

Little Maples Crèche And Pre-School



Policies and Procedures

*1 Maple Manor
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Cabinteely
Dublin 18*

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E-Mail

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General

Administration

POLICY

It is the policy of Little Maples to offer equal access to all children from the community including children with different requirements and needs.

- We operate a Monday to Friday service all year round, with the exception of Public and Bank Holidays, Good Friday, Easter Monday and the Christmas period.
- We are open from 7.45am to 6.00pm, we would ask parents to adhere to the opening and closing times.

PROCEDURE

- Each child must be at least 3 months old when starting in the Crèche
- Parents seeking to enrol their child into the Crèche must fill in an enrolment form
- A completed enrolment form must be given to the Crèche before your child begins in the Crèche
- Children will be admitted on a first come first served basis, following the submission of an enrolment form
- If there are no remaining places, a waiting list will be drawn up
- Care is full time only 7.45am to 6.00pm
- The monthly fee for full day care is € 1050.00 per month
- Fees must be paid monthly in advance on the last day of each month
- Fees may be paid by Standing Order or Cheque
- Fees must be paid even when the child is absent due to illness or holiday
- When your child is enrolled, there is an allowance of 3 days for your child to settle in to Little Maples, whereby you build up your child's hours each day.

Once a deposit has been received an estimated start date must be given. Three months prior to the estimated start date, a definitive start date must

now be given in writing. The new date can not extend beyond two weeks of the estimated date. If such notice is not received the estimated date is taken as the definitive date. Please note payment is due one month in advance of start date and non-refundable

Procedure for cancelling a place

- 1 calendar month written notice must be given if you wish your child to leave Little Maples Crèche provided one calendar months' notice is given in writing of your child's departure.
- Parents who have children leaving for school in September must provide written notice of their intended leaving date, by the last week in May of that year. ECCE finishes at the end of June.

RECORD KEEPING

- All records, in line with the Child Care regulations 2016 [pre-school Services] and any subsequent amendments are kept up to date and accurate at all times.
- All confidential records are stored securely
- Parents, carers or guardians will be asked to co-sign the medical administration form when necessary.
- Observational records are kept to help in understanding the needs and abilities of each child, and what programmes to put into place to aid them in reaching their full potential
- All written records are impartial and factual

COMPLAINTS POLICY

It is the policy of Little Maples and Montessori School to welcome any suggestions, recommendations or comments made by children or their parents in relation to the Crèche. Any complaints made about the service will be dealt with in an open and impartial manner according to the following procedures.

PROCEDURE

- Complaints should be made to the manager/owner or room supervisor.
- Every attempt will be made to resolve the matter as amicably as possible and to the parent's satisfaction.
- If an agreement can not be reached and the parents wishes to pursue the matter, they must make a formal complaint in writing to Lynn Ruddle
- The complaint will be recorded.
- If it involves a member of staff, the staff member involved will be informed
- If necessary outside medication will be arranged
- Complaint will be Recorded and signed off by parties involved

DROP OFF AND COLLECTION OF CHILDREN

We have an open door policy at Little Maples and Montessori School, however if your child or any other children in our care become upset due to you visiting your child during their day, then we might request that you refrain from dropping in to the Crèche so often.

It is our policy to introduce the children slowly to the Crèche and usually encourage an induction week, whereby you build up your child's hours.

Once you and your child are happy and settled, we ask that you drop your child off in their rooms. Any information regarding your child must be passed onto a member of staff. Any food/ Bottles must also be given to a member of staff. Both parents and staff should use this time to discuss any significant occurrences during the child's time at home. Sometimes children do get upset when being dropped off at Crèche, we ask that if possible you do not spend too much time in your child's room if they are crying, as it upsets the other children. If your child is upset frequently and we feel it is become a problem for your children, then we will approach you to discuss the matter.

Please inform the Crèche if someone else is going to be dropping your child to the Crèche.

Children are not to be dropped off before 7.45am.

On collection of your child from the Crèche, we encourage parents to spend sometime talking to the teachers, so that your child's day can be discussed.

