



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 understanding of contents and 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 or sooner, and updated as required.



Sutton Outdoor Preschool – Absence & Attendance Policy

Compliant with the Statutory Framework for the Early Years Foundation Stage 2026

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 contact the main contact by message and, if there is no response, by phone. We will continue reasonable attempts to contact parents, carers and emergency contacts. If we cannot establish the child's whereabouts, or if any information gives rise to concern about the child's welfare, the DSL will be informed without delay and action will be taken 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

Compliant with the Statutory Framework for the Early Years Foundation Stage 2026

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 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 of any serious accident, serious injury to, or death of, any child while in our care, and of the action taken. Notification will be made as soon as reasonably practicable and within 14 days of the incident occurring. We will also inform relevant local child protection agencies where appropriate and, where applicable, report under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR). We will act on advice received from the relevant 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

Compliant with the Statutory Framework for the Early Years Foundation Stage 2026

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, following correct procedure.

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 accordance with product instructions, with the adventure bag - ensuring it is secure, out of reach of children and also accessible on our adventures 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 alongside the child's care plan. 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 2026

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 is designed to align with the **Early Years Foundation Stage Statutory Framework 2026** and local safeguarding procedures.

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. If the allegation concerns the DSL, staff must contact the Local Authority Designated Officer (LADO) directly without delay.
2. **Referral to Authorities:** The DSL will notify the following authorities within specified timeframes:
 - **Local Authority Designated Officer (LADO):** 0121 675 1669 (without delay and in line with Birmingham local safeguarding procedures).
 - **Children's Advice and Support Service (CASS):** 0121 303 1888.
 - **Ofsted:** 0300 123 4666 (notification of any allegation of harm or abuse by anyone living, working or looking after children at the premises must be made as soon as reasonably practicable and within 14 days).
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:

All Sutton Outdoor Policies and Procedures are reviewed annually, or sooner, and amended as required to align with the current Early Years Foundation Stage Statutory Framework, including the September 2026 safeguarding and welfare requirements, and any relevant guidance or legislation. This policy was last reviewed by Liz Leddy - Preschool Manager and DSL for Sutton Outdoor Preschool, September 2026

- **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 and Threshold: The DSL will seek advice from the LADO and follow local safeguarding procedures to determine whether the allegation meets the relevant threshold. For EYFS notification purposes, allegations of harm or abuse must be treated as reportable to Ofsted; staff must not wait for proof before reporting concerns through the appropriate safeguarding route.

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** and best practices in safeguarding.



Sutton Outdoor Preschool – Child Protection Procedure

Compliant with the Statutory Framework for the Early Years Foundation Stage 202

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 is designed to align with the Statutory Framework for the Early Years Foundation Stage (EYFS) 2026, current safeguarding guidance including Working Together to Safeguard Children, and local safeguarding protocols. Where statutory guidance or local procedures are updated, the most current version will be followed.

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 in line with statutory safeguarding, data protection and record-retention requirements, and transferred securely to a new setting or school where this is necessary to safeguard and support the child.

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
- Online safety, inappropriate screen use, and risks arising from digital communication or images.

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)** without delay and in line with Birmingham local safeguarding procedures.
3. **No Internal Investigation:** Staff must not question the child, investigate the allegation, or speak to the person against whom the allegation has been made, unless advised to do so by the LADO or another statutory agency.
4. **Staff Suspension:** this may be considered but is not automatic and will be assessed in consultation with the LADO.
5. **Ofsted Notification:** Ofsted must be notified of any allegation of harm or abuse by anyone living, working or looking after children at the premises as soon as reasonably practicable and within **14 days**.
6. **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:

- 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 2026, local safeguarding procedures, and updates to statutory guidance. Training must include how to identify concerns, respond to disclosures, record concerns, escalate where necessary, and apply safeguarding knowledge in day-to-day 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 (2026)** and the **EYFS Statutory Framework (2026)**, 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.

12. 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.

13. 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 2026

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:** If a parent/carer is late collecting their child, a fee of £1.00 may be charged for every minute after 3:00 pm. 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 safeguarding practice. This includes continuing supervision by at least two adults, contacting emergency contacts, and contacting children's social care and/or the police where welfare concerns arise. The child must remain at the setting or agreed safe location and must not be taken to a staff member's home.
- 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:

All Sutton Outdoor Policies and Procedures are reviewed annually, or sooner, and amended as required to align with the current Early Years Foundation Stage Statutory Framework, including the September 2026 safeguarding and welfare requirements, and any relevant guidance or legislation. This policy was last reviewed by Liz Leddy - Preschool Manager and DSL for Sutton Outdoor Preschool, September 2026

- **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 2026** 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 2026** 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 **£1.00 for every minute after 3pm** may be levied if a child is collected late. 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 2026** 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 two emergency contacts, with names and contact numbers for adults 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 will follow our **Child Protection Procedure** and safeguarding practice without delay. The child will remain supervised and reassured while reasonable attempts are made to contact parents/carers and emergency contacts. The child will not be released to anyone who is not authorised, and staff will not take the child away from the agreed setting or safe location except on the advice of children's social care, police or another statutory agency.

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 Advice 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 additional hours worked.
6. All safeguarding concerns will follow the **Child Protection Procedure**. Ofsted will be informed where an incident is notifiable under EYFS requirements, including where there is a significant event affecting children's welfare or any event that may affect the provider's suitability to care for children (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 2026, 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	- 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	- 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	- 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	- 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 2026

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, cooperation and safeguarding vigilance.

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/carer 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
- Report any allegation, low-level concern, breach of professional boundaries, or change in suitability without delay, in line with the Safeguarding Policy, Child Protection Procedure and Allegation Against a Member of Staff Policy.
- 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 and promote a **Whistleblowing Policy** so staff, volunteers and committee members can raise safeguarding, conduct or suitability concerns confidentially and without fear of disadvantage.
- 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 align with the current Early Years Foundation Stage Statutory Framework, including the September 2026 safeguarding and welfare requirements, and any relevant guidance or legislation. This policy was last reviewed by Liz Leddy - Preschool Manager and DSL for Sutton Outdoor Preschool, September 2026



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, health, safety and wellbeing in line with the EYFS 2026 statutory requirements. Safeguarding concerns, accident or incident information, changes in health, allergy or collection arrangements, and information affecting a child's welfare must be shared promptly and recorded where required.

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 progress and activities through photos, observations and links to developmental milestones, subject to parental consent and in line with our Digital Safety, Use of Phones/Cameras and Data Protection policies.
- 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 in line with EYFS requirements and parents/carers are invited to contribute and discuss any identified strengths, needs, concerns or next steps.
- 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 2026 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 2026 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 2026 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.
- 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 where possible and, in all cases relating to EYFS requirements, the complaint will be investigated and the outcome provided within 28 days of receipt.
- A summary of the complaint, actions taken, and outcome are recorded in Complaints Summary Log
- Where a complaint relates to EYFS statutory requirements, the written record will include the complaint, investigation, action taken, and outcome, and made available to Ofsted on request and parents/carers as required.

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/Local Authority - Parents/carers may contact **Ofsted** if they believe there has been a breach of registration requirements or if a child is at risk. Contact details: [Ofsted.gov.uk](https://www.ofsted.gov.uk) 0300 123 4666

For concerns relating to Early Education Entitlement funding parents/carers may contact the EEE Team at Birmingham Local Authority. Contact details: EarlyEducation@birmingham.gov.uk

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**, or longer where safeguarding, insurance, employment, legal or regulatory requirements require this.
- Records are available to Ofsted on request. Information shared with parents/carers, staff or committee members will be limited to what is lawful, necessary and appropriate, with third-party or safeguarding information protected where required. Confidentiality is maintained throughout, in line with safeguarding and data protection policies.

All Sutton Outdoor Policies and Procedures are reviewed annually, or sooner, and amended as required to align with the current Early Years Foundation Stage Statutory Framework, including the September 2026 safeguarding and welfare requirements, and any relevant guidance or legislation. This policy was last reviewed by Liz Leddy - Preschool Manager and DSL for Sutton Outdoor Preschool, September 2026



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) • 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, staff, volunteers and committee members while ensuring high-quality care and education. Confidentiality is essential to safeguarding, trust and professional practice; however, confidentiality must never prevent information being shared where this is necessary to protect a child, comply with EYFS requirements, or meet a legal duty.

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 2026 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, emergency contact details, consent forms, correspondence, meeting notes, medical or allergy information, SEND information, complaints 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, where there is a legal or safeguarding duty to share, or with parental consent where consent is the appropriate lawful basis.

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. Confidentiality will never prevent information being shared with the Designated Safeguarding Lead, Children's Advice and Support Service, Ofsted, health professionals, police or other statutory agencies where this is necessary to safeguard a child, comply with EYFS requirements or meet a legal duty. Please see also our Safeguarding Policy, Child Protection Procedure, Information Sharing Policy and Data Protection Policy.



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, committee members, contractors and any third parties processing information on behalf of the setting.

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)

All Sutton Outdoor Policies and Procedures are reviewed annually, or sooner, and amended as required to align with the current Early Years Foundation Stage Statutory Framework, including the September 2026 safeguarding and welfare requirements, and any relevant guidance or legislation. This policy was last reviewed by Liz Leddy - Preschool Manager and DSL for Sutton Outdoor Preschool, September 2026

- 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 and condition for processing applies, such as health, safeguarding, SEND or equality-related needs, 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/carers 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
 - Accident, incident, complaint and safeguarding records: retained in line with statutory, safeguarding and insurance requirements. Child protection records are kept securely and for as

long as necessary to safeguard the child, including transfer to a new setting or school where appropriate.

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;
- 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. Where digital platforms, learning-journal systems or third-party processors are used, the setting will check that appropriate data-processing arrangements, access controls and retention arrangements are in place.

13. Breach Management

Any data breach must be reported immediately to the Data Protection Lead. The Data Protection Lead will assess the risk, record the breach, take steps to contain it, and report to the Information Commissioner’s Office (ICO) within 72 hours where the breach is reportable. Affected individuals will be informed where required by law.

14. ICO Registration

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

The setting will keep privacy notices, consent records and data-sharing arrangements under review, particularly where information is processed for safeguarding, health, SEND, allergy, medication, attendance, accident/incident, learning-journal or funded-entitlement purposes.

15. Monitoring and Review

This policy will be reviewed annually or sooner in response to changes in legislation, statutory guidance, EYFS requirements, data-processing arrangements, safeguarding practice or any data breach, complaint or incident that indicates review is required. All staff will be notified of changes and may be asked to reconfirm their understanding of the policy.

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, communication, or failure to follow safeguarding, confidentiality, health and safety, or conduct procedures.

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;
- Serious breach of confidentiality, data protection, safeguarding, professional boundaries, or suitability requirements.
- Failure to report a safeguarding concern, allegation, disqualification matter, or change in suitability without delay.

Employees may be suspended on full pay during investigations into allegations of gross misconduct where this is necessary and proportionate. Suspension is not a disciplinary sanction and will be kept under review. Where the matter involves safeguarding, the setting will seek and follow advice from the LADO or relevant statutory agency.

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



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) 2026 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 current statutory and legal framework, including 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 2026, including strengthened suitability, volunteer DBS and safeguarding/welfare requirements
- 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.

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 information is required before any new employee starts work in regulated activity. New employees must not commence employment before the required check has been received and suitability has been assessed.
- 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

The setting will not allow any person to work in regulated activity, or have unsupervised access to children, until required checks have been received, reviewed, and recorded as satisfactory.

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, Suitability Concern, Arrest or Charge Identified During Employment If the setting becomes aware that an employee may be disqualified, barred, arrested, charged, convicted, cautioned, or otherwise subject to information that may affect their suitability to work with children:

- They will be removed from regulated activity and unsupervised access to children while the concern is assessed;
- The employee will be informed and given the opportunity to explain;
- Ofsted will be notified where required, including within 14 days for disqualification matters or other notifiable events;
- 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

- Must have enhanced DBS checks where required, including volunteers in scope of EYFS 2026 requirements.
- Must declare any reasons they may be disqualified from working with children;
- Are subject to the same disclosure expectations as paid staff.
- Will not have unsupervised access to children, or carry out regulated activity, until required suitability checks have been completed, reviewed and recorded as satisfactory.



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 2026)

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, missing child, severe weather, dangerous animals including banned dog breeds, and any other significant event affecting children's safety or welfare.

This policy is written in line with the Statutory Framework for the Early Years Foundation Stage (2026) 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 relevant local safeguarding partners are notified of serious accidents, serious injuries, death, or other notifiable events as soon as reasonably practicable and 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, unauthorised person, banned dog breed in the vicinity)

- If a lockdown is required, staff lead group to nearest designated safe area, 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 a banned dog breed, uncontrolled dog or other dangerous animal is identified, staff will move children away immediately, maintain supervision and ratios, contact the appropriate authorities where necessary, record the incident or near miss, and review the relevant risk assessment before the area is used again.
- 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 after advice from any statutory agencies involved. Lessons learned are implemented and procedures are updated as needed. All reports are retained and securely stored in line with GDPR and our **Data Protection Policy**. Ofsted are informed where the incident is notifiable, as soon as reasonably practicable and 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 2026)**, the **Equality Act 2010** and related SEND duties. We actively promote inclusion, celebrate diversity, make reasonable adjustments where required, 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, reviewed for patterns, and reported to the relevant authorities if required. Where behaviour raises safeguarding concerns, the Safeguarding Policy and Child Protection Procedure will be followed without delay.

Legal and Regulatory Framework

This policy is based on:

- | | |
|---|--|
| • Statutory Framework for the EYFS (2026) | • 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 |



Sutton Outdoor Preschool –

Digital Safety Policy including use of Social Media

Purpose and Scope

This policy explains how Sutton Outdoor Preschool ensures the safe, responsible and lawful use of technology, including internet access, apps, tablets, laptops, email, online learning journals, digital images, video, audio, cloud storage, messaging platforms, social media, smart watches, wearable technology, mobile phones, cameras, recording devices and any other electronic or internet-enabled device used in connection with the setting.

This policy must be read alongside the Safeguarding and Child Protection Policy, Mobile Phone, Camera and Recording Devices Policy, Data Protection Policy, Information Sharing Policy, Confidentiality Policy, Visitor Policy, Whistleblowing Procedure, Staff Code of Conduct, Behaviour Policy, Anti-Bullying Policy, Safer Recruitment and Suitability Policy, Complaints Policy and Disciplinary Policy.

Policy Statement

Sutton Outdoor Preschool takes a precautionary approach to children's screen use. Outdoor play, communication, movement, relationships, real-world exploration, rest and responsive adult interaction are prioritised. Screens are not used as a routine childcare tool, reward, distraction, behaviour-management strategy, entertainment or background activity. Any screen use with children must be intentional, limited, adult-led or adult co-engaged, age-appropriate, inclusive, risk assessed, and linked to a clear learning, communication, safety or accessibility purpose.

For our children (aged two to five), screen use in the setting is kept well below the DfE maximum of one hour per day and is normally limited to brief, purposeful use connected to learning, communication, observation, accessibility or safety. Staff take account of the likelihood that children may already use screens at home.

Screen-based assistive technology used by a child with SEND, communication needs, disability or medical needs is planned individually and is not treated as discretionary screen time. Any such use is agreed with parents or carers and relevant professionals where appropriate, recorded in the child's plan, supervised, and reviewed to ensure it supports communication, inclusion, wellbeing, safety or access to learning.

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 never access the internet, apps, cameras, videos, games or other screen content alone or with other children only. Any use of digital technology by children is directly supervised and adult co-engaged on an approved preschool device.
- Parents and carers are informed about how and why digital technology may be used. Consent is obtained where required for specific activities, images, videos, online learning journals or publication. Consent does not remove the setting's duty to decide whether each use is necessary, proportionate, safe, age-appropriate and in the child's best interests
- Only age-appropriate, pre-checked websites and apps are used. Staff consider the purpose, content, pace, advertising, in-app purchases, chat functions, location sharing, data collection, accessibility, privacy settings and whether the digital content adds value beyond real-world outdoor learning. Apps such as iNaturalist or

Merlin are used only when staff have checked privacy, location and upload settings and have ensured children are not identifiable.

- Children do not access email or social media at preschool.
- Approved devices are set up with appropriate safety settings, passwords, permissions, privacy controls and app restrictions. Internet access, search history, app use, image storage and device settings are checked regularly by the e-Safety Coordinator or Manager. Any inappropriate content, security concern, accidental access, device loss, suspected misuse or breach is reported immediately to the Manager/DSL and recorded (see **Whistleblowing Procedure** as required).
- Inappropriate content can be reported to the Internet Watch Foundation (www.iwf.org.uk).

Online Safety Education

We link online safety to wider learning about trusted adults, consent, privacy, body safety, asking for help, safe and unsafe secrets, respectful communication, and what to do if something feels wrong, worrying or confusing.

