Parents/Carers Policy

1. Policy Statement

At Sutton Outdoor Preschool, we are committed to fostering strong, respectful, and collaborative relationships with parents and carers. Effective communication is essential to support each child's learning, development, and wellbeing in line with the EYFS 2025 statutory requirements.

2. Methods of Communication

Daily Personal Contact

- Practitioners and parents/carers share a brief handover at drop-off and collection, including key updates on the child's day, wellbeing, and any significant events.
- For sensitive or extended discussions, parents/carers are encouraged to arrange a private meeting at a mutually convenient time.

Digital Records and Observations

- We use Tapestry Online Learning Journals to securely share the progress and activities made each week through photos, observations, and links to developmental milestones.
- Parents/carers are invited to contribute their own observations, creating a holistic view of the child's progress and supporting accurate assessment.

Planning and Reflection

- We implement elements of 'In the Moment Planning', by responding to children's interests and interactions in real time to extend learning. This is shared with parents/carers through the Learning Journal.
- Daily reflective discussions among staff (and with the children when appropriate) inform future planning, ensuring it remains child-led and responsive. Feedback from children and families also contributes to this.
- Parents and carers are welcome to share ideas and feedback that may inform planning and enrich the curriculum.

Formal Reports and Assessments

- Annual Reports summarise each child's progress across the seven areas of learning, including identified Next Steps. Parents/carers may discuss and comment on these reports.
- Reports are shared with other settings or schools as part of transition planning, ensuring continuity of care and learning.
- For children aged two, the Progress Check at Age Two is completed if required, parents/carers contribute.
- If applicable, for children in their Reception Year (FS2), the Early Years Foundation Stage Profile (EYFSP) is completed and shared with relevant parties, in accordance with EYFS 2025 requirements.

Feedback and Continuous Improvement

- We actively seek feedback from families, children, and staff to evaluate and improve our provision.
- Feedback is reviewed through our Self-Evaluation Form (SEF) and informs ongoing development.
- We are committed to transparency and continuous improvement, ensuring our service remains high-quality and inclusive.

3. EYFS 2025 Compliance This policy

- Aligns with Section 2: Assessment requirements, including the Progress Check at Age Two and EYFSP
- Supports Section 3: Safeguarding and Welfare, promoting respectful communication and collaborative working with families.
- Reflects the EYFS principle that parents/carers are children's first educators and values their role in shaping learning experiences.



Sutton Outdoor Preschool - Concerns and Complaints Policy

1. Policy Statement

Sutton Outdoor Preschool is committed to providing high-quality care and education for all children. We value open communication and strong partnerships with parents and carers. If a concern or complaint arises, we aim to resolve it promptly, respectfully, and in the best interests of the child.

2. Aims and Objectives

- To handle all concerns and complaints fairly, transparently, and without delay
- To resolve issues through constructive dialogue and mutual understanding
- To ensure children's welfare and development remain the highest priority
- To comply with the **EYFS 2025 statutory framework**, including safeguarding and welfare requirements

3. Communication and Access

- This policy is shared with all families upon registration and is available on our website: www.suttonoutdoorpreschool.co.uk
- Parents/carers are encouraged to raise concerns informally in the first instance with their child's key person and/or the preschool manager
- All concerns are taken seriously and handled with discretion and professionalism

4. Procedure

Stage 1: Informal Resolution

- Speak to your child's key person or the preschool manager about your concern
- Most issues are resolved quickly at this stage through open discussion
- If unresolved or the concern is serious, proceed to Stage 2

Stage 2: Formal Complaint

- Submit a written complaint using the official Complaints Form (Appendix 1a)
- Complaints may be submitted via email, post, or in person
- The manager will investigate the complaint thoroughly, maintaining confidentiality
- A written response will be provided within 14 calendar days
- A summary of the complaint, actions taken, and outcome are recorded in Complaints Summary Log

Stage 3: Review Meeting

- If dissatisfied with the outcome, request a meeting with the preschool manager
- You may bring a third party (e.g. friend or advocate); the manager may also invite an independent witness
- A written record of the meeting, including decisions and agreed actions, will be signed by all parties
- This record signifies the conclusion of Stage 3

Stage 4: Mediation

- If no resolution is reached, an independent mediator may be invited
- The mediator facilitates discussion and offers impartial advice
- A final meeting is held with the manager, deputy manager, and complainant to agree on actions
- A signed record of the meeting and outcome concludes the procedure

5. Contacting Ofsted - Parents/carers may contact **Ofsted** at any stage if they believe there has been a breach of registration requirements or if a child is at risk. Ofsted contact details: Ofsted.gov.uk 0300 123 4666

6. Record Keeping and Confidentiality

- All complaints are logged in **Complaints Summary Log**, including date, nature, actions taken, and outcome
- Records are retained for **at least three years**
- Records are available to Ofsted on request and may be viewed by parents/carers, staff, or committee members
- Confidentiality is maintained throughout, in line with safeguarding and data protection policies



Sutton Outdoor Preschool - Stage 2 Complaint Form

Please ensure you have read the Complaints Policy and completed Stage 1 before completing this form.

Date complaint sent: Full name of complainant: Name: Address: Telephone: Email: Method of sending (email/post):	
Details of complaint:	
Does the Concern/Complaint Relate to: Statutory Learning and Development Requirement/s? YES/NO Statutory Assessment Requirement/s? YES/NO Statutory Safeguarding and Welfare requirement/s? YES/NO (if so please indicate which below) <ul style="list-style-type: none"> • child protection • suitable people • staff qualifications, training support and skills • staff:child ratios • health • managing behaviour • safety and suitability of premises, environment and equipment • equal opportunities • information and records 	
Outcome of complaint:	
Action taken:	
Response to person raising complaint:	
Date of response:	
Informing others (as appropriate); Designated Safeguarding Lead Local Authority Designated Officer (LADO) (Safeguarding)	OFSTED Social Services
Signature of provider:	
Date:	



Sutton Outdoor Preschool - Confidentiality Policy

1. Policy Statement

Sutton Outdoor Preschool is committed to respecting the privacy of children, families, and staff while ensuring high-quality care and education. Confidentiality is essential to safeguarding, trust, and professional practice.

2. Aims

- To ensure all personal information is handled securely and sensitively
- To enable parents/carers to share information confidently, knowing it will be used only to support their child's welfare
- To comply with data protection legislation and EYFS 2025 safeguarding requirements

3. Types of Records

- Developmental Records
 - Include observations, photos, videos and reports, securely via Tapestry
 - Accessible only to authorised staff and family members via password-protected accounts
 - Parents/carers may contribute to their child's learning journal
- Personal Files
 - Include registration forms and emergency contact details, consent forms, correspondence, meeting notes, and safeguarding concerns
 - Stored securely in a locked cabinet off site and accessed only by authorised staff
 - Shared only when necessary to support the child's welfare or with parental consent

4. Access to Records

- Parents/carers may request access to their child's personal file in writing
- The manager will acknowledge the request and aim to provide access within **14 days**
- Third-party information will be redacted unless consent to disclose is granted
- Files are reviewed with the parent to ensure clarity and context
- Legal advice may be sought if disclosure involves safeguarding or litigation concerns

5. Staff Confidentiality

- Staff only share personal information when necessary for planning or safeguarding
- All staff, volunteers, and students receive confidentiality training during induction
- Employment-related matters remain confidential to those directly involved

6. Record Retention

- Personal records are retained for a suitable period and securely destroyed thereafter
- Complaints and safeguarding records are retained in accordance with statutory guidance

All the undertakings above are subject to the paramount commitment of the setting, which is to the safety and well-being of the child. Please see also our policies on Safeguarding.



Sutton Outdoor Preschool - Data Protection Policy

1. Introduction

Sutton Outdoor Preschool is committed to safeguarding and promoting the welfare of children, and expects all staff, students, and volunteers to share this commitment. In order to deliver our services effectively, we must collect and process personal data relating to children, parents/carers, staff, volunteers, and other individuals. This policy outlines how we collect, use, store, and share personal data in accordance with the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018.

2. Policy Purpose

The purpose of this policy is to ensure that Sutton Outdoor Preschool:

- Complies with its legal obligations in handling personal data;
 - Protects the rights of data subjects;
 - Is transparent about how and why we collect and process personal data;
 - Safeguards against data breaches and misuse.
-

3. Scope

This policy applies to all personal data processed by Sutton Outdoor Preschool, whether in digital format or on paper, and applies to all staff, students, volunteers, and contractors.

4. Definitions

- Personal Data: Any information relating to an identifiable individual.
 - Special Category Data: Sensitive personal data including racial or ethnic origin, health data, religious beliefs, etc.
 - Data Subject: The individual whom the data relates to.
 - Data Controller: The organisation that determines the purpose and means of processing personal data.
 - Processing: Any operation performed on personal data (e.g. collecting, storing, sharing).
 - Data Breach: A breach of security leading to accidental or unlawful destruction, loss, alteration, or unauthorised disclosure of personal data.
-

5. Data Protection Principles

We comply with the seven principles of data protection under UK GDPR. Personal data shall be:

1. Lawfulness, fairness, and transparency - Processed lawfully, fairly, and in a transparent manner.
 2. Purpose limitation - Collected for specified, explicit, and legitimate purposes.
 3. Data minimisation - Adequate, relevant, and limited to what is necessary.
 4. Accuracy - Accurate and kept up to date.
 5. Storage limitation - Kept for no longer than necessary.
 6. Integrity and confidentiality - Processed in a manner that ensures appropriate security.
 7. Accountability - We are responsible for and must demonstrate compliance with these principles.
-

6. Lawful Bases for Processing

We process personal data under the following lawful bases:

- Legal obligation (e.g. safeguarding, health and safety, HMRC reporting)
- Vital interests (e.g. medical emergencies)
- Public task (e.g. delivery of education under the EYFS Framework)
- Contract (e.g. employment contracts, childcare agreements)
- Consent (e.g. marketing, certain types of health or SEND support)
- Legitimate interests (e.g. workforce planning, operational management)

Special category data is processed only when a specific lawful basis applies and where appropriate additional safeguards are in place.

7. Data We Collect

We collect and process data including (but not limited to):

For children and families:

- Full name, date of birth, and gender
- Parent/carer names and contact details
- Emergency contacts
- Health and medical information
- Dietary needs and allergies
- Attendance and learning records
- Safeguarding information (where necessary)

For staff, students, and volunteers:

- Name, address, and contact information
 - Emergency contact details
 - DBS check outcomes
 - Qualifications and employment history
 - Bank details and payroll information
 - Appraisals and performance records
 - Disciplinary or grievance records
-

8. Responsibilities

The Data Protection Lead for Sutton Outdoor Preschool is Liz Leddy. The Data Protection Lead is responsible for overseeing compliance with this policy and data protection laws.

All staff and volunteers must:

- Understand their responsibilities under this policy;
 - Complete relevant data protection training;
 - Ensure data is handled securely and only shared on a need-to-know basis;
 - Report any breaches or concerns to the Data Protection Lead immediately.
-

9. Data Security

We implement technical and organisational measures to ensure the security of personal data, including:

- Password-protected digital records;
 - Lockable storage for paper records;
 - Restricted access to sensitive data;
 - Staff training in data handling and confidentiality;
 - Procedures for responding to and reporting data breaches.
-

10. Data Retention

We retain data only for as long as necessary. General retention periods include:

- Children's records: Minimum of 3 years after leaving the setting
- Staff records: 6 years after the end of employment
- Incident reports and safeguarding records: Until child is 25 years old (or 26 if the child was looked-after)

All data will be securely destroyed when it is no longer required.

11. Data Subject Rights

Under the UK GDPR, individuals have the right to:

- Be informed about how their data is used;
- Access their personal data;
- Request rectification of inaccurate data;

All Sutton Outdoor Policies and Procedures are reviewed annually or sooner and amended as required to comply with updates and amendments to the Early Years Foundation Stage Statutory Framework and any relevant guidance or legislations.

This policy was last reviewed by Liz Leddy - Preschool Manager and DSL for Sutton Outdoor Preschool, August 2025

- Request erasure of data (“right to be forgotten”);
- Restrict or object to processing;
- Data portability;
- Not be subject to automated decision-making.

Requests should be made in writing to the Data Protection Lead. We will respond within 30 calendar days.

12. Sharing Personal Data

We only share personal data when:

- There is a legal obligation (e.g. with Ofsted, local authority, health professionals);
- It is necessary for the performance of our contract with you;
- Consent has been given;
- It is vital to protect life.

We do not transfer personal data outside the UK unless appropriate safeguards are in place.

13. Breach Management

Any data breach must be reported immediately to the Data Protection Lead. Significant breaches will be reported to the Information Commissioner’s Office (ICO) within 72 hours.

14. ICO Registration

Sutton Outdoor Preschool is registered with the Information Commissioner’s Office (ICO) as a data controller. Our registration number is ZA380086.

15. Monitoring and Review

This policy will be reviewed annually or in response to changes in legislation. All staff will be notified of changes and may be asked to reconfirm their understanding of the policy.

Next review due: August 2026

In line with GDPR requirements, Liz Leddy is the named Data Protection Lead for the setting.



Sutton Outdoor Preschool –

Disciplinary Policy and Grievance Procedure for Employees

1. Policy Purpose and Scope

This policy sets out procedures for managing staff conduct, performance, and grievances in a fair, consistent, and lawful way. It applies to all employees of Sutton Outdoor Preschool. We are committed to promoting a positive work environment where issues are resolved informally wherever possible, and where employees are treated with dignity, respect, and fairness.

2. Informal Resolution

Where possible, concerns relating to conduct, performance, or working relationships should be addressed informally through discussion between the employee and the manager. Informal discussions will not result in disciplinary action but may include agreed support plans, feedback, or training.

3. Disciplinary Procedure

3.1 Purpose

To address concerns about an employee's conduct or performance that cannot be resolved informally. Disciplinary action will only be taken after a full investigation and hearing.

3.2 Examples of Misconduct

Examples of misconduct that may warrant formal disciplinary action include:

- Poor timekeeping or attendance;
- Unauthorised absence;
- Failure to follow reasonable instructions;
- Inappropriate language;
- Minor health and safety breaches;
- Inappropriate behaviour or communication.

This list is not exhaustive.

3.3 Examples of Gross Misconduct

Gross misconduct is behaviour serious enough to justify dismissal without notice. Examples include:

- Theft or fraud;
- Ill-treatment of children;
- Violence or threats of violence;
- Serious health and safety breaches;
- Being under the influence of drugs or alcohol at work;
- Gross insubordination;
- Breach of confidentiality.

Employees may be suspended on full pay during investigations into allegations of gross misconduct.

3.4 Disciplinary Process

Step 1 – Investigation

- An impartial manager will investigate the issue.
- The employee may be invited to an investigatory meeting.
- Suspension may be considered (on full pay) if necessary.

Step 2 – Notification of Hearing - If disciplinary action is considered, the employee will:

- Be notified in writing of the hearing;
- Be given at least 48 hours' notice;
- Be provided with evidence in advance;
- Have the right to be accompanied by a colleague or trade union representative.

Step 3 – Disciplinary Hearing

- The employee may respond to the allegations.
 - A decision will be made based on the evidence.
 - The outcome will be confirmed in writing.
-

3.5 Possible Disciplinary Outcomes

Depending on the nature and severity of the issue, outcomes may include:

- No action – where allegations are unfounded.
- Verbal Warning – for minor misconduct. Retained on file for 3 months.
- First Written Warning – for further or more serious misconduct. Retained for 6 months.
- Final Written Warning – if misconduct continues or is serious. Retained for 12 months.
- Dismissal – with notice (or without notice for gross misconduct).

Each stage may be bypassed in cases of serious misconduct.

3.6 Appeals - Employees have the right to appeal any disciplinary outcome.

- Appeals must be made in writing within 5 working days of the decision.
 - An impartial manager or panel not previously involved will hear the appeal.
 - Employees have the right to be accompanied.
 - The outcome will be confirmed in writing and is final.
-

4. Grievance Procedure

4.1 Purpose: To provide a fair process for resolving concerns or complaints raised by employees about their work, colleagues, or treatment by the preschool.

4.2 Informal Grievance Resolution: Employees are encouraged to raise concerns informally with the manager. Where appropriate, concerns may be resolved through discussion, mediation, or agreed action.

4.3 Formal Grievance Procedure

Step 1 – Written Grievance: The employee must submit a written grievance to the Manager. If the grievance concerns the Manager, it may be submitted to the Deputy Manager or Chair of the Committee.

Step 2 – Grievance Meeting

- A meeting will be arranged within 5 working days.
- The employee has the right to be accompanied.
- Notes will be taken and shared after the meeting.

Step 3 – Outcome

- A written decision will be issued within 5 working days of the meeting.
 - The decision will set out any action to be taken.
-

4.4 Grievance Appeal

- If dissatisfied, the employee may appeal in writing within 5 working days.
 - An impartial appeal panel will be convened within 7 working days.
 - The employee may again be accompanied.
 - A final decision will be provided in writing within 5 working days of the appeal hearing.
-

5. Record Keeping

A written record of all disciplinary and grievance procedures will be maintained, including investigation notes, meeting records, decisions, and outcomes. All data will be handled in line with our Data Protection Policy.

6. Review - This policy will be reviewed every 12 months or sooner if legislation changes or improvements are identified. Next review due: August 2026

All Sutton Outdoor Policies and Procedures are reviewed annually or sooner and amended as required to comply with updates and amendments to the Early Years Foundation Stage Statutory Framework and any relevant guidance or legislations.

This policy was last reviewed by Liz Leddy - Preschool Manager and DSL for Sutton Outdoor Preschool, August 2025



Sutton Outdoor Preschool –

Staff Suitability and Disqualification Policy

Applies to all staff, volunteers, and management committee members

1. Policy Statement

Sutton Outdoor Preschool is committed to ensuring the safety and wellbeing of all children in our care. We meet the Safeguarding and Welfare Requirements of the Statutory Framework for the Early Years Foundation Stage (EYFS) 2025 by ensuring all individuals working or volunteering at our setting are suitable. This policy outlines the checks and procedures in place to ensure staff are safe to work with children, and the actions taken if a person becomes disqualified.

2. Legal Framework

This policy is based on the following legislation and guidance:

- Childcare Act 2006, as amended
 - Childcare (Disqualification) Regulations 2018
 - Safeguarding Vulnerable Groups Act 2006
 - Rehabilitation of Offenders Act 1974
 - Statutory Framework for the EYFS
 - Keeping Children Safe in Education (as applicable)
 - UK General Data Protection Regulation (UK GDPR)
-

3. Responsibilities

We have a legal duty to ensure no person who is disqualified from working with children is employed or allowed to volunteer in a role that involves childcare.

All staff, volunteers, students, and committee members must:

- Disclose any convictions, cautions, court orders, reprimands or warnings (spent or unspent) that may affect their suitability to work with children;
 - Notify the manager immediately of any circumstances that may arise during employment that could affect their suitability.
-

4. Disqualification Criteria

A person may be disqualified from working in early years childcare if they:

- Have been convicted of certain violent or sexual offences against adults or any offence against children;
- Are barred from working with children by the Disclosure and Barring Service (DBS);
- Have been the subject of a care order relating to a child in their care;
- Have committed an offence overseas which, if committed in the UK, would result in disqualification;
- Have been disqualified from private fostering or had childcare registration refused or cancelled.

Note: "Disqualification by association" no longer applies in non-domestic settings and is not relevant to this policy.

5. Safer Recruitment and Ongoing Checks

Before Employment

- All applicants undergo robust vetting in line with our **Safer Recruitment Policy**.
- An enhanced DBS check with children's barred list is required before starting work in regulated activity.
- Two professional references and identity checks are mandatory.
- Applicants are asked to declare any criminal history or reason they may be disqualified.

After Employment

- Staff are registered for the DBS Update Service, and with consent, we carry out regular status checks.
- Staff complete a Declaration as part of the Supervision process, confirming continued suitability.
- Suitability is reviewed in supervisions and appraisals.

Only staff with completed checks may have unsupervised access to children.

All Sutton Outdoor Policies and Procedures are reviewed annually or sooner and amended as required to comply with updates and amendments to the Early Years Foundation Stage Statutory Framework and any relevant guidance or legislations.

This policy was last reviewed by Liz Leddy - Preschool Manager and DSL for Sutton Outdoor Preschool, August 2025

6. Handling Disclosure and Confidentiality

- All disclosure information is stored securely and handled in accordance with the UK GDPR and Data Protection Act 2018.
 - Access is limited to the Manager and Designated Safeguarding Lead.
 - It is a criminal offence under Section 124 of the Police Act 1997 to share disclosure information with unauthorised persons.
-

7. Disqualification Identified During Employment

If the setting becomes aware that an employee may be disqualified:

- They will be immediately suspended from working with children;
- The employee will be informed and given the opportunity to explain;
- Ofsted will be notified within 14 days;
- The individual may apply to Ofsted for a waiver of disqualification.

The preschool cannot apply for a waiver on behalf of the individual. During the waiver application, the person must not work in regulated activity.

If the waiver is refused, the individual will not be permitted to continue working in the setting and employment may be terminated.

8. Disciplinary Action

Failure to disclose relevant information regarding disqualification or suitability will be treated as a serious disciplinary matter, which may result in dismissal.

9. Volunteers and Committee Members

All volunteers and committee members:

- Must have enhanced DBS checks (if in regulated activity);
- Must declare any reasons they may be disqualified from working with children;
- Are subject to the same disclosure expectations as paid staff.



Sutton Outdoor Preschool - Emergency Procedure Policy

including Procedure for Missing Children

Applies to: All staff, volunteers, and management committee members

Aligned with: Statutory Framework for the Early Years Foundation Stage (EYFS 2025)

1. Introduction

The welfare of children at Sutton Outdoor Preschool is our paramount responsibility. All staff and volunteers are trained to help keep children safe without compromising the safety of others. This policy outlines our procedures for responding to emergencies including injury, evacuation, lockdown, and missing child.