Please inform the Crèche if some one else is collecting your child. We will not let your child be collected by someone we do not recognise. If you wish

your child to be collected by someone other than yourself, either photo confirmation or a code must be given into the Crèche.

No one under the age of 18 will be permitted to collect your child.

We ask all parents to shut any doors or safety gates behind them and to make sure that the front door closes firmly behind them.

The Crèche closes at 6.00pm; if you are going to be late, please could you inform the Crèche.

You will be required to sign in the late collection book and pay a fine of € 5 per five minutes directly to the staff that are caring for you child. This fine goes directly to the staff member to accommodate their delay.

Parents are asked not to hold the main door in the lobby open for other parents attending the crèche or not to leave any other parent gain entry from outside the crèche

FRONT DOOR POLICY

POLICY

It is the policy of Little Maples and Montessori School to permit only parents, staff and visitors into the Crèche.

PROCEDURES

All staff check the viewing window before opening the door. If they do not recognise the person at the door, then they use the intercom phone or personally open the door to ascertain who the visitors are.

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ABSENTISM

POLICY

It is the policy of Little Maples that all parents must notify the Crèche if their child is going to be absent. This allows us to work out our numbers for the day and ensures the smooth running of the Crèche.

PROCEDURE

The child's parents/guardian will be required to contact the Crèche as soon as possible. If the child is absent due to illness, the parents/guardian will be required to disclose any relevant information to the Crèche. This is necessary so that we can take precautions to Safe guard the other children in our care if the illness is contagious. An exclusion period may well be enforced – see control for communicable diseases.

ADMINISTRATION OF MEDICINE

POLICY

At Little Maples we will safeguard and maintain the well-being of all children within the service. Little Maples works in partnership with parents and children's health care professionals to ensure that the appropriate procedure is followed to administer medication safely to a child at the service. All prescribed medication will be administered by authorised staff members only and all medication administered will be recorded according to the Child Care (Pre-school Services) 7(b) Regulations 2006.

PROCEDURE

Prescribed Medication

Parents must sign and complete a medication form before prescribed medication is administered. Prescribed medication must clearly state child's name, dosage, date and expiry date.

Anti- Febrile Agent -Temperature Reducing Medication

Little Maples have a well-stocked medicine cabinet, which is out of reach of children and stored appropriately. Little Maples have a supply of analgesic and anti-febrile medication (such as Calpol or Nurofen for Children) in liquid suspension form, in child-proof containers and with the appropriate measuring devices. The date the medication is opened is clearly labelled on the container. Medications with illegible labels or medications which are over 6 months old will be discarded.

Medication should never be administered without written permission from parent(s) or guardian(s). The service will only administer Calpol (paracetamol) or Nurofen (Ibuprofen) if a child becomes unwell, and has high temperature of over 38°C. Written permission will be obtained from parent(s) or guardian(s) on enrolment especially in relation to the administration of medication, in the event of a high temperature or an emergency in the future. If a child has a high temperature the parent will be contacted before staff administers the temperature reducing medication. If the child's temperature won't come down after one-hour parent will be asked to pick up his/her child.

Health Care Plan

If a child has prescribed medication for a medical need such as asthma or eczema the manager will develop a health care plan in partnership with the parents and health professionals involved with the care of the child. Health care plans will be developed prior to the child starting the service. If necessary staff will attend training prior to the child starting the service to ensure, that staff meet the needs of the child's health care appropriately and provide the level of support that is required. Every individual health plan will be jointly reviewed with staff, parents and when needed health professionals involved with the child every three months.

Storage of Medications:

- All medications brought into a childcare setting should have child-proof caps and be stored in correctly:
 - a. At the proper temperature (according to the label)
 - b. Away from food
 - c. Out of the reach of children
- Medications requiring refrigeration should be clearly marked and separated from food in an airtight container marked 'Medications'.
- Inhalers should be stored in a manner that allows them to be accessed quickly in case of emergency

Parents responsibilities.

