

# Guidance for crèches



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## Introduction

This guide has been updated by members of the Early Years team within Oxfordshire County Council to offer advice and information to crèches which are exempt from registration with Ofsted (Office for Standards in Education, Children's Services and Skills). The aim of the guide is to support you to provide high-quality childcare.

If you have any queries, please contact The Early Years team on **0845 604 2346**. We will keep this guidance under review and would be pleased to receive any comments you may have about it.

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## Exemptions from Ofsted registration

Ofsted explains the types of childcare that do not need to register. Crèches do not have to register if all the following apply:

- they look after children under 8 for 4 hours or less each day
- the children's parents plan to stay in the immediate area<sup>3</sup> (close by where they can be summoned immediately)
- there is no long-term commitment to provide childcare
- this is offered to parents or carers as a short-term convenience, for instance while they are shopping

There are other grounds for exemption, but we have quoted those relevant to crèches. <https://www.gov.uk/guidance/childminders-and-childcare-providers-register-with-ofsted/registration-exemptions>

\*Ofsted interprets 'stay on the premises or within the immediate area' as meaning premises where care is provided and where parents can be summoned immediately. Examples include crèches in a college where parents are taking part in adult learning classes, in a sports centre where parents are playing sports, or in a purpose-built shopping centre in enclosed premises. It does not apply to care where parents are away from the premises such as a shoppers' crèche in a town centre or where parents return to their home, even if this is close by.

If you are exempt from registration, you may still choose to register by applying to join the voluntary part of the Ofsted Childcare Register. Visit <https://www.gov.uk/guidance/childminders-and-childcare-providers-register-with-ofsted/the-ofsted-registers> or call the Ofsted Helpline on 0300 123 1231 for more information. Please call Ofsted if you are not sure if you need to register.

# ORGANISATION

## Policies and procedures

You should have a range of policies and procedures in place to ensure the smooth running of your crèche, for example:

- safeguarding children
- staffing.

It is good practice to have a health and safety policy and undertake risk assessments.

Policies are more than just written documents. They should:

- be individual to your crèche
- be working documents that everyone who works in your crèche understands, is responsible for, and works together to put into practice
- include an aim and a clear statement about what your policy wants to achieve
- include a commitment to staff training and explain how information and expertise is shared in your crèche
- be reviewed on an annual basis.

Procedures are sets of guidelines which outline the strategy to be used in circumstances, such as accidents, emergencies, and incidents. They are put in place to give staff, parents/carers, and children confidence that there are known procedures, which mean incidents can be dealt with quickly, safely, and correctly. They should be made available to parents.

This guide should help you write your policies and procedures and tell you some of the key factors to consider. It is meant as a starting point and is not a definitive list.

## Safety and risk assessment

Take positive steps to promote safety in your crèche and on outings, and make sure proper precautions are taken to prevent accidents.

A free downloadable copy of the Health and Safety Executive book ***Five steps to Risk Assessment*** is available at [www.hse.gov.uk/risk/fivesteps.htm](http://www.hse.gov.uk/risk/fivesteps.htm)

Carry out an overall risk assessment of your premises annually, or more often as needed. Walk through it room by room and identify anything which might be a hazard to someone and consider how the risk is being controlled; and make reference to emergency procedures. The assessment should be kept on record (see Appendix 3 for a risk assessment plan) and referred to and updated appropriately. When updating, refer to the accident log to see if there are any 'hotspots' which need addressing. If any changes are made to the environment or equipment, this can be recorded.

There is a practical guide for staff in education and childcare settings, including those working in children's social care, on managing a range of infections. This includes advice on managing COVID-19 and other infections spread by the respiratory route.

[Health protection in education and childcare settings - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Risk assess your equipment, activities, policies, and procedures on a regular basis. Take account of the numbers, ages and abilities of children, resources, planning, staff, and space.

Check daily that nothing is damaged, check emergency exits, and that toilets and all areas used by children are clean. Make sure you have enough staff to meet the needs of the children and the activities planned, and there are no changes which could cause a danger. This is particularly important in shared premises. This can be done using a chart on the wall, which is initialled when checked. An action plan identifying action to be taken to minimise identified risks should be produced where appropriate. See Appendix 3 for a sample action plan.

Make sure gas, electrical and other appliances and fittings conform to safety requirements and do not pose a hazard to children. Electrical equipment should be subject to regular Portable Appliance Testing.

A member of staff should be the nominated fire officer, to ensure there is a clearly defined and understood procedure for evacuating the premises in the event of a fire. There must be appropriate fire detection and control equipment, in working order.

You should have public liability insurance cover for your crèche.