Parents and carers are supported with current, trusted online safety and screen-use guidance, including DfE Help for Early Years Providers guidance, UK Council for Internet Safety resources, NSPCC guidance, Internet Matters guidance and other reputable early years online safety resources. Advice shared with families reflects children's age, development, SEND, communication needs and family circumstances.

e-Safety Leadership

The e-Safety Coordinator is John Leddy. The Designated Safeguarding Lead is Liz Leddy. Online safety is part of safeguarding. The e-Safety Coordinator supports the DSL by overseeing approved devices, settings, digital systems, staff guidance, parent information, incident logs and review of this policy. The DSL retains overall responsibility for safeguarding decisions, including concerns involving online harm, images, social media, digital communication, allegations, data breaches or unsafe use of technology.

Staff Responsibilities

Staff, volunteers, students and apprentices must follow this policy, the Mobile Phone, Camera and Recording Devices Policy and the Staff Code of Conduct. They must report digital safety, image, communication, device, social media, cyberbullying, online harm, grooming, radicalisation, data breach or safeguarding concerns to the DSL without delay. They must not use personal phones, smart watches, wearable technology, cameras, recording devices, personal email or personal social media where children are present, except in an emergency or where the Manager has expressly authorised a specific professional use.

Use of Images

Only approved preschool devices may be used to take photographs, videos or audio recordings of children. Images and recordings are taken only for agreed purposes, such as learning records, assessment, communication with parents, displays, safeguarding evidence or publicity where specific consent has been given. Staff check consent and restrictions before taking or sharing images.

Images are stored securely, transferred only through approved systems, deleted when no longer needed, and are not stored on personal devices or personal cloud accounts. Children's full names, identifying personal details, location data or safeguarding information are not published with images. Any child who must not be photographed or whose image use is restricted is clearly identified to staff who need to know.

Online learning journals are accessed only by authorised users with secure login details. Staff do not share login details. Parents and carers are reminded that images and information from learning journals must not be copied, downloaded, shared, posted online or used in a way that identifies other children, families or staff

Use of Email

Email and digital messaging are used for professional communication only through approved setting accounts and systems. Personal email accounts, personal messaging apps and private social media accounts must not be used for preschool business, parent communication, children's information or safeguarding records. Sensitive or personal

information is shared securely, using password protection or approved secure systems where needed. Emails and messages are not a substitute for safeguarding, accident, attendance, medication, SEND or learning records, which must be stored in the correct system or file.

Social Media and Public Platforms

Only authorised staff may post on official Sutton Outdoor Preschool social media, website, blog or public platforms. Public posts must be professional, respectful, accurate, necessary and approved by the Manager where required. Images or information about children are posted only where specific consent is in place and where children are not identified by full name, location, routine or personal details. Live streaming from sessions is not permitted. Location tagging is not used while children are present. Comments and messages on public platforms are monitored and moderated. Staff must not communicate with parents, carers or children through personal social media accounts, must not post about children, families, staff, complaints, safeguarding matters, incidents or confidential setting information, and must ensure personal online conduct does not undermine safeguarding, professional boundaries or the reputation of the setting.

Visitors, parents/carers and contractors

Visitors, contractors, professionals, parents, carers and invited guests must follow the Visitor Policy and Mobile Phone, Camera and Recording Devices Policy. They must not use personal phones, cameras, smart watches, wearable technology, tablets, laptops, audio recorders or other recording or internet-enabled devices where children are present unless the Manager has explicitly authorised a specific professional purpose and the use is supervised.

Lost Devices

A lost, stolen or compromised device, password, account, image, video, email, file, learning journal account or record containing children's or families' information is reported immediately to the Manager/DSL. The Manager assesses safeguarding and data protection risks, takes steps to secure accounts and devices, informs affected people where appropriate, records the incident, and notifies the Information Commissioner's Office, Ofsted, police, local authority or other agencies where required.

Breaches

Breaches of this policy are taken seriously and may lead to supervision, retraining, restriction of access to devices or systems, disciplinary action, referral to the LADO, Ofsted, DBS, police or other agencies, and/or termination of placement or volunteering arrangements. Staff, volunteers, students and apprentices must use the Whistleblowing Procedure if they are concerned that digital safety, image use, social media, device use or online safeguarding concerns are not being managed properly.

Any concern involving online harm, grooming, exploitation, radicalisation, cyberbullying, harmful content, image misuse, unauthorised recording, inappropriate communication, staff or visitor digital conduct, device misuse, or a child being exposed to unsafe digital content is treated as a safeguarding concern. Staff must record the concern factually, preserve evidence where safe to do so, avoid forwarding illegal or harmful material, inform the DSL immediately and follow the Safeguarding Policy, Information Sharing Policy, Data Protection Policy and Ofsted Notification Policy. The DSL seeks advice from children's social care, the police, LADO, Ofsted, IWF, CEOP, Prevent/Channel or other agencies where required.

Legislation and Guidance

This policy has regard to: EYFS Statutory Framework for group and school-based providers 2026; DfE Help for Early Years Providers screen-use guidance; DfE Help for Early Years Providers internet safety guidance; Working Together to Safeguard Children; UK Council for Internet Safety guidance for early years practitioners; Data Protection Act 2018 and UK GDPR; Computer Misuse Act 1990; Copyright, Designs and Patents Act 1988; Prevent Duty guidance; Ofsted registration and notification requirements; local safeguarding partnership procedures; and the setting's Safeguarding, Mobile Phone and Device, Data Protection, Information Sharing, Visitor, Whistleblowing and Disciplinary policies.

Monitoring and Review

All Sutton Outdoor Policies and Procedures are reviewed annually, or sooner, and amended as required to align with the current Early Years Foundation Stage Statutory Framework, including the September 2026 safeguarding and welfare requirements, and any relevant guidance or legislation. This policy was last reviewed by Liz Leddy - Preschool Manager and DSL for Sutton Outdoor Preschool, September 2026

The Manager, DSL and e-Safety Coordinator monitor implementation through induction checks, staff supervision, device and app checks, review of consent records, review of image and learning journal use, incident and breach logs, parent feedback, visitor controls, social media moderation, training records and review of safeguarding concerns. Learning from incidents, near misses, complaints or guidance updates is recorded and used to improve practice.



Sutton Outdoor Preschool – Food and Drink Policy

Compliant with the Statutory Framework for the Early Years Foundation Stage 2026

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) 2026*, 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 2026 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. Parents are required to ensure foods are prepared safely and made aware of NHS guidelines for preparing foods. Food is checked daily by our Nominated Food Checker – Claire Leddy.

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. Staff remain alert to choking risks and ensure children are

seated, calm and appropriately supervised while eating. Any choking incident or near miss will be recorded, reviewed and used to update risk assessments or parent/carer guidance where necessary.

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.

Where a child has an allergy, intolerance or medical dietary requirement, the setting will record this clearly, share it with staff on a need-to-know basis, and ensure mealtime supervision reflects the child's individual risk assessment and care plan. 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
- Current UK Health Security Agency health protection guidance is followed for exclusion periods, outbreak management, cleaning, hand hygiene and infection control.
- 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

All Sutton Outdoor Policies and Procedures are reviewed annually, or sooner, and amended as required to align with the current Early Years Foundation Stage Statutory Framework, including the September 2026 safeguarding and welfare requirements, and any relevant guidance or legislation. This policy was last reviewed by Liz Leddy - Preschool Manager and DSL for Sutton Outdoor Preschool, September 2026

4.1 Premises and Equipment

- Daily safety checks are carried out before opening
- Natural materials are risk assessed and monitored throughout the day
- Unsafe equipment is removed or repaired immediately
- Registered childcare will not be provided from any premises or area where a banned dog breed is kept or is present. Any proposed site, visit, or premises arrangement will be checked and risk assessed before use.

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. Additional EYFS 2026 Health and Safety Requirements

The setting's health and safety arrangements include additional EYFS 2026 safeguarding and welfare requirements. These requirements are applied alongside our Risk Assessment and Management Policy, Safeguarding Policy, Safer Sleep Policy, Digital Safety Policy and Use of Phones, Cameras and Recording Devices Policy.

- **Banned dogs:** Registered childcare will not be provided from any premises, indoor area, outdoor base, visit location or agreed safe location where a banned dog breed is kept or is present. Staff will remain vigilant, report any sightings of banned dogs within the park and take immediate action to remove children from risk if a banned dog breed or uncontrolled dog is identified.

- **Safer sleep:** Where a child sleeps during a session, staff will follow the setting's Safer Sleep Policy and EYFS safer sleep requirements. Sleeping children will be supervised, checked frequently, and kept within sight and/or hearing of staff. Any child who is unwell, unusually sleepy, breathing irregularly, overheating, cold, distressed or otherwise causing concern will be checked immediately and parents/carers or emergency services contacted as appropriate.
- **Screen use:** Screen use is not a routine part of the outdoor session. Where a device or screen is used for health, safety, communication, observation, navigation, nature identification or another planned educational purpose, it will be limited, purposeful, supervised, age appropriate and consistent with current Department for Education screen use guidance. Personal devices must not be used with children except as permitted by the setting's phone, camera and recording-device procedures.

Any concern, incident or near miss relating to banned dogs, sleep safety or screen/device use will be recorded, reviewed and used to update risk assessments, staff training or parent/carer guidance where necessary. Ofsted and/or other agencies will be notified where the incident is notifiable under EYFS or safeguarding requirements.

11. 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

Review cycle: at least annually, and sooner following changes to EYFS statutory requirements, UKHSA guidance, Ofsted expectations, or a significant hygiene, infection- control or safeguarding incident.

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 2026 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 are supported to wash their hands with liquid soap and warm water: before eating, drinking, preparing or handling food; after using the toilet; after nappy changing or supporting toileting; after contact with bodily fluids, respiratory secretions or used tissues; after outdoor play, mud or soil play; after touching animals or animal-related materials; after removing gloves or aprons; and whenever hands are visibly dirty.

- Handwashing station is located on the preschool trolley near the toilet.
- Water used for handwashing is clean and from a safe source. Water containers, tanks and flasks are emptied, cleaned, dried and refilled regularly. Staff check water temperature before children use it and ensure hot water is transported and stored safely to prevent scalding.
- Liquid soap, warm water and individual towels are provided.
- Each towel is for use by one child or adult only, placed immediately in the designated laundry bag after use and laundered daily on a hygienic wash cycle. Shared towels must not be used.
- Hand gel may be used where hands are not visibly dirty and handwashing is not immediately available; it does not replace handwashing after toileting, nappy changing, contact with bodily fluids, animal contact, mud/soil play or before eating.

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**).
- Food brought from home is stored and handled hygienically. Lunch boxes and drinks bottles are kept clean, separated from toileting and nappy-changing areas, and stored in line with the Food and Drink Policy. Staff supervise eating and follow the Safer Eating Policy, including age-appropriate food, allergy awareness and choking-risk controls.

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.
- Staff explain each step of intimate care in an age-appropriate way, seek the child's cooperation wherever possible, protect the child from unnecessary exposure, and maintain appropriate supervision and safeguarding visibility. Any mark, injury, disclosure, concern, refusal of care or significant change in toileting/nappy routines is recorded and reported in line with safeguarding procedures.

5. Toileting

- The portable toilet is emptied and cleaned at the end of each day or sooner if required.

All Sutton Outdoor Policies and Procedures are reviewed annually, or sooner, and amended as required to align with the current Early Years Foundation Stage Statutory Framework, including the September 2026 safeguarding and welfare requirements, and any relevant guidance or legislation. This policy was last reviewed by Liz Leddy - Preschool Manager and DSL for Sutton Outdoor Preschool, September 2026

- 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 current UKHSA Health Security Agency health protection guidance
- Promoting good respiratory hygiene ("catch it, bin it, kill it")
- Staff training on hygiene, cross-contamination, and safe waste disposal
- The Manager/DSL will seek advice from the local UKHSA Health Protection Team and notify the local authority, Ofsted and other agencies where required if there is a suspected outbreak, notifiable disease, unusual level of illness, serious accident or incident, or any situation that may affect children's health, safety or welfare
- Reusable towels, fabric resources and any contaminated washable items are handled as potentially infectious laundry. Staff place items directly into the designated laundry bag, avoid shaking items, wash hands afterwards, and ensure items are washed daily or as soon as practicable on an appropriate hygienic cycle.

8. Related Policies and Contracts

This policy works in conjunction with the following:

- **Health and Safety Policy (including COSHH)**
- **Sickness and Treatment Policy**
- **Administration of Medicines Policy**
- **Accidents Emergency 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 2026 requirements.

This policy applies to verbal, written and electronic information, including observations, safeguarding records, attendance information, accident and incident records, SEND information, health information, transition records, photographs or digital records, and any information shared by parents, carers, children, staff or partner agencies.

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 –

In an urgent or emergency situation, staff must not delay sharing relevant information while waiting for consent, management approval or complete information if delay may increase risk to a child or another person. Staff must contact the DSL or deputy DSL immediately and follow local safeguarding procedures, including contacting children's social care, the police or emergency services where required.

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.

Wherever possible, information-sharing decisions are made by the Manager/DSL or deputy DSL. However, any member of staff must share information without delay if they believe a child or another person may be at immediate risk. Staff must record what was shared, with whom, when, why and the lawful basis or safeguarding reason for sharing, and must inform the DSL as soon as possible.

Key Principles

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

1. UK GDPR, the Data Protection Act 2018 and human rights law are not barriers to justified information sharing; they provide a framework to ensure personal information is shared appropriately, lawfully and securely.
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 clear record of the decision and the reasons for it, whether the decision is to share or not to share. Where information is shared, record what was shared, with whom, when, by whom, why, how it was shared securely, and any follow-up action required.

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?
- Additional care is taken when sharing special category or highly confidential information, including health information, disability, SEND, safeguarding records, child protection concerns, family circumstances, ethnicity, religion, biometric information or information about alleged offences. Such information is shared only where there is a lawful basis, where it is necessary and proportionate, and where the recipient has a legitimate need to know.

All decisions and actions taken are recorded in the child's file, and all procedures are followed in line with our Safeguarding Policy. Information is shared securely using the most appropriate method for the situation. This may include direct conversation with the DSL or relevant professional, secure email, password-protected documents, encrypted systems, hand delivery in sealed envelopes, or secure transfer through agreed local authority or safeguarding systems. Personal information must not be sent using personal email accounts, personal messaging apps or unsecured devices.

Parental Consent

We are open and honest with parents and carers about how information is used and shared unless doing so would be unsafe, inappropriate or may place a child or another person at increased risk. Consent will be sought where it is appropriate to do so; however, in safeguarding situations consent is not usually the most appropriate lawful basis. Information may be shared without consent where there is a lawful basis and where sharing is necessary, proportionate and in the best interests of protecting a child or others from harm.

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

Information may be shared with schools, health visitors, SEND services, inclusion teams, children's social care and other relevant professionals to support transition, inclusion, safeguarding, health, welfare and continuity of care. Parents and carers will usually be informed and involved unless doing so would be unsafe, inappropriate or contrary to the child's best interests.

Safeguarding Priority

The safety and welfare of children is the setting's paramount concern. Where staff have reason to believe that a child may be at risk of harm, abuse, neglect or exploitation, relevant information must be shared promptly and securely with the Designated Safeguarding Lead, deputy DSL, children's social care, the police, health professionals or other safeguarding partners as appropriate. Protecting a child from harm takes priority over protecting privacy where not sharing information may place a child at risk.

Staff follow Sutton local safeguarding partnership procedures and the setting's Safeguarding Policy when sharing concerns or requesting advice. If staff are unsure, they must seek advice from the DSL, deputy DSL, local authority safeguarding contact, children's social care or the NSPCC helpline without disclosing identities unless necessary.

Review

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



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.

Our curriculum intent is to provide a broad, balanced, ambitious and inclusive early years curriculum through sustained outdoor play, high-quality interactions, real experiences, stories, songs, movement, exploration, risk awareness, creativity and community. We use the EYFS educational programmes to ensure children develop the knowledge, skills, language, confidence and dispositions they need for future learning, school readiness and life

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.

Teaching in the EYFS takes many forms. Practitioners teach through warm relationships, modelling, conversation, storytelling, singing, demonstration, explanation, questioning, shared thinking, introducing vocabulary, guided practice, small-group work, direct teaching where appropriate, adapting the environment and helping children make connections in their learning.

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):

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.

Children are supported to take appropriate, beneficial risks within a supervised and risk-assessed environment. Practitioners assess each activity, child and situation dynamically, considering age, development, confidence, SEND, medical needs, weather, ground conditions, tools, boundaries and group supervision before supporting children to try new physical challenges.

We promote good oral health through everyday routines, stories, discussion, healthy snack conversations, role play, partnership with parents and links to health guidance. Children learn about toothbrushing, drinking water, healthy food choices and the importance of looking after their teeth in ways that are age appropriate and non-judgemental

➤ 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.

Practitioners support communication and language through frequent back-and-forth interactions, attentive listening, sustained shared thinking, songs, rhymes, stories, new vocabulary, open-ended conversation and careful support for children with EAL, speech, language and communication needs or SEND. Concerns about communication are discussed with parents and the SENCO and referred for further advice where needed.