Prior to a child starting the service the parent must complete a child's profile form. Parents must detail if their child has medical condition, emergency contact numbers, child's doctor's details, information on allergies and special dietary needs. Parents must keep the service up to date on their child's medical needs.

Staff responsibilities

The “Five Rights” of Medication Administration: The “Five Rights” is a procedure which should be consulted before the administration of medication. It is set out as follows; “Right medication, right child, right dosage, right form, right time”

Staff administering medicine must:

- get parents to complete and sign an administration of medicine form
 - check medicine clearly so it shows the children’s name, prescribed dose, date and expiry date
- have evidence of the time the lasted dose was given
- adhere to health and safety procedures for example, wash hands before and after administering medicine
 - have a staff member present to witness the medicine being administered and counter sign medicine book
 - record the time and dosage of medicine in the medicine record book
- ensure the parent signs the medicine book to acknowledge the time and dosage that their child received the medicine.

Records of medication administered

All medication forms will be completed by the member of staff administering or applying the medication. Staff administering the medication is required to complete the medication form with the date, time, dosage and signature, when the medicine has been given out. A second member of staff is required to witness the administering of medication to a child and is required to counter sign once medication has been given. Parents are required to sign the medication form to acknowledge entry.

Date Adopted: 19/09/2016

Signed:

Reviewed:

STAFF RECRUITMENT

POLICY

It is the policy of Little Maples and Montessori School to recruit trained or experience staff. Recruitment procedures are fair and transparent and comply with relevant employment legislation.

PROCEDURE

Job vacancies are posted in a national newspaper and candidates are recruited 'Person Specification '

- Qualifications
- Skills
- Experience
- Additional attributes

All staff must have cleared written references [at least two] and a Garda Check – a Garda check is only possible for staff living in areas where the local Garda station has the facility to do checks, otherwise staff will provide adequate police clearance from country of origin.

We do our best at Little Maples and Montessori School to maintain the continuation of employment of all our staff; however, at times due to a drop in numbers or other there may be staff change.

Staff Absenteeism

POLICY

It is the policy of Little Maples crèche and Montessori school to employ a relief member of staff should a permanent member of staff phone in sick.

PROCEDURE

- At least two members of vetted relief staff are employed by Little Maples Crèche at any one time.
- Our Manager is not based in rooms or in the head count, therefore they can cover sickness and holidays in the event of a relief member not being contactable.
- It is the policy of the crèche for all staff members to phone in by 7.30am if they are not going to be able to come into work. This gives the manager time to organise appropriate cover.

- In the event of a staff member being off for more than one day, they must contact the crèche by 4pm to inform us if they are going to be in the next day.
- In the event of a relief member of staff not being able to cover, our manager will go into the relevant room[s].
- The owners Jonathon, Lynn Bradley & Glenda Farnan are also on hand to relieve sickness and holiday cover.
- In the unlikely event of mass staff sickness, Little Maples crèche and Montessori school endeavours to do its best to employ appropriate relief staff, however, if this is not possible then the Crèche or part of it may have to close until staff levels are up to regulation level.

TRAINING POLICY

POLICY

It is the policy of Little Maples to make available on going training for our staff to keep them up to date with childcare and education skills

PROCEDURE

- We are members of the Early Childhood Ireland; they supply on going courses throughout the year.
- All newly appointed staff have an induction week and are provided with the information necessary to settle into their job. This includes a Health and Safety Document, Staff Handbook, Job description and Contract of Employment.
- Monthly staff meeting is organised
- External training and conferences/workshops are arranged
- A training needs analysis is carried out and reviewed on a regular basis, to establish what type of training is required.

STUDENT POLICY

POLICY

It is our policy to assist students in developing their skills in childcare. Students will work closely with staff, to develop a professional and child-centred approach to working with children.