### **Premises and security**

The premises (including outdoor space if available) should be safe, secure, and suitable for their purpose. You need adequate space in a suitable location which is welcoming to children, and you need to offer a range of activities which promote children's play and development. The size of the crèche group should allow free movement in the crèche area. If outdoor play space is available, consider how this can be made accessible throughout the crèche session.

Recommended indoor play space:

- 3.5m<sup>2</sup> for each child under 2 years
- 2.5m<sup>2</sup> for each child aged 2 years
- 2.3m<sup>2</sup> for each child aged 3 and over.

You should consider general indoor and outdoor security, such as:

- which doors are locked or unlocked?
- door alarms
- intercoms
- name badges.

### **Equipment**

Furniture, equipment, and toys should be provided which are suitable for purpose and help to create an accessible and stimulating environment. They should be of suitable design and condition, be well maintained and conform to safety standards.

### **Information and complaints**

You should work in partnership with parents and carers to meet the needs of the children. The information you give them should include details of:

- the admissions policy
- opening hours
- contact information
- staffing
- routines

- your responsibilities around safeguarding children.

Parents/carers can also be provided with regular information about activities provided for the children through wall displays, photographs etc.

Staff should be aware of the need to maintain privacy and confidentiality. Confidential information should always be kept securely.

Your crèche should be fully inclusive, and you should actively promote equal opportunities and anti-discriminatory practice for all children.

You should be aware that some children may have additional needs including special educational needs and disabilities and be proactive in ensuring that their individual needs are met. The EYFS states providers make parents aware of *how the setting supports children with special educational needs and disabilities*.

You should have a complaints procedure and make parents/carers aware of it. See Appendix 3 for a sample complaints log.

## **Admissions**

Before a child attends your crèche, the parents or carers should complete and sign a contract or registration form. This gives you vital information, such as:

- name, home address and date of birth of the child
- name the child likes to be known by
- starting date and sessions requested
- arrangements for paying fees
- arrangements for collecting the child
- name, address, and telephone numbers of parents/carers
- emergency telephone numbers
- name, address, and telephone number of the child's doctor
- information about special diets or allergies
- illness and immunisation details
- parental consent to seek emergency medical advice or treatment
- consent for photography
- consent to take part in off-site activities
- information about who has legal contact with, and parental responsibility for, the child.

## **Behaviour**

Adults caring for children in the crèche should be able to manage a wide range of children's behaviour in a way which promotes their welfare and development. The EYFS states ***'providers are responsible for managing behaviour in an appropriate way'***

Physical punishment must not be used.

## **Health and hygiene**

You should promote the good health of children, take positive steps to prevent the spread of infection, and take appropriate measures when they are ill. Children who are knowingly unwell should not be accepted into the crèche. Good hygiene practice must be observed to prevent the spread of infection.

There should be suitable facilities for the hygienic preparation of babies' feeds, if required. Suitable sterilisation equipment must be used for the sterilisation of babies' feeding equipment etc.

There should be separate toilet facilities for adults. Changing and hygienic nappy disposal facilities should be available.

You must ensure that children are in a smoke-free environment. A 'No Smoking' sign should be displayed at all times in the crèche.

## **Medicines**

You should have a rigorous procedure for administering medicines to children in your care. Medicines should usually only be given if they have been prescribed by a health professional. They should be in their original packaging with the date, dose, and batch number clearly visible on the original Pharmacist's label. A log should be kept of any medication administered. See Appendix 3 for example medicine logs.

## **Accidents and incidents**

You must ensure that at least one member of staff who holds a current paediatric first aid certificate is always present. A first aid kit must be kept in the crèche.

You must keep a record of any incidents or accidents which happen in the crèche, or on an outing, in an accident log. See Appendix 3 for an example accident log.

Providers must inform parents/carers of any accident or injury sustained by the child on the same day.

Providers must notify Ofsted and also the local child protection agencies of any serious accident or injury to, or the death of, any child while in their care, and must act on any advice from those agencies.

## **Food and drink**

Children should be provided with regular drinks and food in adequate quantities for their needs. Food and drink must be properly prepared, nutritious and comply with dietary and religious requirements. Fresh drinking water should be available to children at all times and packed lunches should be stored in a cool place. Your crèche may need to register as a food business with the local Environmental Health department. Contact them for advice.

This involves filling in a short online/hard copy form for your district/city council. There is currently no charge, and registration cannot be refused. There are no certificates of registration, but you can request confirmation of receipt of the application. Apply at least 28 days before opening. All registered food businesses may be inspected by their local council.

Food Premises Registration Application Forms can be requested by phone/email or downloaded from the relevant website, or in most areas you can apply online:

Cherwell District Council – 01295 252535, [www.cherwell-dc.gov.uk](http://www.cherwell-dc.gov.uk).