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.

Early literacy is built through language, stories, songs, rhymes, mark making, environmental print, fine-motor experiences and meaningful reasons to communicate. Any phonics or sound awareness is introduced through playful, age-appropriate activities that develop listening, rhythm, rhyme, oral blending, alliteration and enjoyment of books rather than formal worksheet-based learning.

➤ 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.

Mathematics is developed through hands-on exploration of number, quantity, comparison, pattern, shape, space and measure. Practitioners support children to develop a deep understanding of numbers to 10, notice relationships and patterns, compare amounts, solve practical problems, use mathematical language and apply mathematics in meaningful outdoor contexts.

➤ 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 only where it adds clear value to learning, communication, safety or exploration. Children may use tools and technology such as walkie talkies, cameras, torches, pulleys, binoculars, hand drills or saws where this is risk assessed, supervised and age appropriate. Any screen-based technology is limited, purposeful, adult-supervised and used in line with the Digital Safety and Social Media Policy, Mobile Phone and Device Policy and current DfE screen-use guidance.

➤ 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.

Children also develop expressive arts through music, rhythm, singing, movement, dance, role play, imaginative storytelling, construction, natural materials, transient art and opportunities to share ideas from their own homes, communities and cultures

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 work in partnership with parents and carers as children's first and most enduring educators. We share information about the curriculum, children's interests, progress, next steps, wellbeing and any concerns. Parents and carers are encouraged to contribute to learning journals, share home experiences, tell us about changes in their child's development or circumstances, and work with us on agreed support plans.
- We maintain an online individual learning journal for each child to support assessment, planning, partnership with parents and evidence of progress. Learning journals are accessed through approved secure systems, with appropriate consent, confidentiality and data protection controls. Parents and carers are encouraged to contribute so practitioners can understand the wider picture of the child's learning and development
- Practitioners plan for progression by identifying what children already know and can do, what they need to learn next, and how experiences can be revisited, deepened and extended over time. Learning is sequenced through daily routines, repeated seasonal experiences, adult-led teaching, child-initiated play, stories, songs, discussion, practical problem solving and opportunities to practise skills in meaningful contexts.
- Assessment is ongoing, formative and based mainly on practitioners' knowledge of each child through observation, interaction, play, discussion with parents and professional judgement. Assessment is used to understand children's development, identify next steps, plan support, notice emerging concerns and evaluate the curriculum. We avoid unnecessary paperwork and ensure assessment remains useful, proportionate and manageable

Support for children

Our curriculum is inclusive and ambitious for every child. Practitioners make reasonable adjustments and adapt teaching, routines, resources, communication, physical access, groupings, risk assessments and expectations so that children with SEND, medical needs, disabilities, EAL, disadvantaged experiences, trauma, social communication needs or other additional needs can participate, belong and make progress. Staff use observations, assessments and partnerships with parents/carers to identify areas where a child may require additional support for their learning.

Liz is the named Special Educational Needs Coordinator (SENCO) for the preschool and works closely with staff and families to support them through the processes. The SENCO leads the graduated approach of assess, plan, do and review. Where a child may need additional or different support, staff work with parents and carers to identify needs, set clear outcomes, put support in place, review progress and seek advice from health, education, SEND, speech and language, inclusion or safeguarding professionals where appropriate.

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:

Leaders monitor the curriculum through observation of practice, review of children's progress, staff supervision, learning journal review, assessment information, parent and child feedback, SEND and EAL monitoring, staff meetings, professional discussion, local authority guidance, training updates and review of the outdoor learning environment. Monitoring checks that the curriculum is broad, balanced, inclusive, ambitious, sequenced, responsive to children's interests and needs, and effective in helping children make progress.

Transition

We support transitions into preschool, between sessions and groups, and on to school or another setting. Transition support may include settling-in visits, parent conversations, sharing routines, transition records, meetings with receiving schools or settings, SEND transition planning, sharing learning and development information securely, and helping children develop confidence, independence, communication, self-care and social skills for their next stage.

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 2026)**, 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 2026 & 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 2026 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 (2026)
- 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>



Sutton Outdoor Preschool – Observation & Assessment Policy

Policy Statement

At Sutton Outdoor Preschool, we follow the principles of the **Early Years Foundation Stage (EYFS 2026)** 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.

All Sutton Outdoor Policies and Procedures are reviewed annually, or sooner, and amended as required to align with the current Early Years Foundation Stage Statutory Framework, including the September 2026 safeguarding and welfare requirements, and any relevant guidance or legislation. This policy was last reviewed by Liz Leddy - Preschool Manager and DSL for Sutton Outdoor Preschool, September 2026

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 (2026)**
- **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) 2026, 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.
- 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 2026 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 operational risk assessments cover base camp, usual Sutton Park areas, routine routes and common activities. This policy is separate from the operational risk assessment, daily site checks and activity-specific assessments. Before and during each outing, staff complete dynamic risk assessment covering weather, terrain, trees, branches, water, roads, visibility, public access, unknown adults, dogs including banned or uncontrolled dogs, animals, litter, needles, glass, plants, fungi, equipment, tools, fire, food, toileting, children's individual needs, group supervision, safeguarding visibility and emergency access. Children are involved in basic risk awareness discussions to promote safe behaviour.

Staff use a risk-benefit approach. We do not aim to remove all risk from children's outdoor play; instead, we control real and significant risks while preserving the developmental benefits of challenge, exploration, independence, resilience, physical confidence, problem solving and risk awareness. Activities are adapted or stopped where the risk cannot be controlled to an acceptable level

Emergency equipment carried on outings includes: charged setting mobile phone and backup power where available; first aid kit; any child-specific medication including inhalers, adrenaline auto-injectors or other emergency medication; emergency contact list; daily register; care plans and allergy information where needed; drinking water; safe snacks where planned; folding potty, wipes, disposable gloves, bags and hand hygiene supplies; spare clothing and weather-appropriate gear where needed; whistle; location information or agreed meeting points; and any route or emergency plan needed for the outing

5. Safety Procedures

- Before Leaving Base Camp

Before leaving base camp, staff confirm the route or intended area, check the daily risk assessment, weather and site conditions, confirm staffing and deployment, complete a headcount and name check, check children's clothing and

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footwear, confirm toileting needs, check medication and care plans, check allergy and dietary information if food or drink will be taken, ensure emergency contacts and the register are available, take the emergency bag, and brief children on the route, boundaries, calls, stopping points, dogs, public access, road safety as applicable and what to do if they feel worried or separated.

- During the Outing

Children remain effectively supervised throughout the outing and are usually within both sight and hearing of staff. Staff are deployed at the front, middle and rear of the group as needed and position themselves to maintain boundaries, visibility and support for children who need closer supervision. The group stops at agreed points so staff can regroup, carry out headcounts, check children's wellbeing, review risks and adapt the route or activity.

Sutton Park is a public space. Staff maintain clear boundaries between the preschool group and members of the public. Members of the public must not join the group, question children, offer food or gifts, photograph or film children, or remain close to the group without staff agreement. If an unknown adult approaches, lingers, attempts to engage with children, uses a device in a concerning way or causes staff concern, staff move children away, inform the Lead Practitioner/DSL and follow safeguarding and emergency procedures where needed

Missing-child prevention is built into every outing. Staff carry out frequent headcounts, use clear boundaries and stopping points, position adults to supervise the group effectively, ensure children know the agreed call or signal, and give additional support to children who may run, hide, become overwhelmed, be new to the setting or have communication, SEND or emotional needs

Staff remain vigilant for dogs and dog-related risks throughout outings. If a banned dog breed, uncontrolled dog, aggressive dog, dog fouling, dog owner concern or other dog-related risk is identified, staff move children away immediately, regroup, carry out a headcount, inform the Lead Practitioner/Manager, and do not use the area until it is safe. Dog-related incidents or near misses are recorded and reviewed

- Stops and Activities

At each new location, staff complete a visual and dynamic risk assessment before children spread out or begin play. Checks include boundaries, visibility, public access, dogs, dog fouling, litter, glass, needles, water, roads, slopes, trees, branches, plants, fungi, ground conditions, weather, equipment, tools, fire risks, toileting privacy and emergency access. Children are supported to notice and discuss risks, but adults remain responsible for deciding whether the area or activity is safe to use. Activities follow the same safeguarding, supervision, intimate care, food, hygiene and behaviour expectations as at base camp. On preparation to leave, staff complete a headcount and name check and ensure the area visited is left tidy in line with our 'leave no trace' approach.

- Returning to basecamp

On return to base camp, check children's wellbeing, check medication and equipment, record or report any accident, incident, near miss, safeguarding concern or risk-assessment learning, prompt toileting and handwashing, replenish supplies where needed.

6. Emergency Procedures

All staff follow Sutton Outdoor Preschool's Emergency Procedures Policy. Before leaving base camp, staff know who is leading the outing, who carries the emergency bag, who has the register, who will supervise the main group in an emergency, who will provide first aid, who will contact emergency services, and who will contact the Manager and parents or carers. In an emergency, staff protect children first, move the group to a safe place if needed, call 999 where required, give clear location information, carry out headcounts, record actions taken and follow the Lost Child, Accident and Incident, Safeguarding, Evacuation, Relocation and Ofsted Notification procedures as appropriate

7. Weather Considerations

Outings take place in varied weather where it is safe and beneficial to do so. The Lead Practitioner assesses temperature, wind, visibility, storms, lightning, flooding, extreme heat or cold, ice, snow, ground conditions, fallen branches, tree safety, air quality, pollen, sun exposure, dehydration risk and children's clothing, footwear and

individual needs. Outings are adapted, shortened, relocated, delayed, replaced with base camp activities or cancelled where conditions cannot be managed safely.

8. Toileting and Hygiene

Children are encouraged to use the toilet before leaving base camp. Where toileting is needed during an outing, staff support the child's dignity, privacy, hygiene and safeguarding. A folding potty, wipes, disposable gloves, bags and hand hygiene supplies are carried. Outdoor toileting is used only where necessary, lawful, hygienic, environmentally responsible and safe. Staff choose a discreet location that maintains appropriate safeguarding visibility and does not expose the child unnecessarily. Waste is managed hygienically and in line with the Hygiene, Intimate Care and Toileting policies. Staff and children clean hands afterwards using suitable handwashing or hand hygiene arrangements

9. Hydration and Food

Fresh drinking water is carried on all outings and children are encouraged to drink regularly, especially during warm weather, high activity or longer walks. Food and drink are taken only where appropriate and are managed in line with the Safer Eating Policy, Food and Drink Policy, Allergy and Anaphylaxis procedures and Hygiene Policy. Staff check allergies, dietary needs, choking risks, storage, hand hygiene, supervision and seating before food is eaten. Children are never left alone while eating or drinking and remain within sight and hearing of staff.

10. Mobile phones and electronic devices

Only approved setting devices are used during outings. A charged setting mobile phone is carried for emergency and operational communication. Staff, volunteers, visitors and helpers must not use personal mobile phones, cameras, smart watches, wearable technology or recording devices where children are present except in an emergency or where the Manager has expressly authorised a specific professional use. Any authorised photograph, video or observation follows the Mobile Phone and Device Policy, Digital Safety Policy and consent arrangements.

11. Recording and Review

Outings are recorded through the daily register, staff deployment information, daily site checks, risk assessment records and any accident, incident, near-miss, safeguarding, medication, toileting, allergy or communication records required. The Manager reviews outings practice following incidents, near misses, complaints, weather events, dog-related concerns, public-access concerns, changes to children's needs or staff feedback, and updates the operational risk assessment, this policy or staff training where needed

12. Legal Framework

This policy has regard to: EYFS Statutory Framework for group and school-based providers 2026; Childcare Act 2006; Children Act 1989 and Children Act 2004; Health and Safety at Work etc. Act 1974; Management of Health and Safety at Work Regulations 1999; Equality Act 2010; Working Together to Safeguard Children; Ofsted registration and notification requirements; local safeguarding partnership procedures; HSE guidance on children's play and leisure: promoting a balanced approach; and the setting's Safeguarding, Risk Assessment, Health and Safety, First Aid, Medication, Safer Eating, Hygiene, Toileting and Intimate Care, Mobile Phone and Device, Visitor, Banned Dogs and Dogs on Site, Accident and Incident, Emergency Procedures and Ofsted Notification policies.



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 2026 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 2026 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 2026)
 - Children Act 2006
 - Working Together to Safeguard Children (2018, updated)
 - Equality Act 2010
 - UK GDPR / Data Protection Act 2018
-

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 2026

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 and must be paid for your child to attend.
- 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) 2026 requirements and best practice.



Sutton Outdoor Preschool – Privacy Policy

Effective Date: 25 May 2018 (Updated 2026 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
- **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 (2026), 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

All Sutton Outdoor Policies and Procedures are reviewed annually, or sooner, and amended as required to align with the current Early Years Foundation Stage Statutory Framework, including the September 2026 safeguarding and welfare requirements, and any relevant guidance or legislation. This policy was last reviewed by Liz Leddy - Preschool Manager and DSL for Sutton Outdoor Preschool, September 2026

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 2026** to ensure each child receives individual attention, challenge, and support. All staff, and any volunteer or student who is required to have checks, are subject to safer recruitment and suitability checks in line with the EYFS and our Safeguarding Policy, including enhanced DBS checks and barred list checks where required. New employees do not start work with children until required suitability checks have been completed and the Manager has confirmed that they are suitable. (see **Safeguarding Policy** for full details).

Our Ratios

We meet and exceed the EYFS 2026 minimum ratios by maintaining a minimum ratio of **1 adult to 4 children**, regardless of age, due to commitment to high quality supervision.

The minimum statutory EYFS 2026 ratios:

- **1:5** 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. Only staff whose qualifications are confirmed as full and relevant under the DfE Early Years Qualification Requirements and Standards, or who are otherwise permitted to count under the EYFS framework, are counted as qualified staff in the relevant ratio. The Manager checks qualification certificates, identity, right to work, references, suitability checks and any required overseas or additional checks before staff are included in ratios.

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** (also a qualified teacher) is 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.
 - All staff hold a current full paediatric first aid certificate, meaning there is always at least one member of staff available and deployed with children at all times. The Manager reviews first aid cover when planning staffing, ratios and deployment.
-

Staff Deployment

- Staff, students, and volunteers are deployed based on the needs of the children and the environment.
 - Children are usually within both sight and hearing of staff and are always within at least sight or hearing. Staff deployment is adapted so that children remain effectively supervised during free play, toileting, intimate care, eating, transitions, rest, high-risk outdoor play and emergency situations.
 - 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 adults aged 17 or over are normally counted in staff-to-child ratios. Apprentices may be counted only where the EYFS framework permits this, where they are suitable, competent and sufficiently

supervised, and where the Manager has confirmed and recorded that counting them does not compromise children's safety, supervision or quality of care.

- Students and volunteers are not routinely counted in ratios. A long-term student or regular volunteer may be counted only where they are aged 17 or over, have completed induction, have an enhanced DBS check and all required suitability checks, are judged by the Manager to be competent and responsible, understand safeguarding and emergency procedures, are under appropriate supervision, and are included only where this does not compromise children's safety, wellbeing or quality of care. Casual visitors, short-term volunteers, new volunteers awaiting required checks, parents helping occasionally and work-experience pupils are never counted in ratios.
- 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

In exceptional and unforeseen circumstances, such as sudden staff illness or emergency travel disruption, the Manager or Deputy may make a temporary staffing adjustment only after completing and recording a risk assessment. EYFS minimum ratios, qualification requirements, paediatric first aid cover and safeguarding requirements must continue to be met. The adjustment must not compromise children's safety, welfare, supervision, learning, inclusion, intimate care, mealtime safety or emergency procedures. If safe staffing cannot be maintained, the Manager will reduce numbers, contact parents and carers, use approved bank or relief staff, or close part or all of the session as necessary.

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 (2026), 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/carer when child leaves	N/A

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 early years provider, Sutton Outdoor Preschool must notify Ofsted, and any other relevant agency where required, of: any significant event or serious childcare incident; any allegation of harm or abuse involving a child; any failure to meet EYFS requirements that may affect children's safety or welfare; any change that affects registration; and any matter that may affect the suitability of the registered provider, nominated individual, committee members, manager, staff, volunteers, students or other people connected with the registration.

Notifications are made as soon as possible and always within 14 days where Ofsted guidance or EYFS requirements set that timescale. Failure to notify Ofsted of a required change, incident or significant event without reasonable excuse may be treated as a breach of statutory requirements and may affect the setting's registration, inspection judgement or regulatory action.

Report online

The Registered Provider has overall responsibility for ensuring Ofsted is notified. The Manager/DSL normally completes the notification, or the Deputy/Deputy DSL does so if the Manager is unavailable. Staff must report any possible notifiable incident, safeguarding concern, serious accident, suitability concern or registration change to the Manager/DSL immediately. If a child may be at immediate risk, staff must follow safeguarding procedures first and must not delay contacting children's social care, the police or emergency services while waiting to notify Ofsted.