PROCEDURES

- All students must be over the age of sixteen
 - As part of their induction all students are given a hand-book which outlines the policies and procedures of the Crèche.
 - Students are not included in the Staff/Child ratios.
 - The crèche has on-going contact with the relevant college.
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CONFIDENTIALITY

POLICY

Any details about the children, staff and their families that Little Maples and Montessori School has on record shall be kept now and at all times confidential. Any incidents, which involve your child and any other children shall be recorded, however the names of the children involved shall not be disclosed.

Information on past children will be kept on file until the child turn's 21 years of age.

PROCEDURE

All personal details are kept in a secure locked area, accessible only to staff. All staff have signed a confidentiality declaration.

It is procedure for staff to notify a child's parents if they have been involved in an incident, however the name of the second or third party is never disclosed. For example, if your child has bitten another child, your child's name is not disclosed to the parent whose child has been bitten and vice versa.

Baby-sitting

Staff at Little Maples and Montessori School who Baby-sit are not at liberty to discuss any matters related to the Crèche or its activities involving your child or any of the other children, staff and families connected to the Crèche. By the same manner, any member of staff will be in breach of their contract if they are found discussing any aspects of their Babysitting role with any other persons.

BABY-SITTING

POLICY

It is the policy of Little Maples to permit their staff to baby-sit for the children within the Crèche. This is done outside work hours. Staff are not permitted to take children to or from the Crèche – this is in compliance with children 1st National Guidelines on the Protection and Welfare of Children Act 1999.

PROCEDURE

All matters relating to any Baby-sitting duties must be kept separate from Crèche Business. Little Maples and Montessori School will not accept any responsibility pertaining to any baby-sitting duties set out by you and a member of staff. Any issues relating to baby-sitting duties must be discussed with relevant person and should be done at a time convenient to the Crèche. No matters relating to Crèche business shall be discussed between you and the member of staff baby-sitting.

EQUAL OPPORTUNITY

POLICY

Little Maples and Montessori School is committed to the equality of opportunity for all children, staff and parents. We do not discriminate against

- Gender
- Martial Status
- Family Status
- Sexual Orientation
- Religious Belief
- Age
- Disability – within the constraints of the Crèche
- Race

- Membership of the Travelling Community

PROCEDURE

Each and every employee of the Crèche has a personal responsibility to provide equal opportunities for every child, peer and parent within the Crèche.

Each member of staff has signed an equal opportunity statement declaration, affirming to the Crèche's commitment to the above policy.

On going training and information helps staff members and children to become more aware of the diversity of today's world.

The Crèche does not teach religion, however once a year there is a Christian related Christmas concert.

Child, Parents and Staff

Positive Behaviour Management Policies and Procedures

Principles

We believe in children's ability to control their own lives, to make choices and accept responsibility for their actions. We also believe that all children have the right to expect positive approaches to behaviour management, which are consistent with these goals.

Statement of Intent

Little Maples set high expectations of behaviour through encouraging and praising good behaviour. We support children's well-being and their physical, personal, social & emotional needs. We strive to develop an atmosphere of respect and encourage children to develop confidence & positive self-esteem. We apply simple rules fairly and consistently and set our clear boundaries. Under no circumstances do we use any form of punishment. We encourage children to respect themselves & take responsibility for, each other and their property. We aim to provide a happy, caring environment with challenging activities. We strive to develop an atmosphere of respect and encourage children to develop confidence & positive self-esteem. In the case of a particular incident or persistent unacceptable behaviour we always discuss ways forward with parents. We in Little Maple's (no corporal punishment will be inflicted on children attending the service)

Policies and Procedures

Procedures for encouraging acceptable behaviour:

- Through induction all new staff are introduced to this policy and are asked to sign to say that they have read and agree to implement this policy.
- Agreed rules and boundaries are discussed with the children and are also displayed on the parents' notice board.
- Adults will adopt a positive approach to situations and provide a positive role model.

- Adults will offer quiet encouragement and endorse desirable behaviour.
- Adults will ensure rules are applied consistently.
- Adults will provide routine for children so by giving them an understanding of what event happens next.
- Adults where possible be aware of where the children are at (i.e.: could other factors be affecting them).
- Adults will promote respect for each other.