Oxford City Council – 01865 249811, [www.oxford.gov.uk](http://www.oxford.gov.uk)

South Oxfordshire District Council – 01491 823000, [www.southoxon.gov.uk](http://www.southoxon.gov.uk)

Vale of White Horse District Council – 01235 520202, [www.whitehorsedc.gov.uk](http://www.whitehorsedc.gov.uk)

West Oxfordshire District Council – 01993 861000, [www.westoxon.gov.uk](http://www.westoxon.gov.uk)

## **Food allergens regulations for childcare providers**

Childcare providers will need to provide allergen information on the foods they provide. Food allergens pose a significant risk to consumers with allergic conditions, which may even be life threatening. Children are particularly vulnerable because of their reduced level of control over the foods they eat. As a childcare provider you will be aware of children with allergies.

Food safety is very important for childcare because children are a vulnerable group. This means children can be more seriously affected by food poisoning than some other groups of people.

As a childcare provider, it is your responsibility to ensure that you have allergen information to provide for the food you serve and that this is accurate, consistent, and verifiable. You are not being asked to list all the ingredients in the food that you produce, you just need to document the allergens contained.

Remember to check the ingredients list of foods you use to make sure allergen information is correct, to avoid triggering an allergic reaction.

The provision of allergen information concerns any foods bought from a shop pre-packed and non-pre-packed foods including home-cooked meals.

This allergen information should be easily accessible and readily available to parents, who leave or may leave children in your care, and any children in your care who can make their own informed food choices.

### **What allergens need to be declared?**

The Food Standards Agency provide a list of [14 allergens](#) which need to be declared

### **Adult: Child ratios**

The crèche supervisor should ensure that staff are deployed effectively to ensure the safety, welfare, and development of children. He/she should consider at all times whether there is adequate supervision of children and ensure that the needs of each individual child are met.

All staff and management should be aware of their responsibility to ensure that adequate and appropriate adult to child ratios are maintained. There should be a minimum of two staff on duty at all times, with the following adult:child ratios:

- 1 adult to every 3 children under 2 years
- 1 adult to every 4 children aged 2 years



- 1 adult to every 8 children aged 3 and over.

The use of volunteers and trainees is encouraged as they are an asset to a crèche, but they should not be considered in adult: child ratios.

## **Staffing**

Adults looking after children must be suitable to do this. You must follow 'safer recruitment' procedures when you recruit a worker or volunteer for your crèche. Guidance and training are available on the Oxfordshire Safeguarding Children's Board (OSCB) website [Training - Oxfordshire Safeguarding Children Board \(oscb.org.uk\)](https://www.oscb.org.uk)

Everyone who works directly with children, or who is likely to have unsupervised access to them, must apply for an enhanced Disclosure and Barring Service (DBS) Disclosure. This includes volunteers and students on placement. You should keep records to show that the checks have been done, including the number and date of the Disclosure.

See <https://www.gov.uk/disclosure-barring-service-check> for more information about DBS checks.

It is also mandatory to join the DBS update service as part of your application to register with Ofsted.

You should have a system in place for recording staff supervision.

You must ensure that anyone who uses their own car for crèche purposes has appropriate insurance cover, valid driving licence and, if required, current MOT.

## **Staff training and qualifications**

Staff should hold appropriate qualifications for their role. Ideally, the crèche supervisor should hold an appropriate level three qualification in childcare, and at least 50% of the remaining staff should hold an appropriate level two childcare qualification. To ensure a qualification is full and relevant to the Early Years you need to look at the qualifications checker <http://www.education.gov.uk/eypqd/search/search.cfm>

Crèches on the voluntary part of the Ofsted Childcare Register will need to meet requirements regarding qualifications.

Staff working with children under 2 should have suitable experience of working with this age group and have received specific training in the care of babies.

All staff should receive induction training which includes, as a minimum, health and safety, risk assessment, safeguarding children, and explanation of relevant policies and procedures.

The continuing training needs of staff should be identified, with an action plan for personal and professional development. Oxfordshire County Council's Step into Training programme can be accessed at [www.oxfordshire.gov.uk/stepintotraining](http://www.oxfordshire.gov.uk/stepintotraining)

## **Disciplinary and grievance procedures**

Disciplinary matters should normally be dealt with in stages. You will need procedures for:

- oral warning
- written warning
- final written warning
- notice of dismissal
- appeals.

The Advisory, Conciliation and Arbitration Service (ACAS) provides advice on employment relations. See [www.acas.org.uk](http://www.acas.org.uk) or call the Acas helpline on 0845 747 4747.