This policy is written in line with the Statutory Framework for the Early Years Foundation Stage (2025) and guidance from Birmingham City Council. The Preschool Manager is responsible for ensuring all staff are trained on and understand these procedures.

We operate a higher-than-required staffing ratio of 1 adult to every 4 children, exceeding the statutory EYFS guidelines.

2. Emergency Procedure Overview

- All staff, volunteers, and children are briefed on emergency procedures.
- Staff and volunteers receive training at induction and ongoing supervision.
- Visitors are briefed on arrival.
- Children take part in safety talks and regular emergency drills.

Emergency Signal Protocol

- Each staff member carries a whistle.
 - Three blasts signal an emergency.
 - All activities stop immediately; children gather with the whistle-blower at a safe distance.
 - Key persons complete headcounts and await instructions.
-

3. Procedure for Accidents or Injuries

In the event of a serious injury or illness:

1. A qualified first aider will provide first aid (all our staff are first aid trained).
 2. Emergency services are called via 999 if necessary.
 3. Parents/carers are contacted immediately.
 4. The group is moved away from danger and supervised.
 5. The injured person's health details are checked via their Contacts File (on Tapestry).
 6. If an ambulance is required, a staff member meets and guides emergency services.
 7. If ambulance is not required but injury remains serious, parents/carers are contacted to collect the child.
 8. An incident report is completed the same day. Ofsted and local safeguarding partners are notified of serious injuries within 14 days, in line with EYFS. All incident reports are securely stored in line with our **Data Protection Policy** and UK GDPR requirements.
-

4. Procedure for Emergency Evacuation (Examples: fire, extreme weather, gas leak)

- The Manager conducts weather checks prior to and throughout the session and prepares contingency plans as needed. Parents/carers are notified of severe weather plans in advance where feasible.
- In an emergency, the group evacuates the area calmly and assembles in a safe zone.
- Staff assist any child or adult with disabilities or additional needs.
- Headcounts are taken and checked against the attendance register and visitors book.
- The emergency bag containing all essential documents is brought to the assembly point.
- Emergency services are contacted via 999 if required.
- A decision is made whether to relocate within Sutton Park or end the session by contacting parent/carers for early collection.
- Firefighting efforts should only be made if safe to do so and in line with staff training.

5. Procedure for Lockdown (Examples: disturbance in the area, major fire nearby, unauthorised person)

- If a lockdown is required, staff lead group to nearest designated safe building, depending on current location. *Note: Full details of lockdown procedures are not published to preserve the effectiveness of our response, Staff are aware of safe locations, methods of securing group, and the plan of communication.*
- The Manager contacts the Emergency Services and Sutton Park Visitor Centre (0121 354 4074).
- If appropriate, parents/carers are informed after the event to avoid panic unless early collection is required.
- A written incident report is completed the same day.

6. Procedure for a Missing Child

If a child is identified as missing:

1. The Manager is notified immediately.
2. Staff are deployed: one group stays with the children, others search the last known area
3. If the child is not found within 5 minutes (or sooner if location warrants), the Manager:
 - Calls 999
 - Alerts the Visitor Centre (0121 354 4074)
 - Informs the child's parents/carers
4. Staff continue searching and assist emergency services upon arrival.

During the Investigation:

- The group is reassured and kept calm.
- Staff cooperate with police or children's social care if safeguarding concerns arise.

After the Child is Found:

- The child is comforted and cared for.
- The Manager speaks with parents to explain the incident.
- All involved provide written statements.
- The Manager conducts a full internal review and compiles an Incident Report. Lessons learned are implemented. Procedures are updated as needed. All reports are retained and securely stored in line with GDPR and our **Data Protection Policy**. Ofsted are informed within 14 days.
- Other agencies (e.g. LADO, Children's Services) are informed as necessary.

7. Supporting Children, Staff, and Parents

- Support is offered to the child, staff, and parents.
- The Manager ensures fair treatment and emotional support for any staff under investigation.
- Two staff members (including the Manager) must be present when speaking with parents.
- Aggression toward staff is not tolerated and may be reported to police.
- Children's questions are answered honestly but appropriately for their age.
- A debrief meeting will be offered to staff within 48 hours, as well as counselling or external support.

8. Media and Confidentiality

- No staff member may speak to the press or external parties about an incident without authorisation.
- The Preschool Manager will consult with the police, Ofsted, and Local Authority Designated Officer (LADO) before responding to media enquiries.

9. Review and Record Keeping

- This policy is reviewed annually or following a serious incident.
- Records of accidents, injuries, and emergency incidents are retained securely for the legally required period and managed in line with UK GDPR.



Sutton Outdoor Preschool

Equality, Diversity and Inclusion Policy

Applies to: All staff, children, families, and visitors

Policy Statement

Sutton Outdoor Preschool is committed to providing a safe, inclusive, and welcoming environment where all children and families are respected, valued, and supported.

We ensure equal access to all aspects of our provision in line with the **Statutory Framework for the Early Years Foundation Stage (EYFS 2025)** and the **Equality Act 2010**. We actively promote inclusion, celebrate diversity, and challenge all forms of discrimination.

Our Aims

We aim to:

- Ensure equal access to learning for every child.
- Create a safe, inclusive environment where all children feel they belong.
- Challenge stereotypes and discriminatory behaviour.
- Promote kindness, empathy, and respect among children and adults.
- Work in partnership with families to support inclusion and equality.

Inclusive Practice

We achieve this by:

- Adapting provision to meet the needs of all children, including those with **SEND** and **EAL**.
- Celebrating cultural traditions, languages, and identities.
- Promoting **British Values**: democracy, rule of law, individual liberty, mutual respect, and tolerance.
- Using diverse resources that reflect all children and families.
- Providing regular staff training on inclusion and anti-discriminatory practice.
- Addressing any incidents of bias or exclusion sensitively and appropriately.

Expectations of Parents, Carers, and Visitors

We expect all parents, carers, and visitors to:

- Support our inclusive values.
- Communicate respectfully with staff and families.
- Avoid language or behaviour that is discriminatory or offensive.

Discriminatory behaviour will not be tolerated. Incidents will be addressed by the Preschool Manager and may lead to formal action, in line with our **Conduct Policy**.

Challenging Discrimination

All discriminatory behaviour—by children, staff, or visitors—will be:

- Challenged appropriately and without delay.
- Addressed as a safeguarding concern where necessary.
- Used as an opportunity to reinforce inclusive values.

Incidents are recorded, monitored, and reported to the relevant authorities if required.

Legal and Regulatory Framework

This policy is based on:

- | | |
|---|--|
| • Statutory Framework for the EYFS (2025) | • SEND Code of Practice (2015) |
| • Equality Act 2010 | • Prevent Duty (Counter Terrorism and Security Act 2015) |
| • Children and Families Act 2014 | • UN Convention on the Rights of the Child |

Linked Policies

- | | |
|---------------------------------------|-----------------------------------|
| • Promoting British Values Policy | • SEND Policy |
| • Code of Practice and Conduct Policy | • Learning and Development Policy |
| • Safeguarding Policy | • Positive Behaviour Policy |

All Sutton Outdoor Policies and Procedures are reviewed annually or sooner and amended as required to comply with updates and amendments to the Early Years Foundation Stage Statutory Framework and any relevant guidance or legislations.

This policy was last reviewed by Liz Leddy - Preschool Manager and DSL for Sutton Outdoor Preschool, August 2025



Sutton Outdoor Preschool –

Digital Safety Policy including use of Social Media

Purpose and Scope

This policy outlines how Sutton Outdoor Preschool ensures the safe and responsible use of technology, including internet access, email, digital images, and social media, to safeguard children and support staff and families.

It must be read alongside related policies:

- Safeguarding and Child Protection
- Behaviour
- Anti-Bullying
- Mobile Phone, Camera, and Recording Devices

Policy Statement

While Sutton Outdoor Preschool minimises the use of technology during sessions, we acknowledge its educational value and the importance of teaching children how to stay safe online both while at the setting and in their own homes. We are committed to:

- Promoting safe and responsible use of digital technologies
- Protecting children from online risks
- Supporting staff and parents to model and reinforce good digital habits

Aims - We aim to:

- Ensure technology enhances learning and supports children's interests
- Supervise and safeguard all internet use in the setting
- Equip staff and families with guidance on digital safety
- Prevent misuse of digital platforms, images, and personal data

Internet Use in Preschool

- Children only access the internet under adult supervision using preschool devices.
- Parental permission is required for their child to access the internet, and reviewed annually.
- Only age-appropriate websites and apps (e.g. iNaturalist, Merlin) are used, pre-checked by staff.
- Children do not access email or social media at preschool.
- Internet history is monitored regularly. Any concerns or breaches of security should be reported immediately to the preschool manager, (see **Whistleblowing Procedure** as required).
- Inappropriate content can be reported to the Internet Watch Foundation (www.iwf.org.uk).

Online Safety Education

- Online safety is taught using age-appropriate resources (e.g. *Smartie the Penguin*).
- We link online safety to our wider work on "stranger danger" and personal safety.
- Parents/carers are supported with guidance from trusted sources such as:
 - www.kidsmart.org.uk/parents/
 - www.techandplay.org/parents-caregivers
 - parentinfo.org/article/digital-resilience-a-parents-guide

e-Safety Leadership The e-Safety Coordinator is **John Leddy**, who:

- Oversees all digital safety practices
- Supports and trains staff (see **Staff Qualifications, Training and Support Policy**)
- Keeps up to date with relevant guidance
- Ensures the preschool's ICT infrastructure is secure

The Designated Safeguarding Lead (DSL) is **Liz Leddy**.

All Sutton Outdoor Policies and Procedures are reviewed annually or sooner and amended as required to comply with updates and amendments to the Early Years Foundation Stage Statutory Framework and any relevant guidance or legislations.

This policy was last reviewed by Liz Leddy - Preschool Manager and DSL for Sutton Outdoor Preschool, August 2025

Staff Responsibilities

- Follow this policy and report concerns to the e-Safety Coordinator or DSL.
 - Embed e-safety into daily practice and activities.
 - Attend regular e-safety training, including during induction.
 - Do not use personal devices or social media during sessions.
-

Use of Images

- Only preschool devices may be used to take photos or videos.
 - Images are stored securely and used only with parental consent.
 - Learning journals are hosted on secure UK-based servers and accessed via secure login.
 - Children's names are not published alongside images in public materials or online.
-

Use of Email

- Email may be used by staff for professional communication only.
 - Sensitive or personal data must not be sent via unencrypted email.
 - Staff must not use defamatory, inappropriate, or unprofessional language.
 - Emails are not a substitute for record-keeping. Key information must be stored appropriately.
-

Social Media and Public Platforms

- Social media (e.g. Facebook, Instagram, blogs, YouTube) is not used during sessions.
- Staff must not communicate with parents/carers via personal social media accounts.
- Staff must not post personal views relating to the preschool, its children, or families.
- Concerns about online content involving the preschool must be reported immediately.

Breaches may lead to disciplinary action in line with the preschool's **Disciplinary Policy**.

Legislation and Guidance

This policy complies with:

- **EYFS Framework (2025)**
- **UK GDPR and Data Protection Act (2018)**
- **Freedom of Information Act (2000)**
- **Computer Misuse Act (1990)**
- **Copyright, Designs and Patents Act (1988)**
- **Obscene Publications Act (1959)**
- **Prevent Duty (2015)**



Sutton Outdoor Preschool – Food and Drink Policy

Compliant with the Statutory Framework for the Early Years Foundation Stage 2025

Policy Statement

At Sutton Outdoor Preschool, we recognise the crucial role nutrition plays in supporting children's physical growth, brain development, emotional wellbeing, and oral health. In line with the *Early Years Foundation Stage (EYFS) 2025*, we are committed to promoting healthy, balanced, and enjoyable eating habits in a safe and inclusive environment. We also recognise our responsibility to model positive attitudes towards food and drink, supporting families in developing lifelong healthy habits.

We believe that healthy eating is not about restriction but about providing variety, nourishment, and enjoyment. Through our outdoor ethos, we encourage children to understand where food comes from, how it supports their bodies, and how to listen to hunger and fullness cues.

Although the setting does not provide meals or snacks it does encourage those provided by parents/carers to be healthy, balanced, nutritious and safely prepared (see **Safer Eating Policy**). We have regard for the [Early Years Foundation Stage Nutrition Guidance](#). Food and drink is discussed with Parents at Registration and suggested meals and snack ideas are provided in the Information Pack. Fresh drinking water is always available and accessible.

Policy Aims

- To promote healthy, balanced, and nutritious food and drink choices.
- To ensure food and drink provided by parents meets children's individual dietary needs.
- To support children to develop independence at snack and mealtimes.
- To meet all statutory requirements under the EYFS 2025 framework.
- To promote oral health and hydration as part of a healthy lifestyle.

Parent/Carer-Provided Meals

Children are required to bring:

- A nutritious packed lunch,
- A mid-morning snack, and
- A reusable, clearly labelled water bottle.

Lunches should reflect a balanced diet and include items from different food groups: fruits and vegetables, whole grains, proteins, and dairy or dairy alternatives. We ask parents to avoid foods high in added sugars, salt, and saturated fats.

Energy for Outdoor Play

As our children are outdoors and active throughout the day, we encourage foods that are:

- Energy-rich,
- Nutritious,
- Easy to eat independently.

Parents may include cool packs during hot weather and insulated containers to keep food warm during colder months. All food remains in the child's backpack until meal or snack time.

Snack and mealtimes are:

- Child-led where appropriate,
- Calm, social, and unhurried,
- Opportunities to model and promote good manners and food-related conversation,
- Encouraging independence (e.g. opening containers, pouring drinks).

Children are always supervised during eating and drinking. Staff sit with children and engage in positive dialogue around food, mealtimes, and health.

Drinks and Hydration

Children are encouraged to drink regularly, especially during warm weather or physical activity. Fresh drinking water is freely available throughout the day and monitored to ensure all children remain hydrated. Parents are asked to send in drink bottles which children can open independently.

Individual Dietary Needs

We value and accommodate dietary requirements arising from:

- Allergies,
- Intolerances,
- Religious or cultural practices,
- Family preferences or medical conditions.

Parents/carers must inform the setting of any dietary needs upon registration and update us as needed. This information is:

- Clearly recorded and shared with relevant staff,
 - Regularly reviewed with families,
 - Managed with sensitivity and confidentiality.
-

Food Safety & Hygiene

All staff handling food or supporting children during meals have appropriate training and are aware of best hygiene practice (see **Hygiene Policy**). Children are encouraged to:

- Wash hands before eating,
- Store food safely in their bags,
- Practise good table manners and food hygiene.



Sutton Outdoor Preschool - Health & Safety Policy

Applies to: All staff, children, parents/carers, volunteers, students, and visitors

1. Policy Statement

Sutton Outdoor Preschool is committed to ensuring the highest standards of health, safety, and welfare for all staff, children, and visitors. We comply with the Health and Safety at Work Act 1974, the Management of Health and Safety at Work Regulations 1999, and other relevant legislation.

We aim to provide a safe and healthy environment by:

- Minimising risks through regular risk assessments
- Promoting a culture of shared responsibility for safety
- Providing appropriate training, equipment, and supervision
- Maintaining safe premises, equipment, and working practices

2. Roles and Responsibilities

Preschool Manager

- Oversees compliance with health and safety legislation
- Ensures all policies and procedures are implemented and reviewed
- Investigates incidents and ensures appropriate action is taken

All Staff

- Follow all health and safety procedures
- Take reasonable care for their own and others' safety
- Report hazards, accidents, or unsafe practices immediately
- Seek clarification or support when unsure of a task's safety

Visitors and Contractors

- Must follow the preschool's health and safety rules and sign in/out
- Are supervised at all times while on the premises

Failure to follow health and safety requirements may result in disciplinary action (see **Disciplinary Policy**).

3. Key Health & Safety Areas

3.1 Risk Assessment

- All activities, equipment, outings, and environments are risk assessed
- Dynamic risk assessments are carried out during sessions
- See **Risk Assessment Policy** and **Outings Policy**

3.2 Accidents & First Aid

- A qualified paediatric first aider is present at every session
- First aid kits are clearly labelled and accessible
- All incidents are recorded and shared with parents/carers (see **Accidents and Incidents Policy**)
- Notifiable incidents are reported under RIDDOR

3.3 Illness & Infection Control

- Children showing signs of contagious illness are not admitted
- Public Health England guidelines are followed for exclusions
- See **Sickness and Emergency Treatment Policy**

3.4 Medication

- Stored, recorded, and administered in line with our **Administering Medicines Policy**

3.5 Emergency Procedures

- All staff are trained in emergency evacuation
- Fire drills and Emergency Evacuation drills are practised regularly
- Emergency procedures are shared during staff induction and published online

4. Environment & Equipment Safety

4.1 Premises and Equipment

- Daily safety checks are carried out before opening

All Sutton Outdoor Policies and Procedures are reviewed annually or sooner and amended as required to comply with updates and amendments to the Early Years Foundation Stage Statutory Framework and any relevant guidance or legislations.

This policy was last reviewed by Liz Leddy - Preschool Manager and DSL for Sutton Outdoor Preschool, August 2025

- Natural materials are risk assessed and monitored throughout the day
- Unsafe equipment is removed or repaired immediately

4.2 Access and Egress

- Pathways are kept clear and safe
- Hazardous areas are cordoned off when needed

4.3 COSHH (Control of Substances Hazardous to Health)

- Only low-risk household cleaning products are used
- Staff have access to appropriate PPE (e.g. gloves, aprons)
- Products are stored safely and out of reach of children

4.4 Waste Disposal

- General waste and food waste are disposed of safely
- Nappy and clinical waste is disposed of in accordance with COSHH regulations. The Outdoor Preschool holds a Waste Carrier Licence

5. Hygiene and Food Safety

- Staff model and promote good hygiene (e.g. handwashing)
- Children bring their own snacks/lunches (see **Food & Drink Policy**)
- All food waste is disposed of appropriately

6. Personal Protective Equipment (PPE)

Sutton Outdoor Preschool provides: Disposable gloves and Disposable aprons. PPE is worn as required when handling waste, bodily fluids, or cleaning with disinfectants.

7. Smoking, Alcohol & Substances

- Strict no-smoking policy (including vaping) applies on all preschool premises and activities
- Staff who smoke must do so off-site and out of sight of children during designated breaks
- See **Substance Policy** for more information

8. Safeguarding and Child Protection

- All staff receive child protection training during induction
- Procedures are in place for handling disclosures or concerns
- See **Safeguarding Policy** and **Child Protection Procedure**

9. Visitors and Site Security

- All visitors must sign in, provide ID where appropriate, and be accompanied by staff
- No personal mobile phones or recording devices may be used within sight or hearing of children
- See **Visitor Policy**

10. Monitoring and Review

- Health and safety procedures are monitored continuously
- Policies are reviewed annually or following any incident or change in guidance
- Records are maintained in line with GDPR requirements to track incidents and identify improvements

Related Policies

- Safeguarding and Child Protection
- Risk Assessment
- Accident and Incident
- Administering Medicines
- Sickness and Emergency Treatment
- Emergency Procedures
- Mobile Phones and Devices
- Visitor Policy
- Food and Drink
- Staff Conduct and Disciplinary Policy



Sutton Outdoor Preschool - Hygiene Policy

Sutton Outdoor Preschool is committed to upholding each child's right to dignity and privacy during all hygiene and care routines, in accordance with EYFS 2025 and safeguarding best practice. All hygiene procedures are carried out with respect for the child's privacy and dignity. Children are supported in a calm, reassuring, and age-appropriate way, and their preferences are respected wherever possible.

1. Responsibilities

All staff are responsible for maintaining high standards of hygiene to minimise the risk of illness or infection. This includes hand hygiene, safe toileting and nappy changing practices, food hygiene, and cleaning routines.

2. Handwashing

- All staff and children must wash their hands:
 - Before eating or handling food
 - After using the toilet
 - After contact with bodily fluids
- Handwashing station is located on the preschool trolley near the toilet.
- Warm running water is provided using a water tank and thermos flasks. Staff must test the water temperature after refilling to ensure it is safe and comfortable.
- Liquid soap and individual bamboo/fabric towels are provided.
- Used towels are placed in the patterned bag and washed daily by the manager.

3. Food Hygiene

- Staff must wash hands before handling or preparing any food.
- Food waste is disposed of in the black general waste bin.
- Spills should be cleaned using designated towels or wipes stored near the handwashing station.
- Parents/carers provide children's snacks and lunches and are encouraged to follow our safer eating guidance (see **Food and Drink Policy** and **Safer Eating Policy**).

4. Nappy Changing

- The changing mat is cleaned before and after use using antibacterial wipes.
- Staff must prepare all equipment in advance:
 - Gloves and aprons (located in the change tent)
 - Child's own nappies and wipes (from their bag)
- The area must be free from hazards; children may be changed standing if preferred.
- Staff must consider child's privacy during nappy changing whilst maintaining best safeguarding practice.
- PPE (gloves/aprons) is provided for staff and recommended if there is a risk of contact with bodily fluids.
- Hands must be washed thoroughly before and after changing, whether PPE is used or not.
- Soiled items are disposed of in the green nappy waste bin in line with waste regulations.

5. Toileting

- The portable toilet is emptied and cleaned at the end of each day or sooner if required.
- Toilet waste is contained securely and disposed of in accordance with the preschool's Waste Carrier Licence and **Health and Safety Policy**.
- Supplies (toilet paper, hand soap, towels, wipes, gloves, aprons) are monitored throughout the day; spares are stored in the large box behind the sink unit.
- Staff must consider child's privacy during toileting whilst maintaining best safeguarding practice. See **Intimate Care and Privacy Policy** and **Toileting and Nappy Changing Procedure**.

6. First Aid Hygiene

- Gloves must be worn when dealing with injuries involving bodily fluids.
- Staff and children with minor cuts or open wounds must keep them covered with a waterproof dressing.

- If a staff member has an open wound, they should not administer first aid unless no other trained staff are available.
- All incidents are recorded in the Incident Book in line with our Accident and Incident Policy.