In some cases, in collaboration with the parents we may seek additional advice and support from professionals such as speech therapists and other professionals as appropriate.

Procedures for managing unacceptable behaviour:

In order to give staff a guide in dealing with unacceptable behaviour Little Maples have developed a three tier system (Minor, Moderate, Severe) and guidelines for appropriate ways of dealing with situations that fit in each tier.

Minor Behaviour

- Giving children the chance to resolve their own disputes with appropriate guidance and support
- Calm intervention, supportive voice tone.
- Reinforce boundaries.
- Never humiliate or attack a child.
- Get down at the child's level
- Divert child's attention.
- Explain why the behaviour is unacceptable
- Listen to the child's thoughts and feelings on the matter (get the facts)
- Can give the child a special job to make the child feel special & more willing to co-operate
- Come to an agreeable solution
- Choose your battles

Moderate Behaviour

- Additional to minor strategies
- Deal with the victim first (if there is one)
- Observe the child to try to understand what is triggering the behaviour
- Try to find out why the child is trying to achieve from the misbehavior
- Communicate with parents
- Discuss with appropriate personnel

- Put strategies in place to help deal with the on-going situation

Serve & Challenging behaviour

- Staff discuss with appropriate personnel (manager)
- Meet
- Involve other agencies if required
- Put strategies in place to help deal with the on-going situation
- Reinforce the principle of dealing with minor & moderate behaviours

Procedures that are unacceptable for managing behaviour:

- Physical punishment.
- Sending children out of the room.
- Using techniques that single out and humiliate children.
- Shouting or raising of voice in an inappropriate way.
- Physical restraint, e.g. holding, will not be used unless it is to prevent injury to child or other children, adults or property. In cases where it is used the incident will be recorded and the parent/guardian informed on the same day.

Working with Parents:

It is our policy to work in close collaboration with parents. We recognise the value the role of parents in managing children's behaviour. It is our policy to inform parents, at the enrolment stage, of the policies and procedures in relation to behaviour. Management will explain how behaviour is dealt with so a consistent approach can be adopted.

Parents are encouraged to tell staff of any difficulties that they are experiencing at home and inform them on any situation that might impact on the child's behaviour such as bereavement, illness, relationship breakdown, a new baby etc.

BITING

Biting is a universal characteristic of a child's developmental stage, however biting will not always manifest itself. Those children that do bite are not 'naughty or bold'. Biting can occur for many reasons – teething, affection, attention, and hunger.

Once we become aware of any child in our care who has started to bite, they will be observed carefully. Once we have determined the context in which the biting is taking place, then appropriate action and intervention will take place. An incident report will be filled in each time a child bites or is

bitten, This will be shown to the parents in question and they will be asked to sign it.

At no stage will a child's name be mentioned to any other parent if they have bitten a peer.

Little Maples Crèche & Montessori

Child Protection Policies

These Child Protection Policies represent an interpretation of current guidelines on reporting child abuse. They have been drafted by Little Maples with reference to the children first Guidelines as published by the department of health and children 1999. They do not in any way purport to represent a complete interpretation of the children first guidelines and Little Maples have no liability with regard to persons relying on the content of these policies. Some are not intended to be relied upon but function as a reference to be consulted along with the Children First Guidelines.

The Designated person must take themselves familiar with children first guidelines and get appropriate legal advice prior to any advice been taken in respect of suspected abuse.

Children first are the National Guidelines that were published by the department of Health and Children. All Health Boards throughout the country have assisted with their implementation.

These policies will be reviewed on a yearly basis.

Child Protection Policy Statement

Little Maples undertakes to promote the general welfare, health and full development of all children in its care and protect the personal integrity, safety and well being of each child in the service in line with the provisions of the National child protection guidelines-children first. Little Maples also undertakes to provide a happy, safe and secure environment for all staff, students and volunteers.