## **Business plan**

You may wish to develop a business plan for your crèche. The county council's staff have published ***How to write a Development Plan*** for childcare providers, which you might find useful for your crèche. You can view this at [Business development and financial planning | Oxfordshire County Council](#)

# **SAFEGUARDING CHILDREN**

**The welfare, safety and protection of children are paramount.**

Everyone who comes into contact with children and families in their place of work has a duty to safeguard and promote the welfare of children. All crèche staff must recognise their responsibilities towards children in their care and understand the procedures they must follow if they suspect abuse or neglect.

You should have a copy of the government's booklet [What to do if you're worried a child is being abused.](#)

## **Disqualification by association**

Providers have a legal responsibility to ensure that each member of their staff team is suitable to work with children and is not disqualified from working in childcare.

**It is an offence, under section 76, Childcare Act 2006, to provide early years provision if disqualified or be involved in the direct management of such provision; if disqualified or to knowingly employ a disqualified person to work with children.**

<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>

Safeguarding Children Board (OSCB) website, [www.oscb.org.uk](http://www.oscb.org.uk), has information for parents, professionals, children and young people, and details of the county's official safeguarding procedures.

You must have a policy for safeguarding children, which outlines how you keep children safe, and the procedures to be followed if you have reason to believe any child is subject to emotional, physical, or sexual abuse or neglect.

## **Concerns about children's welfare**

**Immediate Concerns about a Child** - The Multi-Agency Safeguarding Hub (MASH) will remain the front door to Children's Social Care for all child protection and immediate safeguarding concerns. If there is an immediate safeguarding concern, for example:

- Allegations/concerns that the child has been sexually/physically abused
- Concerns that the child is suffering from severe neglect or other severe health risks
- Concern that a child is living in or will be returned to a situation that may place him/her at immediate risk
- The child is frightened to return home
- The child has been abandoned or parent is absent

You should call the MASH immediately **Tel: 0345 050 7666**

(This number will take you through to Customer Services who will ask a series of questions and triage into MASH where safeguarding concerns are raised)

**A No Names Consultation should not be used for the above scenarios**

### **Locality and Community Support Service (LCSS) – No Names Consultation**

A No Names Consultation enables practitioners to talk through concerns they have for children when there is not an immediate safeguarding concern and where there is no consent from the family.

Please contact 0345 050 7666 during the following times: Monday – Thursday; 8.30am – 5pm, Friday; 8.30am – 4pm.

**Early Help – Locality & Community Support Service (LCSS)** - The Locality and Community Support Service has been created as part of Oxfordshire County Council's, Children's Services Integration Programme to support partner agencies across Oxfordshire. It is a professional facing service (including community/voluntary sector).

### **When to contact LCSS**

You should contact the Locality Community Support Service if you:

- Have emerging concerns for a child that does not require an immediate safeguarding response
- Need support or guidance with an Early Help Assessment or TAF

However, if you cannot get in touch with the local assessment team contact the MASH on the above telephone number.

Parents/carers may challenge you about the intervention but, if there is a conflict of interest, the need to protect the child must always come first.

Ofsted-registered crèches are required to inform Ofsted of safeguarding incidents.

### **Designated person**

We advise crèches to have a designated person for safeguarding children, to take lead responsibility for safeguarding children in the crèche. Responsibilities include:

- keeping up to date on safeguarding matters
- Action to be taken in the event of an allegation being made against a member of staff
- Policy must cover the use of mobile phones and cameras in the setting
- reviewing the crèche's safeguarding policy and procedures regularly
- identifying staff training needs
- advising and supporting other staff
- taking the lead role in any instances of actual or suspected child abuse in the crèche
- ensuring safeguarding procedures are followed and all staff are aware of their responsibilities
- liaising with local statutory children's services agencies.

The designated person must have attended 'Designated Lead' OSCB training in safeguarding children and be renewed every 2 years. 'Generalist' training is available for all staff and must be renewed every 3 years. We would also advise you to have a Deputy safeguarding designated Lead.

Training is available through Oxfordshire Safeguarding Children Board (OSCB), [www.oscb.org.uk](http://www.oscb.org.uk) / 01865 815843.

## **Mobile phones**

Staff should **not** have personal mobile phones with them when working in the crèche.

## **Visitors**

All visitors should sign a visitors' book on arrival in the crèche, which includes:

- name and signature
- time of arrival
- time of departure
- the reason for their visit / who they are meeting with, if applicable
- car registration number if applicable.

Anyone visiting the crèche in an official capacity should provide proof of identity. Visitors must not be left alone with children.

## **Arrival and departure of children**

Keep a record of the times of arrival and departure of all children and staff, including a signature from the parent/carer. See Appendix 3 for examples of registers.

Children must not be allowed to leave the crèche with an adult who is not the usual person to collect them, without the parent or carer's prior written permission.