7. Infection Prevention

Sutton Outdoor Preschool implements a range of measures and policies to reduce the spread of infection, including:

- Regular cleaning and disinfection of high-contact areas and equipment
- Ensuring children who are unwell are excluded in line with Public Health England guidance
- Promoting good respiratory hygiene (“catch it, bin it, kill it”)
- Staff training on hygiene, cross-contamination, and safe waste disposal

8. Related Policies and Contracts

This policy works in conjunction with the following:

- **Health and Safety Policy (including COSHH)**
- **Sickness and Emergency Treatment Policy**
- **Administration of Medicines Policy**
- **Accidents and Incidents Policy**
- **Toileting and Nappy Changing Procedure and Intimate Care and Privacy Policy**

And the following contracts and routines:

- Clinical waste removal contract
- Toilet and hygiene supplies contract
- Daily food and drink hygiene practices

Monitoring & Review

Hygiene practices are monitored daily by staff and reviewed regularly by the Manager. Updates are made as necessary in line with current public health guidance and EYFS statutory requirements.



Sutton Outdoor Preschool – Information Sharing Policy

Policy Statement

Sutton Outdoor Preschool is committed to safeguarding and promoting the welfare of children. We recognise the importance of sharing relevant information in a timely and secure way, in line with the UK GDPR, Data Protection Act 2018, and EYFS 2025 requirements.

We respect the privacy of children, families, and staff and only share information when it is lawful, necessary, proportionate, and in the best interests of the child.

This policy works alongside our:

- **Confidentiality Policy**
- **Safeguarding Policy and Child Protection Procedure**
- **Data Protection Policy**

When We Share Information - We may share information without consent when:

- A child is at risk of significant harm;
- It is necessary to prevent or detect a crime;
- It is in the public interest, such as to protect a vulnerable person.

All decisions to share information are made by the preschool management team, not by individuals, and are based on professional judgment and legal obligations.

Key Principles

We follow the Seven Golden Rules from government guidance on information sharing:

1. UK GDPR and Data Protection law support appropriate information sharing.
2. Be open and honest with individuals about how and why information may be shared—unless doing so puts someone at risk.
3. Seek advice if you are unsure, without revealing identities where possible.
4. Share with consent when appropriate, but you may share without it if safety is at risk.
5. Consider safety and well-being before sharing.
6. Share appropriately: only relevant, accurate, and timely information with those who need it, and ensure it is shared securely.
7. Keep a record of your decision—what was shared, with whom, when, and why.

Decision-Making Process

When deciding whether to share information, the management team will consider:

- Is there a legitimate purpose?
- Is the information necessary and proportionate?
- Is the information confidential?
- Do we have consent, or is there a legal obligation or public interest reason to override consent?

All decisions and actions taken are recorded in the child's file, and all procedures are followed in line with our Safeguarding Policy.

Parental Consent

In most cases, we will seek consent from parents/carers before sharing personal information. However, consent may be overridden when:

- There is a safeguarding concern;
- A child is at risk of harm;
- Seeking consent may place a child or adult at greater risk.

We ensure parents/carers understand:

- What information may be shared and with whom;

All Sutton Outdoor Policies and Procedures are reviewed annually or sooner and amended as required to comply with updates and amendments to the Early Years Foundation Stage Statutory Framework and any relevant guidance or legislations.

This policy was last reviewed by Liz Leddy - Preschool Manager and DSL for Sutton Outdoor Preschool, August 2025

- When consent is required or not;
- Their rights under UK data protection law.

Consent forms are obtained for sharing information about special educational needs, disabilities, and transition to school.

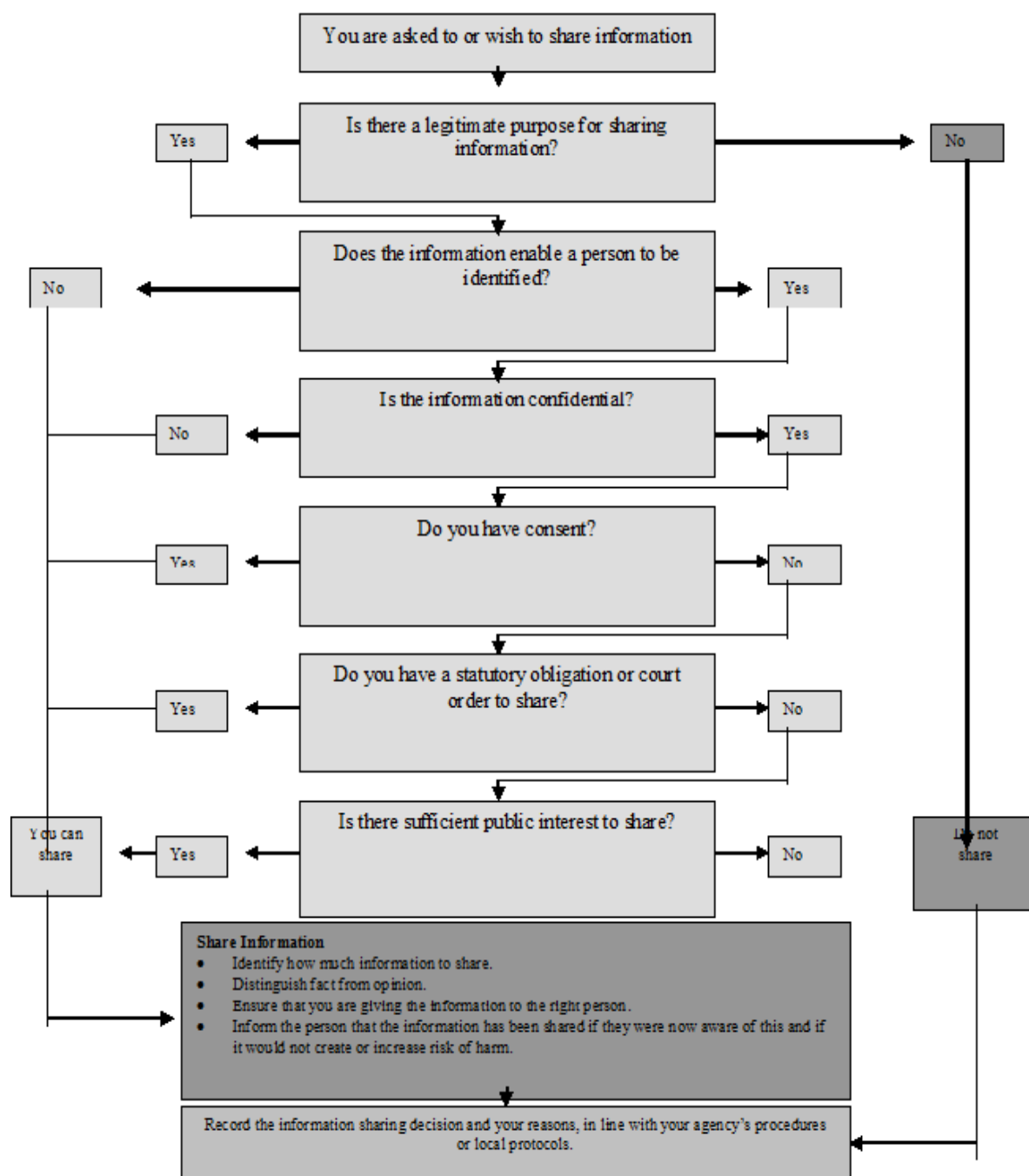
Safeguarding Priority

At all times, the safety and well-being of the child is our top priority. If there is ever a conflict between maintaining confidentiality and safeguarding a child, safeguarding takes precedence.

Review

This policy is reviewed annually or sooner if there are changes to legislation or statutory guidance.

Information Sharing Flow-Chart Sutton Outdoor Preschool





Sutton Outdoor Preschool – Learning & Development Policy

Introduction

- We believe children should be given the time, space and environment to explore, investigate, experiment, set their own challenges, play, learn and develop.
- We have high expectations of our children and believe they are capable of high-level problem solving, assessing risk, creating their own challenges and objectives and developing resilience and persistence through their learning.
- We believe that if children set their own challenges and direct their own learning, they will be more motivated and engaged and their self-esteem will flourish.
- We believe children should be listened to and spoken to with respect, in a way that values their opinions, understanding and feelings.
- We believe children should learn how to play and work collaboratively with each other and how to be strong independent individuals.
- We strive to develop an understanding and respect of the natural environment in all our children.

How our approach achieves this

We believe that with sensitive support and quality interactions from our practitioners, all the above happens naturally in the woods. The environment is full of open-ended resources: leaves, sticks, logs, mud, water etc, which provide endless opportunities for creative and imaginative play, investigation, problem solving and critical thinking. The woods are quiet and calm and being in a natural environment has a positive impact on children's wellbeing. There is a feeling of space yet the woods are at the same time intellectually stimulating – it is a rich, fascinating environment that engages the children. Our high ratio of adults to children means we are able to give children time to talk, listen and respond in conversations.

Adult-led and child-led activity

At Sutton Outdoor Preschool much of the learning is child-led, with sensitive interactions from our skilled practitioners supporting the children in setting and working towards their own goals. The daily routine at Sutton Outdoor Preschool is structured so that the children are interrupted as little as possible. In this way we give children the time needed to invest in developing their own ideas and achieving their own aims. As well as developing their ability to think critically and creatively, this leads to greater self-esteem, confidence and motivation to learn.

We also provide adult-led learning opportunities; these are carefully planned to meet the children's individual needs, develop skills and follow their interests. We aim to integrate and embed this learning into the daily routines for example during snack time we may discuss healthy choices and promote good dental habits to develop oral health awareness. We aim to develop skills that the children can go on to use independently when setting and solving their own challenges, within the setting and in every day life. We encourage all children to participate in adult-led activities and ensure that all children take part in a range of activities during their time at Sutton Outdoor Preschool. However, the children are not obliged to take part in every adult-led activity we plan. We believe that children who learn in this way develop key skills that will enable them to succeed at school and beyond.

The Early Years Foundation Stage (EYFS)

We follow the EYFS, which is the Government's statutory framework that sets the standards for the learning, development and care of children from birth to 5 years old. In terms of learning and development, the EYFS has two main strands – the first concerns the children's learning, defined as prime and specific areas. The second strand concerns *how* children learn, and is defined as the characteristics of effective learning.

The Seven Areas of Learning and Development

All areas of learning and development are important and inter-connected. The first three are defined as the prime areas - they are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building the capacity to learn, form relationships and thrive -

➤ Personal, social and emotional development (PSED):

All Sutton Outdoor Policies and Procedures are reviewed annually or sooner and amended as required to comply with updates and amendments to the Early Years Foundation Stage Statutory Framework and any relevant guidance or legislations.

This policy was last reviewed by Liz Leddy - Preschool Manager and DSL for Sutton Outdoor Preschool, August 2025

We recognise that children need to be happy and relaxed at the setting before they can learn. Children find the natural environment less stressful as there is more space and it is quiet and calm. We help them develop a positive sense of themselves and others; learn how to be a good friend; develop respect and understanding for others; learn how to express and manage their feelings; understand appropriate behaviour in groups (see Positive Behaviour policy); understand the importance of being healthy including good oral health; to celebrate their own efforts and take on challenges and to have confidence in their own abilities.

➤ Physical Development (PD):

This happens naturally and to a very high level at our preschool where we provide opportunities for children to be active and interactive and to develop their core strength and coordination, control and movement. Our children spend much of the day running, climbing trees, rolling down hills, balancing, digging, carrying... We also provide plenty of opportunities to develop fine motor control development by tying knots, threading, using tools, mark making, moulding etc. We also support children in learning to take risks safely and how they can keep themselves and their friends safe.

➤ Communication and Language (CL):

Language development in the Early Years is fundamental. It underpins learning in all other areas and is crucial to the development of Characteristics of Effective Learning. At Sutton Outdoor Preschool we have created a provision which gives children the very best opportunity for language development. Our high staff ratio and calm, low-noise environment means that children can hear and be heard more easily, providing the best environment to develop their listening skills, attention and speaking. This, coupled with the high degree of child-initiated, creative activity, means that they develop their ability to hold extended conversations, using a broad range of vocabulary in context to help them achieve their own aims. Our practitioners understand the importance of proper conversations and selective questioning to stretch the children and develop their understanding and language skills, to encourage critical thinking, and to provide a secure setting in which they are valued.

The Framework defines four specific areas of learning and development through which the three prime areas are strengthened and applied –

➤ Literacy

A love for reading is developed through telling, re-enacting and sharing stories, and is for many of the children, a favourite part of our daily routine. Hearing stories and learning how stories are structured is one of the best ways to support the children to learn to read themselves. The woodland is the perfect place to develop early writing skills as it is a blank canvas for mark making (the first stage of writing) - on the ground, on the bark of a tree or even on a large leaf. Sticks, clay, mud and water are perfect writing materials and the children are presented with many opportunities to use them, with support and guidance from our practitioners. We develop children's phonic knowledge and understanding through songs and games, encouraging children to link sounds and letters and begin to read and write.

➤ Mathematics:

There are many opportunities for counting and early number work in our activities. We look closely at the shapes of trees and leaves and the pattern on bark and the children use them to identify the different trees in the wood. Outdoors, the passing of time throughout the day and the changing of seasons is very evident. We encourage the children to notice the signs of change and they develop a good understanding of time and seasons. We develop mathematical understanding by encouraging the children to use practical maths and problem solving in their everyday activities. Concrete, real examples of number problems, size, quantity, measure and shape are the best way to give children a good grasp of mathematics.

➤ Understanding the World:

At our Preschool we learn first-hand about the natural world around us: animals, plants, the weather, the water cycle, evaporation, shadows, forces etc. We guide the children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

We incorporate technology into our learning where appropriate to extend the child's learning, and employ a range of devices including walkie talkies, cameras and torches, as well as other forms of technology that the children may not have access to at home such as real tools (saws and hand drills), pulleys and binoculars.

➤ Expressive Arts and Design;

We believe the natural environment is the best place for children to express themselves artistically. Using a wealth of open-ended resources, the children are naturally free to be creative and use their imaginations. A fallen tree becomes a motorbike, train, unicorn or ice cream van, leaves are used as money or tickets. The children use found and collected objects to create works of art in the woods. Sometimes this is adult-led, for example pine cone wrapping or making log dogs, but more often it is child initiated. This in turn encourages the design and planning aspects, as the children work out how to achieve a particular result.

The Characteristics of Effective Learning

At Sutton Outdoor Preschool we believe the development of these fundamental Characteristics of Effective Learning brings huge benefits in terms of how the children feel about themselves and how they continue to learn and develop in the future, and will ensure that they are ready for school and beyond. The Framework outlines three *characteristics of effective teaching and learning* which must be reflected on through the practitioners planning and guidance.

➤ Playing and Exploring - Engagement

Children learn through finding out and exploring, playing with what they know and being willing to 'have a go'. Activities, relationships and the environment at the preschool encourage children to explore, using a variety of resources, carefully providing support when it is needed. Staff use the children's experiences at preschool to enhance development providing suitable learning opportunities to support and engage children through their interests.

➤ Active Learning - Motivation

The opportunities planned at the preschool provide stimulation to the children who choose to investigate them through support from staff. Children become motivated by being involved and concentrating, keep trying and enjoying and achieving what they set out to do. Through praise, recognition and interaction staff help children become aware of their own goals, learning together and from each other. The environment is regularly reappraised, reflecting on resources, their purpose and the children's choices.

➤ Creating and Thinking Critically – Thinking

Thinking is a natural process all individuals experience and supports decision making. Children are encouraged to have their own ideas and express them openly within the preschool. Staff encourage children through interaction and discussions to make links with their environment, use different forms of communication and explore all available resources. Activities provide opportunity to plan, consider ideas and for feedback to be given by both adults and children.

We encourage children's independence, allow them to lead their own learning and make their own decisions as far as possible, and give them an environment full of open-ended natural resources and the time and space to make the most of them. The children are used to solving problems, finding new ways to do things, being resilient when things don't go to plan the first time, and assessing their own risks. These are things that they do all the time, every time they come to the preschool.

Planning

- We follow the Educational Programmes outlined in the Early Years Foundation Stage Framework to provide a curriculum which promotes learning, gives children a broad range of knowledge, skills and experiences and provides a foundation for future progress through school and life.
- We view all aspects of learning and development as equally important and ensure a flexible approach is maintained which responds quickly to children's needs. This is achieved through a balance of adult led and child-initiated opportunities within the outdoor environment.

- We acknowledge that children learn in different ways and at different rates and plan for this accordingly through both child and adult led activities, ensuring all children make good progress and no child gets left behind.
- Learning and development opportunities are planned based on an individual child's needs and interests and are regularly reviewed and assessed through informal observation and discussion, which in turn, informs future planning and next steps for individual children, groups of children and the preschool as a whole.
- We recognise the importance of working in partnership with parents/carers as they are, after all, the children's first and most enduring educators. When families and practitioners work together in early year's settings, the results have a positive impact on children's learning and development.
- We provide an online individual learning journal for each child, evidencing their abilities and progress, matching this to the curriculum and identifying next steps of learning. This is always accessible to parents/carers who are also encouraged to contribute thus providing the "bigger picture" of their child's learning.

Support for children

Staff use observations, assessments and partnerships with parents/carers to identify areas where a child may require additional support for their learning. Ben is the named Special Educational Needs Coordinator (SENCO) for the preschool and works closely with staff and families to support them through the processes. We support children with EAL and SEND through differentiated activities, language-rich interactions, and working closely with SENCO and families. The following strategies are used to support staff in early identification of children needing additional support: formative and summative assessments, regular drop in sessions for staff and parents/carers to share concerns and information, identifying next steps in learning, tracking development, observations and interactions with children, multi-agency working and sign posting parents/carers to other services who may be able to offer guidance and additional support.

Monitoring and reviewing the Curriculum at Sutton Outdoor Preschool:

Sutton Outdoor Preschool values the importance of reflective practice and the benefits this can have on the children's learning and development as well as enhancing the provision at the preschool. The following practices support this: staff meetings, feedback from staff, parents/carers and children, regular professional discussion where all staff contribute and all ideas are valued, sharing information freely with the whole staff team, supervisor meetings, reviewing regularly both local and central changes in policies regarding the Early Years sector, meeting with other childcare professionals to share ideas of good practice.

The preschool community

We support children to work and play co-operatively and develop an empathy for others. We encourage the children to participate in reflection time, to talk about what they have enjoyed and what they would like to do next time. We encourage a sense of community through group activities, and a respect for all participants - children and adults in the preschool.



Sutton Outdoor Preschool – Learning Journals Policy

Introduction

Assessment plays a vital role in helping parents, carers, and practitioners to recognise children's progress, understand their needs, and plan experiences that support and extend learning. In accordance with the **Statutory Framework for the Early Years Foundation Stage (EYFS 2025)**, assessment must be meaningful, manageable, and not overly burdensome.

It is a requirement of the EYFS that parents and/or carers are kept up to date with their child's development and are involved in the assessment process. We achieve this through Online Learning Journals.

Principles At Sutton Outdoor Preschool, we believe that:

- Assessment should be used to **celebrate each child's progress** and plan for their next steps in learning;
- Children learn best when they are supported through **observations that are natural, holistic, and meaningful**, not based on looking for gaps or box-ticking;
- Observations and assessments must be **child-focused**, reflecting their interests, strengths, and developmental needs (see **Observation and Assessment Policy**);
- Assessments should be **inclusive**, involving parents/carers as partners in the learning journey;
- The use of assessment must comply with **safeguarding, confidentiality, and data protection legislation**.

Practice

To support these principles:

- **Formative assessment** is embedded in daily interactions and observations. These are used to inform future planning and ensure children receive a broad, engaging, and developmentally appropriate curriculum.
- Staff use a secure, online learning journal tool called **Tapestry** to upload observations, photos, videos, and comments. These provide a clear picture of each child's development over time.
- Each child is assigned a **key person** who oversees their assessment records and ensures they reflect the child's learning journey accurately and holistically.
- **The statutory Progress Check at Age 2** is completed where applicable and in partnership with parents/carers and relevant professionals, identifying any areas where additional support may be needed.

Parental Engagement We believe that parents and carers are children's first and most enduring educators.

- Parents/carers are given secure access to their child's online learning journal via a **password-protected Tapestry account**.
- They are encouraged to **comment on and contribute to** their child's journal, uploading their own observations and photos from home.
- Extended family members may be included in the process at the parent's request.
- For families with no internet access, a **paper-based learning journal** will be provided and maintained.

Data Protection & Device Use

- Only devices owned by **Sutton Outdoor Preschool** may be used to take photos or videos of children.
- Staff must never use personal phones, tablets, or cameras for recording observations.
- All devices are stored securely when not in use and are only used for the purpose of observation and assessment.
- The use of assessment tools must adhere to our **Data Protection, Confidentiality, Safeguarding, and Mobile Phone & Camera Policies** at all times.
- All data is processed in accordance with the **UK General Data Protection Regulation (UK GDPR)** and our **Data Protection Policy**.

The **Tapestry Privacy Policy** is available here: <https://tapestry.info/privacy-policy.html>

Monitoring, Review, and Support

- Observations and assessments are regularly reviewed by the child's key person and the Manager to monitor progress and identify any areas of concern.
 - Information from assessments is used to plan learning experiences that reflect the **unique needs and interests of each child**.
 - Where additional support is identified, staff work in partnership with parents and external professionals, as outlined in our **SEND Policy**.
-

Reflective Practice

Assessment practices are regularly reviewed through:

- Staff meetings and supervision sessions;
 - Feedback from parents/carers;
 - Regular evaluation of our curriculum and provision;
 - Monitoring alignment with updates to EYFS and best practice guidance.
-

Conclusion

Our assessment approach is designed to be purposeful, inclusive, and supportive of every child's development. Through strong partnerships with families, skilled observations by staff, and reflective planning, we ensure that each child has the best possible start to their learning journey.



Sutton Outdoor Preschool – No Platform for Extremism Policy

Compliant with the Statutory Framework for the Early Years Foundation Stage 2025 & Prevent

1. Policy Statement

Sutton Outdoor Preschool is committed to promoting equality, diversity, and British values, and to safeguarding all children from harm, including exposure to extremist views. This policy outlines how we fulfil our responsibilities under the Prevent Duty, the EYFS 2025 Statutory Framework, and the Equality Act 2010, ensuring our setting remains a safe space for children, staff, and families.