2. Significant Events to Report - We will report:

- Allegations of harm or abuse, including allegations that a child has been harmed, abused or put at risk of harm, whether the alleged incident happened on the premises or elsewhere, involving anyone who lives on the premises, works on the premises, looks after children on the premises, or is otherwise connected with the childcare provision.
- 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)
- Events that may affect the condition, safety or suitability of the premises, the outdoor environment, access arrangements or the quality of childcare offered, or that may lead to ongoing closure or a significant change in the way childcare is provided, including fire, flooding, structural damage, environmental health concerns, serious utility failure, dangerous weather damage or security incidents.
- The death of a child while in our care
- A child's serious accident, injury or illness while being looked after, including any incident requiring resuscitation, hospital admission for more than 24 hours, a broken bone or fracture, dislocation of a major joint, loss of consciousness, severe breathing difficulty, hypothermia, heat-induced illness, loss of sight, a penetrating eye injury, a chemical or hot metal eye burn, electric shock or electrical burn, or medical treatment following exposure to a harmful substance, biological agent, toxin or infected material. Food poisoning affecting two or more children cared for on the premises must also be notified.
- Any incident where a child may have been at risk of harm, including a child leaving the setting or being missing for any period, inadequate supervision, an unauthorised person gaining access to the premises, a significant breach of security, a transport incident involving children, or an incident involving violence, crime, exploitation, grooming, county lines activity or other risks on or around the premises.
- A significant information security incident that may affect children's safety or welfare, including a lost or stolen device, file or record containing children's personal information, must be reported to the Manager/DSL and handled under the Data Protection and Information Sharing Policies. Ofsted, the ICO and/or other agencies will be notified where required.

3. What Ofsted Does Not Need to Know

Ofsted does not usually need to be notified about minor injuries such as minor cuts, grazes, sprains, strains, bruises, minor wound infections, insect bites or animal bites that do not cause a serious reaction; routine medical appointments or routine treatment by a doctor; a confirmed COVID-19 case affecting a child or staff member; or a short closure where there is no significant effect on how childcare is provided. However, all incidents must still be recorded internally and reported to parents or carers where required. Staff must seek advice from the Manager/DSL if they are unsure whether an incident is notifiable.

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

The Manager/DSL keeps a secure notification record showing the date and time of the incident, when the setting became aware of it, who was informed internally, who submitted the Ofsted notification, the date and method of submission, the reference number or confirmation received, what information was shared, any advice received, actions taken and follow-up required. Copies are stored securely in line with data protection and safeguarding record-retention requirements.

Notifying Ofsted does not replace any duty to contact other agencies. Depending on the incident, the setting may also need to contact children's social care, the Local Authority Designated Officer, the police, emergency services, the local authority early years team, UKHSA Health Protection Team, the Information Commissioner's Office, RIDDOR/HSE, environmental health, insurers or parents and carers

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
- Changes to the registered provider, nominated individual, committee members, trustees, directors, partners or other people legally responsible for the childcare organisation, and any other changes to registered people or governance arrangements that Ofsted requires us to report. For childcare on non-domestic premises, routine staff changes are managed by the provider through safer recruitment and suitability procedures unless Ofsted guidance requires notification.
- Changes to hours of operation or plans for overnight care
- Any significant event that affects the suitability of those working with children

Serious childcare incidents and significant events are reported using Ofsted's online serious childcare incident reporting service. Registration or governance changes are reported using the relevant Ofsted change-of-registration process or other route specified by Ofsted guidance. The Manager/Registered Provider checks the latest Ofsted guidance before submitting any notification.



Sutton Outdoor Preschool –

Risk Assessment & Management Policy

1. Policy Statement

This policy sets out the principles, responsibilities and review arrangements for risk assessment at Sutton Outdoor Preschool. It is separate from the setting's operational risk assessment documents, daily site checks, dynamic risk assessments, outing risk assessments and activity-specific assessments, which record the detailed hazards, control measures, actions and reviews for particular places, activities and circumstances to support children's safety, welfare and learning. The full operational risk assessment is an internal working document for staff, leaders and relevant professionals because it contains detailed site, security, staffing and safeguarding information. Relevant information will be shared where it affects a child's safety, participation, medical needs, SEND, allergies, access arrangements or family responsibilities.

Sutton Outdoor Preschool prioritises children's health, safety, welfare and learning by using risk assessment as an active part of daily outdoor practice. We take reasonable steps to identify and manage significant hazards, protect children and adults from avoidable harm, and support children to develop confidence, competence and risk awareness through carefully supervised, beneficial risk-taking. Risk assessment supports, but does not replace, staff professional judgement, active supervision, safeguarding procedures and dynamic decision-making.

2. What is Risk Assessment?

Risk assessment means identifying significant hazards, considering who may be harmed and how, judging the likelihood and severity of harm, deciding what reasonable control measures are needed, recording significant findings where appropriate, communicating responsibilities to those who need to know, and reviewing the assessment when circumstances change. The aim is not to remove all risk, but to manage real and significant risks proportionately while preserving the benefits of outdoor play, exploration, challenge and independence.

3. Risk Assessment at Sutton Outdoor Preschool

- Staff complete a daily safety check of the basecamp and any area to be used before children arrive. Checks include boundaries, access points, ground conditions, weather, wind, temperature, branches, trees, plants, fungi, litter, broken glass, needles, waste, animal faeces, water hazards, trip hazards, fire or tool areas, equipment, shelters, toilets or toileting arrangements, handwashing arrangements, public access, unknown adults, dogs including banned or uncontrolled dogs, and any other environmental or safeguarding concern.
- Staff remove, isolate or control hazards that present an unacceptable risk. Some lower-level managed risks may remain where the benefit to children's learning and development justifies this and where staff supervision, boundaries and controls are in place.
- Children are encouraged to notice hazards, talk about risk, make safe choices and develop confidence in managing appropriate challenges. Adults remain responsible for risk assessment, supervision and decisions about whether an activity or area is safe to use.
- The Manager and staff review identified risks daily through site checks and dynamic assessment, formally review the operational risk assessment at least termly, and review it sooner following accidents, incidents, near misses, safeguarding concerns, complaints, environmental changes, extreme weather, site works, new activities, new equipment, changes to children's needs, staffing changes or changes to statutory guidance.
- Dynamic risk assessment continues throughout every session. Staff continually observe children, adults, weather, site conditions, public access, animals, tools, food, fire, water, equipment and group supervision. Staff pause, adapt, relocate or stop an activity if risk increases, if supervision is affected, if children's needs change, if a member of the public or dog creates concern, or if staff cannot maintain safe ratios, safeguarding visibility or effective supervision.

Outings, walks, alternative outdoor areas, community visits and off-site learning are covered by the Outings Policy and a suitable risk assessment. Staff consider route, boundaries, public access, road safety, water, animals, weather, toilets, handwashing, first aid, emergency contact arrangements, ratios, SEND, allergies, medication, collection arrangements and emergency relocation before leaving the basecamp.

4. Risk Management

For outdoor play and adventurous activity, staff use risk-benefit thinking. This means considering both the possible harms and the developmental benefits of an activity, such as confidence, coordination, resilience, independence, problem solving, physical development and understanding of personal safety. Activities are adapted or stopped where the level of risk is not justified by the benefit or cannot be controlled to an acceptable level.

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		

Risk ratings guide decision-making. Unacceptable risks must be stopped, isolated or reduced before the activity or area is used. High risks require prompt action, additional controls and manager review. Moderate risks must be reduced where reasonably practicable and monitored. Low risks may be accepted where controls are in place and the benefit of the activity is clear. Staff must use professional judgement and may stop an activity even where a numerical score appears low.

5. Staff competence and responsibilities

All staff are responsible for following this policy, carrying out daily and dynamic checks, reporting hazards, implementing control measures, supervising children effectively, and recording concerns or actions. The Manager ensures staff have the competence, confidence, training, information and support needed to assess and manage risk. Volunteers, students, apprentices and visitors follow staff instructions and do not make independent decisions about children's safety or site use

6. Safeguarding and welfare links

Risk assessment includes safeguarding and welfare risks as well as physical hazards. This includes supervision, boundaries, visitors, public access, unknown adults, dogs and banned dog breeds, mobile phones and electronic devices, child absence or missing-child risks, safer eating, allergies, choking, safer sleep or rest where relevant, intimate care, toileting, first aid, medication, SEND, behaviour support, emotional wellbeing, and emergency evacuation or relocation

7. Banned Dog Breeds

Registered childcare will not be provided from any premises, outdoor area or off-site location where a banned dog breed is kept or present. Site checks and dynamic risk assessment include checking for dogs and dog-related risks. If a banned dog breed, uncontrolled dog or dog-related concern is identified, staff move children away immediately, inform the Manager/DSL, follow emergency procedures and do not use the area until it is safe

8. Children with Individual Needs

Individual risk assessments or additional control measures are put in place where a child's SEND, medical condition, allergy, disability, communication needs, mobility, behaviour, trauma history, sensory needs, toileting needs or emotional wellbeing may affect their safety or participation. These are developed with parents and carers and, where appropriate, other professionals, and are reviewed regularly.

9. Weather and Environmental Factors

Weather and environmental conditions are assessed before and during each session. Staff consider wind, storms, lightning, heavy rain, flooding, extreme heat or cold, ice, poor air quality, fallen branches, unstable trees, slippery ground, mud, visibility, pollen, poisonous plants and other seasonal hazards. Sessions are adapted, relocated, shortened or cancelled where conditions cannot be managed safely.

10. Recording and communication

Significant findings, daily checks, hazards, actions taken, temporary controls, decisions to relocate or stop an activity, accidents, incidents and near misses are recorded in the appropriate risk assessment, daily check, accident, incident or safeguarding record. Staff are told about relevant controls before or during the session. Parents, carers, visitors, contractors or partner organisations are informed where their cooperation is needed to keep children safe

11. Accidents, incidents and learning review

After an accident, incident, near miss, safeguarding concern, complaint, emergency, evacuation, dog-related incident or significant change in circumstances, the Manager reviews what happened, whether risk controls were effective, what needs to change, and whether the operational risk assessment, this policy, staff training or linked procedures need updating.

12. Legal Framework

This policy has regard to: EYFS Statutory Framework for group and school-based providers 2026; Health and Safety at Work etc. Act 1974; Management of Health and Safety at Work Regulations 1999; Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013; Equality Act 2010; Food Safety Act 1990 and food hygiene requirements where relevant; Working Together to Safeguard Children; Ofsted registration and notification requirements; local safeguarding partnership procedures; HSE guidance on managing risk and risk assessment at work; and HSE guidance on children's play and leisure: promoting a balanced approach.

Risk assessment is part of our overall planning and daily practice. We focus on significant hazards, use proportionate controls, define responsibilities clearly, communicate information to those who need to know, and keep children's safety, welfare and learning at the centre of decision-making.



Sutton Outdoor Preschool – Safer Recruitment & Suitability

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 2026, Working Together to Safeguard Children, the Childcare Act 2006, the Childcare Disqualification Regulations, DBS and barred list requirements, and relevant Ofsted and local safeguarding partnership expectations. We also have regard to safer recruitment principles in Keeping Children Safe in Education where these support good practice for early years settings.

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

All vacancies include the job title, hours, salary, qualification requirements, safeguarding responsibilities, person specification and a clear statement that Sutton Outdoor Preschool is committed to safeguarding and promoting the welfare of children. The advert states that the post is subject to satisfactory references, identity and right-to-work checks, qualification verification, enhanced DBS and children's barred list checks where required, disqualification checks and ongoing suitability. Where appropriate, shortlisted candidates may be informed that an online search may be carried out as part of due diligence.

Application Process

Applicants must declare any information that may affect their suitability to work with children, including criminal convictions or cautions, police involvement, safeguarding concerns, professional misconduct, disciplinary findings, disqualification under the Childcare Act 2006, or any restriction or prohibition relevant to working with children. Applicants must complete a Childcare Act 2006 disqualification declaration where the role is covered by the disqualification requirements.

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 new employee will commence employment, and no applicant will have unsupervised access to children, until required suitability checks have been received, reviewed and recorded by the Manager/Registered Provider. Supervised visits or trial sessions with children may take place only as part of the recruitment process, must be risk assessed, and must be directly supervised at all times by a suitable member of staff.

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

- At least two written references are obtained before appointment, including one from the applicant's most recent employer and, wherever possible, the most recent role involving work with children. References must be requested directly from the referee using the setting's early years employment reference template, verified with the referee, and must ask about the applicant's suitability to work with children, safeguarding concerns, disciplinary action, allegations, attendance, conduct and reason for leaving.
- An enhanced DBS check with children's barred list information is obtained where the person is engaging in regulated activity or where the role otherwise requires it. DBS certificates are reviewed before employment, volunteering or placement begins, and the certificate number, date, workforce, barred list status where checked, outcome and verifier are recorded. If the DBS Update Service is used, the original certificate is seen,

All Sutton Outdoor Policies and Procedures are reviewed annually, or sooner, and amended as required to align with the current Early Years Foundation Stage Statutory Framework, including the September 2026 safeguarding and welfare requirements, and any relevant guidance or legislation. This policy was last reviewed by Liz Leddy - Preschool Manager and DSL for Sutton Outdoor Preschool, September 2026

identity is checked, the role and workforce match, consent is obtained, and the online status check result is recorded

- **Proof of identity** (e.g. passport, photo ID).
- **Evidence of right to work in the UK**, checked in line with Home Office guidance.
- Where an applicant has lived, worked or studied overseas, the Manager considers whether additional overseas criminal record, professional standing, qualification or suitability checks are required. Any decision, evidence obtained and risk assessment are recorded before the person starts work.
- Relevant qualifications are verified using original certificates and, where the qualification is used for staff:child ratios, the DfE Early Years Qualifications List, Check an Early Years Qualification service or the Early Years Qualification Requirements and Standards. The Manager records the qualification title, awarding body, level, date started, date awarded, whether it is full and relevant, whether it counts at level 2, 3 or 6, and who verified it.
- Health and capacity to fulfil the role are considered through a health declaration and, where necessary, occupational health or medical advice. The setting considers reasonable adjustments where appropriate, while ensuring children's safety, welfare and supervision are not compromised.
- **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.
- 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, volunteers, students, apprentices and committee members must immediately disclose anything that may affect their suitability to work with, care for, supervise or be in regular contact with children. This includes arrests, cautions, convictions, police involvement, safeguarding concerns, allegations, social care involvement, domestic abuse, substance misuse, significant health or mental health issues affecting safe practice, disqualification matters, restrictions by another regulator, or any change in circumstances that may affect suitability.
- Supervision is used to monitor safeguarding practice, conduct, professional boundaries, staff wellbeing, training needs, workload, whistleblowing awareness, children's wellbeing and any patterns of concern. The Manager records actions, timescales and follow-up, and checks that safeguarding training is understood and embedded in practice
- Staff receive:
 - Termly supervision meetings.
 - An annual appraisal.
 - Ongoing CPD, including regular safeguarding and Prevent Duty updates.

Any allegation, concern or conduct matter indicating that an adult may have harmed a child, may have put a child at risk of harm, may have committed an offence against or related to a child, or may be unsuitable to work with children is managed in line with the Safeguarding Policy, allegations procedures and local safeguarding partnership guidance. The Manager/DSL contacts the Local Authority Designated Officer, Ofsted, children's social care, the police and/or the DBS as required. A DBS referral is made where the legal referral criteria are met. See also our **Disqualification and Suitability Policy**.

6. Volunteers and Students

Volunteers, students and apprentices are recruited and managed using safer recruitment principles appropriate to their role, contact with children and frequency of attendance. From 1 September 2026, the supervision exemption for regulated activity is removed. Any volunteer, student or apprentice who teaches, trains, instructs, cares for or supervises children frequently, or overnight, is treated as engaging in regulated activity and must have an enhanced DBS check with children's barred list information before starting. Volunteers, students and apprentices are not given unsupervised access to children unless all required checks are complete, suitability has been assessed and the Manager has authorised this in writing. Occasional visitors and short-term volunteers are supervised at all times and are never counted in ratios unless EYFS requirements and the Staffing and Ratios Policy permit this.

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 audited. It records, where applicable: identity checks; right-to-work checks; qualification checks and full-and-relevant status; written references and verification; enhanced DBS certificate number, date, workforce and outcome; children's barred list check where required; DBS Update Service checks where used; Childcare Act disqualification declaration and outcome; overseas checks or risk assessment where applicable; health and capacity declaration; safer recruitment training; safeguarding training; induction; ongoing suitability declarations; dates of checks; who completed each check; and the date the Manager/Registered Provider confirmed the person was suitable to start.

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

This policy has regard to: the EYFS Statutory Framework for group and school-based providers 2026; Early Years Qualification Requirements and Standards 2026; Working Together to Safeguard Children; Childcare Act 2006; Childcare Disqualification Regulations; Safeguarding Vulnerable Groups Act 2006; Rehabilitation of Offenders Act 1974 and Exceptions Order; DBS and barred list guidance; regulated activity guidance; Data Protection Act 2018 and UK GDPR; Ofsted registration and notification requirements; local safeguarding partnership procedures; and Keeping Children Safe in Education where relevant as good-practice guidance.