## **Uncollected child procedure**

You should have a procedure to follow if a child is not collected when expected or is not collected at the end of the crèche session.

You will need to decide a time limit before your uncollected child procedure is implemented. Make sure that parents/carers are aware of this.

Consider the well-being of the child - a minimum of two members of staff must stay on site. Never attempt to take the child home yourself or allow someone who has not been authorised by the parents/carers to collect the child, to take them.

If parents/carers cannot be contacted or located, contact the Police on their non-emergency number, 101.

A report should be written up as soon as possible after an incident.

However, in an emergency please contact the MASH on the above telephone number.

### **Lost child procedure**

If a child goes missing from the crèche:

- tell your designated person for safeguarding children, unless this would cause delay
- the designated person should gather all staff and children together and take the register
- the designated person and a staff member should search the venue and the immediate area outside the building
- if the child is not found, the designated person should contact the police and the child's parents/carers
- a report should be written up as soon as possible after the event and the incident should be recorded in the incident or accident log.

### **Crèche records**

You should keep confidential records of:

- your name, home address and telephone number and of any other person living or employed on the premises
- name, home address and telephone number of anyone else who will be in regular unsupervised contact with the children attending your crèche
- a daily record of the names of the children attending the crèche, and their hours of attendance
- a record of risk assessments, clearly stating when they were carried out, who by, date of review and any actions taken.

You should be aware of your responsibilities under The Data Protection Act 1998 and The Freedom of Information Act 2000.

# CHILDCARE AND BEST PRACTICE

## The Early Years Foundation Stage (EYFS)

The EYFS (2021) sets standards to enable early years providers (caring for children from birth to five) to reflect the rich and personalised experience that many parents give their children at home. All childcare providers have an important role to play in children's early years experiences. The EYFS is a framework for setting standards for learning, development, and welfare requirements for children from birth to 5 years and offers substantial guidance.

The documents are available on the internet at [Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/442423/early-years-foundation-stage-eyfs-statutory-framework-2021.pdf)

## Inclusive practice

'The diversity of individuals and communities is valued and respected. No child or family is discriminated against'.

It is the responsibility of all childcarers to ensure that equal opportunities and anti-discriminatory practice are promoted so that all users feel included, safe, and valued. All children have a need to develop, which is helped by exploring and discovering the people and things around them. Children should be encouraged to recognise their own unique qualities and the characteristics they share with other children. Crèche staff need to ensure that their own knowledge of different cultures is up to date and consider their own attitudes to people who are different from themselves (see All of Us – Inclusion Checklist, Appendix 2)

## Opportunities for babies'/children's learning and development in crèche sessions

The care, learning and play opportunities offered in crèche need to meet the baby/child's individual needs and promote their well-being. Creating time and opportunity to follow a baby/child's individual interests is a key role for the adults. From this the child's own initiated play can then be supported in such a way that any identified schemas are responded to. The value of any occasional adult – led activity should have as its focus the fun of learning through 'doing' and not the end product.

Appropriate resources relevant to the age and stage of development of the child should be readily available to them within a carefully planned environment. As far as possible cosy areas, a wide variety of books, painting, mark-making, water, sand, small world toys, construction, role play, puzzles and areas of interest, access to outside should all form part of the continuous provision. Aim to ensure that there are opportunities for children to practice their skills through repetition and that the session timetable is not too structured but flexible enough for there to be enough space and time for exploration.

Observations of individual children are important (written, annotated photographs etc.) and staff need to respond to what they observe with appropriate interaction and support activities and experiences can then be planned in response to these observations.

For many crèche workers meeting the individual needs of children can be challenging given the short timeframe in which many Crèches operate plus the inconsistency in

attendance of children. However, developing practice by following a few basic principles taken from the EYFS will help ensure that babies/children in their care are given the best possible opportunities.

The following is general and selected guidance which is based on the four themes that underpin the EYFS and suggestions for 'effective practice', taken from the EYFS Principles into Practice cards. For more detailed information please refer to the EYFS Statutory Framework document [Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

### Overarching principles

Four guiding principles should shape practice in early years settings. These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
- children learn to be strong and independent through **positive relationships**.
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- **children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

### The areas of learning and development

All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the *prime areas*, are:

- communication and language.
- physical development.
- and personal, social, and emotional development

### **Partnership with parents/carers**

Close working between staff and parents is vital for the information gathering of individual children's needs.

There is a Parent's Guide to the Early Years Foundation Stage Framework to share with parents at [What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf \(foundationyears.org.uk\)](http://foundationyears.org.uk)

Parents and staff can learn a lot from each other. This can help them to support and extend children's learning and development; therefore, it is important to establish a good relationship with each parent/carer for the well-being of the child in a crèche. This understanding should allow opportunities for parents to share views and concerns and know that they are acknowledged and respected. Parents need to be informed about the management of childcare issues: e.g., methods for children being settled into the crèche.