Although we do not host public speakers or operate from permanent facilities, we remain alert to any risks of extremism or radicalisation through visitors, staff conduct, digital content, or materials brought into the setting.

2. Policy Aims - This policy aims to:

- Prevent Sutton Outdoor Preschool being used to promote extremist views.
- Promote tolerance, mutual respect, and fundamental British values.
- Comply with the Prevent Duty and other relevant legislation.
- Safeguard children, staff, and the wider community from exposure to extremism.

3. Definitions

- Extremism: As defined in the Prevent Duty:

“Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.”

- Radicalisation: The process by which a person comes to support terrorism or forms of extremism leading to terrorism.
- British Values (as promoted through the EYFS):
 - Democracy
 - Rule of law
 - Individual liberty
 - Mutual respect and tolerance of those with different faiths and beliefs

4. Legal Framework - This policy aligns with:

- The Counter-Terrorism and Security Act 2015 (Prevent Duty)
- The Early Years Foundation Stage Framework (2025)
- The Equality Act 2010
- The Terrorism Act 2000

We will not tolerate:

- Discriminatory views or hate speech based on any of the protected characteristics.
- Support for proscribed organisations under the Terrorism Act 2000.
- Materials or communications (digital or printed) that promote or glorify terrorism or extreme ideologies.

5. Practice in an Early Years Context - Sutton Outdoor Preschool ensures:

- Visitors are supervised and not left alone with children unless fully vetted.
- All staff are trained to recognise signs of radicalisation and extremist language.
- Children are supported to express themselves, respect others, and value difference in ways which are age-appropriate.
- Digital content (if accessed or used for educational purposes) is monitored.
- Staff model inclusive, respectful communication at all times.

6. Electronic and Printed Materials - We will not permit the use of any Sutton Outdoor Preschool branding, devices, or communications platforms to:

- Promote extremist, racist or discriminatory views.
- Glorify or encourage acts of terrorism.
- Share or circulate unverified materials that contradict British values.

As the setting does not provide IT equipment for children, staff are expected to uphold professional conduct and responsible use of digital platforms.

7. Visitors and Community Engagement

While the preschool operates from a public park and does not control public access, we:

- Conduct background checks on any external educators or visitors interacting with children.
 - Do not permit unsupervised access to children.
 - Maintain a low-risk environment by monitoring interactions in and around the learning space.
-

8. Roles and Responsibilities

- The Designated Safeguarding Lead (DSL) – Liz Leddy – has overall responsibility for Prevent Duty implementation.
 - All staff are responsible for reporting concerns and undertaking training.
 - The management board ensures this policy is implemented and reviewed annually.
-

9. Reporting Concerns

Any concerns related to extremist views, radicalisation, or inappropriate conduct must be reported to the Designated Safeguarding Lead (DSL) – Liz Leddy immediately. Staff will:

- Record the concern in writing.
- Receive feedback on actions taken.

If staff feel that their concern is not being taken seriously, they should follow the setting's **Whistleblowing Policy**.

10. Staff Training

- All staff receive Prevent Duty training as part of their safeguarding induction and regular updates.
 - Training includes recognising signs of radicalisation, responding appropriately, and understanding relevant legislation.
-

11. Review and Monitoring

This policy is reviewed annually or earlier if there are updates to Prevent Duty guidance or changes in legislation. Staff are consulted as part of the review process.

Key Resources

- Prevent Duty Guidance (DfE): <https://www.gov.uk/government/publications/prevent-duty-guidance>
 - List of Proscribed Organisations: <https://www.gov.uk/government/publications/proscribed-terror-groups-or-organisations>
 - Equality Act 2010: <https://www.legislation.gov.uk/ukpga/2010/15/contents>
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Sutton Outdoor Preschool – Observation & Assessment Policy

Policy Statement

At Sutton Outdoor Preschool, we follow the principles of the **Early Years Foundation Stage (EYFS 2025)** in our approach to observation and assessment. Regular, meaningful assessment helps us to:

- Understand children's individual needs and interests,
- Track progress across all areas of learning, and
- Shape experiences that support and extend each child's development.

We value a child-centred, play-based approach where observation is natural, informal, and embedded in daily practice.

1. Observation and Assessment Approach

- Practitioners observe children daily during play, interactions, and exploration.
- Observations are used to identify learning, progress, and next steps.
- Children's voices, interests, and language are captured to deepen understanding.
- Assessment is primarily based on professional judgment and team discussion.

2. Recording and Sharing Observations (See **Learning Journal Policy.)**

- Observations are recorded on Tapestry, our secure online learning journal.
- Entries include notes, photos, videos, and reflections linked to the EYFS areas of learning and the Characteristics of Effective Learning. (see **Learning and Development Policy**)
- Parents/carers can view and comment on entries and upload their own contributions.
- We encourage open, ongoing dialogue between staff and families.

3. Assessment on Entry

- During the child's settling-in period, staff build relationships and gather information from:
 - Parents/carers,
 - Any previous setting,
 - Existing assessments (e.g. the Two-Year Progress Check).
- A baseline assessment is completed within the first few weeks by the key person and contributions from the wider staff team, these are discussed and shared with parents/carers via Tapestry.
- Each child is allocated a Key Person who leads on assessment and communication with families.

4. Ongoing/Formative Assessment

- Observations and interactions are used to monitor progress across the seven areas of learning.
- Staff hold professional discussions to evaluate development and plan next steps.
- Children's emerging interests and individual needs inform curriculum planning.
- Areas of concern are promptly shared with families and support strategies are agreed.

5. Summative Assessment

- If a child has not previously received a **Progress Check at Age Two**, we will complete this once they have settled in.
- In the final term before transition to school, we provide a **Summative Report**:
 - Summarises progress in all areas of learning and development,
 - Includes comments on Characteristics of Effective Learning,
 - Identifies strengths, emerging skills, and areas needing support,
 - Is shared with families and, with consent, passed to the next setting.

6. Monitoring and Oversight

- The **Preschool Manager** oversees assessment to ensure:
 - Consistency across the team,
 - That all children's needs are met,
 - That group data informs planning for cohorts or target groups (if applicable).

7. Working in Partnership with Parents/Carers

- Parents/carers are seen as **equal partners** in their child's learning.
- We gather their insights from the beginning and throughout their child's time with us.
- Parents/carers are:
 - Encouraged to contribute to their child's Tapestry journal,
 - Updated regularly on progress and next steps,
 - Invited to discuss any concerns or achievements at handover or through arranged meetings.

We are committed to an open, respectful partnership that supports the best outcomes for each child.

Legal Framework

This policy complies with:

- **Statutory Framework for the EYFS (2025)**
- **The Children Act 2006**
- **Data Protection Act 2018 / UK GDPR**



Sutton Outdoor Preschool – Outings & Visits Policy

Policy Statement

At Sutton Outdoor Preschool, we enhance learning through daily exploration of Sutton Park, a 2,400-acre National Nature Reserve. We are based at a fixed site ("base camp"), where drop-off, pick-up, lunch, and toileting take place. Throughout the day, we go on planned "outings" to other areas within the park to support play, physical development, and learning. The children refer to these outings as "adventures".

This policy outlines how we ensure that all outings are safe, well-managed, and compliant with the Early Years Foundation Stage (EYFS) 2025, particularly the safeguarding and welfare requirements for outings and off-site activity.

2. Consent and Participation

- Written parental consent for outings within Sutton Park is obtained as part of the registration process.
- All children and staff participate in outings as a group; outings are part of our core daily practice.
- If we were to ever undertake any activity outside of Sutton Park, this would be defined as a "visit" and would require:
 - A separate risk assessment,
 - Specific written consent from parents/carers,
 - Consideration of transport arrangements (including insurance and driver checks, if applicable).

3. Staffing and Ratios

- Outings are led by a Level 3 qualified member of staff or above.
- All staff hold current paediatric first aid certificates.
- EYFS 2025 adult-to-child ratios are met or exceeded at all times.
- Staff are familiar with the site and conduct both planned and dynamic risk assessments.
- The Lead Practitioner is responsible for safety briefings and oversight during outings.

4. Risk Management

- Formal risk assessments cover the base camp and areas/activities accessed within Sutton Park.
- For each outing, staff also conduct dynamic risk assessments to assess changing conditions (weather, terrain, activity).
- Children are involved in basic risk awareness discussions to promote safe behaviour.

Emergency equipment includes:

- Charged mobile phone,
- First aid kit,
- Emergency contact list,
- Daily register,
- Child-specific medication,
- Drinking water and snacks (as needed),
- Folding potty, wipes, hand gel,
- Spare clothing and weather-appropriate gear (as needed).

5. Safety Procedures

Before Leaving Base Camp

- Staff check children are appropriately dressed and have used the toilet.
- A group safety talk is conducted (e.g., staying together, responding to calls).
- Emergency bag and register are taken.

During the Outing

- The group stays together with **clear adult supervision** at all times.
- Children are reminded to **stay in sight**, respond when called, and be mindful of other park users.
- Staff communicate regularly to manage pace, rest stops, and safety.
- Road safety procedures are followed when crossing internal park roads.

Stops and Activities

- Visual checks and dynamic risk assessments are carried out at each new location.
- Children are encouraged to assess risks alongside adults.
- Activities follow the same safeguarding and supervision expectations as at base camp.

Returning to Base Camp

- Equipment is checked and area left tidy ("leave no trace").
- On return, children are prompted to wash hands and use the toilet.

6. Emergency Procedures

All staff follow Sutton Outdoor Preschool's **Emergency Procedures Policy**, including:

- Accident and injury management,
- Lost child protocol,
- Evacuation procedures,
- Contacting emergency services.

All staff are briefed on their roles in an emergency before leaving base camp.

7. Weather Considerations

- Outings take place in all weathers, provided it is safe to do so.
- The Lead Practitioner assesses:
 - Temperature,
 - Wind conditions,
 - Visibility,
 - Risk of flooding or storms.
- Outings may be shortened, adapted, or replaced with alternative activities at base camp.

8. Toileting and Hygiene

- Children are encouraged to use the toilet before setting off.
- A folding potty, wipes, and hand gel are carried at all times.
- Children may "wild wee" with staff support and privacy.
- Additional public handwashing facilities within Sutton Park are used when appropriate.

9. Hydration and Food

- Fresh drinking water is carried on all outings.
- Snacks or meals are taken when appropriate, considering the duration and timing of the outing.

10. Legal Framework

This policy is guided by:

- **Statutory Framework for the EYFS (2025)** – Safeguarding and Welfare Requirements
- **Health and Safety at Work etc. Act 1974**
- **Children Act 2006**
- **Working Together to Safeguard Children (2018, updated)**



Sutton Outdoor Preschool – Parent Partnership Policy

1. Policy Statement

At Sutton Outdoor Preschool, we recognise that parents and carers are a child's first and most enduring educators. Building strong, respectful, and collaborative partnerships with families is central to our ethos and practice. Effective parent partnerships help children feel secure, valued, and supported in their learning and development. This policy outlines our commitment to working closely with families, as required by the EYFS 2025 Statutory Framework, particularly in the areas of:

- Communication and information sharing
 - Safeguarding and wellbeing
 - Inclusion and cultural awareness
 - Cooperative planning and assessment
-

2. Aims - We aim to:

- Welcome families as equal partners in their child's early education.
 - Communicate openly, respectfully and regularly.
 - Create a supportive environment where families feel listened to, informed, and involved.
-

3. Responsibilities of Staff: All staff will:

Communication & Relationships

- Build strong relationships with families, based on mutual trust and respect.
- Share information about the child's daily experiences, routines, and progress.
- Make time for regular conversations, updates, and informal chats at drop-off and pick-up.

Key Person System

- Each child is assigned a key person, whose role is to build close connections to both the child and family.
- Key persons gather meaningful information from families to support the child's settling in, emotional wellbeing, and learning.

Learning and Development

- Regularly share updates on children's progress through conversations and online Learning Journal.
- Encourage parents/carers to contribute their own observations and photos from home.
- Offer guidance on the EYFS 2025 areas of learning, outdoor/play-based learning, and how to support learning at home.

Inclusion, Culture, and Family Needs

- Respect and value each family's background, beliefs, and traditions.
- Work flexibly to accommodate religious, cultural, or practical needs where possible.
- Use accessible language in all communications, offering translation or interpretation support if needed.

Transitions

- Support children and families during transitions into the setting or to school/another provider.
- Encourage families to share information about other registered settings their child attends to ensure continuity of care.

Policy & Practice

- Ensure all families are aware of key policies, including (amongst others) safeguarding, attendance and absence, complaints, SEND, and data protection.
- Welcome family input on policies and procedures where appropriate.

Feedback and Co-Production

- Seek feedback regularly through:
 - Daily conversations
 - Learning Journal responses
 - Reflections on reports

- Use feedback to evaluate and improve the quality of provision and parent engagement.

Skills and Involvement

- Invite parents/carers to share hobbies, occupations, or interests with the children.
-

4. Legal and Statutory Framework

This policy supports the setting's responsibilities under:

- Statutory Framework for the Early Years Foundation Stage (EYFS 2025)
 - Children Act 2006
 - Working Together to Safeguard Children (2018, updated)
 - Equality Act 2010
 - UK GDPR / Data Protection Act 2018
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5. Review and Monitoring

This policy is reviewed annually and updated in line with current guidance and best practice. Feedback from parents and staff is used to inform improvements.



Sutton Outdoor Preschool – Payment, Fees & Funding Policy

Applies to: All families and carers of children attending Sutton Outdoor Preschool

Effective Date: September 2025

1. Policy Statement

At Sutton Outdoor Preschool, we are committed to providing high-quality early years education and care in an inclusive, safe, and stimulating natural environment. To ensure we can continue to deliver this standard, it is essential that our fee structure is transparent, fair, and consistently applied. This policy outlines our approach to setting, collecting, and managing fees, as well as expectations for parents/carers.

2. Sessions

- Our sessions run as full-day sessions, Monday to Friday, 9am till 3pm during term time.
- We follow Birmingham Local Authority term dates - we close and do not charge for Easter, Summer and Christmas Holidays, Half Term Holidays and Bank Holidays. We do not charge a “retainer fee”.
- We do not offer shorter sessions except as part of the initial settling in process.
- Fees are reviewed annually. Families will be given at least one month’s notice of any fee changes.

3. Funding and Eligibility

We are registered to deliver funded early education entitlements for eligible children:

- 15 hours universal entitlement for all 3 and 4-year-olds (no code required).
- 30 hours extended entitlement for eligible working families (criteria apply, code required).

Please note:

- Parents/carers must apply for 30-hour codes through the government portal and provide this to the setting before the start of term so it can be validated.
- Codes must be valid and up-to-date to claim funding.
- We are term-time only and do not offer stretched funding.
- Funded hours cover *educational provision only*.
- Additional charges may apply for consumables, additional hours and services outside funded hours.

4. Additional Charges for Funded Places

- We can claim up to 5 funded hours per session and charge a fee for additional hour/s.
- This charge is clearly itemised on invoices.
- Parents/carers can opt out of consumables charges or discuss alternatives with the Preschool Manager.

5. Invoicing and Payment

- Invoices are issued monthly in advance. Invoices usually go out on the 1st of each month and are due by the 1st of the next calendar month providing families with one month to pay invoices.
- Payments can be made via bank transfer, or through your Tax-Free Childcare account.
- Please ensure your child's name is used as the payment reference where possible.
- **Payments are due by the 1st of the month and must be paid promptly.**

6. Late or Non-Payment - If fees are not paid by the due date:

- If no payment is received, a reminder will be sent.
- Continued non-payment may result in:
 - Late payment charge of £1.50 per day
 - Temporary suspension of your child’s place
 - Referral to a debt recovery agency if unresolved

Please speak to us **confidentially** if you’re experiencing financial difficulty. We aim to support families where possible.

7. Notice Period and Cancellations

We require 4 weeks' written notice if you wish to:

- Reduce your child's sessions
- Withdraw your child from the preschool

Fees will continue to be charged during this notice period. This applies to both funded and non-funded places. If we are unable to operate due to severe weather, staff shortages, or force majeure, we will do our best to offer alternative dates or refund the session where possible.

8. Absences

Fees are still payable for:

- Child sickness
- Holidays
- Unauthorised absences

This is necessary to cover our operational costs and maintain your child's place.

9. Deposit and Registration Fee

- A non-refundable registration fee of £100.00 is payable upon confirmation of a place. This covers the cost of your child's first two settling-in sessions (of 1 hour each), their Didriksons waterproofs and kit bag and access to the Tapestry account for their Learning Journal.
- The registration fee is not a condition of funding.

10. Contact & Queries

All fee-related enquiries should be directed to:

Preschool Manager: Liz Leddy

Email: liz@suttonoutdoorpreschool.co.uk

Phone: 07460 3244 244

We are committed to working with families to ensure clarity and fairness in our fees. If you have any questions or concerns, please contact us promptly.



Sutton Outdoor Preschool – Behaviour Management Policy

This policy applies to all children, staff, volunteers, and visitors.

Policy Statement

At Sutton Outdoor Preschool, we believe children thrive when their personal, social, and emotional needs are met. We set clear, age-appropriate expectations to help children develop positive behaviour, self-regulation, and respect for others.

We support children to understand how their behaviour affects others and the world around them. We recognise this is a learning process that takes time, support, and consistent guidance.

Aims - We are committed to:

- Understanding the stages of child development and typical behaviours.
- Building secure, nurturing relationships with all children.
- Placing children's needs at the heart of our practice.
- Creating a safe, inclusive environment that promotes kindness and respect.
- Modelling positive behaviour and language at all times.
- Setting and maintaining consistent, clear boundaries.
- Encouraging children to lead their own learning and play, supported by adult guidance.
- Involving parents/carers and external agencies to support positive behaviour.
- Using positive strategies to support behaviour and resolve conflict peacefully.
- All staff receive regular training and guidance to ensure a consistent approach across the preschool.

Behavioural Expectations - Everyone is expected to:

- Show kindness and consideration to others
- Listen and respond appropriately
- Use respectful language
- Care for equipment and the natural environment
- Take responsibility for their own actions

Conflict Resolution - We use peaceful conflict resolution techniques. Staff support children to:

- Recognise their feelings and those of others
- Communicate openly and respectfully
- Work together to find fair solutions

Rather than imposing blame or punishment, we guide children to reflect and learn from their experiences, helping to build self-esteem and problem-solving skills.

Bullying and Respect

We do not tolerate bullying in any form, including physical, verbal, emotional, exclusionary or online behaviours. Bullying is any behaviour that causes harm, discomfort, or fear – whether intentional or not. This includes teasing, intimidation, and repeated negative interactions. We understand that young children are still learning how to interact with others. Staff respond with sensitivity and fairness, helping all children involved to understand, reflect, and repair relationships. Concerns are reported to the Manager, and families are involved in any necessary support plans.

Responding to Behaviour Concerns - We work in partnership with families to support behaviour positively. When challenges arise, we will:

- Share observations with parents/carers
- Meet to discuss what strategies work at home and in the setting
- Create a consistent, supportive plan tailored to the child
- Work with external professionals when appropriate (with consent)

- Monitor and review progress regularly
 - Significant incidents are recorded in the Incident Book. These are monitored by the Behaviour Management Lead, reviewed regularly, and shared with parents/carers where appropriate.
-

Positive Handling

Physical intervention is only used as a last resort when a child's safety or that of others is at risk.

- Any incident is recorded in writing
- Parents/carers are informed the same day
- A support plan will be put in place if required

We aim to prevent the need for physical intervention through strong relationships, planning, and early support.

Behaviour Management Lead

Claire Leddy is the named Behaviour Management Lead for Sutton Outdoor Preschool and is responsible for:

- Supporting staff development and training in behaviour management.
- Monitoring incident records and ensuring consistent responses.
- Advising on strategies for children with additional needs.
- Liaising with parents, carers, and external professionals as required.

Policy Review

This policy will be reviewed annually to ensure it remains in line with the Early Years Foundation Stage (EYFS) 2025 requirements and best practice.



Sutton Outdoor Preschool – Privacy Policy

Effective Date: 25 May 2018 (Updated 2025 to remain GDPR compliant)

ICO Helpline: 0303 123 1113

1. Our Commitment

Sutton Outdoor Preschool is committed to protecting your privacy and complying with the UK General Data Protection Regulation (UK GDPR) and Data Protection Act 2018. This policy outlines how we collect, use, store, and share your personal information.

We may update this policy, so please check periodically for changes.

2. What Information We Collect

We collect personal data to provide safe and high-quality early years care and education. This includes:

- **Child details:** Full name, date of birth, medical needs, allergies, emergency contacts, ethnic background (for funding and equalities monitoring)
- **Parent/carer details:** Names, contact information, payment and funding details
- **Learning and development records:** Observations, progress, assessments (via Tapestry)
- **Communication preferences:** Email address for updates and newsletters

3. How We Collect Data

We receive information when you:

- Apply for a place or join our waiting list
- Sign funding forms or voucher schemes
- Update your contact or medical details
- Communicate with us directly
- Consent to your child's digital learning journal
- Provide information during emergency or care planning

We may also receive information from other organisations, such as local authorities or schools.

4. How We Use Your Information

We use your data for:

- **Administration:** Admissions, registers, funding, payments, emergency contact
- **Childcare & education:** Supporting your child's wellbeing, development, and learning
- **Communication:** Sharing newsletters, updates, or changes to sessions or policies
- **Legal compliance:** Meeting statutory requirements (e.g. Ofsted, safeguarding, EYFS)

5. How Long We Keep Information

We retain personal data in line with legal requirements:

- Attendance, medication, and accident records: **Minimum 3 years**
- Some records (e.g. safeguarding) may be kept longer based on legal advice

6. Who We Share Information With

We only share personal data when necessary and with appropriate safeguards. This may include:

- **Funding & payments:** Local authorities, voucher providers
- **Health & safety:** Emergency services (if needed)
- **Transition:** Schools or professionals supporting your child's needs (with consent)
- **Legal obligations:** Ofsted, police, or other statutory bodies where required

7. Digital Systems and Data Storage

We use third-party systems to store and manage data securely:

- **Tapestry (learning journal):** Tapestry Privacy Policy

All Sutton Outdoor Policies and Procedures are reviewed annually or sooner and amended as required to comply with updates and amendments to the Early Years Foundation Stage Statutory Framework and any relevant guidance or legislations.