10. Review - This policy is reviewed at least annually and sooner following changes to the EYFS statutory framework, DfE qualification requirements, DBS or barred list rules, regulated activity guidance, Ofsted expectations, local safeguarding procedures, recruitment practice, committee or governance arrangements, or any significant safeguarding, recruitment, suitability, allegation or conduct concern.



Sutton Outdoor Preschool –

Safeguarding & Child Protection Policy

Compliant with the Statutory Framework for the Early Years Foundation Stage 2026

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**. The Deputy DSL is **Lisa Mills**.

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 -

Safeguarding and promoting the welfare of children means providing help and support to meet the needs of children as soon as problems emerge; protecting children from maltreatment, whether that is within or outside the home, including online; preventing impairment of children's mental and physical health or development; ensuring children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have 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.

All Sutton Outdoor Policies and Procedures are reviewed annually, or sooner, and amended as required to align with the current Early Years Foundation Stage Statutory Framework, including the September 2026 safeguarding and welfare requirements, and any relevant guidance or legislation. This policy was last reviewed by Liz Leddy - Preschool Manager and DSL for Sutton Outdoor Preschool, September 2026

6. Safeguarding in Practice - A Designated Safeguarding Lead or trained Deputy DSL is available during every session and contactable whenever children are present. The DSL is Liz Leddy. The Deputy DSL is Lisa Mills. The DSL has the authority, time, training, resources and support needed to lead safeguarding, make referrals, liaise with local safeguarding partners, support staff, oversee records and ensure safeguarding procedures are implemented in practice.

The DSL will -

- 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 has regard to: the EYFS Statutory Framework for group and school-based providers 2026; Working Together to Safeguard Children 2026; Children Act 1989; Children Act 2004; Children and Social Work Act 2017; Childcare Act 2006; Prevent Duty guidance; Information Sharing Advice for Safeguarding Practitioners; Data Protection Act 2018 and UK GDPR; local safeguarding partnership procedures; Ofsted registration and notification requirements; and Keeping Children Safe in Education where relevant as good-practice guidance for early years safeguarding practice.

8. Designated Safeguarding Lead (DSL) - The DSL is Liz Leddy. The Deputy DSL is Lisa Mills. The DSL has the authority, time, training, resources and support needed to lead safeguarding, make referrals, liaise with local safeguarding partners, support staff, oversee records and ensure safeguarding procedures are implemented in practice. ([Appendix 1 - DSL role and responsibilities.](#))

9. Suitable People and Safer Recruitment - We follow the Safer Recruitment and Suitability Policy. No new employee starts work with children until required suitability checks have been received, reviewed and recorded. Checks include identity, right to work, qualifications where relevant, written references, enhanced DBS and children's barred list information where required, disqualification checks, overseas checks where applicable, and ongoing suitability declarations. Volunteers, students and apprentices are assessed according to their role, frequency and contact with children. Enhanced DBS and barred list checks are obtained where required, including for volunteers who meet the regulated activity threshold. No visitor, volunteer, student or apprentice has unsupervised access to children unless suitability has been confirmed and the Manager has authorised this in writing. (See **Safer Recruitment and Suitability Policy**.)

Staff, volunteers, students, apprentices, committee members and anyone working on behalf of the setting must immediately disclose anything that may affect their suitability to work with, care for, supervise or be in regular contact with children. This includes arrests, cautions, convictions, police involvement, safeguarding concerns, allegations, social care involvement, domestic abuse, substance misuse, significant health or mental health issues affecting safe practice, disqualification matters, restrictions by another regulator, or any change in circumstances that may affect suitability

10. Safeguarding Training

All staff, volunteers, students and apprentices receive safeguarding induction before working with children and regular safeguarding updates. Staff safeguarding training is refreshed at least every two years, and more often where local safeguarding partnership requirements, EYFS changes, incidents, supervision or role changes require it.

Training covers signs and indicators of abuse and neglect [Appendix 2: Types and Signs of Abuse](#); how to respond to disclosures; recording and reporting concerns; information sharing; child absence; allegations against adults; whistleblowing; online safety; safe use of mobile phones, cameras, screens and electronic devices; safer eating; safer sleep where relevant; Prevent; domestic abuse; child sexual abuse; exploitation; FGM; county lines; radicalisation; children with SEND or additional vulnerabilities; and local safeguarding procedures. The Manager checks that training is understood and embedded through supervision, observation, discussion and review of records.

- DSLs attend regular multi-agency safeguarding training (at least every 2 years).
- Training follows EYFS Annex C and local partnership expectations.

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

11. Whistleblowing

Staff, volunteers, students, apprentices, committee members and anyone working on behalf of the setting must raise concerns about poor practice, unsafe behaviour, safeguarding failures, breaches of policy, unsuitable adults or any action that may place children at risk. Concerns may be raised with the Manager/DSL, Deputy DSL, Registered Provider, committee, LADO, Ofsted, children's social care or the NSPCC whistleblowing helpline. The setting will take concerns seriously, protect children, support those who raise concerns in good faith and will not tolerate victimisation (see our **Whistleblowing Procedure** for information on how to report concerns and the process that will follow).

12. Attendance and Absence

Registers record each child's arrival and departure times. Parents and carers are expected to inform the setting of absence and the reason. Unexplained or unexpected absence is followed up on the same day by contacting parents, carers and emergency contacts. Staff record the reason, action taken and outcome. Patterns of absence, repeated lateness, unexplained absence, sudden changes in attendance, or failure to collect may indicate safeguarding or welfare concerns and are reviewed by the DSL. Where staff cannot establish that a child is safe, or where there are wider concerns, the DSL seeks advice from CASS, children's social care or the police and may request a welfare check. (See **Absence and Attendance Policy**.)

13. Prevent

The setting has due regard to the **Prevent Duty**. Staff are trained to recognise and respond to concerns that a child, family member or adult connected with the setting may be vulnerable to radicalisation, extremism or other forms of exploitation. Concerns are recorded and shared with the DSL, who seeks advice through local safeguarding procedures, including CASS, children's social care, the police or Channel where appropriate. Prevent work is proportionate, non-discriminatory and balanced with promoting inclusion, respect, British values, critical thinking and children's confidence to seek help. (See [Appendix 3 Possible Indicators of Radicalisation](#) and **No Platform for Extremism Policy**)

14. Responding to Concerns

Any concern about a child's safety, welfare or wellbeing must be recorded promptly, factually and shared with the DSL or Deputy DSL without delay. No concern is too small to report. If a child is at immediate risk of harm, staff must contact emergency services, police or children's social care immediately and then inform the DSL as soon as possible. Where a referral is needed, it is made without delay and in line with Birmingham safeguarding procedures. Records include the concern, child's words where relevant, body map where appropriate, action taken, advice received, decisions made and follow-up required (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

Safeguarding records are stored securely and shared only with those who have a legitimate need to know. UK GDPR and the Data Protection Act 2018 are not barriers to justified safeguarding information sharing; they provide a framework for sharing information lawfully, proportionately and securely. Staff must share relevant information promptly with the DSL, deputy DSL, children's social care, police, health professionals or other safeguarding partners where this is necessary to protect a child or another person from harm. Decisions to share or not share information are recorded, including what was shared, with whom, when, why and by whom.

17. Allegations Against Staff or Volunteers

Any allegation, concern or conduct matter suggesting that an adult may have harmed a child, may have put a child at risk of harm, may have committed an offence against or related to a child, or may be unsuitable to work with children is reported immediately to the Manager/DSL. If the concern involves the DSL, staff contact the Deputy DSL, Registered Provider or LADO directly. The Manager/DSL follows local allegations procedures and contacts the LADO, children's social care, the police, Ofsted and/or the DBS as required. Ofsted is notified of allegations of harm or abuse involving

anyone living, working, looking after children on the premises, or otherwise connected with the provision, within the required timescale (See **Allegation Against Staff Policy**)

18. Managing Unknown Adults and Public Safety

Registered childcare will not be provided from any premises, outdoor area or off-site location where a banned dog breed is kept or present. Staff assess outdoor spaces, boundaries, public access, animals, unknown adults and environmental risks before and during sessions. If a banned dog breed, uncontrolled animal, unknown adult or other serious safety risk is present, staff move children away, follow emergency procedures and do not use the area until it is safe.

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. Safer Sleep

Where any child sleeps or rests at the setting, staff follow the Safer Sleep Policy and current EYFS safer sleep requirements. Sleep and rest arrangements are risk assessed, supervised and appropriate to the child's age, development, medical needs and individual plan. Sleeping children are checked regularly and records are kept where required

21. Safer Eating

Mealtimes and snacks are treated as safeguarding and welfare responsibilities. Staff follow the Safer Eating Policy, Food and Drink Policy, Allergy and Anaphylaxis procedures and Hygiene Policy. Children are supervised within sight and hearing while eating and drinking, food brought from home is checked as far as reasonably practicable, allergies and dietary needs are known before food is served, and choking, allergy or food-related incidents are recorded, reviewed and escalated where required.

22. Use of Technology

The setting follows its **Use of Mobile Phones, Cameras and Recording Devices Policy** and **Digital Safety and Social Media Policy**. Personal mobile phones, cameras, smart watches and personal electronic devices are not used where children are present except in an emergency or where the Manager has expressly authorised a specific safeguarding, medical or operational use. Only approved setting devices are used to take photographs, videos or observations, and only for agreed purposes with appropriate consent and secure storage. Staff have regard to current early years screen-use guidance and ensure any screen use is purposeful, age-appropriate, supervised, limited, inclusive and does not replace high-quality interaction, outdoor play, communication, physical activity, rest or relationships.

23. 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.

24. Policy Implementation and Review

This policy is reviewed at least annually and sooner following changes to the EYFS statutory framework, Working Together to Safeguard Children, local safeguarding partnership procedures, Ofsted expectations, staffing or premises arrangements, risk assessments, safeguarding incidents, allegations, complaints, serious accidents, child absence patterns or any significant welfare concern

The Manager monitors safeguarding implementation through induction checks, staff supervision, safeguarding discussions, review of concerns and incident records, attendance monitoring, whistleblowing awareness, safer recruitment audits, risk assessment review, mealtime and sleep/rest observations, technology-use checks, parent feedback and review of training impact. Findings are recorded and used to improve practice.

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

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/carers 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

All Sutton Outdoor Policies and Procedures are reviewed annually, or sooner, and amended as required to align with the current Early Years Foundation Stage Statutory Framework, including the September 2026 safeguarding and welfare requirements, and any relevant guidance or legislation. This policy was last reviewed by Liz Leddy - Preschool Manager and DSL for Sutton Outdoor Preschool, September 2026

◆ 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

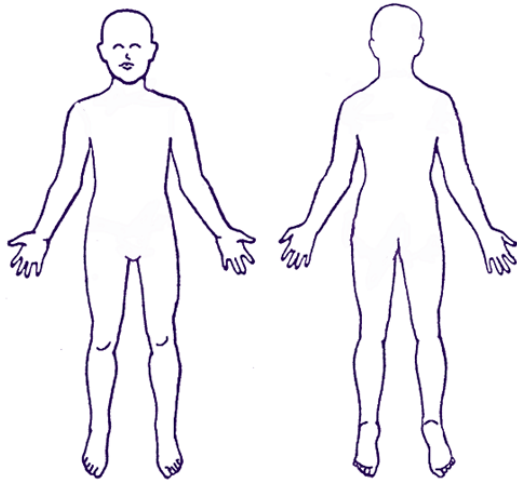
Notice of Concern / Incident Form		
Child's Name:	Date of Birth:	
Date of incident:	Time of incident:	

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? ☐ <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) 2026, 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.



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 2026).

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 2026 (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.



Sutton Outdoor Preschool - Sickness & Emergency Treatment

Compliant with the Statutory Framework for the Early Years Foundation Stage 2026

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 2026 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.

All Sutton Outdoor Policies and Procedures are reviewed annually, or sooner, and amended as required to align with the current Early Years Foundation Stage Statutory Framework, including the September 2026 safeguarding and welfare requirements, and any relevant guidance or legislation. This policy was last reviewed by Liz Leddy - Preschool Manager and DSL for Sutton Outdoor Preschool, September 2026



Sutton Outdoor Preschool – Safer Sleep and Rest Policy

Compliant with the Statutory Framework for the Early Years Foundation Stage 2026

1. Policy Statement

Sutton Outdoor Preschool cares for children aged two years and over. We are an active outdoor preschool and do not provide routine nap provision. Children do not usually sleep during sessions. However, we recognise that preschool-aged children may occasionally need quiet rest or may fall asleep unexpectedly because they are tired, unwell while awaiting collection, recovering, overwhelmed, or have individual developmental, SEND or medical needs.

When a child rests or sleeps, staff follow safer sleep and rest principles, maintain effective supervision, protect the child's dignity and comfort, and ensure the arrangement is risk assessed, suitable for the child and appropriate to the outdoor environment. This policy is implemented alongside the EYFS statutory framework 2026, DfE safer sleep guidance, The Lullaby Trust safer sleep guidance, the Safeguarding Policy, Health and Safety Policy, Risk Assessment Policy, First Aid Policy, Sickness Policy, Medication Policy, Intimate Care Policy, Mobile Phone and Device Policy, Information Sharing Policy and Emergency Procedures.

2. Age Range and Children Under Two

Sutton Outdoor Preschool does not care for children under two. This policy is written for children aged two and over who do not take regular naps at the setting. If the setting ever changes its registration, admissions arrangements or age range to include children under two, this policy will be reviewed before any child under two attends, and the setting will implement the full EYFS safer sleep requirements for babies and children under two.

3. Key Safer Rest Principles

Rest and occasional sleep are responsive to the child's needs and are never forced. Staff remain alert to the possibility that unusual sleepiness may indicate illness, injury, allergic reaction, overheating, cold exposure, emotional distress, medication effects, fatigue or another welfare concern. Children who need rest are offered a calm, supervised and safe space, while staff continue to maintain effective supervision of the wider group.

Children are supported to rest in a way that is safe, comfortable, respectful and appropriate to their age, development, medical needs, SEND, emotional wellbeing and the outdoor conditions. Staff do not use rest or sleep as a behaviour-management strategy, punishment or reward.

4. Rest and Occasional Sleep Arrangements

Children aged two and over who need quiet rest or occasional sleep are offered a calm, supervised, clean, dry, flat and safe rest space, appropriate to their size, development, medical needs and the outdoor conditions. Suitable rest arrangements include a firm mat which is clean, dry, stable, in good condition, placed away from hazards and supervised.

Staff avoid soft, uneven, enclosed, poorly ventilated or unsafe rest spaces that could increase the risk of restricted breathing, overheating, entrapment, suffocation, falling, rolling into hazards or becoming unsupervised.

Children are not left to sleep in slumped, curled, face-down, restricted, overheated, wet, cold or unsupervised positions. Sitting sleep, including in a pushchair, is not used as planned sleep provision and is managed only as an occasional, closely supervised situation where moving the child immediately is not practicable or safe.

5. Outdoor Rest Environment

All rest areas are risk assessed before use. Staff check that the area is clean, dry, flat, stable, well ventilated, shaded or sheltered as needed, and away from fire, tools, water, roads, public access, dogs, animal faeces, insects, litter, sharp objects, plants, fungi, trip hazards, falling branches, direct sunlight, extreme cold, strong wind, heavy rain and other environmental hazards.

Children are positioned so staff can maintain sight and hearing, respond quickly, and protect the child from unnecessary disturbance, exposure or risk. If outdoor conditions cannot be managed safely, the child is moved to a safer sheltered area, parents or carers are contacted where appropriate, or the session arrangements are adapted.

6. Clothing, Bedding and Temperature

Staff check that children do not become too hot or too cold while resting or sleeping. Outdoors, staff assess air temperature, wind chill, sun exposure, humidity, shade, ground temperature, clothing, footwear, bedding and the child's individual needs. Children's heads are not covered while sleeping. Hats, hoods, scarves, drawstrings, bulky outdoor clothing or anything that could restrict breathing, cause overheating or become entangled are removed or adjusted before sleep where safe and appropriate.

Children may use suitable individual blankets only where these are safe for the child's age and needs, do not cover the head or face, do not create entanglement or suffocation risk, and are used with staff supervision. Bedding and rest items are kept clean, dry and hygienic.

7. Supervision and Monitoring

Resting or sleeping children are always within staff sight and hearing. Staff remain close enough to monitor the child's breathing, colour, position, temperature, comfort and responsiveness, while maintaining safe supervision of the wider group. Children who are asleep are checked at least every 10 minutes, and more often where the child is unwell, very tired, new to the setting, has SEND or medical needs, or where weather or environmental conditions require closer monitoring. Sleep checks include the child's breathing, colour, temperature, position, comfort, responsiveness, head covering, surrounding hazards and whether the child remains safely supervised. Parents and carers are informed if their child sleeps during the session, including when the child slept, approximately how long they slept and whether there were any concerns.