It is good practice to assign a key person to each child. Their role is to help that every child's care is tailored to meet their individual needs, to help the child to become familiar with the setting, offer a settled relationship for the child and build a relationship with parents.

# APPENDICES

## Appendix 1 Example Crèche Worker interview questions

**Name of candidate:**

**Job Title: Crèche Worker**

**Date:**

<b>Question</b>	<b>Answer</b>	<b>Comments &amp; score 1-5</b>
(Following up activity the candidate has carried out as part of interview process) Tell us how you feel your activity with the children went.	Reporting back – clarity, reflections on own performance, ability to take account of 'other factors'	
Tell us about the task you were given - what you planned & why.	Stage of development, schema, child's interest, breadth of experience	
Why have you applied for this post at this stage in your career?		
Explain what you think equal opportunities means?	Treat each child as individual, respect race, religion, culture, gender. Do you treat boys & girls the same?	
How do you think you could generate partnerships between parents and crèche?	Daily record sheets/diary, parents' evenings, fund raisers, access to information, parents notice board.	
Teamwork is a very important part of crèche life; how would you encourage this to happen?	Roles & responsibilities, value each other's work, regular staff meetings, planning ahead.	
What do you feel you could bring to the crèche in special interests and skills?	Enthusiasm, interest, training, individual, caring.	
What do you understand by the term safeguarding children?	Abuse (4 types) children's safety, children's rights, children's health	
What does Key Person system mean to you?	Responsible for record keeping, communicating with parents, changing, and feeding. To ensure individual needs of child are met.	
Tell us what you know about Early Years Foundation Stage?	3 Prime and 4 specific areas of learning, curriculum 0-6 years.  In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:  <b>playing and exploring</b> - children investigate and experience things, and 'have a go'.  <b>active learning</b> - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and  <b>creating and thinking critically</b> - children have and develop their own	



	ideas, make links between ideas, and develop strategies for doing things.	
How would you encourage self-confidence and independence in the children?	Self-selection, provide good learning opportunities, encourage children to put on own coats, wash own hands, etc.	
How would you deal with a child who bites other children?	Remove from the situation, comfort the other child, talk to parents and crèche supervisor/manager, confidentiality (no names)	
How would you handle a crying baby?	Comfort, rock, talk to, sing to, distract, offer bottle, check nappy, contact parent	
Are there days/times/specific dates you know you cannot work due to prior commitments?		
Would you work extra hours if needed, and then take time back in lieu?		

## Appendix 2 All of Us - Inclusion Checklist for Settings

### Good practice in including disabled children and young people for playworkers, childminders and childcare staff

[Extract from \*All of Us – The Framework for Quality Inclusion\* \(3rd Edition 2008\), from the charity 'KIDS'.](#)

#### Visitors can see the following:

The attitudes and behaviour of practitioners, children and parents demonstrate how unremarkable it is that disabled children are part of a wide cross-section of the local community using the service.

The staff are highly responsive, working as a team and thinking on their feet to be a resource to the children and to provide assistance where necessary.

Activities are led by the interests and enthusiasms of each child who attends and take place with regard to any likes, dislikes, and specific needs each child may have.

The particular background and characteristics of each child are fully considered but are not unduly highlighted.

Everyone is welcomed on arrival and wished well on departure in a way that suits them.

Pictures, equipment, and resources reflect disabled people's lives as part of a wide representation of children's differing backgrounds and experience.

Discriminatory language and/or behaviour are addressed and discussed sensitively with any adults or children involved.

Children and adults each initiate communication with one another.

Each child can choose to play with others, to play alongside others, or not to play with others.

Practitioners sensitively address the issues if any child is consistently being excluded from other children's play.

Each child and adult are respected and valued as an individual with equal rights and choices and is given the chance to exercise those rights and choices.

Assessed acceptable risk is available to each child to ensure both safety and excitement.

**The person in charge:**

Is committed to the active participation of children, parents/carers, team members and others to ensure good quality provision and to ensure each individual's needs are met.

Can identify action taken and progress already made towards inclusion, the current priorities, and the thing (s)he still needs and plans to do to be more inclusive.

Has made time to build links with families/schools/services for disabled children by becoming directly involved with them as part of a commitment to give all local children and families a genuine choice to be part of the service.

Has made, and continues to make, reasonable adjustments for better physical access to and around the setting.

Where working in a team, runs daily de-briefing sessions and regular team meetings to reflect on practice together and to develop future good practice; where working alone, is part of regular meetings with other colleagues for the same purpose.