This policy was last reviewed by Liz Leddy - Preschool Manager and DSL for Sutton Outdoor Preschool, August 2025

- **Google Contacts (email communication):** Google Privacy Policy
- **Wix (website and contact forms):** Wix Privacy Policy

Data may be stored on secure servers outside the UK, but will only be processed within the UK.

8. Your Rights

Under UK GDPR, you have the right to:

- Access the personal data we hold about you
- Request correction of inaccurate or outdated information
- Request deletion of data (where legally permissible)
- Withdraw consent (e.g. to receive emails or photos)
- Lodge a complaint with the **Information Commissioner's Office (ICO)**

To exercise your rights or make a data request, contact: liz@suttonoutdoorpreschool.co.uk

9. Keeping Your Data Safe

We are committed to:

- Collecting only necessary data
 - Keeping information accurate and up to date
 - Protecting data from unauthorised access, loss, or misuse
 - Disposing of data securely when no longer required
-

Review date: Annually, or when regulations change.



Sutton Outdoor Preschool – Promoting British Values Policy

Policy Statement

At Sutton Outdoor Preschool, we promote the **Fundamental British Values** of:

1. **Democracy**
2. **The Rule of Law**
3. **Individual Liberty**
4. **Mutual Respect and Tolerance**

These values underpin our work with children and support the Prevent Duty, EYFS (2025), and Ofsted's expectations. We help children develop empathy, critical thinking, emotional literacy, and a strong sense of belonging, while actively promoting inclusion and challenging discrimination or intolerance.

1. Democracy – Making Decisions Together

Children are encouraged to express their views and make choices daily. We:

- Value each child's voice and support collaborative decision-making.
- Encourage discussion, problem-solving, and teamwork.
- Involve children in planning activities, choosing resources, and shaping their environment (e.g. Pupil Voice in developing base camp areas, choosing where we go for adventures).

2. Rule of Law – Understanding Rules Matter

Children learn why rules are important and how their behaviour affects others. We:

- Establish clear, consistent rules that promote safety and respect.
- Support children to understand consequences and take responsibility for their actions.
- Encourage reflection on cause and effect through play and discussion.

3. Individual Liberty – Freedom and Confidence to Explore

We nurture children's self-esteem, confidence, and independence. We:

- Promote child-led learning and exploration based on individual interests and schemas.
- Encourage safe risk-taking and emotional expression.
- Support children in developing self-awareness, making choices, and understanding their feelings.

4. Mutual Respect and Tolerance – Valuing Everyone

We celebrate diversity and encourage inclusive attitudes. We:

- Explore similarities and differences through stories, play, and cultural activities.
- Promote respectful relationships and model inclusive language and behaviour.
- Help children understand and appreciate different cultures, beliefs, and family backgrounds.

Ongoing Commitment

All staff model and embed British Values in everyday interactions, play, and routines. We challenge stereotypes and actively promote a culture of respect, equality, and fairness.

Policy Review: Annually or as legislation requires.



Sutton Outdoor Preschool – Ratios and Supervision Policy

Introduction

At Sutton Outdoor Preschool, we are committed to ensuring children's safety, well-being and high-quality learning opportunities by maintaining high staff-to-child ratios. We operate above the minimum statutory ratios set by the **EYFS Statutory Framework 2025** to ensure each child receives individual attention, challenge, and support. All staff are appropriately qualified and have undergone enhanced DBS and barred list checks, in line with safeguarding requirements, (see **Safeguarding Policy** for full details).

Our Ratios

We meet and exceed the EYFS 2025 minimum ratios by maintaining a minimum ratio of **1 adult to 4 children**, regardless of age.

The minimum statutory EYFS 2025 ratios:

- **1:4** for 2-year-olds (Level 3 qualified)
- **1:8** for 3–4-year-olds (Level 3 qualified)
- **1:13** for 3–4-year-olds if the adult is a **Qualified Teacher, EYT or EYPS**

Our approach reflects our commitment to safety, child development, and outdoor learning, where higher supervision is essential.

Leadership and Staffing Structure

- The setting is led by a **Qualified Teacher** with over two years' experience in early years education, who works directly with the children in every session.
- A **named Deputy** is qualified and capable of taking charge in the Manager's absence.
- At least **two staff members** are present at all times, one of whom is the Manager or Deputy.

Staff Deployment

- Staff, students, and volunteers are deployed based on the needs of the children and the environment.
- All children are **within sight and hearing or sight or hearing** of staff at all times.
- Children are directly supervised during snack and mealtimes in line with our **Safer Eating Policy**, to ensure their health and safety.
- Children are well-supervised during all activities, including mealtimes, play, and transitions.
- During outings, ratios are maintained or exceeded, and staff deployment follows our **Outings and Visits Policy**.

Inclusion of Students and Volunteers

- Only individuals aged **17 or over** may be counted in ratios.
- **Students on long-term placements** or **regular volunteers** may be included if they are **competent, responsible**, and well-supervised.
- All volunteers and students undergo **induction training** and **hold an enhanced DBS certificate**.

Maintaining Vigilance

- Staff focus on children at all times and avoid unnecessary social conversation during sessions.
- All adults working with children are alert to their needs and interactions throughout the day.
- Staff are supported in supervision and behaviour strategies by the Behaviour Management Lead (see **Behaviour Management Policy**).

Exceptional Circumstances

All Sutton Outdoor Policies and Procedures are reviewed annually or sooner and amended as required to comply with updates and amendments to the Early Years Foundation Stage Statutory Framework and any relevant guidance or legislations.

This policy was last reviewed by Liz Leddy - Preschool Manager and DSL for Sutton Outdoor Preschool, August 2025

- In the rare case of **unplanned staff absence**, temporary ratio adjustments may be made, following a **risk assessment** and provided that:
 - The minimum EYFS statutory ratios are still met
 - Appropriate qualifications are in place
 - The manager is confident that children's safety and wellbeing are not compromised
-

Policy Review - This policy will be reviewed annually or in response to changes in the EYFS framework.



Sutton Outdoor Preschool – Record Retention Policy

Applies to: All staff, volunteers, students

1. Policy Statement

Sutton Outdoor Preschool is committed to ensuring that all records are stored, retained, and disposed of in accordance with the EYFS Statutory Framework (2025), the UK General Data Protection Regulation (UK GDPR), the Limitation Act 1980, Employers' Liability (Compulsory Insurance) Regulations 1998, DBS guidance, and HMRC regulations. We retain records only for as long as necessary to meet legal, safeguarding, or operational requirements and dispose of them securely.

2. Secure Storage of Records

We ensure all physical and digital records are stored safely to protect against data loss, misuse, or breach:

Physical Records

Stored in locations that are:

- Weatherproof and secure from theft or vandalism
- Free from damp or contamination
- Fitted with smoke detectors or fire protection
- Accessible only by authorised staff

Digital Records

Stored using password-protected and encrypted systems such as:

- Secure cloud storage (e.g. Dropbox, Google Drive)
- Password-protected hard drives or USB devices
- All devices are kept up to date with antivirus and security software

3. Secure Disposal of Records

All records marked for disposal will be destroyed securely:

- Sensitive or identifiable personal data is cross-shredded or securely destroyed by a reputable data disposal service. We maintain a Disposal Log to record what was destroyed, when, and by whom
- Inappropriate disposal may result in an ICO data breach fine

4. Retention Schedule (EYFS-Related Records)

Record Description	Personal Data?	Retention Period	Disposal Method
Child's name, address, DOB	✓	Closure of setting + 50 years (for safeguarding)	Secure disposal
Parent/carer contact details	✓	Same as above (if stored together); if separate: until child leaves	Secure disposal
Staff/volunteer contact details	✓	Closure of setting + 50 years	Secure disposal
Attendance register	✓	3 years after child leaves OR closure + 50 years (if safeguarding risk)	Secure disposal
Accident/incident records (children)	✓	DOB + 25 years	Secure disposal
Accident/incident records (adults)	✓	7 years from date of incident	Secure disposal
Medicine administration record	✓	DOB + 25 years	Secure disposal
Learning journals, observations	✓	Returned to parent/carers when child leaves	N/A

All Sutton Outdoor Policies and Procedures are reviewed annually or sooner and amended as required to comply with updates and amendments to the Early Years Foundation Stage Statutory Framework and any relevant guidance or legislations.

This policy was last reviewed by Liz Leddy - Preschool Manager and DSL for Sutton Outdoor Preschool, August 2025

Record Description	Personal Data?	Retention Period	Disposal Method
Emergency procedures (fire, missing child, etc.)	✗	Superseded + 7 years	Secure disposal
Complaints procedures	✗	Superseded + 7 years	Secure disposal

5. Retention Schedule (Other Operational Records)

Record Description	Personal Data?	Retention Period	Disposal Method
Financial records (accounts, receipts, petty cash)	✗	6 years after relevant tax year	Secure disposal
PAYE records	✓	3 years after tax year	Secure disposal
Insurance policies	✗	Min. 6 years; up to 40 years – seek provider guidance	Secure disposal
Insurance claims (property damage)	✓	3 years after case closed	Secure disposal
Insurance claims (injury)	✓	6 years after case closed	Secure disposal
Staff personnel files	✓	6 years after termination	Secure disposal
Pre-employment checks (DBS, references)	✓	6 years after employment ends	Secure disposal
Staff training plans	✓	Current year + 2 years	Secure disposal
Training evidence (certificates, CPD)	✓	7 years after date of award	Secure disposal
Risk assessments	✗	Superseded + 4 years, or 25 years if child injury occurred	Secure disposal
Premises files (repairs, maintenance)	✗	Current year + 7 years, then review	Secure disposal
Grant funding documents	✓	4 years from receipt	Secure disposal

6. Roles and Responsibilities

- The Preschool Manager is responsible for ensuring this policy is implemented and reviewed annually or in response to changes in legislation.
- All staff are expected to follow the correct procedures for data storage, retention, and disposal.
- Staff must report any suspected data breach immediately to the Manager or Data Protection Lead.

7. Review and Compliance

This policy is reviewed annually or in line with updates to:

- EYFS statutory guidance
- UK data protection laws
- Regulatory or safeguarding requirements



Sutton Outdoor Preschool –

Reporting and Notifying Changes to Ofsted Policy

1. Legal Duty to Notify Ofsted

As an Ofsted-registered setting, Sutton Outdoor Preschool must notify Ofsted of any significant events that may affect the safety or welfare of children, or the suitability of adults caring for them.

Notifications must be made **via the online form** (click link) within **14 days** of the incident. **Report online**

2. Significant Events to Report - We will report:

- Allegations of serious harm or abuse involving:
 - Staff, volunteers, or anyone living/work on the premises
- Disqualification of the provider, staff, or household members
- Any event affecting an individual's suitability to work with children (e.g. police involvement, serious health concerns)
- Serious incidents that affect the premises or quality of care (e.g. fire, flooding, closure)
- The death of a child while in our care
- Any serious accident, illness, or food poisoning involving two or more children

3. What Ofsted Does Not Need to Know

We do **not** need to report:

- Minor injuries (e.g. grazes, bruises, insect bites)
- Routine medical appointments or treatments
- Confirmed COVID-19 cases
- Temporary closures lasting 1–2 days with no long-term impact on care

4. Reporting Requirements

The online notification must be completed within **14 days**. The following information will be required:

- The settings Ofsted registration number - EY557636
- The preschool's address – Sutton Outdoor Preschool, Boldmere Gate, Sutton Park, B73 6LH
- Full details of the incident and those involved

After submission, Ofsted may:

- Review registration information
- Discuss the incident at inspection
- Request a visit or inspection
- Contact you for more details

5. Changes to Registration to Notify Ofsted About

We must notify Ofsted of:

- A change to our address, contact details, or name
- Any changes to premises that may affect space or provision
- A new or departing manager, nominated individual, or director
- Changes to hours of operation or plans for overnight care
- Any significant event that affects the suitability of those working with children

Notify changes by email: ✉ enquiries@ofsted.gov.uk

For other changes (e.g. adding or removing someone from registration), refer to the Ofsted registration guidance



Sutton Outdoor Preschool –

Risk Assessment & Management Policy

1. Policy Statement

We prioritise the health and safety of children, staff, parents, and volunteers by creating a safe environment and supporting children to understand and manage risks. We provide learning experiences that build children's confidence and awareness of risk, helping them stay safe not only at preschool but also in other aspects of their life and indeed their future.

2. What is Risk Assessment?

Risk assessment involves identifying potential hazards that could cause harm and taking reasonable precautions to minimise those risks. The goal is not to eliminate all risk but to balance safety with children's need to explore and take appropriate risks during play. Children need the opportunity to work out what is not safe and what they should do when faced with a risk.

3. Risk Assessment at Sutton Outdoor Preschool

- Staff perform a daily safety check of the basecamp before children arrive, including ground checks for litter or hazards, inspection of branches, plants, and weather conditions.
- Hazards are removed or reduced where necessary, but some may remain for children to recognise and are used as a learning opportunity.
- Identified risks are reviewed daily by the manager and staff, termly risk assessments are conducted.
- Dynamic risk assessments continue throughout sessions, children are encouraged to recognise risks, raise concerns and learn safe behaviours. Children do not manage risks themselves but actively participate in discussions.

4. Risk Management

We help children develop essential life skills by managing—not eliminating—risks. Staff have a duty of care to keep children safe while enabling them to experience and safely manage challenges. Risk is assessed by considering: **Probability** (likelihood of an incident) and **Severity** (potential harm caused).

Probability x Severity		= Risk Level	Action Required
5 = Inevitable	5 = Multiple injuries/death	16–25 = Unacceptable	Immediate action needed
4 = Likely	4 = Serious injury	10–15 = High	High priority action
3 = Possible	3 = Doctor visit required	5–9 = Moderate	Reduce risk if reasonably possible
2 = Unlikely	2 = First aid needed	1–4 = Low	No further action required
1 = Remote	1 = Minor injury		

Staff focus on significant hazards, ensure appropriate control measures, and communicate responsibilities clearly. Risk assessment is integral to our planning and daily practice.

5. Legal Framework

- Health and Safety at Work Act 1974
- Management of Health and Safety at Work Regulations 1992

Our risk assessment ensures staff have the competence, confidence and experience to concentrate on significant hazards to assess risk, ensures that control measures are suitable and responsibilities are defined and that those who need to know, do know. It is integral to our overall planning,



Sutton Outdoor Preschool –

Safer Recruitment & Suitability Policy

Compliant with the Statutory Framework for the Early Years Foundation Stage 2025

1. Policy Statement

Sutton Outdoor Preschool is committed to safeguarding and promoting the welfare of all children in our care. As an Ofsted-registered setting, we follow safer recruitment practices to ensure that all staff, volunteers, and committee members are suitable to work with children. All recruitment is carried out in line with the EYFS Statutory Framework 2025, Keeping Children Safe in Education, and Working Together to Safeguard Children.

2. Aims

We aim to:

- Recruit staff and volunteers who are appropriately qualified, suitable, and share our safeguarding values.
- Ensure rigorous vetting and selection procedures that prevent unsuitable individuals from working with children.
- Promote a culture of vigilance and accountability from recruitment through to employment.

3. Recruitment Procedure

Job Advertisements - All vacancies include:

- Job title, hours, salary, and qualifications required.
- A safeguarding statement.
- Confirmation the role is subject to an enhanced DBS check and barred list check.

Application Process

- Applicants must complete an Application Form (CVs alone are not accepted).
- Forms request employment and education history, qualifications, right-to-work status, and explanations for any gaps in employment.
- Candidates must declare any criminal convictions or cautions.
- Candidates must also complete a **disqualification declaration** under the Childcare Act 2006.

Shortlisting and Interviews

- Shortlisted applicants are assessed against a consistent person specification.
- Interviews are conducted by at least two trained and senior staff members, with at least one having up-to-date Safer Recruitment training. Questions include value-based and safeguarding-focused scenarios.
- Each candidate takes part in a supervised session with children to assess suitability and interactions observed by a DBS-checked member of staff. No unsupervised access is permitted until all checks are completed.

Pre-Employment Checks – All offers of employment are conditional upon satisfactory completion of:

- **Two references**, including one from the most recent employer and ideally covering the last 5 years. These are obtained and verified prior to the start date.
- **Enhanced DBS check** with barred list information.
- **Proof of identity** (e.g. passport, photo ID).
- **Evidence of right to work in the UK**, checked in line with Home Office guidance.
- **Verification of relevant qualifications**, including full and relevant status if applicable.
- **Medical fitness declaration**, where required.
- **Disqualification declaration** (Childcare Act 2006).

All checks, outcomes, and verification dates are recorded on the **Single Central Record (SCR)**.

4. Induction and Probation - All new staff:

- Receive a structured induction covering policies, safeguarding procedures, and whistleblowing.

All Sutton Outdoor Policies and Procedures are reviewed annually or sooner and amended as required to comply with updates and amendments to the Early Years Foundation Stage Statutory Framework and any relevant guidance or legislations.

This policy was last reviewed by Liz Leddy - Preschool Manager and DSL for Sutton Outdoor Preschool, August 2025

- Are assigned a mentor to support them.
- Complete a probationary period, with progress monitored via regular review meetings with the Manager.

5. Ongoing Suitability and Supervision

- Staff must immediately disclose anything that may affect their suitability to work with children, including any arrests, cautions, convictions, or safeguarding concerns.
- Staff receive:
 - Termly supervision meetings.
 - An annual appraisal.
 - Ongoing CPD, including regular safeguarding and Prevent Duty updates.

Any concerns about staff suitability or conduct are addressed in line with our **Disciplinary Policy** and reported to relevant authorities, including the LADO, Ofsted, or DBS if appropriate. See also our **Disqualification and Suitability Policy**.

6. Volunteers and Students

- Volunteers and students are subject to an appropriate level of vetting depending on the nature and frequency of their contact with children.
- Those in unsupervised or regular roles are subject to:
 - Enhanced DBS with barred list check
 - Identity and reference checks
 - Disqualification declaration (if applicable)
- Volunteers do not have unsupervised access to children until all checks are complete.

7. Safer Recruitment Training and Panels

- All individuals involved in recruitment will complete Safer Recruitment training, refreshed at appropriate intervals.
- At least one panel member at every interview will have up-to-date Safer Recruitment training.

8. Single Central Record (SCR)

A Single Central Record is maintained and regularly updated in line with requirements including -

- Identity checks
- Right to work checks
- Qualification checks
- Enhanced DBS/barred list status
- Safer recruitment training
- Disqualification checks (if applicable)
- Dates of checks and who carried them out

9. Legal Framework and Compliance - This policy complies with:

- **Statutory Framework for the EYFS 2025**
- **Keeping Children Safe in Education 2025**
- **Working Together to Safeguard Children**
- **Childcare Act 2006**
- **Rehabilitation of Offenders Act 1974 (Exceptions Order)**
- **Data Protection Act 2018 & UK GDPR**
- **Disqualification under the Childcare Act 2006**

10. Review - This policy is reviewed annually, or sooner if there are updates to statutory guidance, legislation, or local safeguarding procedures.



Sutton Outdoor Preschool – Safer Eating Policy

Compliant with the Statutory Framework for the Early Years Foundation Stage 2025

1. Purpose

To ensure that mealtimes and snack times are managed safely—minimising choking risks, managing allergies and intolerances, and ensuring hygiene—whilst aligning with the EYFS 2025 statutory safeguarding and welfare requirements.

2. Legal Compliance & Standards

- A paediatric first aid (PFA) trained staff member must be present during all eating periods.
- Settings must collect and share comprehensive dietary and allergy information, including intolerances, from parents prior to admission.
- A nominated staff member is responsible for checking each child's food meets their dietary needs at each mealtime/snack.
- Allergy action plans must be co-developed with parents (and healthcare professionals if needed), regularly reviewed, and shared with all staff.
- Choking risk must be minimised via careful food preparation: remove hazards (e.g., stones), cut appropriately (grapes etc.), avoid risky items (e.g. popcorn), and soften hard foods for younger children.
- Children must be seated safely, in a designated area, with minimal distractions. Staff should be in sight and hearing, preferably facing children to monitor them closely.
- Any choking incidents requiring intervention must be recorded and reviewed; parents must be informed.
- Providers must follow the DfE's Early Years nutrition guidance (April 2025) for healthy, balanced, and nutritious provision unless there are justified reasons not to. [GOV.UK](https://www.gov.uk) also see our **Food and Drink Policy**.

3. Policy Statements & Procedures

A. Staff Training & Supervision

- At Sutton Outdoor Preschool, all staff are PFA-qualified.
- Although staff are not involved in food preparation, they are aware of and practice high standards of food hygiene, and have good understanding of allergy awareness, and choking response.

B. Dietary Information Management

- On registration parents/carers are required to provide detailed information on dietary requirements, preferences, allergies, intolerances, and other health needs.
- Dietary data is shared and stored so it is accessible to all relevant staff while maintain GDPR.

C. Nominated Food Checker

- **Claire Leddy is the Nominated Food Checker**, who verifies that food served is appropriate.
- In case of absence, [Liz Leddy \(Preschool Manager and DSL\)](#) will take on the role.

D. Allergy Action Plans

- For any child with known allergies we:
 - Develop a clear allergy action plan with parents/carers and healthcare professionals ([BSAIC Allergy Action Plan](#))
 - Educate all team members on symptom recognition, anaphylaxis response, and when applicable, how to use an auto-injector (epi-pen).
- Regularly review and update these plans, sharing updates across staff.

E. Weaning & Food Texture

- Most of our children will already be weaned (eating solid foods), however no assumptions will be made based on age. This will be discussed with parents/carers at registration following NHS and DfE guidance.