8. If a Child Falls Asleep Unexpectedly

If a child falls asleep unexpectedly, staff assess the child immediately and move them, as soon as safely possible, to a safe, supervised rest space appropriate to their age and needs. Staff check whether the sleep appears consistent with normal tiredness or whether it may be linked to illness, injury, head injury, allergic reaction, medication, heat, cold, dehydration, emotional distress or another medical or safeguarding concern.

If staff are concerned about the child's breathing, colour, responsiveness, temperature, level of drowsiness, injury, possible allergic reaction, possible head injury or sudden illness, they follow paediatric first aid and emergency procedures, contact parents or carers, and call 999 where required.

9. Pushchairs during outings and adventures

Pushchairs may be used during outings or adventures where this supports a child's safety, access, fatigue, SEND, medical needs or emergency arrangements. Pushchairs are not used as planned sleep provision. If a child aged two or over falls asleep in a pushchair, staff assess the child immediately and ensure the child is safely positioned, breathing freely, not slumped, not overheated or too cold, and remains within staff sight and hearing. Where practicable, the child is moved to a safe, flat, supervised rest space. If it is not practicable or safe to move the child immediately, staff continue close supervision, carry out regular checks, keep the pushchair stationary where possible, ensure straps and positioning do not restrict breathing, and record the sleep. Staff contact parents or carers if sleep is unusual, prolonged or linked to illness, injury, heat, cold, medication, allergic reaction or another concern.

10. Children Who Are Unwell or Awaiting Collection

Children who are unwell should not attend preschool and will be sent home in line with the Sickness Policy. If a child becomes unwell during the session and needs to rest while awaiting collection, they are closely supervised, monitored, kept comfortable and managed in line with first aid, sickness and emergency procedures. Staff seek urgent medical help if there are concerns about breathing, responsiveness, temperature, colour, injury, allergic reaction, dehydration, heat illness, cold exposure or sudden illness.

11. Individual Rest or Sleep Plans

Because children at Sutton Outdoor Preschool do not usually sleep during sessions, regular sleep is not expected. If a child begins to need sleep or extended rest regularly, the Manager will discuss this with parents and carers and agree an individual rest or sleep plan. The plan may include the child's usual sleep pattern, reasons for sleepiness, comfort needs, medical needs, allergies, medication, SEND, sensory needs, emotional wellbeing, recent illness, parental views, professional advice where relevant, supervision arrangements and any reasonable adjustments needed.

Unsafe sleep or rest requests cannot be followed. Staff will explain safer sleep and rest requirements and agree a safe alternative with parents and carers.

12. Hygiene and Equipment

Rest equipment is checked before each use to ensure it is clean, dry, undamaged, stable, age-appropriate and used according to manufacturer instructions where applicable. Blankets, mats and washable rest items are cleaned or laundered when soiled, and stored hygienically in a dry, protected place. Staff follow the Hygiene Policy and infection prevention procedures when handling bedding, rest mats or soiled items.

13. Safeguarding, Privacy and Dignity

Children who are resting or sleeping remain safeguarded. Staff protect children's dignity, privacy and comfort while maintaining appropriate supervision and safeguarding visibility. Children are not photographed, filmed or recorded while sleeping or resting unless the Manager/DSL decides that recording is necessary for safeguarding, accident or incident evidence and this is handled securely in line with the Mobile Phone and Device Policy, Safeguarding Policy and Data Protection Policy.

14. Recording

Because children do not routinely sleep at Sutton Outdoor Preschool, any sleep during a session is recorded. The record includes the child's name, time sleep began and ended, where the child rested, staff member responsible, observations or concerns, action taken (if required) and information shared with parents or carers. Any sleep-related concern, near miss, illness, injury, emergency, unsafe practice or parental concern is reviewed by the Manager/DSL and used to update risk assessments, procedures, training or individual plans.

15. Staff Training and Responsibilities

Staff, volunteers and students receive induction on this policy and safer rest expectations before supporting children. Staff training and supervision include recognising unsafe rest positions, safer rest environments, overheating and chilling, breathing difficulty, sudden illness, emergency response, recording sleep checks, working with parents and reviewing individual needs. Paediatric first aid training is maintained in line with the First Aid Policy.

All staff are responsible for following this policy, maintaining supervision, recording sleep accurately, acting on concerns and reporting unsafe practice. Volunteers and students do not supervise sleeping or resting children alone unless the Manager has expressly authorised this and all safeguarding and suitability requirements have been met.

16. Legal and Guidance Framework

This policy has regard to: the EYFS Statutory Framework for group and school-based providers 2026; DfE Help for Early Years Providers safer sleep guidance; The Lullaby Trust safer sleep guidance for early years settings; Working Together to Safeguard Children; Ofsted registration and notification requirements; local safeguarding partnership procedures; and the setting's Safeguarding, Risk Assessment, Health and Safety, First Aid, Sickness, Medication, Intimate Care, Hygiene, Mobile Phone and Device, Information Sharing and Emergency Procedures policies.

17. Monitoring and Review

The Manager/DSL monitors implementation through induction checks, staff supervision, rest and sleep records, first aid records, sickness records, parent communication, risk assessment review, incident and near-miss review, and feedback from staff and families. This policy is reviewed at least annually and sooner following changes to EYFS statutory requirements, DfE safer sleep guidance, public health advice, Ofsted expectations, outdoor rest arrangements, equipment, children's ages or individual needs, sleep-related incidents, near misses, medical advice, safeguarding concerns or parental feedback.



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, 2026)
- **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

All Sutton Outdoor Policies and Procedures are reviewed annually, or sooner, and amended as required to align with the current Early Years Foundation Stage Statutory Framework, including the September 2026 safeguarding and welfare requirements, and any relevant guidance or legislation. This policy was last reviewed by Liz Leddy - Preschool Manager and DSL for Sutton Outdoor Preschool, September 2026

- 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 2026

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 (2026) 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 2026 (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 align with the current Early Years Foundation Stage Statutory Framework, including the September 2026 safeguarding and welfare requirements, and any relevant guidance or legislation. This policy was last reviewed by Liz Leddy - Preschool Manager and DSL for Sutton Outdoor Preschool, September 2026

- 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 (2026) – 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)



Sutton Outdoor Preschool – Smoking, Alcohol and Drug Policy

Compliant with the Statutory Framework for the Early Years Foundation Stage 2026

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 (2026), 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 2026

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. These procedures are written in line with current guidance from EYFS Statutory Framework 2026. 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 2026

Applies to: Sutton Outdoor Preschool staff, volunteers, students, apprentices, committee members, parents and carers, visitors, contractors, professionals and anyone using or carrying a mobile phone, camera, recording device, wearable technology or internet-enabled device in connection with the setting. **Review cycle:** at least annually, and sooner following changes to EYFS statutory requirements, DfE screen-use guidance, safeguarding guidance, Ofsted expectations, data protection law, device arrangements, online systems, incidents, breaches, complaints or safeguarding concerns

1. Policy Statement

Sutton Outdoor Preschool recognises that mobile phones, cameras, recording devices and electronic devices can support communication, learning, assessment and emergency response when used safely. We also recognise that misuse can create safeguarding, privacy, dignity, data protection, supervision and professional-boundary risks. Children's safety and welfare are our priority. Personal devices are restricted where children are present, and only approved setting devices are used for agreed professional purposes. Device use must never compromise active supervision, safeguarding visibility, staff deployment, children's dignity or children's right to privacy

In this policy, 'mobile phones, cameras and recording devices' means any personal or setting-owned device capable of communication, internet access, photography, video, audio recording, image sharing, messaging, location tracking or data storage. This includes but is not limited to mobile phones, smartphones, tablets, laptops, cameras, video cameras, smart watches, wearable technology, audio recorders, gaming devices, personal assistants and any other internet-enabled or recording device.

2. Parents/carers

Parents and carers should not use personal mobile phones, cameras, smart watches, wearable technology, tablets, audio recorders or other recording or internet-enabled devices where children are present, unless the Manager has given explicit permission for a specific purpose. Personal calls should be taken away from children and out of sight and hearing. Parents and carers must not photograph, film, record, live-stream or post images of children, staff, families or the setting without permission. If parents or carers take a photograph of their own child, they must ensure no other child, family or staff member is visible or identifiable unless specific permission has been given.

3. Visitors

Visitors, contractors, professionals and invited guests must follow the Visitor Policy and this policy. Personal mobile phones, cameras, smart watches, wearable technology, tablets, laptops, audio recorders and other recording or internet-enabled devices must not be used where children are present unless the Manager has expressly authorised a specific professional, safeguarding, medical or operational use. Any authorised use must be supervised and limited to the agreed purpose. Personal calls must be taken away from children and out of sight and hearing. Visitors must not photograph, film, record, live-stream or post about children, staff, families, the site or the session. Any concern about visitor device use is reported immediately to the Manager/DSL.

4. Staff, students, volunteers and parent helpers

Staff, students, volunteers, apprentices and parent helpers must not use personal mobile phones, cameras, smart watches, wearable technology, tablets, laptops, audio recorders or other personal recording or internet-enabled devices where children are present, except in an emergency or where the Manager has expressly authorised a specific professional use. Personal devices must be stored securely out of sight and reach of children during contact time. Personal devices may be used only during breaks, away from children, out of sight and hearing, and only where supervision and staff deployment are not compromised. Staff must not use personal devices to photograph, film, record, message about, store information about, or communicate with children or families in connection with preschool business

Student or trainee portfolio evidence may be provided only with Manager approval, through approved setting systems, and in line with consent, confidentiality, data protection and safeguarding requirements. Images or information used

for portfolios must be necessary, proportionate and anonymised where appropriate. Children's images or personal information must not be stored on personal devices, personal cloud accounts or personal email accounts

Misuse of personal or setting devices, images, recordings, online systems or social media is taken seriously. Depending on the concern, action may include supervision, retraining, removal of device access, ending a visit, ending a placement or volunteering arrangement, disciplinary action, dismissal, referral to the LADO, Ofsted, DBS, police, Information Commissioner's Office or another relevant agency

5. Setting Devices and Permitted Use

Approved setting devices may be used for agreed professional purposes only, including emergency communication, attendance, learning observations, assessment, communication with parents through approved systems, identifying plants or wildlife where privacy settings are safe, documenting accidents or safeguarding evidence where appropriate, and supporting children's learning in line with the Digital Safety and Social Media Policy. Setting devices must not be used for personal purposes, private messaging, personal social media, entertainment, personal image storage or unauthorised communication.

Approved setting devices are protected by passcodes or secure login, kept out of children's reach when not in supervised use, and stored securely when not in use. Location services, app permissions, cloud syncing, notifications and sharing settings are managed to protect children's privacy and safety. Devices are not left unattended in public areas or taken home without Manager authorisation and an agreed safeguarding and data protection reason

Any lost, stolen or compromised device, password, account, image, video, recording, email, file or learning-journal access is reported immediately to the Manager/DSL. The Manager/DSL acts to secure accounts and devices, assess safeguarding and data protection risks, record the incident, inform affected people where appropriate, and notify the Information Commissioner's Office, Ofsted, police, local authority or other agencies where required.

6. 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.

Written parent or carer consent is obtained before children are photographed, filmed or recorded, except where recording is necessary for safeguarding, accident, incident or legal purposes. Consent is purpose-specific and may cover learning journals, assessment, internal displays, publicity, website or social media separately. Parents and carers may refuse or withdraw consent at any time. Staff check current consent and restrictions before taking, uploading, sharing or publishing images. Children whose image use is restricted are clearly identified to staff who need to know.

Parents and carers are reminded that images, videos and information shared through Tapestry or any online learning journal are for their personal family use only. They must not download, copy, share, publish or post images or information that identify other children, families or staff. Breaches may result in restricted access to the online learning journal and may be managed under safeguarding, data protection or complaints procedures

Only the designated devices provided are to be used to take photographs or video recordings within the setting or on outings.

Images are checked before use or sharing. If a child without the relevant consent appears in the background, the image is not used unless the child can be fully cropped, blurred or otherwise made unidentifiable in a way approved by the Manager. Staff take care to avoid capturing children who do not have relevant consent.

Images or recordings must not be taken during toileting, nappy changing, intimate care, changing clothes, sleep or rest, medical treatment, first aid, distress, behaviour incidents or any situation that could compromise a child's dignity, privacy, safety or welfare, unless the Manager/DSL decides that recording is necessary as safeguarding, accident or incident evidence and this is handled securely

All Sutton Outdoor Policies and Procedures are reviewed annually, or sooner, and amended as required to align with the current Early Years Foundation Stage Statutory Framework, including the September 2026 safeguarding and welfare requirements, and any relevant guidance or legislation. This policy was last reviewed by Liz Leddy - Preschool Manager and DSL for Sutton Outdoor Preschool, September 2026

Children may use approved setting devices only where this has a clear learning, communication, accessibility, safety or assessment purpose. Use is limited, intentional, age-appropriate, adult-supervised and adult co-engaged. Screens are not used as routine entertainment, background activity, reward, distraction or behaviour-management tool. Screen use is avoided for children under two except in exceptional circumstances, and any screen-based assistive technology for SEND or communication needs is planned individually. Staff follow the Digital Safety and Social Media Policy and current DfE screen-use guidance.

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.

Any concern that an unsuitable image, video, recording or communication has been made, stored, shared, viewed or attempted must be reported immediately to the Manager/DSL. Staff must not investigate independently, delete evidence, forward illegal or harmful material, or view more than is necessary to report the concern. The DSL preserves evidence where safe to do so and follows the Safeguarding Policy, Allegations procedures, Information Sharing Policy, Data Protection Policy and Ofsted Notification Policy. Advice or referral is sought from the LADO, children's social care, police, Ofsted, DBS, CEOP, IWF or other agencies where required.

7. Storage of photographs and video recordings

Images, videos and recordings are transferred as soon as practicable, and normally daily, from setting devices to approved secure systems such as the setting's online learning journal or secure storage. Devices are checked and images deleted once transfer is complete unless retention on the device is specifically authorised. Access is limited to authorised staff using secure login details. Images and recordings are retained only for as long as needed for the agreed purpose and are deleted in line with the Data Protection Policy, Record Retention procedures and consent arrangements. The Manager/DSL checks device content, storage, uploads, deletion and access permissions regularly.

Staff understand that misuse of devices, images, recordings, online learning journals, social media or digital communication may be a safeguarding, conduct, data protection or disciplinary matter. Staff, volunteers, students and apprentices must report concerns about unsafe or inappropriate device use, image use, recording, sharing, storage, social media, online communication or failure to follow this policy. Concerns may be reported to the Manager/DSL, Registered Provider, LADO, Ofsted, police or NSPCC whistleblowing helpline where appropriate

8. Legal and Guidance references

This policy has regard to: EYFS Statutory Framework for group and school-based providers 2026; DfE Help for Early Years Providers screen-use guidance; DfE Help for Early Years Providers internet safety guidance; Working Together to Safeguard Children; UK Council for Internet Safety guidance for early years practitioners; Data Protection Act 2018 and UK GDPR; Ofsted registration and notification requirements; local safeguarding partnership procedures; and the setting's Safeguarding, Digital Safety and Social Media, Data Protection, Information Sharing, Visitor, Whistleblowing, Staff Code of Conduct and Disciplinary policies

9. Monitoring and Review

The Manager/DSL monitors implementation through induction checks, staff supervision, visitor controls, consent records, device checks, upload and deletion checks, online learning journal access checks, incident and breach logs, parent communication, whistleblowing awareness and review of safeguarding concerns. Learning from incidents, near misses, complaints or guidance updates is recorded and used to improve practice.



Sutton Outdoor Preschool - Visitor Policy

Compliant with Statutory Framework for the Early Years Foundation Stage 2026

. Policy Statement

Sutton Outdoor Preschool welcomes appropriate visitors who support children's learning, welfare, community links and the safe running of the setting. Because the preschool operates outdoors in a public park, visitor management is a safeguarding, supervision and risk-assessment priority. We take all reasonable steps to ensure that visitors, contractors, professionals, parents, carers, prospective staff and members of the public do not compromise children's safety, privacy, dignity, supervision, wellbeing or learning. Visitors are admitted, supervised and managed in line with the EYFS statutory framework, the Safeguarding Policy, Risk Assessment Policy, Mobile Phone and Device Policy, Outings Policy and this Visitor Policy.