Has made and continues to make attempts to identify and deploy sources of funding where necessary to support the inclusion of children who might otherwise be excluded.

Has made time to build links with disabled people who can contribute effectively as part of a wide cross-section of adults involved in the work of the service.

Accesses appropriate support and advice from colleagues and other expert professionals.

**The person in charge and any other practitioners:**

Have had attitudinal training around disability and other equality issues and continue to take part in training about inclusion.

Are aware that attitudes, environments, structures, and policies need attention, so that they do not disadvantage particular children.

Feel they are informed and consulted by managers/leaders.

Have or are developing necessary skills to communicate effectively with each child and encourage all children to develop ways of communicating with one another.

Can each describe the systems in place to respond to any individual child who may need specific assistance?

Know and use children's and adults' chosen names.

Use consistent positive language and are confident about explaining why that terminology is preferred. The terms "disabled children" and "non-disabled children" are used rather than "special needs" and "normal" or "able-bodied".

Create opportunities to communicate with each child and their parents/carers to discuss how best to build on children's interests, meet their needs and promote their participation.

**Each child:**

Has opportunities for formal and informal consultation so that they can express their views and opinions on sessions they take part in and on the setting as a whole, using whatever communication methods they choose.

Reports that practitioners seek their views and pay attention to their requests.

Indicates that they are generally happy in the setting.

Is helped to show their parent/carer what they have been doing, especially if they have difficulty with communication.

**Each parent/carer:**

Feels welcome and valued as an expert on their child, with a continuing key role in helping practitioners to enable their child to feel safe and involved.

Is provided with a variety of opportunities for formal and informal consultation to influence what goes on in the setting as a whole and is comfortable approaching practitioners without feeling they are imposing on them.

Feels that there is a contented atmosphere in the setting and is happy with the experiences and opportunities their children have.

**Policies and paperwork indicate that:**

A commitment to meeting individual children's needs and creating an inclusive ethos underpins public and internal documents, which are continually developing.

All children are equally welcome to attend.

Practitioners in team settings who have particular roles in assisting individual disabled children are full members of the team; and all practitioners have job descriptions which stress the inclusion of the child as well as whatever level of focused assistance may be necessary.

Written information about each child includes details of how best to meet their needs and procedures for any care or medical requirements.

The service has a vision of what it wants to do; policies and procedures for how it does it; and a process of monitoring and evaluation to see how well it is doing it. This includes all who are involved in the setting in a process of continuing reflection on the development of inclusive policy and practice.

## Appendix 3

### Example Forms

#### Action plan

Area for action/development	Outcome required	Action planned
Safeguarding and promoting children's welfare		
Information		
Complaints		
Premises and security		
Equality and opportunity		
Medicines		
Illnesses and injuries		
Food and drink		
Behaviour management		
Smoking		

## How do I present my risk assessment?

There is no right or wrong way to present it and you will develop a system which works for you. This is an example method which you can use if you wish.

<b>Activity / Process / Operation</b> <b>(If the activity or process is complex it may require more than one risk assessment)</b> <b>Front door - Safeguarding and promoting children's welfare - premises and security</b>	
<b>Identify the hazards (anything that can cause harm):</b>  Visitors leaving the door open  Strangers accessing the premises without signing into the visitor book  ID badges not shown	
<b>Who might be harmed and how? <sup>1</sup></b>  children who might escape and run into the road or go missing.  Risk to everyone if a stranger enters the premises	<b>Estimate Risk Level (H/M/L) now <sup>2</sup></b>  <p style="text-align: center;">L</p>
<b>What measures are in place to reduce the risk?</b>  1. Keypad system on door and high handle.  2. Policies informing staff and parents of the registration and collection procedures.  3. A visitors book.  Adults challenge any unidentified person	<b>Estimate Risk Level now <sup>3</sup></b>  <p style="text-align: center;">L</p>
<b>What further action is needed to reduce the risk? (State actions)</b>  Ongoing and reviewed regularly.  Part of induction to staff	

<sup>1</sup> Consider the number of people exposed

<sup>2</sup> Estimate initial risk High, Medium or Low

<sup>3</sup> Estimate risk level achieved – High, Medium, or Low

**Relevant employees who need to be informed of this risk assessment (employees to sign when they have read).**

<b>Name</b>	<b>Signature</b>	<b>Name</b>	<b>Signature</b>
1		2	
3		4	
5		6	
7		8	
9		10	
11		12	
13		14	

Where more than 14 employees need to be informed how will this be done?  
How will you ensure it has happened?

**Monitoring Arrangements** (e.g., Before each use/occasion, during handover/staff meeting, weekly, monthly, quarterly, annually during site inspection etc.)