F. Choking Prevention & Food Preparation

- Parent/carers are responsible for preparing and providing all food. The setting will support families by providing guidance, through discussion and by checking food provided. Including removing choking hazards (e.g., stones, pips), cutting foods safely (e.g., quarter grapes), and avoiding high-risk items (e.g., popcorn).
- We will direct parents/carers to and refer to the DfE's food safety advice for guidance. [Help for Early Years Providers](#)

G. Safe Seating & Supervision

- Children always sit to eat and in a calm, designated eating area.
- Distractions are minimised as much as practicable (no toys while eating).
- Staff eat with the children, facing the children wherever possible.

All Sutton Outdoor Policies and Procedures are reviewed annually or sooner and amended as required to comply with updates and amendments to the Early Years Foundation Stage Statutory Framework and any relevant guidance or legislations.

This policy was last reviewed by Liz Leddy - Preschool Manager and DSL for Sutton Outdoor Preschool, [August 2025](#)

H. Recording Choking & Incident Management

- Any incidents of choking requiring intervention are managed in line with our **Emergency Procedures** for First Aid. A record is made in the Incident Book in line with our **Accidents and Incidents Policy** documenting:
 - When, where, how the incident occurred.
 - Intervention steps taken.
 - Follow-up actions and communications with parents.
- Parents/carers are notified.
- Reports are shared, stored and reviewed regularly to detect any patterns and implement risk reduction strategies.

I. Nutrition & Healthy Eating

- Parent/carers are responsible for providing food and drink for their child. The setting will support families to plan meals, snacks and drinks that are healthy, balanced, and nutritious in line with the DfE's Early Years nutrition guidance (April 2025) [GOV.UK](https://www.gov.uk/government/publications/early-years-nutrition-guidance) and based on children's individual needs.

4. Implementation & Review

This policy will be reviewed annually or sooner if incidents or changes in children's needs occur, or if new legislation or guidance for best practice is published. Staff will undertake ongoing regular training/refresher courses in PFA, allergy awareness, food hygiene, and choking prevention.

5. Roles & Responsibilities

- Manager/Lead:** Liz Leddy - Ensure policy implementation, staff training, resource provision, and regular review.
- Nominated Food Checker:** Claire Leddy (supported by Manager) - Verify each child's food meets dietary needs.
- PFA-Qualified Staff:** All staff - Always present during eating, ready to intervene and manage emergencies.
- All Staff** - Attend training, supervise children while eating, support and liaise with parents.

6. Parent Engagement

- This policy is shared and discussed with Parents/carers on registration and at the time of any updates.
- Open discussion with Parents/carers is encouraged regarding dietary changes, stages of eating, and any incidents.
- We work in partnership on special dietary requirements, updates to allergy plans, and any incident reporting.

7. Monitoring & Quality Assurance

- Conduct mealtime observations to assess supervision quality, seating, food prep, and staff-child interactions.
- Review incident logs, adapt policies or setups accordingly.
- Schedule staff debriefs following serious incidents to identify learning points.

Summary of Key Requirements (EYFS 2025)

- PFA-trained staff present during eating.**
- Collect & share detailed **dietary, allergy, intolerance information** pre-admission.
- Assign **nominated staff** to check each child's food.
- Maintain and educate on **allergy action plans**.
- Consult and adapt for **weaning/developmental stages**.
- Prepare food to minimise choking risk.**
- Appropriate seating** and direct supervision (staff facing children).
- Record and review choking incidents**; inform parents.
- Provide **healthy, balanced nutrition** per DfE guidance.

This policy integrates statutory obligations with practical, evidence-informed strategies tailored to the unique dynamics of **Sutton Outdoor Preschool**—ensuring safer eating that supports both children's wellbeing and operational clarity. Extra guidance can be accessed here – [Safer Food Group Help for Early Years Providers](#)



Sutton Outdoor Preschool –

Safeguarding & Child Protection Policy

Compliant with the Statutory Framework for the Early Years Foundation Stage 2025

Designated Safeguarding Lead (DSL) – Liz Leddy

NOTE: If you have a concern that a child is being harmed or is at risk of harm you must **take action immediately** and follow the [Child Protection Procedure](#). Safeguarding is everyone's responsibility.

1. Policy Statement

At Sutton Outdoor Preschool, safeguarding and promoting the welfare of children is our highest priority. This policy outlines our overarching commitment to protecting children from harm, abuse, neglect, and exploitation.

This policy is supported by the following policies and procedures (available separately), including but not limited to:

- **Child Protection Procedures**
- **Allegations Against Staff Policy**
- **Safer Recruitment Policy**
- **Absence and Attendance Policy**
- **Use of Phones, Cameras and Recording Devices Policy**
- **Staff Training and Support Policy**
- **e-Safety and Social Media Policy**
- **Whistleblowing Procedure**

Key Features:

- **Proactive:** Focused on prevention and creating a safe culture.
- **Applies to Everyone:** All staff, families, visitors and volunteers and anyone operating on our behalf.
- **Sets Clear Expectations:** Defines roles, responsibilities, and reporting lines.

The Designated Safeguarding Lead (DSL) for Sutton Outdoor Preschool is **Liz Leddy**.

2. Key Contacts

Service	Telephone
CASS (Children's Advice & Support Service) – for advice, support and reporting	0121 303 1888
Emergency Duty Team – for out of hours help	0121 675 4806
LADO (Local Authority Designated Officer) – for allegations involving staff	0121 675 1669
Ofsted – for complaints or notifying of concerns	0300 123 4666
Local Safeguarding Partners (LSP) – Birmingham Safeguarding Children Partnership	0121 464 2612
Non-Emergency Police/ Emergency Services	101/ 999
Government Extremism Helpline – concerns relating to The Prevent Duty	020 7340 7264

3. Definition of Safeguarding - As defined in *Working Together to Safeguard Children*, safeguarding means:

- Protecting children from maltreatment.
- Preventing impairment of children's health or development.
- Ensuring safe and effective care.
- Taking action to enable the best outcomes.

4. Statement of Intent - We are committed to:

1. Creating a culture of safety for children and staff.
2. Responding swiftly and appropriately to safeguarding concerns.
3. Training and supporting staff to understand and carry out their safeguarding responsibilities.
4. Empowering children to develop resilience, confidence, and an understanding of personal safety.

5. Aims - To fulfil our safeguarding commitments, we will:

- Provide a safe, secure learning environment.
- Promote positive self-image and independence.
- Celebrate diversity and inclusion.
- Encourage children to express their views and be listened to.
- Support staff to raise concerns safely and confidently.
- Collaborate with families and professionals to keep children safe.

6. Safeguarding in Practice - We will:

- Ensure a **DSL is present** during every session.
- Maintain awareness of the signs of abuse and how to report them.
- Act promptly when concerns arise.
- Support children subject to Child Protection Plans.
- Prevent unsuitable individuals from working with children.
- Work in line with guidance from **Birmingham Safeguarding Children Partnership**.

7. Legal Framework - This policy is informed by:

- EYFS Statutory Framework (2025), Section 3
- Children Acts 1989, 2004 & Children and Social Work Act 2017
- *Working Together to Safeguard Children* (2023)
- *Keeping Children Safe in Education* (2025)
- Prevent Duty Guidance (2023)
- Local Safeguarding Partnership procedures

8. Designated Safeguarding Lead (DSL) - Our Designated Safeguarding Lead (DSL) is **Liz Leddy** and takes lead responsibility for safeguarding, including: ([Appendix 1 - DSL role and responsibilities.](#))

- Liaison with statutory agencies
- Supporting staff with concerns
- Ensuring appropriate training
- Overseeing record keeping

9. Suitable People and Safer Recruitment - We follow Safer Recruitment procedures including:

- Enhanced DBS checks, qualifications and Identity verification
- Professional references obtained directly
- Safeguarding assurances for students/volunteers
- Ongoing suitability checks through supervisions and the Update Service

(See **Safer Recruitment and Suitability Policy**.)

10. Safeguarding Training

- All staff receive safeguarding training at induction.
- DSLs attend regular multi-agency safeguarding training (at least every 2 years).
- Staff receive regular refresher training to remain up to date on safeguarding issues including possible signs of abuse and neglect. ([Appendix 2: Types and Signs of Abuse](#)).
- Training follows EYFS Annex C and local partnership expectations.

(See **Staff Training and Support Policy**.)

11. Whistleblowing

Staff, volunteers, students and anyone working on behalf of the Preschool must report any concerns about poor practice or unsafe behaviour. They need to be aware of the Whistleblowing Procedure, feel safe raising concerns and know that any concerns will be taken seriously. Please see our **Whistleblowing Procedure** for information on how to report concerns and the process that will follow.

All Sutton Outdoor Policies and Procedures are reviewed annually or sooner and amended as required to comply with updates and amendments to the Early Years Foundation Stage Statutory Framework and any relevant guidance or legislations.

This policy was last reviewed by Liz Leddy - Preschool Manager and DSL for Sutton Outdoor Preschool, [August 2025](#)

12. Attendance and Absence

- Registers are taken daily recording times of arrival and departure; reasons for absence are recorded.
- Unexplained absences are followed up promptly. Absences are monitored for patterns and trends.
- Parents/carers are contacted in the first instance, followed by emergency contacts if no response.
- Concerns are escalated to CASS or police where appropriate, and Welfare Checks may be requested.

(See **Absence and Attendance Policy**.)

13. Prevent Duty - We are committed to preventing radicalisation and extremism by:

- Training staff to recognise signs of concern
- Promoting British Values (see **Promoting British Values Policy**)
- Referring concerns through safeguarding procedures (see **Child Protection Procedure**)
- Working with families and external partners

(See [Appendix 3 Possible Indicators of Radicalisation](#) and **No Platform for Extremism Policy**)

14. Responding to Concerns

- Concerns must be recorded promptly and shared with the DSL.
- No concerns are too small to report.
- If needed, referrals are made to CASS or MASH within 24 hours.

(See [Appendix 4 for responding to disclosure guidance](#); use [Appendix 5 Notice of Concern](#) to report.)

15. Informing Parents/Carers

Parents/carers are usually informed of concerns unless doing so places the child at risk. In such cases, decisions will be made in consultation with and following advice from CASS or police.

16. Confidentiality and Information Sharing

All records are securely stored and shared only with those who need to know. Safeguarding overrides data protection where a child is at risk. Staff must follow data protection principles while ensuring appropriate information sharing.

17. Allegations Against Staff or Volunteers

- All allegations must be reported immediately to the DSL or directly to the LADO (0121 675 1669).
- In cases involving the DSL, contact the LADO directly.
- Enquiries are led by statutory agencies, with full cooperation from the preschool.

(See **Allegation Against Staff Policy**)

18. Managing Unknown Adults and Public Safety

As an outdoor setting, we are especially vigilant about strangers on or near the site. Staff:

- Challenge unknown adults
- Maintain high visibility and regular headcounts
- Never allow unsupervised access to children

Children are taught appropriate responses to risk in a developmentally appropriate way.

19. Prevention Through Education

We build children's understanding of personal safety through everyday routines, curriculum planning, and age-appropriate discussions on topics like:

- Stranger danger
- Online safety
- Bullying and kindness
- Knowing how to ask for help

20. Use of Technology

See separate policies for:

- **Use of Mobile Phones, Cameras and Recording Devices**
- **Digital Safety and Social Media**

Only preschool devices are used for recording images, photographs and video or internet access, and only with parental consent. No personal use of phones is allowed during contact time.

21. Working in Partnership - We work closely with:

- Parents/carers
- Local Safeguarding Partners
- Health and education professionals
- Early Help and Social Care services

All safeguarding policies are shared at registration and employment. They are available on our website and updated annually or as needed.

22. Policy Implementation and Review

This policy reflects the ethos and practice of Sutton Outdoor Preschool. It is reviewed annually or following any serious incident or change in legislation.

- All staff and volunteers read and sign to confirm understanding on induction, updates and amendments are shared and discussed as they occur and as part of ongoing training.
- Families are made aware of how to raise safeguarding concerns and what action the preschool may take.
- Policies are shared on enquiry through the Information Pack, again on registration and as updates occur.
- All Policies are available to all on our website.

If anyone believes this policy is not being followed, they have a duty to report it to the DSL or relevant authority immediately.

Appendix 1 - Designated Safeguarding Lead Role Description

The Designated Safeguarding Lead for Sutton Outdoor Preschool is Liz Leddy.

The Designated Safeguarding Lead (DSL) holds overall responsibility for safeguarding and child protection at Sutton Outdoor Preschool. They ensure that safeguarding remains a priority across the setting and that staff are supported, informed, and confident in safeguarding practice.

1. Strategic Leadership & Policy Implementation

- Lead on all aspects of safeguarding and child protection within the setting.
- Ensure the **Safeguarding and Child Protection Policy** is reviewed **annually**, or sooner if statutory guidance changes.
- Act as the key liaison with **Birmingham Safeguarding Children Partnership (BSCP)** to ensure staff are aware of **local safeguarding procedures and training opportunities**.
- Embed a **culture of listening to children** and taking account of their wishes and feelings.
- Ensure safeguarding policy is accessible to parents/carers and that they understand the setting's safeguarding responsibilities.

2. Case Management & Early Help

- Manage cases of suspected abuse or safeguarding concerns raised by staff, volunteers, parents/carers or others.
- Make referrals using the **Right Help, Right Time** model, including Early Help Assessments and Prevent Screening Tools where appropriate.
- Support staff in making decisions about safeguarding and provide clear guidance on next steps.
- Attend and contribute to **multi-agency meetings**, including Child Protection Conferences and Core Groups.
- Liaise with professionals and agencies as required, including **CASS, LADO, and MASH**.
- Ensure that families are kept informed of actions taken, where appropriate, and supported throughout any referral or assessment process.

3. Recording, Monitoring & Transitions

- Maintain **accurate, secure, and timely records** of all safeguarding concerns and actions taken.
- Keep child protection **chronologies up to date** and ensure all forms and documentation are completed accurately.
- Maintain and regularly review the **central safeguarding concerns log/database**.
- Ensure that, when a child moves to another setting (e.g. primary school), their **child protection file is securely transferred**, and receipt is confirmed.
- Monitor ongoing concerns and patterns, ensuring children at risk are not overlooked.

4. Training & Supervision

- Ensure **all new staff, students and volunteers** receive safeguarding training as part of their **induction**.
- Provide ongoing **safeguarding updates, guidance and training**, including updates from NSPCC, Serious Case Reviews, and BSCP bulletins.
- Attend relevant **DSL training at least every 2 years** and **keep knowledge up to date at least annually**.
- Encourage discussion and reflection on safeguarding in **team meetings**, using real-life case studies or procedural updates.
- Attend DSL networks or forums to **share practice** and remain current with local and national developments.

5. Confidentiality & Information Sharing

- Promote a culture of professional curiosity and safe information sharing.
- Adhere to Sutton Outdoor Preschool's **Confidentiality Policy, Data Protection Policy**, and data-sharing protocols.
- Understand and apply legislation such as the **Data Protection Act 2018** and **UK GDPR** in relation to safeguarding information.

Summary

The DSL plays a vital role in maintaining a safe and vigilant culture at Sutton Outdoor Preschool. They are the first point of contact for safeguarding concerns, ensure robust processes are in place, and lead on compliance with statutory safeguarding responsibilities as outlined in:

- **EYFS Statutory Framework 2025** (Section 3)
- **Working Together to Safeguard Children 2023**
- **Keeping Children Safe in Education 2025**
- **The Prevent Duty Guidance (2023)**

All Sutton Outdoor Policies and Procedures are reviewed annually or sooner and amended as required to comply with updates and amendments to the Early Years Foundation Stage Statutory Framework and any relevant guidance or legislations.

This policy was last reviewed by Liz Leddy - Preschool Manager and DSL for Sutton Outdoor Preschool, August 2025

Appendix 2 – Types and Signs of Abuse

This appendix supports the Sutton Outdoor Preschool Safeguarding and Child Protection Policy by outlining the **types of abuse** and **key signs** staff must be alert to. It is a required reference for staff training and should be reviewed regularly.

All staff and volunteers must be alert to the possibility that children may be suffering from abuse or neglect and must report any concerns immediately to the Designated Safeguarding Lead (DSL).

◆ 1. Physical Abuse

Definition: Causing physical harm to a child. May involve hitting, shaking, throwing, poisoning, burning, drowning, or otherwise causing physical harm.

Possible Signs:

- Unexplained injuries (bruises, bites, burns, fractures)
- Injuries in unusual places (e.g. back, stomach, thighs, ears)
- Fear of going home or flinching when approached
- Reluctance to undress/change clothes
- Aggressive or withdrawn behaviour

◆ 2. Emotional Abuse

Definition: Persistent emotional maltreatment which impacts a child's emotional development.

Possible Signs:

- Excessive withdrawal, anxiety, or fearfulness
- Low self-esteem or lack of confidence
- Over-affectionate or clingy behaviour
- Delayed emotional development
- Parent/carer constantly belittling, rejecting, or threatening the child

◆ 3. Sexual Abuse

Definition: Forcing or enticing a child to take part in sexual activities, including non-contact activities (e.g. grooming, inappropriate exposure to sexual content).

Possible Signs:

- Knowledge of sexual behaviour inappropriate for age
- Sexualised behaviour with toys or peers
- Pain, soreness or bleeding in genital/anal areas
- Sudden changes in behaviour or mood
- Avoidance of specific people

◆ 4. Neglect

Definition: Persistent failure to meet a child's basic physical or psychological needs, likely to result in serious impairment of health or development.

Possible Signs:

- Constant hunger, tiredness, or poor personal hygiene
- Untreated medical issues
- Inappropriate clothing for the weather
- Poor supervision or being left alone
- Low self-esteem, lack of social skills

◆ 5. Child-on-Child Abuse (*also known as peer-on-peer abuse*)

This includes bullying, sexual violence, sexual harassment, physical abuse, and initiation-type violence or hazing.

Possible Signs:

- Injuries from fights or bullying
- Changes in behaviour or mood
- Anxiety about school or certain peers
- Acting out harmful behaviours on others

◆ 6. Domestic Abuse

Definition: Any incident of controlling, coercive or threatening behaviour, violence or abuse between adults who are, or have been, intimate partners or family members.

Possible Signs:

- Aggression or withdrawn behaviour
- Delays in development
- Fearful behaviour (e.g. flinching)
- Disclosure or witnessing of parental conflict or violence

Children who live in households where domestic abuse occurs are at **significant risk of harm**, even if not directly harmed themselves.

◆ 7. Radicalisation and Extremism (Prevent Duty)

Definition: The process by which individuals come to support terrorism and extremist ideologies.

Possible Signs:

- Changes in language, dress or behaviour
- Expressing extremist views or sympathy for extremist causes
- Isolation from peers or increased secrecy
- Accessing extremist material online

◆ 8. Female Genital Mutilation (FGM)

Definition: Partial or total removal of external female genitalia for non-medical reasons. FGM is illegal in the UK and considered a form of child abuse.

Possible Signs:

- Disclosure by the child or family
- Talking about “special procedures” or being taken away
- Pain or difficulty sitting/walking
- Change in mood or withdrawal after returning from abroad

Note: Teachers and Early Years staff have a mandatory duty to report FGM to the police if they discover that it has been carried out.

◆ 9. Child Criminal Exploitation (CCE) / County Lines

Definition: When children are exploited and coerced into criminal activity (e.g. drug trafficking, theft, carrying weapons).

Possible Signs:

- Sudden unexplained wealth or items
- Changes in friendship groups or older associations
- Truancy or going missing from home
- Carrying drugs or weapons

◆ 10. Online Abuse

Definition: Abuse that occurs through the internet or digital devices, including grooming, exploitation, and bullying.

Possible Signs:

- Excessive use of phones/tablets
- Secretive about online activity
- Distressed after using the internet
- Talking about new online friends

*This is not an exhaustive list. In all cases the Reporting Procedure remains the same and **all staff have a responsibility to report safeguarding concerns and suspicions of abuse.***

! What to Do if You Notice These Signs:

- **Do not ignore** concerns, no matter how small.
- **Record** what you see, hear or observe in writing.
- **Report** to the DSL immediately using the appropriate form (Appendix 5).
- **Do not promise confidentiality** to a child — explain that you need to help keep them safe.

If in doubt, **always speak to the Designated Safeguarding Lead** – Liz Leddy.

Appendix 3 - Definitions And Possible Indicators Of Radicalisation

Radicalisation is the process by which a person comes to support terrorism and forms of extremism that may lead to terrorism.

Extremism is defined by the Crown Prosecution Service as behaviour or beliefs that:

- Encourage, justify or glorify terrorist violence.
- Seek to provoke others to commit terrorist acts or other serious crimes.
- Foster hatred that may lead to violence between communities.


There is no single profile of someone who may be drawn into extremism. Children and adults from any background can be vulnerable to radicalisation, especially where there are **personal, emotional, or social challenges** present in their lives.

Violent extremists may exploit these vulnerabilities to isolate individuals from their families, friends, and communities.

Indicators of Vulnerability

Vulnerabilities that may increase the risk of radicalisation include:

- **Identity Crisis:** Struggling with cultural, personal or religious identity.
- **Personal Crisis:** Experiencing family tension, low self-esteem, isolation, or changes in friendship groups.
- **Life Circumstances:** Exposure to discrimination, migration experiences, or unrest in the child's country of origin.
- **Unmet Aspirations:** Feelings of injustice, lack of opportunity, or rejection of community values.
- **Criminal Influences:** Experience of crime, gang activity, or imprisonment in the family.
- **Special Educational Needs:** Difficulties in understanding others, interpreting consequences, or recognising risk.

 **Important:** The presence of one or more of these factors **does not mean** a child is being radicalised. They may be indicators of other safeguarding concerns or none at all.

Possible Signs That May Raise Concern

More specific warning signs may include:

- Seeking to join extremist groups or contact with extremist recruiters.
- Family members involved in or investigated for extremist activity.
- Accessing violent or extremist content online or in books.
- Expressing extremist views to explain personal disadvantage.
- Justifying violence as a way to solve problems.
- Dramatic changes in appearance or behaviour.
- High levels of social isolation, secrecy, or withdrawal.