1. Little Maples is committed to ensuring that all staff, students, volunteers, are trained/informed of the signs of abuse and how to report these signs appropriately and in the best interests of the child.
2. Little Maples is committed in engaging in ongoing quality improvement activities that meets the needs of the individual child.
3. Little Maples is committed to ensuring that all children are given the empowerment to describe and express their feelings in an acceptable way.
4. Little Maples is committed to ensuring that positive relationships are developed with all parents/guardians.

5. Little Maples is committed to promoting multicultural freedom of expression.

Confidentiality Policy

- Little Maples will respect and protect in a confidential manner all information in relation to users of the service and all members of staff working in the service.
- Information will be shared on a need to know basis in the best interests of the child and in accordance with our child protection policies and procedures.
- If a person has reasonable grounds for concern that a child may have been abused, or is being abused, or is at risk of abuse, the passing of information regarding the child for the purpose of helping that child will not be deemed a breach of confidentiality.
- If any members of staff feels that they cannot offer support/advice to a child or parent through information gathered in confidence they may approach designated care person/manager in strictest confidence.
- All records or information gathered on any child or staff member will be kept in a safe and confidential place.

Little Maples policy on recording information

Under the Child Care (preschool) Regulations 2016 Little Maples is required to keep all records on file in relation to children.

1. All children's detail forms, parental consent forms; medical forms, accident forms and child development records are kept in a file in the main office.
2. Management and Supervisors have access to these files. All information in relation to the child and family are deemed confidential.
3. Parents have the right to request access to their own children's file.
4. Any records in relation to concerns, disclosures or reports made will be kept in designated care person's office in a locked box. This box is deemed strictly confidential. Parents have the right to access any information held about their child at Little Maples apart from any disclosures to third parties regarding suspicions about child abuse, should such information be likely to put the child at further risks as outlined in paragraph 5 below.
5. Parents and children have the right to know if personal information is being shared, unless doing so could put the child at further risk.

6. When recording information – dates, times, names, location, context and other relevant factual information will be written in a clear and concise manner.
7. All recorded information should be signed by relevant worker and co-signed by designated person.
8. Little Maples works under the freedom of information act and data protection act.

Role of the designated person

The designated care person for: Little Maples Crèche & Montessori. 1 Maple Manor, Johnstown Road, Cabinteely. Dublin 18 is: Glenda Farnan.

She has participated in Keeping Safe: Child Protection Awareness Training in February 2015.

1. Awareness of child protection issues.
2. Child protection policies and procedures
3. Recruitment training/support
4. Code of behaviour

She can be contacted at Little Maples Monday – Friday 7.45 - 6pm

The Role/responsibilities of the designated care person:

1. To provide information and advice on child protection to all workers in Little Maples Playschool & Montessori.
2. To develop and ensure all child protection policies and procedures are followed.
3. To establish contact with the relevant contact person in the Health Board.
4. To communicate appropriately and confidentially with staff, parents and children.
5. To deal with all concerns about the protection of children.
6. To deal with disclosures in a calm, supportive and non-judgemental way.
7. To keep records of the action taken by Little Maples on the case.
8. Is responsible for child protection training and induction needs.

Reporting procedure if a staff member has concerns/suspicions of abuse about a child

1. The staff member must report the concern to the designated person (Glenda farnan) immediately.
2. All staff concerns must be recorded, dated and signed.