**Review Date/Frequency**

**Name of Assessor**

**Job Title**

**Date of Assessment**

**Signed**

(Manager/Head of Establishment/Setting)

**Name**

**Date**

## Record of complaints log (page 1)

Please keep this form as you may need to share it with the parents or carers of the child. If you are on the voluntary part of the Ofsted Childcare Register, you should keep it for 3 years.

<b>Source of complaint</b>	
You must investigate all complaints made in writing by the parent of a child attending the setting.	
Parent in writing including email <input type="radio"/>	Staff member <input type="radio"/>
Parent in person <input type="radio"/>	Anonymous <input type="radio"/>
Parent on phone <input type="radio"/>	Other <input type="radio"/>
<b>Nature of complaint</b>	
Please tick the most appropriate category for the complaint	
Safeguarding and promoting children's welfare	<input type="checkbox"/>
Suitable people	<input type="checkbox"/>
Suitable premises, environment, and equipment	<input type="checkbox"/>
Documentation	<input type="checkbox"/>
Organisation	<input type="checkbox"/>
<b>Details of the complaint</b>	



**Record of complaints log (page 2)**

<b>How was the complaint dealt with?</b>
<b>Actions and outcomes</b>

## Long-term medication administration (page 1)

Medicines administered in the setting will usually be prescribed by a health professional. They should be in their original packaging with the date, dose, and batch number clearly visible.

Name of child:			
Name of medicine or treatment to be administered:			
Medicine issue date:			
Medicine expiry date:			
Dose to be administered:			
Time of dose:			
Name of staff administering medicine:			
Review date:			
Training given by:			
Signature of trainer:			
Training updated:			
Any special instructions:			
Parent or carer signature:		Date:	
Childcare provider signature:		Date:	

## Long-term medication administration (page 2)

Name of child:			
<b>Date and time medicine administered by crèche</b>	<b>Signature of staff member administering medicine</b>	<b>Signature of parent</b>	<b>Comments or notes</b>

## Short-term medication administration

Medicines administered in the setting will usually be prescribed by a health professional. They should be in their original packaging with the date, dose, and batch number clearly visible.

You should complete a new form and get new permission for each new treatment.

<b>Name of crèche</b>	
<b>Name of child</b>	
<b>Reason for administering medicine:</b>	
<b>Name of medicine to be administered:</b>	
<b>Date medication starting:</b>	
<b>Date medication to finish:</b>	
<b>Signature of parent or carer:</b>	
<b>Signature of crèche worker:</b>	

<b>Date and time medicine administered by parent or carer:</b>	<b>Signature of parent or carer:</b>	<b>Date, time, and dose of medicine to be administered:</b>	<b>Signature of staff member administering medicine:</b>	<b>Signature of parent or carer:</b>

## Accident log

This should be used to inform your risk assessment and behaviour management policy.

For confidentiality only name one child on each accident log. This log can also be used for staff accidents

Full name of child:			
Child's date of birth:			
Date of accident:		Time of accident:	
Exact location of accident:			
Name of person who witnessed accident:			
Name of person who dealt with accident:			
Signature of person who dealt with accident:			
Description of accident:			
Description of care given:			
Name of person who gave care:			
Signature of Parent/carer:			

## Example daily attendance register for children

Date:

	Child's Name	Time in	Time out	Parent/carer signature
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				

Parents/Carers are required to sign the register when leaving the premises with the child/ren.

Staff working	Time in	Time out	Signature
1			
2			

Visitors	Organisation	Car Registration Make and model	Time in	Time Out	Signature

**\*Booking form – Sample**  
**These forms are for staff use only.**

Course:  
 Location:

Dates:

	Parent name	Address	Telephone	Crèche	Child's name	Child's DOB	Referrer	Open to social care/CP/CAF/TAC
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								

**\*This form would be most useful for organisations who are using crèches to support families attending their parenting, adult learning courses within a Centre.**

### Crèche Register

Term:

Crèche:

Day:

Staff:

Child Full Name	Main Carer Name	Child s DOB	Age  in months	K W	SG  See Key	Date:		Date:		Date:		Date:		Date:		Date:		Date:		Date:		
						in	out	in	out	in	out	in	out	in	out	in	out	in	out	In	out	



Parents Comments/Safeguarding/Concerns

Childs full name	Date	Information	Other professionals involved: name, role etc.	Action	Follow up if required

**Key**    **KW:** Key Worker    **CW:** Centre Worker    **SW:** Social Worker    **RFS:** Request for Support    **TAC:** Team Around the Child    **TAF:** Team Around the Family  
**CP:** Child Protection Plan    **HV:** Health Visitor    **SLP:** Speech and Language Therapist    **OT:** Occupational Therapist