Visitors may include invited professionals, early years advisers, health or SEND professionals, Ofsted or local authority officers, tutors or assessors, students, volunteers, prospective staff, parents and carers, contractors, suppliers, landowners or site representatives, community police, park staff, Sea Scout representatives and other invited guests. Members of the public, dog walkers or park users who pass near the outdoor area are not treated as preschool visitors unless they are invited to engage with the setting; however, they are managed through supervision, boundaries and risk assessment

2. Procedure

Visits should be pre-arranged wherever possible. The Manager or Deputy confirms the visitor's purpose, expected arrival time, length of visit, whether they will interact with children, whether any equipment, vehicle, animal, tool, display, activity or digital device will be used, and whether a specific risk assessment or parental consent is required. All visitors must report to the designated meeting point or setting entrance on arrival and must be greeted by a member of staff. Unknown visitors must provide photographic identification and state the purpose of their visit before being admitted to the preschool area. Professional visitors must show organisational identification, and staff may verify the visit with the organisation before allowing access. Visitors who cannot provide satisfactory identification, whose visit is unexpected, or whose purpose is unclear will not be admitted until the Manager or Deputy has assessed and approved the visit.

All admitted visitors sign the visitor record, giving their full name, organisation where relevant, role, contact details where needed, reason for visit, arrival time, departure time, staff member responsible for them, whether identification was checked, and whether they have read or received the visitor safeguarding information. The visitor record is taken into account during emergency evacuation or relocation.

All admitted visitors receive proportionate safeguarding information before or at the start of the visit. This includes expectations for conduct, supervision, confidentiality, mobile phones and devices, photography, toileting and intimate care boundaries, emergency procedures, boundaries within the outdoor site, how to report a concern, and the name of the Designated Safeguarding Lead. Visitors who will spend time with children must read and follow the full Expectations/Information for Visitors sheet.

Visitors must not use personal mobile phones, cameras, smart watches, wearable technology, tablets, laptops, audio recorders or any other recording or internet-enabled device where children are present, unless the Manager has given explicit permission for a specific professional or safeguarding purpose. Any authorised use must be supervised and must follow the Mobile Phone and Device Policy, Digital Safety Policy and consent arrangements. Personal calls must be taken away from children and out of sight and hearing. Visitors must not photograph, film, record, live-stream or post about children, staff, families, the site or the session.

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.

Visitors remain under staff supervision at all times and must stay within the agreed area and within sight and hearing of a member of staff. Visitors must not be left alone with children, take children out of sight or hearing of staff, provide intimate care, support toileting, administer medication, manage behaviour alone, escort children away from the

All Sutton Outdoor Policies and Procedures are reviewed annually, or sooner, and amended as required to align with the current Early Years Foundation Stage Statutory Framework, including the September 2026 safeguarding and welfare requirements, and any relevant guidance or legislation. This policy was last reviewed by Liz Leddy - Preschool Manager and DSL for Sutton Outdoor Preschool, September 2026

group, or collect a child unless they are an authorised parent, carer or named collector and the setting's collection procedures have been followed.

Where park staff, contractors, suppliers, maintenance workers or other site visitors need access, the Manager or Deputy assesses the risk before access is allowed. Children are kept away from vehicles, tools, machinery, chemicals, waste, open water, tree work, maintenance areas, cordons and any other hazard. Work areas are separated from children wherever possible. If safe supervision cannot be maintained, the group relocates within the park, delays the activity, uses the Outings Policy or emergency procedures, or suspends the session if necessary.

Any safeguarding concern about a visitor, contractor, professional, parent, carer, passer-by or other adult is reported immediately to the Manager/DSL. If there is an allegation that a visitor or adult has harmed a child, put a child at risk of harm, behaved in a way that may indicate they are unsuitable to work with or be around children, or caused staff concern, the setting follows the Safeguarding Policy, allegations procedures and Ofsted Notification Policy. Children are protected first and the adult may be asked to leave or kept away from children while advice is sought.

Visitors must respect confidentiality. They must not discuss, share or record information about children, families, staff, safeguarding matters, medical needs, SEND, incidents, routines or the setting's security arrangements unless this is part of their professional role and has been authorised by the Manager/DSL.

Visitors must behave respectfully and safely at all times. The setting will challenge and may end a visit if a visitor uses inappropriate language, smokes or vapes near children, appears under the influence of alcohol or drugs, behaves aggressively, ignores staff instructions, breaches confidentiality, uses unauthorised devices, attempts unsupervised contact with children, or creates a safeguarding, welfare or safety concern.

In an emergency, evacuation, lockdown, relocation or missing-child situation, visitors must follow staff instructions immediately. Visitors remain with their supervising staff member unless directed otherwise, must not leave without signing out or informing staff, and must not use phones or devices in a way that compromises safeguarding or the emergency response.

Visitors who attend regularly, volunteer, complete placements, support activities, or have frequent contact with children are managed under the Safer Recruitment and Suitability Policy, Volunteer and Student procedures and Staffing and Ratios Policy. They are not treated as casual visitors. Required suitability checks, enhanced DBS and children's barred list checks where required, references, induction and supervision arrangements must be completed before they begin the role. Casual visitors and occasional helpers are not counted in ratios and do not have unsupervised access to children.

Visitor records, contractor records, site-access decisions, visitor-related risk assessments and any concerns involving visitors or members of the public are recorded and stored securely. Safeguarding concerns are recorded separately in the child or safeguarding records and shared only with those who need to know. Records are retained in line with the setting's Data Protection, Safeguarding and Record Retention procedures.

[3. Passer's By, Members of the Public, Dogs](#)

Sutton Outdoor Preschool operates in a public park and recognises that members of the public, including dog walkers and other park users, may pass near or through shared areas. Staff maintain clear boundaries, active supervision and awareness of unknown adults. Members of the public are not permitted to join the preschool group, photograph or film children, question children, offer food or gifts, or remain close to the group without staff agreement. If a person lingers, attempts to interact with children, behaves in a concerning way, refuses staff requests, or compromises safety, staff move children away, inform the Manager/DSL and follow the Risk Assessment, Safeguarding and Emergency procedures.

Registered childcare will not be provided from any premises, outdoor area or off-site location where a banned dog breed is kept or present. Dogs belonging to staff, visitors, parents, carers, contractors, landowners or members of the public are not permitted within the preschool area while children are present unless the Manager has completed a

risk assessment and the dog is not a banned breed, is controlled, and its presence is essential and agreed in advance. If a banned dog breed, uncontrolled dog or dog-related risk is identified, staff move children away immediately, contact the Manager/DSL, follow emergency procedures and do not use the area until it is safe.

4. Additional Guidance

This policy should be read alongside the EYFS statutory framework for group and school-based providers 2026, Working Together to Safeguard Children, Ofsted registration and notification requirements, local safeguarding partnership procedures, and the setting's Safeguarding Policy, Safer Recruitment and Suitability Policy, Volunteer and Student Policy, Mobile Phone and Device Policy, Digital Safety Policy, Risk Assessment Policy, Outings Policy, Emergency Procedures, Banned Dogs and Dogs on Site Policy, Confidentiality and Information Sharing Policies.



Sutton Outdoor Preschool - Whistleblowing Policy

Compliant with the Statutory Framework for the Early Years Foundation Stage 2026

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 2026. 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.
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 2026, 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.



Sutton Outdoor Preschool – Safer Eating Policy

Compliant with the Statutory Framework for the Early Years Foundation Stage 2026

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 2026 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 Early Years Foundation Stage nutrition guidance 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 hold paediatric first aid training. All staff, volunteers and students receive induction and regular refreshers on safer eating, food hygiene, allergy awareness, intolerance awareness, anaphylaxis response, use of adrenaline auto-injectors where relevant, choking prevention, choking response, supervision while eating, recording and reporting incidents, and the individual needs of children attending the setting. Staff must read and follow relevant allergy, medical and dietary plans before supervising a child who has specific needs.

B. Dietary Information Management Before a child starts, parents and carers must provide detailed information about dietary requirements, allergies, intolerances, medical needs, religious or cultural food requirements, weaning stage, food texture needs and any history of choking or swallowing difficulty. This information is reviewed at admission, whenever parents report a change, and at least termly. Relevant information is shared securely with staff who need to know and is available during every session, meal, snack and outing. Emergency medication, including adrenaline auto-injectors where prescribed, is stored, checked and accessible in line with the Medication and Health Policies.

C. Nominated Food Checker Claire Leddy is the Nominated Food Checker. Before each mealtime or snack, the Nominated Food Checker, or Liz Leddy as manager/DSL in their absence, checks each child's food and drink against the child's recorded dietary, allergy, intolerance, medical, religious, cultural and developmental needs. This check includes whether food has been cut, prepared, stored and presented in a way that reduces choking, allergy and hygiene risks. Any concern is acted on before the child begins eating.

D. Allergy Action Plans Every child with a known allergy has a written individual allergy action plan agreed with parents and carers and, where appropriate, a healthcare professional. The plan identifies the allergen, likely symptoms, avoidance measures, emergency medication, when to call emergency services, parent contact arrangements and any food restrictions. All staff read and understand the plan before the child attends, and updates are shared immediately. Allergy action plans are reviewed at least termly and whenever there is a change in the child's needs, medication, symptoms or medical advice.

Staff minimise cross-contamination by supervising handwashing before and after eating, cleaning eating surfaces before and after use, keeping children's food and drinks separate, checking names on lunch boxes and bottles, discouraging food sharing, using clean utensils where needed, and ensuring allergy-aware seating and supervision arrangements are in place. Outdoor eating areas are checked for contamination, litter, animal faeces, poisonous plants and other hazards before food is served.

E. Weaning & Food Texture No assumptions are made about a child's eating stage based on age. Parents and carers tell us each child's current weaning stage, food texture needs, chewing and swallowing skills, use of cups or bottles, and any professional advice. Staff follow the agreed plan and seek updated information before introducing any new texture, food type or eating arrangement. Where there are concerns about swallowing, choking, reflux, food refusal or additional needs, staff seek advice from parents and relevant professionals before changing mealtime arrangements.

F. Choking Prevention & Food Preparation Parents and carers are responsible for providing food and drink that is suitable for their child. Sutton Outdoor Preschool supports families with safer eating guidance and checks food brought from home as far as reasonably practicable before it is eaten. Where food appears unsafe, unsuitable, inconsistent with a child's allergy, intolerance, dietary or developmental needs, or presents a choking risk, staff will not serve it until the risk has been removed or suitable alternative arrangements have been agreed with parents or carers. We will direct parents/carers to and refer to the DfE's food safety advice for guidance. [Help for Early Years Providers](#).

Food is prepared and checked in line with DfE food safety guidance. Staff ensure small round foods such as grapes, strawberries and cherry tomatoes are cut lengthways and into quarters; stones, pips and bones are removed; large fruits and hard fruit or vegetables are cut into safe slices or softened where needed; sausages are cut into thin strips with skins removed and are avoided where possible due to salt content; cheese is cut into strips rather than chunks; bread is cut into strips for very young children; and popcorn, marshmallows, jelly cubes from a packet, hard sweets and other high-risk foods are not given to children under five.

Food and drink brought from home are stored hygienically and protected from contamination, pests, animals, mud, soil, weather and temperature risks as far as reasonably practicable. Lunch boxes and bottles are kept in the designated storage area. Staff wash or sanitise hands in line with the Hygiene Policy before supporting food and drink, and children are supported to wash hands before and after eating.

G. Safe Seating & Supervision Children sit safely while eating and drinking, using an appropriately sized seating arrangements. Children are never left alone while eating or drinking and are always within sight and hearing of a member of staff. Staff position themselves so they can see children's faces, mouths and breathing as far as practicable, especially children at higher risk of choking or allergic reaction. Children do not walk, run, play, lie down or use toys while eating. Eating takes place in a calm, designated area with distractions minimised.

H. Recording Choking & Incident Management Any choking incident, allergic reaction or food-related medical concern is managed immediately in line with paediatric first aid training, the child's care plan and emergency procedures. Staff call 999 without delay where emergency help is required, including where a child is choking and cannot clear the airway, has breathing difficulty, shows signs of anaphylaxis, becomes unresponsive, or staff are concerned about the child's condition. Parents and carers are informed as soon as safe to do so. The incident is recorded in line with the Accidents and Incidents Policy, reviewed by the Manager/DSL, and used to update risk assessments, allergy plans, food checking, supervision and staff training. Ofsted, the local authority, UKHSA, RIDDOR/HSE or other agencies are notified where required.

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 Early Years Foundation Stage nutrition guidance [GOV.UK](#) and based on children's individual needs.

Children have access to drinking water throughout the session and are encouraged to drink regularly, particularly during warm weather, high activity, outdoor play and after physical exertion. Drinks are checked against allergies and dietary needs, and stored hygienically. Staff follow the Food and Drink Policy on suitable drinks and do not offer drinks that are unsafe, unsuitable or inconsistent with the child's 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

Parents and carers receive written safer eating guidance at registration and whenever the policy is updated. Guidance explains safe food preparation, foods to avoid for under-fives, how to cut high-risk foods, suitable drinks, allergy and intolerance information, food storage expectations, labelling lunch boxes and bottles, and the need to tell the setting immediately about any dietary, medical, allergy, intolerance, weaning or swallowing change. Staff work in partnership with families while making clear that unsafe food may not be served.

7. Monitoring & Quality Assurance

The Manager monitors safer eating through mealtime observations, spot checks of food brought from home, checks of allergy and dietary records, review of incident and near-miss records, staff supervision, parent feedback and termly review of individual plans. Learning from incidents, near misses, observations or complaints is recorded and used to update procedures, staff training, risk assessments and parent guidance.

Summary of Key Requirements (EYFS 2026)

collect allergy, intolerance, dietary, medical, cultural and developmental eating information before admission; keep information available to staff who need it; maintain written allergy action plans where required; check each child's food and drink before eating; reduce choking risks through safe preparation and supervision; ensure children sit safely and are never left alone while eating or drinking; keep children within sight and hearing during eating; prevent food sharing and cross-contamination; support hydration with safe drinks; record, review and escalate choking, allergic reaction and food-related incidents; inform parents and carers; and follow DfE nutrition guidance unless there is a good reason not to.

This policy integrates statutory EYFS requirements with practical safer eating procedures tailored to Sutton Outdoor Preschool. Staff use the EYFS statutory framework, DfE nutrition guidance and Help for Early Years Providers food safety guidance as the primary reference points for safer eating, choking prevention, allergy management, nutrition and food hygiene.



Sutton Outdoor Preschool –

Dogs on Site & Banned Dogs Policy

Compliant with the Statutory Framework for the Early Years Foundation Stage 2026

1. Policy Statement

Sutton Outdoor Preschool recognises that dogs may be present in outdoor environments, public parks, shared access routes, neighbouring land or areas used for outings. We support children to learn about animals safely, but children's safety, welfare and safeguarding always take priority. Registered childcare will not be provided from any premises, outdoor area or off-site location where a banned dog breed is kept or present. We take reasonable steps to prevent children coming into contact with unknown, uncontrolled, banned, aggressive or unsafe dogs and we act promptly if a dog-related risk arises.

2. EYFS and Legal Framework

This policy has regard to the EYFS Statutory Framework for group and school-based providers 2026, which prohibits the provision of registered childcare from any premises where a banned dog breed is kept or is present. It also has regard to the Dangerous Dogs Act 1991, Dangerous Dogs Act amendments, relevant Dangerous Dogs exemption legislation, dog control law, Public Spaces Protection Orders where applicable, health and safety legislation, safeguarding requirements, risk assessment duties, Ofsted notification requirements and local authority or landowner rules for the outdoor sites we use.

3. Banned Dogs

For the purposes of this policy, banned dog breeds or types include any dog prohibited under current UK law, including Pit Bull Terrier, Japanese Tosa, Dogo Argentino, Fila Brasileiro and XL Bully, and any other dog type that becomes prohibited by law. Whether a dog is a banned type depends on its characteristics and appearance, not only the breed name given by the owner.

Sutton Outdoor Preschool will not provide registered childcare from any premises, outdoor learning area, shared-use site, private land, public park area or off-site location where a banned dog breed is kept or present. This applies even if the dog is believed to have a Certificate of Exemption, is on a lead, is muzzled, is in a vehicle, is in a nearby enclosed area, belongs to a member of staff, family, visitor, landowner or member of the public, or is not behaving aggressively. If staff believe a banned dog breed may be present, they must move children away calmly and immediately, inform the Manager/DSL, prevent access to the affected area and follow the emergency dog encounter procedure. Staff do not challenge an owner aggressively or attempt to identify, handle, restrain, photograph or remove the dog. The Manager/DSL will seek advice from the police, local authority dog warden, landowner, Ofsted or other relevant agency as appropriate and will record the incident and actions taken.

4. Dogs on Site

Dogs are not permitted within the preschool operating area while children are present unless the Manager has approved a specific educational, therapeutic, assistance or operational reason in advance and a written risk assessment has been completed. Approval will not be given for any banned dog breed or any dog that is uncontrolled, unknown, unwell, distressed, aggressive, reactive, poorly socialised or unsuitable for contact with young children.

No staff member, volunteer, student, parent, carer, visitor, contractor or landowner may bring a dog into the preschool operating area during childcare hours without prior written agreement from the Manager. Dogs must never be tied near the entrance, toileting and handwashing area, food area, sleeping or rest area, or any route used by children.