Our Approach

At Sutton Outdoor Preschool, we are alert to these risk factors and **take all concerns seriously**. Staff are trained in **Prevent awareness** and will follow our **safeguarding procedures** if they suspect a child is at risk. Concerns will be reported to the DSL immediately and, where necessary, support sought from the **Local Authority Prevent team or Channel Panel**.

Appendix 4 –Dealing With A Disclosure Of Abuse

What to do if a child discloses abuse:

If a child tells you something that raises concern about their safety or wellbeing:

 **Do:**

- Stay calm and listen carefully.
- Reassure the child they've done the right thing in telling you.
- Be honest – explain you cannot keep it a secret and that you must tell someone who can help.
- Use the child's own words and avoid interrupting.
- Show belief and that it's not their fault.
- Let the child speak freely – do not ask leading questions.
- Clarify only if needed: e.g. "Can you tell me what you mean by that?"
- Record the conversation as soon as possible, word-for-word where you can. Include the date, time, place, people present, and any exact words or phrases used by the child.
- Inform the Designated Safeguarding Lead (DSL) immediately.


 **Do not:**

- Promise to keep secrets.
- Express shock, anger, or disbelief.
- Ask the child to repeat their story to someone else.
- Investigate or confront the alleged abuser.
- Add your opinion or interpretation to the report.
- Delay reporting to the DSL.

Important Notes:

- You are not responsible for investigating – your role is to listen, support, and report.
- A child may disclose gradually or change their story. All concerns must still be recorded and passed to the DSL.
- Support is available for staff who receive disclosures – speak to the DSL or Manager if you need it.

Appendix 5 – Notice of Concern Form

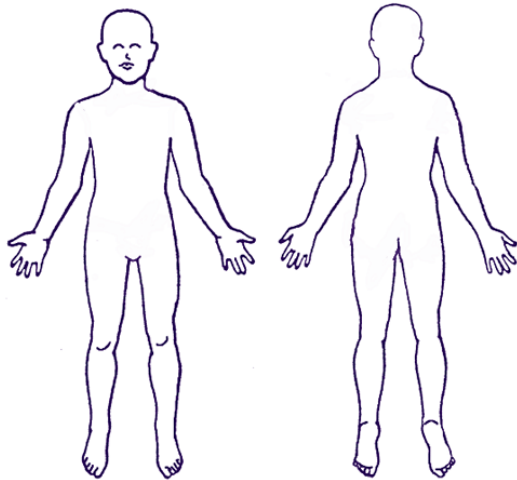
Notice of Concern / Incident Form		
Child's Name:	Date of Birth:	
Date of incident:	Time of incident:	

This form must be completed, signed, and dated if you have identified a **safeguarding or child protection concern**.

Please ensure:

- Only factual information is recorded (no assumptions or interpretations).
- Include **date, time, location, who was present**, what was **observed, heard, or disclosed**, and any questions asked.
- Do not promise confidentiality. Report the concern to the DSL - Liz Leddy immediately.

Details of Concern/Incident *(Use child's exact words where possible. Continue on additional sheet if needed)*



Immediate Actions by staff:

Staff Member's Signature: Print Name: Job Role: Date:	To be completed by DSL: Reported to DSL? <input type="checkbox"/> <i>(Tick when reported)</i> Name of DSL receiving report: Date Received: Time Received: DSL Signature:
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Escalation Information:

- DSL for Sutton Outdoor Preschool:** *Liz Leddy*
- Concerns about a staff member?** Report immediately to the DSL
- Concerns about the DSL?** Contact **LADO** directly: *0121 675 1669*
- If you disagree with DSL action:** Contact **CASS**: *0121 303 1888*



Sutton Outdoor Preschool - Security & Incidents Policy

Compliant with EYFS Statutory Framework for the Early Years Foundation Stage (EYFS) 2025, particularly requirements relating to safeguarding, suitable premises, and child supervision.

Policy Statement

At Sutton Outdoor Preschool, we are committed to providing a safe and secure environment for all children, families, staff, and visitors. This policy outlines our approach to security, managing site access, child collection, and responding to potential incidents.

1. Site Security and Admittance Procedures

- The Preschool's woodland basecamp is enclosed by a fixed fence and natural hedging. High-visibility hazard tape is used to define the boundaries clearly for both children and the public.
- Children are introduced to the setting's boundaries through Safety Walk & Talk sessions and ongoing visual reinforcement. These are integral to our **Risk Assessment procedures** and support children's understanding of safe play areas.
- Drop-off and collection take place at the designated basecamp point. Parents/carers are greeted by a staff member for a formal handover discussion. Times of arrival and departure are recorded using the Tapestry app in real time.
- All visitors must sign in and out via the Visitors Book, in line with health and safety legislation and our emergency procedures. Visitors are accompanied by a staff member at all times. (See our **Visitor Policy** for full details.)

2. Public Access and Site Awareness

- As our setting is located within a public park, members of the public may be present nearby during sessions.
- Signage is displayed to alert passers-by of the Preschool's operation and to request that dogs be kept under control.
- Unauthorised individuals will not be permitted unsupervised access to any child. Staff are trained to remain vigilant and will approach unknown individuals as per the **Visitor Policy**.
- If a situation arises where staff feel there is a potential risk to safety, the **Emergency Evacuation Procedure** will be implemented immediately.

3. Supervision and Daily Security Practices

- A consistently high adult-to-child ratio is maintained to ensure active supervision at all times.
- Staff remain aware of the exact locations of children and colleagues throughout the day through communication and use of supervision strategies.
- Routine safety procedures include:
 - Daily Safety Walks with children.
 - Review of the Adventure Rules before each outing.
 - Engaging in recall games, such as "Sticky Fingers" to enhance supervision and group cohesion.
- Children identified as posing a flight risk or who are new to the setting are designated as 'high risk':
 - They may attend for shorter sessions.
 - Receive increased one-to-one supervision.
 - Wear a locator device for additional safety, where appropriate and with parental consent.

4. Collection and Authorised Persons

- Children may only be collected by individuals pre-authorised by their parents or carers.
- If someone other than the usual authorised adult is collecting a child:
 - The parent/carer must inform the Key Person or Manager in advance.
 - A password system is used for verification when the collecting adult is not known personally by staff.
- Under no circumstances will a child be allowed to:
 - Leave the site unaccompanied, or
 - Be collected by someone not authorised by the child's parent/carer.

5. Responding to Security Incidents

- All staff are trained to identify, manage, and report potential security risks.
- In the event of an incident:
 - The Designated Safeguarding Lead (DSL) will be informed immediately.
 - Incident forms will be completed.
 - Parents/carers will be informed as appropriate, and referrals made to external agencies if required.

Policy Review - This policy will be reviewed annually or sooner if there is a change in statutory guidance (e.g. EYFS updates), a significant incident occurs, feedback from staff or parents indicates improvements are needed.

All Sutton Outdoor Policies and Procedures are reviewed annually or sooner and amended as required to comply with updates and amendments to the Early Years Foundation Stage Statutory Framework and any relevant guidance or legislations.

This policy was last reviewed by Liz Leddy - Preschool Manager and DSL for Sutton Outdoor Preschool, August 2025



Sutton Outdoor Preschool – Admissions and Transition Policy

Including Key Person

Policy Statement

At Sutton Outdoor Preschool, we are committed to supporting each child's individual needs during the transition into and within the setting. We aim to ensure that all children and their families experience a positive, supportive, and well-managed settling-in process, in line with the Statutory Framework for the Early Years Foundation Stage (EYFS 2025).

Initial Enquiry and Visit

- Families receive an Information Pack containing essential details about the Preschool, daily routines, clothing, food and drink requirements, staffing and key policies.
- Parents/carers are invited to visit the setting, meet the team, and discuss their child's individual needs.
- A registration fee is payable. This includes:
 - A set of brightly coloured Didrikson waterproofs (mandatory for safety and visibility).
 - Two settling-in/trial period sessions of one hour each.
 - A waterproof kitbag
 - Access to Tapestry for Learning Journals where parents/carers can access and complete an About Me form which enables staff to support the transition process.

Settling-In & Trial Period

The settling-in process is flexible and designed around each child's emotional and developmental needs.

Session 1 (With Parent/Carer)

- The child attends a short session with their parent/carer.
- They are introduced to their Key Person and encouraged to explore the setting at their own pace.

Session 2 (Without Parent/Carer)

- The child attends a second short, supervised session without their parent/carer, who remains nearby.
- The Key Person informally assesses the child's ability to respond to their name and simple instructions and observes their comfort within the environment and interaction with others.
- A ladybird locator may be used if the child is identified as high risk.

Following this, staff and families agree to either begin contracted hours or extend the trial period as needed. If prolonged distress or disruption occurs, alternative arrangements may be discussed in the child's best interest.

Ongoing Support

- We maintain an open-door policy encouraging regular two-way communication with parents/carers.
- Children may need additional settling support after absences, which we will facilitate with sensitivity.

Transition Support

We recognise that separation can be difficult for both children and parents. We offer the following advice:

- Practice short separations before starting preschool.
- Always say goodbye and keep partings calm and brief.
- Reassure your child that you'll return and specify when.
- You are welcome to call or text for updates. We will always contact you if your child remains distressed.

Key Person Role

In line with EYFS 2025 (Section 3.27), each child is assigned a Key Person who is responsible for:

For the Child - Helping them feel secure and confident. Supporting their individual care needs and development. Acting as a consistent, trusted adult in the setting, Encouraging exploration and independence.

For the Family - Building strong, trusting relationships with parents/carers. Ensuring regular, two-way communication. Sharing observations and progress through Learning Journals. Supporting families in accessing additional services, if needed.

Record Keeping & Safeguarding - Maintaining up-to-date observations and assessments. Monitoring wellbeing, attendance, and any safeguarding concerns. Liaising with the **Designated Safeguarding Lead** where appropriate.

Review

This policy is reviewed annually or sooner if required by changes in EYFS guidance or operational needs.



Sutton Outdoor Preschool - Sickness & Emergency Treatment

Compliant with the Statutory Framework for the Early Years Foundation Stage 2025

Policy Statement

We are committed to promoting the health and wellbeing, including oral health, of all children in our care. This policy outlines the procedures we follow when a child becomes unwell, requires emergency treatment, or has a medical condition, in line with the EYFS 2025 Safeguarding and Welfare Requirements.

Aims

- Prevent the spread of illness and infection.
- Support children with medical needs appropriately.
- Ensure clear communication between staff and families.
- Provide a safe, effective response to sickness or medical emergencies.

When a Child is Unwell

- Children should only attend if they are well enough to participate fully in outdoor activities.
- Parents/carers must inform the preschool if their child is ill and not attend until they are no longer infectious.
- If a child becomes unwell during the session:
 - Staff will contact parents/carers immediately.
 - If urgent, emergency services will be called first, then parents/carers informed.
 - Children may be required to be collected promptly.

Emergency Treatment & Medication

- Written parental consent is obtained for:
 - Emergency medical treatment
 - Administration of prescribed medication (see **Administration of Medicine Policy**)
- Staff are first aid trained and respond appropriately to illness or injury.

Exclusion Periods

We follow Public Health England guidelines for exclusion. Key examples:

Illness	Exclusion Period
Vomiting / Diarrhoea	48 hours after last symptom
Chickenpox / Shingles	5 days from appearance of spots
Scarlet Fever	24 hours after starting antibiotics
Impetigo	Until lesions are crusted over
Ringworm / Scabies	Until treatment has begun
Notifiable Diseases (e.g. Measles, Mumps, Rubella, Whooping Cough) * As advised by Public Health England	
*We have a legal duty to report notifiable diseases to Public Health England and Ofsted. We will follow additional advice where needed.	

General Hygiene & Infection Control

- Open cuts/sores must be covered with a suitable dressing.
- Verrucae must be covered during activities.
- Staff must not attend work if unwell and may only return when fit.

Children with Allergies or Medical Conditions

- Families must complete a medical and allergy form before starting.
- Information is shared with relevant staff and updated as needed.
- Allergy procedures are detailed in our **Safer Eating Policy**.

HIV & Other Long-Term Conditions

- Children or families affected by HIV or other medical conditions will not be excluded.
- Information is treated confidentially and sensitively.



Sutton Outdoor Preschool – Safer Sleep Policy

Compliant with the Statutory Framework for the Early Years Foundation Stage 2025

Policy Statement

At Sutton Outdoor Preschool, we are committed to ensuring the safety, comfort, and wellbeing of all children during rest or sleep. While our setting encourages active outdoor play and exploration, we recognise that some children, particularly those aged 2–3 years, may require rest during the day.

This policy outlines our procedures for safe sleep and rest, in accordance with the Statutory Framework for the Early Years Foundation Stage (EYFS 2025) and Safer Sleep guidance from public health organisations.

Aims

- To provide a safe and comfortable environment for children to rest or sleep.
- To ensure children are supervised at all times during rest periods.
- To work with families to support children's individual sleep needs and routines.
- To minimise risks associated with sleeping outdoors.

Key Principles

- Children will not be forced to sleep. Rest is offered based on individual needs and parental input.
- All sleep/rest periods are supervised, and children are regularly checked by a member of staff.
- Staff follow safe sleep practices and maintain children's safety, dignity and comfort at all times.

Rest and Sleep Arrangements

- Rest periods are flexible and based on each child's needs. We promote quiet time, allowing children to rest in a peaceful, shaded area - mats, blankets, or sleeping bags are available if required.
- We encourage natural sleep cycles as outdoor play often promotes self-regulated rest.
- Children will be supported to sleep in a safe, dry area. Shelters and shade are utilised as necessary.

Safe Sleep Environment

All sleep areas are clean and dry as far as practicably possible and where possible sheltered from wind and direct sunlight. They are located in areas where staff can maintain visual and auditory supervision at all times.

Supervision and Monitoring

Children who are sleeping will be visibly checked every 10 minutes and monitored for signs of discomfort, overheating, or difficulty breathing. Parents/carers will be informed of how long the child slept for.

Clothing and Temperature

Parents/carers are advised to dress children in layers appropriate for outdoor conditions – layers will be checked to ensure they are appropriate for sleep. In hot weather, rest areas are kept shaded. In cold weather, children are monitored closely for warmth and comfort.

Parental Involvement

Sleep preferences and routines are discussed with parents/carers at induction and regularly reviewed. Parents are asked to inform staff of any changes in sleep patterns or routines at home that may affect the child in preschool. Any concerns about sleep habits or behaviours will be discussed sensitively with families.

Health & Safety Considerations

Staff are trained in paediatric first aid, including recognising signs of respiratory distress or sudden illness. Children who are unwell will not be permitted to rest at preschool but will be sent home in line with our **Sickness Policy**. Sleep equipment is cleaned and stored hygienically between uses.



Sutton Outdoor Preschool –

Special Educational Needs / Disability Policy (SEND)

Statement of Intent

We are committed to providing an inclusive and supportive environment where all children, including those with special educational needs and disabilities (SEND), are empowered to reach their full potential.

Legal Framework and Compliance

This policy is underpinned by the following legislation and statutory guidance:

- **SEND Code of Practice: 0–25 years** (DfE/DoH, 2015)
- **Statutory Framework for the Early Years Foundation Stage** (EYFS, 2025)
- **Equality Act 2010**
- **Children and Families Act 2014**

Aims - We aim to:

- Promote inclusive practice for all children, including those with SEND
- Ensure early identification, timely intervention, and tailored support
- Work in partnership with parents/carers and external professionals
- Monitor, review and adapt our provision to meet individual needs
- Provide appropriate staff training and development to support inclusion
- Respect the rights, dignity, and privacy of all children and families

Roles and Responsibilities: Designated SENCO: *Ben Comery*

The SENCO is responsible for:

- Coordinating SEND provision within the setting
- Supporting staff with observations, assessments, and planning
- Liaising with parents/carers and external agencies
- Maintaining accurate records and confidential documentation
- Ensuring early support through liaison with the Early Years SEN Advisory Teacher
- Supporting transition to other settings or schools

Inclusion and Access - We are committed to:

- Inclusive admissions and equality of opportunity
- A physically and emotionally accessible environment
- Differentiated learning opportunities and individual support
- Ensuring all staff understand their role in supporting children with SEND

Working in Partnership with Parents/Carers - We:

- Actively involve parents/carers in every stage of assessment, planning, provision, and review
- Hold regular review meetings to discuss progress and next steps
- Provide access to independent advice and support services (e.g. IASS, IPSEA, Contact)
- Respect confidentiality at all times and ensure private settings for meetings
- Always seek parental consent before making referrals to external agencies

Graduated Approach: Assess, Plan, Do, Review

We follow the Graduated Approach outlined in the SEND Code of Practice:

Assess

- Use initial observations, parental input, and staff assessments to identify needs
- Conduct ongoing assessments linked to EYFS learning outcomes

Plan

- Develop Individual Support Plans (ISPs) with clear, achievable, and child-centred outcomes
- Collaborate with parents, carers, staff, and professionals in setting ISP targets

Do

- The Key Person/Inclusion Support Worker implements daily support strategies
- The SENCO oversees delivery and provides ongoing guidance to staff

Review

- Hold regular review meetings (at least termly) with parents/carers, staff, and relevant professionals
- Adapt support and targets based on progress

Education, Health and Care Plans (EHCPs)

If a child does not make expected progress despite targeted support:

- We will consult with parents and external professionals about requesting an EHCP needs assessment
- If the Local Authority agrees, a multi-agency assessment will be carried out
- If an EHCP is issued, we will review it every 3–6 months to ensure continued relevance

Record Keeping and Confidentiality

- All SEND-related records are securely stored and shared only with authorised individuals
- All staff are aware of each child's ISP targets, as needed, but maintain strict confidentiality
- We ensure privacy during intimate care and uphold the dignity of all children

Resourcing and Staff Development

- We allocate appropriate human and financial resources to support SEND provision
- Staff receive ongoing training in SEND identification, strategies, and inclusive practice

Monitoring and Evaluation

- We evaluate the effectiveness of our SEND provision through ISP reviews, staff meetings, parental feedback, inspections, and complaints
- Findings are used to inform continuous improvement of SEND practices

Complaints Procedure

If a parent/carers has a concern about SEND provision, they should raise it with the SENCO or the setting Manager. A full copy of our **Complaints Policy** and procedure is available [here](#).



Sutton Outdoor Preschool – Staff Training and Support Policy

Including Staff Induction, Supervision, Appraisal, Support, Development & Skills

Compliant with the Statutory Framework for the Early Years Foundation Stage 2025

1. Policy Statement

Sutton Outdoor Preschool is committed to ensuring all staff, students, volunteers and managers receive a comprehensive induction, regular supervision, and continuous professional development in line with the Statutory Framework for the EYFS (2025) and relevant legislation.

We aim to foster a reflective, professional environment that promotes quality of care, safeguarding, and ongoing development for all team members.

2. Induction Procedure - All new staff, volunteers, students and managers receive an induction, led by the Manager, which includes:

- Introduction to team members and (where applicable) trustees
- Familiarisation with the setting environment, ethos, daily routines and curriculum
- Safeguarding training including Child Protection Procedure and all linked policies
- Health & safety, fire safety and emergency evacuation procedures
- Reading and understanding all relevant policies and procedures
- Introduction to families and key children (if applicable)
- Access to confidential information where relevant
- Clear guidance on tasks, roles and expectations

Induction is part of the probationary period. New staff must demonstrate understanding and adherence to all policies and procedures.

3. Supervision and Appraisal –

In line with EYFS 2025 (Section 3.22–3.26), regular supervision supports high-quality practice, safeguarding, and professional development.

Purpose of Supervision

- Provide support, direction, and accountability
- Discuss children's development and well-being
- Raise and respond to safeguarding concerns
- Identify training and development needs
- Offer space for reflection and problem-solving

Supervision Process

- Held termly (once per term) with the manager
- Conducted in a private, confidential setting
- A supervision agreement and record are kept securely for each staff member
- Focus includes:
 - Key children's development and welfare
 - Staff well-being and workload
 - Concerns about practice or colleague conduct
 - Updates on suitability (e.g. disclosures or cautions)

Appraisals

- Held annually to reflect on overall performance, set goals, and plan CPD
- Staff complete a self-appraisal form beforehand
- Records are kept securely and shared with the staff member

Note: Staff are encouraged to raise concerns at any time and not wait for formal meetings.

4. Staff Meetings - Regular staff meetings provide opportunities for:

- Reflecting on practice and pedagogy
- Reviewing and updating policies and procedures

All Sutton Outdoor Policies and Procedures are reviewed annually or sooner and amended as required to comply with updates and amendments to the Early Years Foundation Stage Statutory Framework and any relevant guidance or legislations.

This policy was last reviewed by Liz Leddy - Preschool Manager and DSL for Sutton Outdoor Preschool, August 2025

- Sharing safeguarding or operational updates
- Discussing training needs or staff concerns
- Promoting team cohesion and shared learning

Meeting notes are recorded and stored in the Staff Folder.

5. Training and Continuing Professional Development (CPD)

Mandatory Training - All staff must complete and refresh training on the following topics:

- Safeguarding and Child Protection in line with criteria set out in [Annex C](#) of the Statutory Framework
- Understanding the EYFS and Key Person Role
- Emergency Procedures and First Aid
- Equal Opportunities and Inclusion
- Health and Safety / Risk Assessment
- Child Development

Training may be delivered through:

- In-house sessions
- Online courses
- Staff meetings
- External providers

Continuing Professional Development (CPD) - We are committed to a culture of lifelong learning.

Staff are encouraged to:

- Attend relevant external training, with Manager approval
- Explore CPD opportunities (e.g. workshops, evening classes, research)
- Reflect on practice through supervision and team discussion

CPD activities can include:

- Learning from colleagues
- Leading or participating in projects
- Reading relevant research and publications
- Contributing to team training or events

We support CPD through paid training time, funding (where possible), and by recognising staff contributions to improving practice.