Where a dog is approved for a planned activity, parents and carers are informed in advance where appropriate. The dog must be healthy, calm, insured where applicable, under adult control at all times, kept on a lead unless the risk assessment states otherwise, and separated from children unless direct supervised interaction has been planned. Children are never required to touch or interact with a dog.

5. Site Checks and Risk Assessment

Before children arrive, staff complete a visual safety check of the outdoor learning area, access route, boundaries, gates, neighbouring land, public paths and any areas used for toileting, eating, resting or group activities. Staff check for dogs, signs of dogs, dog faeces, damaged fencing and/or boundaries, open gates, public access risks, unknown adults with dogs, loose dogs and any other animal-related hazards. Findings and action taken are recorded in the daily risk assessment where required.

Staff deployment is adjusted where dog-related risks are more likely, including during arrival and collection, walks, transitions, public park use, shared access, boundary play, snack and lunch times, toileting and high-energy play. Staff maintain effective supervision and keep children within safe boundaries.

All Sutton Outdoor Policies and Procedures are reviewed annually, or sooner, and amended as required to align with the current Early Years Foundation Stage Statutory Framework, including the September 2026 safeguarding and welfare requirements, and any relevant guidance or legislation. This policy was last reviewed by Liz Leddy - Preschool Manager and DSL for Sutton Outdoor Preschool, September 2026

6. Dogs Off Lead in Public Parks or Shared Outdoor Spaces

When using a public park, public footpath, woodland, shared green space or other open area, staff recognise that dogs may be legally present and may be off lead unless local rules, signage or Public Spaces Protection Orders require otherwise. The setting does not rely on dog owners controlling access to children; instead, staff plan routes, boundaries, gathering points and supervision so children can be moved away quickly and calmly if a dog approaches. If an off-lead dog enters or approaches the area being used by the preschool, staff calmly gather children together, increase adult positioning between the dog and children where safe to do so, stop running or loud play, and move children to a safer area as necessary. Staff may politely ask the dog owner to recall and secure the dog. Staff must not attempt to catch, touch, feed, shout at, chase, kick or restrain the dog unless this is necessary to protect a child from immediate harm.

If off-lead dogs are repeatedly present, uncontrolled, fouling the area, entering the preschool boundary, worrying children, or preventing safe supervision, the Manager will review the risk assessment and may change the area used, increase staffing, alter session routines, contact the landowner, local authority, park ranger, police or dog warden, or suspend use of the area until risks are reduced.

7. Emergency Dog Encounters

An emergency dog encounter includes any situation where a dog is loose, uncontrolled, behaving aggressively, growling, barking repeatedly at children, lunging, chasing, jumping up, biting, attempting to bite, blocking an exit, entering the preschool operating area, worrying children, appearing to be a banned dog breed, or causing staff to believe that a child may be at risk of harm.

Staff follow the emergency procedure: remain calm; call children together using the agreed signal; instruct children to stand still or walk calmly placing their hands behind their backs, not run, scream or wave food or sticks; place adults between the dog and children where safe; move children to the agreed safe place; carry out a headcount; contact the Manager/DSL; call 999 if there is immediate danger or injury; administer first aid if required; contact parents and carers as soon as safe; and record the incident, actions taken and follow-up required.

If a child is bitten, scratched, knocked over, injured, significantly frightened, or may have had contact with dog saliva, blood or faeces, staff follow first aid, hygiene, infection-control and accident-reporting procedures. Medical advice is sought where needed. The Manager considers whether the incident must be reported to Ofsted, the local authority, RIDDOR/HSE, insurers, the police, dog warden, landowner or other relevant agencies.

8. Teaching Children About Dog Safety

Staff teach children simple, age-appropriate dog safety messages as part of outdoor learning. Children are taught not to approach, touch, feed, tease, chase, stroke, hug or run from dogs; not to touch dog toys, leads, bowls or faeces; to ask an adult before going near any animal; and to stand still, stay calm and listen to staff if a dog comes near. Children are supervised closely because they cannot be expected to manage dog-related risk independently.

9. Dog Faeces, Hygiene and Infection Control

Dog faeces are treated as a health and hygiene hazard. Staff check the outdoor area before use and throughout the session. Children are kept away from affected areas. Staff remove dog faeces only where it is safe and appropriate to do so using gloves, suitable equipment and hygiene procedures, or they isolate the area and report it to the landowner or local authority. Children and staff wash hands after outdoor play, before eating and after any possible contact with animal waste.

10. Parents, Visitors, Contractors and Landowners

Parents, carers, visitors, contractors and landowners are informed that dogs must not enter the preschool operating area during childcare hours unless prior written agreement has been given by the Manager. No banned dog breed may be brought to, kept at, or be present on any premises, outdoor area or off-site location while registered childcare is being provided. Parents and carers must not tie dogs to gates, fences, entrances, trees, buggies or equipment used by the preschool.

Where children are dropped off or collected near a public area where dogs may be present, parents and carers remain responsible for any dog they bring and must keep it under control, away from children who are not part of their family, and away from preschool entrances and equipment. Staff may ask a parent, carer, visitor or member of the public to move a dog away if it affects children's safety, welfare or supervision.

11. Recording, Reporting and Notification

Dog-related hazards, incidents and near misses are recorded in line with the Risk Assessment, Accident and Incident, Safeguarding, Health and Safety, Hygiene and Ofsted Notification policies. Records include the date, time, location, description of the dog where known, whether the dog was on lead or off lead, whether the dog was believed to be

banned or dangerous, children affected, injuries or distress, action taken, agencies contacted, parent communication, review outcome and changes made to risk assessments or procedures.

The Manager/DSL will consider whether to notify Ofsted of any significant event, allegation of harm, serious accident, injury, risk-of-harm incident, premises safety issue or event that may affect the safety and welfare of children. The police or local authority dog warden are contacted where a dog is dangerous, out of control, suspected to be banned, repeatedly causing risk, or where legal enforcement may be required.

12. Staff Responsibilities

All staff, volunteers, students and apprentices must read this policy, follow daily risk assessment procedures, remain alert to dog-related hazards, teach and model safe behaviour around dogs, report concerns immediately, and follow the emergency dog encounter procedure. Staff must not bring personal dogs to the setting during childcare hours unless prior written approval has been given under this policy, and banned dog breeds are never permitted.

13. Policy Review

This policy is reviewed at least annually and sooner following changes to the EYFS statutory framework, dog control legislation, banned dog requirements, site or landowner arrangements, public park rules, Public Spaces Protection Orders, outdoor risk assessments, incidents, near misses, complaints, safeguarding concerns or Ofsted/local authority advice.



Sutton Outdoor Preschool –

Volunteers and Students Policy

Compliant with the Statutory Framework for the Early Years Foundation Stage 2026

1. Policy Statement

Sutton Outdoor Preschool values the contribution that volunteers, students and apprentices can make to children's learning, wellbeing and community experiences. We also recognise that any adult working with or around children must be safely recruited, appropriately checked, inducted, supervised and supported. This policy explains how we manage volunteers, students and apprentices in line with the EYFS statutory framework for group and school-based providers 2026, safeguarding expectations, safer recruitment practice and regulated activity requirements.

2. Scope

This policy applies to all adults who support, observe, volunteer, train, study or complete a placement at Sutton Outdoor Preschool, whether paid or unpaid, including regular volunteers, occasional volunteers, parent helpers, work-experience pupils, childcare students, apprentices, trainees, committee members supporting sessions, and adults attending as part of a recognised course or placement. It does not replace the Safer Recruitment and Suitability Policy, Safeguarding Policy, Staffing and Ratios Policy, Visitor Policy or Staff Code of Conduct, which must be followed alongside this policy.

3. Categories of Volunteers and Students

Volunteers and students are managed according to their role, frequency of attendance, contact with children and level of responsibility. A regular volunteer or student is someone who attends frequently, forms part of planned provision, supports children directly, or meets the regulated activity threshold. An occasional volunteer, parent helper or visitor is someone who attends for a short, supervised, one-off or infrequent activity and does not have unsupervised access to children. Work-experience pupils and short-term observers are always supervised and are never treated as staff members.

4. Safer Recruitment and Suitability Checks

Before a volunteer, student or apprentice begins, the Manager assesses the role and decides what checks, induction and supervision are required. Checks may include identity, address, right to work or study where relevant, placement provider confirmation, references, qualification or course information, health and suitability declarations, Childcare Act disqualification declaration where applicable, overseas checks where relevant, and enhanced DBS and children's barred list checks where required. The Manager records the checks completed, the date completed, the outcome and the decision about suitability before the person begins the role.

No volunteer, student or apprentice starts a role involving contact with children until required checks have been received, reviewed and recorded. No person is allowed unsupervised access to children unless suitability has been confirmed and the Manager has authorised this in writing.

5. Regulated Activity, DBS and Barred List Checks

From 1 September 2026, the supervision exemption for regulated activity is removed. Any volunteer, student or apprentice who teaches, trains, instructs, cares for or supervises children frequently, or overnight, is treated as engaging in regulated activity. The period condition means activity on more than 3 days in a 30-day period, or overnight. Anyone engaging in regulated activity must have an enhanced DBS check with children's barred list information before starting. It is an offence for a barred person to engage in regulated activity, or for the setting to knowingly permit a barred person to engage in regulated activity.

Where the DBS Update Service is used, the original certificate is seen, the person's identity is checked, the workforce and level of check are appropriate, the person gives consent for the status check, and the online result is recorded. Where a DBS certificate contains information, the Manager completes a suitability risk assessment before any decision is made.

6. Induction

All volunteers, students and apprentices receive induction before working with children. Induction is proportionate to the role and includes safeguarding and child protection, how to report concerns, allegations of harm, whistleblowing, confidentiality, information sharing, professional boundaries, staff conduct, mobile phones and electronic devices, online safety, health and safety, outdoor risk assessment, emergency procedures, missing-child procedures, first aid arrangements, medication, allergies, safer eating, hygiene, toileting and intimate care boundaries, behaviour expectations, SEND and inclusion, child absence, banned dog and public-access procedures, and the setting's ethos and routines.

7. Supervision and Deployment

Volunteers, students and apprentices are supervised according to their role, experience, checks, competence and children's needs. They remain within sight and hearing of staff unless the Manager has confirmed that all required suitability checks are complete and has authorised a different arrangement in writing. They must follow staff instructions and must not make independent decisions about children's safety, safeguarding, behaviour, toileting, intimate care, medication, first aid, outings, food, risk assessment or collection arrangements.

The Manager or Lead Practitioner explains where the volunteer or student should be positioned, which children or activities they may support, and what they must do if they are unsure. Supervision is increased during outings, toileting, mealtimes, high-risk outdoor play, transitions, emergency situations and where children have SEND, medical, communication, behaviour or emotional needs.

8. Ratios

Students and volunteers are not routinely counted in staff-to-child ratios. A long-term student, apprentice or regular volunteer may be counted only where the EYFS framework permits this, where they are aged 17 or over unless an apprentice exception applies, where all required suitability checks are complete, where they are competent and responsible, where appropriate supervision is in place, and where the Manager has recorded that counting them does not compromise children's safety, supervision, welfare, learning, inclusion or quality of care. Casual visitors, short-term volunteers, parent helpers, work-experience pupils and new volunteers awaiting required checks are never counted in ratios.

9. Conduct and Professional Boundaries

Volunteers, students and apprentices must behave professionally and respectfully at all times. They must follow the Staff Code of Conduct, Safeguarding Policy, Whistleblowing Procedure and all instructions given by the Manager or Lead Practitioner. They must not use inappropriate language, shout at children, use physical punishment, humiliate children, show favouritism, form inappropriate relationships, contact children or families privately, give gifts without permission, share personal information inappropriately, or act in a way that could compromise safeguarding, dignity, privacy or professional boundaries.

10. Safeguarding and Child Protection

Volunteers, students and apprentices must report any concern about a child's safety, welfare, wellbeing, absence, injury, disclosure, behaviour, family circumstances or adult conduct to the Manager/Designated Safeguarding Lead immediately. They must not investigate concerns themselves or promise confidentiality to a child. Any allegation, concern or conduct matter suggesting that an adult may have harmed a child, put a child at risk of harm, committed an offence against or related to a child, or may be unsuitable to work with children is managed under the Safeguarding Policy, allegations procedures and Ofsted Notification Policy.

11. Ongoing Suitability

Volunteers, students and apprentices must immediately disclose anything that may affect their suitability to work with, care for, supervise or be in regular contact with children. This includes arrests, cautions, convictions, police involvement, safeguarding concerns, allegations, social care involvement, domestic abuse, substance misuse, significant health or mental health issues affecting safe practice, disqualification matters, restrictions by another regulator, or any change in circumstances that may affect suitability. The Manager records disclosures, seeks advice where needed and reviews whether the person may continue in their role.

12. Confidentiality and Information Sharing

Volunteers, students and apprentices must respect confidentiality. They must not discuss, share, copy, photograph, record or remove information about children, families, staff, safeguarding matters, medical needs, SEND, incidents, routines, attendance, site arrangements or the setting's security procedures unless authorised as part of their role. Safeguarding information is shared only with the DSL, Deputy DSL or appropriate professionals who need to know. Breaches of confidentiality may result in the placement or volunteering arrangement ending and may be referred to relevant agencies.

13. Mobile Phones, Cameras and Electronic Devices

Volunteers, students and apprentices must not use personal mobile phones, cameras, smart watches, wearable technology, tablets, audio recorders or other recording or internet-enabled devices where children are present, except in an emergency or where the Manager has expressly authorised a specific professional use. Personal devices must be stored securely out of sight and reach of children during contact time. Photographs, videos, audio recordings, observations and portfolio evidence may be created only using approved setting systems and with Manager permission, consent and data protection controls in place.

14. Toileting, Intimate Care, Medication and First Aid

Volunteers, students and apprentices do not provide intimate care, toileting support, nappy changing, medication, first aid, behaviour intervention or one-to-one care unless this has been expressly authorised by the Manager, is appropriate to their role and competence, and is supervised or recorded in line with the relevant policy. Children's dignity, privacy and safeguarding remain paramount at all times.

15. Outdoor Provision, Risk Assessment and Outings

Because Sutton Outdoor Preschool operates outdoors, volunteers, students and apprentices must follow the Risk Assessment Policy, Outings Policy, Visitor Policy, Banned Dogs and Dogs on Site Policy and emergency procedures. They must follow staff instructions about boundaries, public access, dogs, weather, tools, fire, water, plants, fungi, litter, animals, toileting arrangements, hand hygiene, emergency relocation and child supervision. They must never take children away from the group, lead an outing, change the route, permit a child to leave a boundary, or decide that an area or activity is safe without staff approval.

16. Placement Providers and Training Organisations

Where a student or apprentice attends through a school, college, university or training provider, Sutton Outdoor Preschool confirms the placement expectations, safeguarding responsibilities, supervision arrangements, required checks, assessment requirements, confidentiality expectations and reporting routes before or at the start of the placement. The setting may end or pause a placement if safeguarding, suitability, conduct, attendance, confidentiality, competence or supervision concerns arise.

17. Records

The Manager keeps records of volunteer, student and apprentice arrangements, including role description, start and end dates, identity checks, references or placement confirmation, DBS and barred list checks where required, disqualification declarations where applicable, induction, supervision arrangements, training, confidentiality agreement, suitability decision, ongoing suitability disclosures, incidents, concerns and the decision about whether the person may be counted in ratios. Records are stored securely in line with data protection and safeguarding record-retention procedures.

18. Concerns, Breaches and Ending Arrangements

Concerns about a volunteer, student or apprentice are taken seriously and recorded. Depending on the concern, action may include discussion, supervision, retraining, increased supervision, removal from particular duties, ending the volunteering or placement arrangement, referral to the placement provider, LADO, Ofsted, DBS, police, children's social care or another relevant agency. The safety and welfare of children always take priority.

19. Legal and Guidance Framework

This policy has regard to: the EYFS Statutory Framework for group and school-based providers 2026; DfE guidance on regulated activity and removal of the supervision exemption from 1 September 2026; Disclosure and Barring Service guidance on regulated activity with children; Safeguarding Vulnerable Groups Act 2006; Childcare Act 2006; Childcare Disqualification Regulations; Working Together to Safeguard Children; Data Protection Act 2018 and UK GDPR; Ofsted registration and notification requirements; local safeguarding partnership procedures; and the setting's Safeguarding, Safer Recruitment and Suitability, Staffing and Ratios, Visitor, Mobile Phone and Device, Digital Safety, Risk Assessment, Outings, Information Sharing, Whistleblowing, Staff Code of Conduct and Disciplinary policies.

20. Monitoring and Review

The Manager/DSL monitors implementation through recruitment and suitability records, induction checks, supervision, staff feedback, safeguarding records, visitor records, placement reviews, ratio decisions, risk assessments, incident logs, complaints, whistleblowing awareness and review of training impact. This policy is reviewed at least annually and sooner following changes to EYFS statutory requirements, DBS or barred list guidance, regulated activity guidance, Ofsted expectations, local safeguarding procedures, staffing arrangements, incidents, allegations, concerns or placement arrangements.