Putting Training into Practice - Supporting Staff to Implement Training

We recognise that training alone is not sufficient without opportunities to embed and reflect on learning in practice. To support this:

- Post-training reflection is built into staff supervision and team meetings.
 - Managers observe and coach staff to support the application of new knowledge or skills.
 - Peer support and mentoring are encouraged, especially after significant training events.
 - Follow-up discussions after training ensure understanding and identify further support needs.
 - Case studies, practical examples, and scenarios are used to relate learning to real-world situations.
 - Time is allocated for staff to plan, adapt practice, and share insights after training.
-

6. Confidentiality and Record Keeping

- Supervision and appraisal records are kept securely
 - All discussions are confidential unless safeguarding concerns arise
 - Any changes in staff suitability must be reported immediately to the Designated Safeguarding Lead (DSL)
-

Compliance Links - This policy complies with:

- EYFS Statutory Framework (2025) – Section 3: Safeguarding and Welfare Requirements
- Working Together to Safeguard Children (2018, updated 2023)
- Children Act 1989/2004
- Equality Act 2010
- General Data Protection Regulation (GDPR)

All Sutton Outdoor Policies and Procedures are reviewed annually or sooner and amended as required to comply with updates and amendments to the Early Years Foundation Stage Statutory Framework and any relevant guidance or legislations.

This policy was last reviewed by Liz Leddy - Preschool Manager and DSL for Sutton Outdoor Preschool, [August 2025](#)



Sutton Outdoor Preschool – Smoking, Alcohol and Drug Policy

Compliant with the Statutory Framework for the Early Years Foundation Stage 2025

1. Policy Statement

Sutton Outdoor Preschool is committed to providing a safe, healthy, and drug-free environment in which children can thrive. In line with the Statutory Framework for the EYFS (2025), we take all reasonable steps to ensure that children are not exposed to adults whose ability to care for them may be impaired by alcohol, drugs (including prescribed or over-the-counter medication), or any other substances.

2. Smoking & Vaping

Smoking, including the use of e-cigarettes and vapes, is strictly prohibited on the premises at all times when children are present or likely to be present. This applies to staff, volunteers, visitors, and family members to protect children's health and wellbeing.

3. Alcohol

Any individual (staff, visitor, parent/carer) who arrives at the setting under the influence of alcohol will be asked to leave immediately.

- For staff, this will trigger an internal investigation and possible disciplinary action, including dismissal.
- For parents/carers, an emergency contact will be called to collect the child.
- If a child's safety is at risk, we will follow our **Safeguarding and Child Protection Policy** and contact the appropriate agencies.
- Staff will take all reasonable steps to ensure that children do not leave the setting with, or travel in a vehicle driven by, someone under the influence of alcohol, which may involve contacting the police.

4. Adult Medication

Staff must inform the manager if they are taking any medication that may affect their ability to work with children. Medical advice must confirm that the medication is unlikely to impair their capacity to care for children safely. A risk assessment will be conducted and documented. All medication brought into the setting must be securely stored and inaccessible to children.

5. Substance Misuse (illegal drugs and impairing substances)

Anyone suspected of being under the influence of illegal drugs or substances that impair their ability to care for children will be asked to leave immediately.

- For staff, this will trigger an internal investigation and possible disciplinary action, including dismissal.
- For parents/carers, an emergency contact will be called to collect the child.
- If a child's safety is at risk, we will follow our **Safeguarding and Child Protection Policy** and contact the appropriate agencies.
- The police will be contacted if illegal drugs are suspected to be in possession, used, or if someone attempts to drive under the influence.

6. Safeguarding and Child Protection

If a member of staff suspects that a parent/carer is under the influence of drugs or alcohol to the extent that compromises a child's safety, they must inform the Designated Safeguarding Lead (DSL), Liz Leddy, immediately. We will follow our Safeguarding and Child Protection Policy in all such situations.

Concerns about staff, students, volunteers or visitors must be reported as per the **Whistleblowing Policy**.

The welfare of the child is always our paramount concern.



Sutton Outdoor Preschool - Intimate Care and Privacy Policy **including Toileting and Nappy Changing Procedure**

Compliant with the Statutory Framework for the Early Years Foundation Stage 2025

1. Policy Statement

Sutton Outdoor Preschool provides portable toilets within individual toilet tents for use by the children, staff, volunteers and visitors. Toilet tents provide a private changing area for children. A sink with running warm water, hand wash, hand sanitizer gel, individual hand towels and waste disposal bags are situated on the trolley and are accessible to all. A nappy bin is located near the toilet area. Staff will instruct children about hand hygiene after toileting and before eating and be vigilant about its practice by children. A folding potty is taken on adventures.

2. Toileting procedure

1. Children are accompanied by a member of staff (if required) or may choose to go independently.
2. Child uses the toilet (waste is captured in the dedicated waste bag lining the portable toilet).
3. Children are encouraged to be as independent as possible. If a child requests/requires help, practitioners assist (disposable gloves and wet wipes are located in the box next to the sink for use as required).
(H&S: staff to be aware of the potential for back strain when assisting a child in toileting)
4. Used toilet paper/wipes are dropped into the toilet. Children are supported to replace clothing as quickly as possible to reduce the risk of getting cold.
5. A scoop of sawdust is poured into toilet over waste – children are encouraged to be responsible for this.
6. Staff and children wash and dry hands (hand wash station, soap and hand towels located on trolley).
7. At the end of each day (or earlier if required), waste bag is sealed and transferred for collection as outlined in our Health and Safety Policy.

3. Hand washing procedure

Hand washing after toilet use and nappy changing should be done each time at the sink located on the Preschool trolley near the toilet. The sink is elevated, and water temperature is maintained by regular monitoring of the water and “topping up” with boiled water from a thermos flask.

Hands are to be washed using the tap connected to the water dispenser. Children will be encouraged to be as independent as possible in hand washing, applying soap, rinsing and drying hands although practitioners will assist and support as appropriate. Children should be reminded to roll up sleeves to avoid getting wet sleeves which will affect body temperature. Children will dry hands using individual bamboo towels which are taken home by manager, washed, dried and returned to the setting for future use. Children will be discouraged from “playing” in or wasting the water in the hand wash station

4. Changing procedure

Toilet tents are used for changing nappies and provide a dry, private area for children who need to change into dry clothes. We encourage children to be as independent as possible whilst being mindful that the longer it takes, the colder the child will become. We also have blankets and sleeping bags available as an extra layer of warmth once children have changed if required.

5. Nappy Changing

We provide nappy changing facilities and exercise good hygiene practices in order to accommodate children who are not yet toilet trained. We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults. Staff consider the child’s privacy during nappy changing whilst maintaining best safeguarding practice.

No child is excluded from participating in our preschool who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We work with parents/carers towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time.

All Sutton Outdoor Policies and Procedures are reviewed annually or sooner and amended as required to comply with updates and amendments to the Early Years Foundation Stage Statutory Framework and any relevant guidance or legislations.

This policy was last reviewed by Liz Leddy - Preschool Manager and DSL for Sutton Outdoor Preschool, August 2025

These procedures are written in line with current guidance from EYFS Statutory Framework 2025. The Preschool Manager is responsible for ensuring all staff understand and follow these procedures.

The nappy changing mat is disinfected after each use. Antibacterial wipes are provided for this purpose. Children will bring their own nappies and wipes to the setting (nappies are preferred over pull-ups as they are quicker to change when the child is wearing full waterproofs and therefore reduce the risk of getting cold). Spare wipes, gloves and aprons, nappy bags and wet clothes bags are located in the box next to the sink. Used nappies are discarded in the nappy bin and transferred for collection at the end of the day.

6. Nappy Changing Procedure

1. Before collecting child - Staff member collects child's bag. It is important to ensure all required materials are near to hand to reduce the amount of time that the child is undressed. Staff may choose to wear gloves and aprons (provided in box) but are not required to provided hands are washed thoroughly before and after nappy changing.
2. Collect child - Child lies on changing mat/stands (depending on preference). Some children like to use this opportunity to "try out" the toilet. As little clothing as possible is removed to ensure child is kept as warm as possible.
3. Staff member removes soiled nappy, cleans child thoroughly using wet wipes and places a clean dry nappy on the child. The child is redressed, any wet or soiled clothing is replaced and stored in a plastic bag within child's own bag. Child is supported to wash hands. Child can return to activities.
4. Soiled nappy, wipes and gloves are disposed of in the nappy waste bin. The change mat is cleaned with antibacterial wipes.

7. General Nappy Changing/Toileting points

- Staff are familiar with hygiene procedures and carry these out when changing nappies/toileting.
- Soiled nappies/pull ups are disposed of hygienically. Nappies or pull ups are bagged and put in nappy bin for later disposal away from the site. Any wet/soiled clothing including cloth nappies if applicable are bagged for the parent / carer to take home.
- Staff ensure that nappy changing is relaxed and a time to promote independence in children. Children's privacy is considered

8. Children Involvement

- Children are encouraged to take an interest in using the toilet.
- Children are supported to wash and dry their hands; time is allowed to explore and investigate the water and the soap as appropriate.
- Children access the toilet when they have the need to and are encouraged to be independent, some may need regular reminders.
- Bear in mind, additional layers mean children may need more time and/or assistance than usual.



Sutton Outdoor Preschool –

Use of Mobile Phones, Cameras and Recording Devices Policy

Compliant with the Statutory Framework for the Early Years Foundation Stage 2025

1. Policy Statement

Sutton Outdoor Preschool adheres to the high safeguarding standards as outlined in Section 3 of the Statutory Framework for the Early Years Foundation Stage 2025.

We recognise that staff, students, visitors, parents/carers, and volunteers may carry personal mobile phones or other devices for emergencies. However, the safety of children is our top priority, so we have set clear rules regarding personal devices to prevent misuse.

In this policy, *mobile phone* refers to any electronic device with imaging and sharing capabilities including but not limited cameras, mobile phones, tablets, smartphones, smartwatches, and other recording devices.

2. Parents/carers

- Parents/carers are requested not to use mobile phones in the presence of children at preschool.
- Parents/carers are requested to leave the site area to make or receive a call.
- If parents/carers wish to take a photograph of their own child whilst at our setting, they must ensure only their child is in the picture.

3. Visitors

- Visitors are requested not to use mobile phones for the duration of the visit; any necessary personal calls should be made out of sight and hearing of the children. Devices should be kept out of sight and reach of children.
- The Preschool contact number may be used to make or receive an emergency call – **07460 324 244**.
- Visitors may not take photographs or recordings of the children but may request permission to take photographs within the setting, for example of activity setups.
- In circumstances where there is a suspicion that unsuitable images have been recorded on any mobile device, concerns should be reported immediately to the Designated Safeguarding Lead, Liz Leddy.
- Visitors will be supervised at all times by a member of staff while at the setting.

4. Staff, students, volunteers and parent helpers

- Personal devices may only be used during staff break times and out of sight and hearing of the children and should be stored securely out of sight and reach of children.
- The designated Preschool Devices are available for recording evidence of children's learning, identification of plants, insects or animals, extending children's knowledge based on their interests (in line with e-Safety Policy) and/or recording evidence for personal use* (e.g. student portfolios) etc.

**Check with the manager if unsure, specific photos/videos can be emailed to relevant parties at the discretion of the manager to support or evidence portfolios.*

- The Preschool contact number can be used to make and receive emergency calls - **07460 324 244**. In this situation, calls must be made or received away from the site area, out of sight and hearing of the children, ensuring that supervision levels are not compromised.
- Anyone misusing Preschool devices, including for personal use during contact time, will face disciplinary action. Staff, students, volunteers or helpers who ignore this policy may face disciplinary action.
- It is the responsibility of all to be vigilant and report any concerns to the preschool manager.
- In circumstances where there is a suspicion that unsuitable images have been taken on a mobile phone, concerns should be reported immediately to the Designated Safeguarding Lead, Liz Leddy.

5. Use of photographs and video recordings

Sutton Outdoor Preschool provides mobile devices for taking photographs and video for the purpose of recording participation in activities, celebration of achievements and evidencing progression in the Early Years Foundation Stage. However, it is essential that photographs are taken and stored appropriately to safeguard the children in our care.

- Parental consent must be given to take photographs and use video recorders. The parent/carer of each child is required to complete a consent form giving written permission for images to be used for the purpose of Learning Journals, publicity and promotion and/or the setting's website. Parents/carers who do not wish their children to appear in one or more of these places should inform the preschool manager which are/are not acceptable.
- Parents/carers are made aware that they must not download or publicly share any photographs or video which include images of other children. Parents/carers are made aware that failure to comply could result in the closure of their child's online Tapestry Learning Journal.
- Only the designated devices provided are to be used to take photographs or video recordings within the setting or on outings.
- Images may contain other children in the background. If a parent/carer has not completed a consent form for the relevant usage we will not use an image where that child appears in the background.
- No images will be taken of children which capture them in what are commonly understood as non-public activities such as toileting or changing clothes, or which show body parts not usually visible in public settings.
- Children will have access to the settings devices to support their learning. This will be fully supervised by members of staff.
- The setting's designated devices remain the property of the setting at all times and the responsibility of the Designated Safeguarding Lead (DSL), Liz Leddy. Recordings made on the Preschool devices will be uploaded, checked and deleted from the device daily. Data history will be checked regularly.

6. Storage of photographs and video recordings

- All images will be transferred from the device daily and stored securely online within a password protected account to prevent unauthorised access, ensure confidentiality and protect identity.
- Photographs will be deleted from devices once transferred.
- Staff will not share any images or videos of children via any social media or other online channel. This will be seen as gross misconduct and could result in dismissal.
- Security procedures are to be proportionate to the potential risks involved and must be subject to constant monitoring and review.

At Sutton Outdoor Preschool we take photographic evidence of the children's learning and record this on individual online learning journeys. We make routine checks to ensure that unauthorised emails or text messages (where applicable) have not been sent from preschool devices. Staff understand and follow the Whistleblowing **Policy** if they have concerns that safeguarding procedures are not being followed.



Sutton Outdoor Preschool - Visitor Policy

Compliant with Statutory Framework for the Early Years Foundation Stage 2025

1. Policy Statement

Sutton Outdoor Preschool receives visits from many different people for many different reasons, including practitioners from other settings and childcare agencies, student Tutors or Assessors, Early Years and Childcare Service Advisors, volunteers, students, parents/carers settling in, potential staff candidates as well as regular visitors such as the Community Police, Park Rangers and Management, or members of the Sea Scout Group who meet nearby. This policy is in place to ensure the safety of all participants (children and adults) remains a priority during any visits.

2. Procedure

All visitors will be met at the setting entrance by a member of staff and asked to provide identification where appropriate. Visitors may be required to read the Expectations/Information for Visitors sheet if they will be spending time with the children at the setting. Visitors will be asked to sign in using the designated visitor book and logging the date, time and purpose of visit.

Visitors will be advised that personal recording devices including cameras, mobile phones and any recording devices, must not be used during the visit unless explicit authorisation has been given by the manager - any phone calls must be taken out of sight and hearing of the children. Visitors are reminded of their role in safeguarding (Safeguarding is Everyone's Responsibility) and the Designated Safeguarding Lead will be introduced. Visitors may request to see any of our policies.

During their visit, visitors will be required to remain clearly visible to staff at all times. Under no circumstances will visitors have unsupervised contact with any of the children at preschool.

In the event of the Parks Dept, Contractors, suppliers and any other visitors requiring access to the site the manager will decide if it would be beneficial for the group to re-locate to another area within the park, depending on the purpose, length of time required etc, in this instance the Preschool's Outing policy will be implemented.

3. Passer's By

As our setting is in a public park, members of the public (e.g. dog walkers) may pass through the site while we are in session (although this is discouraged). We view this as a learning opportunity for the children in developing community links and respect for other park users. We have procedures in place which are identified within our Risk Assessment, if we feel concern for the safety of the children or participants at any time, we will implement our evacuation procedure.

4. Additional Guidance

Further information can be found in the Statutory Framework for the Early Years Foundation Stage 2025, Section 3 - The Safeguarding and Welfare Requirements; Working Together to Safeguard Children, as well as the Records, policies, and notification requirements of the Early Years Register.



Sutton Outdoor Preschool - Whistleblowing Policy

Compliant with the Statutory Framework for the Early Years Foundation Stage 2025

1. Policy Statement

At Sutton Outdoor Preschool, we are committed to upholding the highest standards of safeguarding and welfare in line with Section 3 – Safeguarding and Welfare Requirements of the Statutory Framework for the Early Years Foundation Stage 2025. All workers—including employees, volunteers, students, trainees, parent helpers, sessional helpers, visitors, and anyone acting on our behalf—are required to adhere to our policies and procedures to ensure the safety and wellbeing of every child.

2. Purpose of Whistleblowing

Whistleblowing is the act of raising concerns about wrongdoing or unsafe practices in the workplace. You are considered a whistleblower if, as a worker, you report conduct that is in the public interest and affects others, such as the general public or children in our care. Whistleblowers are protected by law and must not be subjected to unfair treatment or dismissal for raising genuine concerns.

You may report incidents that occurred in the past, are currently occurring, or that you reasonably believe may occur in the future.

3. What Constitutes Whistleblowing?

- A criminal offence (e.g. fraud)
- Endangerment of someone's health and safety
- Risk or actual damage to the environment
- A miscarriage of justice
- Breach of the law (e.g. lack of appropriate insurance)
- Deliberate concealment of any of the above

Personal grievances such as bullying, harassment, or discrimination are not covered by whistleblowing legislation unless they are in the public interest. These should be reported under the *Disciplinary Policy and Grievance Procedure for Employees*.

4. Our Commitment

We expect all workers to act professionally and prioritise the welfare and safety of every child. Should you have any concerns about the safeguarding or welfare of children, we encourage you to raise these with the Preschool Manager at the earliest opportunity so they can be addressed promptly.

5. Disclosure Process

1. Immediate Action: If you become aware of information suggesting that a child is, maybe, or is likely to be at risk, or any of the concerns listed above, you must follow the disclosure procedure and report it.
2. Safeguarding Concerns: Where concerns relate to child protection or safeguarding, refer to the Preschool's **Safeguarding Policy and Child Protection Procedure**, particularly Sections relating to *Responding to Child Protection Concerns* and *Suitable People – Staff, Volunteers and Visitors*.
3. Reporting: Disclose your concern promptly to the Preschool Manager. If your concern relates to the Manager, contact the Local Authority Designated Officer (LADO) on 0121 675 1669.
4. Support: You will not suffer any detriment for making a disclosure in good faith. For confidential guidance, speak to the Preschool Manager, Liz or Deputy Manager, John.
5. Confidentiality: All disclosures will be treated seriously, consistently, and confidentially, and investigated thoroughly.
6. Protection: Victimisation or retaliation against whistleblowers is strictly prohibited and may result in disciplinary action, including dismissal.
7. Malicious Allegations: Making false or malicious allegations may also lead to disciplinary proceedings.

All Sutton Outdoor Policies and Procedures are reviewed annually or sooner and amended as required to comply with updates and amendments to the Early Years Foundation Stage Statutory Framework and any relevant guidance or legislations.

This policy was last reviewed by Liz Leddy - Preschool Manager and DSL for Sutton Outdoor Preschool, August 2025

8. Failure to Report: Failure to report serious concerns may be investigated and could result in disciplinary action.
9. Management Responsibilities: Managers who fail to respond appropriately to whistleblowing concerns, including breaches of confidentiality or inaction, may be considered to have committed gross misconduct.

6. Escalation

If a complaint is not resolved to the satisfaction of the employee, parent/carer, or others involved, concerns may be escalated directly to Ofsted: 0300 123 4666.

7. Monitoring and Review

This policy will be reviewed annually or following any significant incident to ensure compliance with current legislation and best practice.

8. Additional Guidance

For further details, refer to the Statutory Framework for the Early Years Foundation Stage 2025, Section 3, as well as the Preschool's **Safeguarding Policy, Child Protection Procedure, Disciplinary Policy, and Grievance Procedure**.

Further guidance is available through other channels –

- NSPCC whistleblowing [advice line](#) is available. Staff can call 0800 0280285 – 08:00 to 20:00, Monday to Friday and 09:00 to 18:00 at weekends. The email address is: help@nspcc.org.uk. Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH.
- Ofsted provides guidance on how to make complaints about a provider: <https://www.gov.uk/government/organisations/ofsted/about/complaints-procedure>
- General guidance on whistleblowing can be found via: [Whistleblowing for employees](#).



Sutton Outdoor Preschool - Working with Tools Policy

1. Policy Statement

Learning to safely use appropriate tools is an important part of a child's development. Tools enable a child to fashion instruments for both practical usefulness and pleasure. Tools help children learn how natural materials feel and change and when used safely, help to develop coordination, dexterity and ingenuity.

Only Level 3 Qualified Forest School Leaders will train children to use tools and will be responsible for the care and safety of all individuals when using tools, including implementing the safe tool use policy and procedure.

At Sutton Outdoor Preschool, we will encourage the use of the following tools:

- potato peelers;
- hand drill;
- palm drill;
- hammers and mallets;
- bowsaws;
- loppers.

2. Risks

- | | |
|--|--------|
| • Cuts to hand when taking guard off saw: | High |
| • Cuts to hand if saw was to jump: | High |
| • Directly grasping or touching a blade: | High |
| • Stab injury from point of peeler: | High |
| • Tripping injury from cut wood lying on ground | Medium |
| • Impact injury from falling branches when coppicing | Medium |

3. Control Measures

- Gloves must be worn when using saws or hand drills.
- Replace saw guard immediately after use.
- Children must be supervised at all times when using tools.

4. Safe tool use

Tools will be introduced systematically, demonstrating correct and safe use. The following procedures apply:

- All staff and children receive training in the proper use of edged tools and saws.
- Adult supervision is required at all times during tool use.
- Following use, tools must be returned and checked.
- Regular inspections and maintenance are carried out to identify and repair any damage.

5. Residual Risks

Risk likelihood is low when control measures and policies are observed.

6. Maintenance

Tools are subject to regular checks, cleaning, sharpening, and oiling.