3. The designated person will then talk through the concerns with the parents, unless doing so is likely to endanger the child. All the basis for concern must be established as comprehensively as possible, children or parents should not be interviewed in detail about the suspected abuse (as per 4.2.2 (iii)) of the children's first guidelines.
4. The designated person may seek informal advice/consultation with a duty social worker. If the duty social worker advises Little Maples to report the suspicion, then we have a responsibility to do so.
5. The designated person must then decide if this concern needs to be reported to the health board.
6. The designated officer of the health board and this person alone should always be informed when a person has reasonable grounds for concern that a child may have been abused or is being abused or is at risk of abuse. (The designated officer of the health board is the person appointed by the chief executive officer of each Health board as directed by the minister in January 1999. Before making any communication contact it should be verified that the person receiving the communication is the designated officer)
7. If the designated officer of the Tulsa gives directions, which appear, to the designated person (of Little Maples) to be inappropriate or otherwise, the designated person (of Little Maples) should ask immediately for these directions to be faxed in writing.
8. If designated person feels the concern is an emergency situation and it is out of health board's hours they may contact the gardai.
9. If the decision is yes the designated person will inform parents that the concern is being reported to Tulsa/gardai unless doing so would put the child at further risk.
10. The designated person in conjunction with the person who has concern will fill out the standard reporting form and send to the Health board without delay.
11. All records including facts, date, time and signatures will be recorded and sent to Tulsa with the details required as appendix 2 of these child protection policies.
12. All information will be kept strictly confidential and stored in a safe place.
13. With regards to reporting of child abuse, if reasonable grounds as per appendix 3 apply (Reasonable grounds test), report matter to the designated officer of health board.

Parental Involvement

Little Maples acknowledges and confirms the crucial role of parents as primary education of their children. Little Maples is committed to being open, inclusive, welcoming, accepting and respectful of all parents using our service.

Little Maples aims to achieve this by:

- Providing a policies and procedures notice board and Little Maples parent handbook.
- Providing a child protection policy and procedures.
- To keeping parents informed on a regular basis about their child.
- Providing information on all up and coming events in Little Maples through letters including staff changes and any other information relevant to the school.
- Offering our parents opportunities to attend parent courses, workshops with particular emphasis on how children learn the childcare curriculum and learning at home.
- Providing regular photographic evidence of their children at play.
- Providing open meetings where parents are welcome to come and meet the teachers/carers and to gather general information about their child's room.
- Ensuring that a daily report is given at the end of each day to the parent in a verbal or written format.
- Providing an area where parents can sit and chat with other parents /staff of Little Maples.
- Providing an open door policy where parents are welcome to visit the school at any time.
- Providing equal opportunities policies throughout our school so that all family customs, beliefs, language, culture is implemented in every unit.
- Providing parents, the opportunity to contribute to our service through social activities e.g. outings, providing materials for our art resource area, coming to talk to the children about their jobs etc.
- Ensuring that parents/carers/teachers have the opportunity to meet and consult with each other developmental and welfare of each child.
- Ensuring that parents have an up to date developmental transition sheet on their child.
- Ensuring that parents have an up to date developmental transition sheet on their child.
- By giving the parents access to their child's records at any time.
- Providing parents with opportunities to discuss and meet their child's teacher at a time suitable to both parties in a warm and caring environment

- Providing parents with a warm and welcoming environment where parents feel free and at ease to discuss any issues openly with members of staff and management.

Code of behaviour between Little Maple's Staff and Children

Little Maples is committed to providing a stimulating, caring and safe environment for all children who attend our service. We are committed in providing an atmosphere that makes the children feel happy, comfortable and safe within the school.

All staff must adhere to the following procedure:

1. Each child is to be respected as an individual.
2. All children must be encouraged to express themselves freely.
3. All children must feel safe in their environment.
4. All staff must provide the child with a stable learning and caring environment.
5. All staff must promote and develop a high level of self-confidence and self-esteem in the children.
6. Staff must always encourage and promote good health and nutrition.
7. Staff must encourage and promote sociability and co-operation between the children and their peers.
8. All staff must treat every child equally, irrespective of gender, race, religion or disability.
9. All staff must promote multicultural freedom of expression.
10. All staff must not shout, undermine, promote favourism or physically/mentally punish any child.
11. All staff must provide activities and a daily programme specifically designed to develop the following areas: emotional and social skills, language skills, creativity, imagination, early mathematical/scientific concepts, physical skills and cognitive skills.

12. no corporal punishment will be inflicted on children attending the service'

Complaints procedure

1. All concerns/complaints/issues will be taken seriously and dealt with calmly, confidentially and objectively.
2. Parents/guardians should approach Glenda Farnan, the designated person (coordinator) if they have any concerns/complaints or issues.
3. Parents will have the opportunity to complete a complaints form if the issue is not resolved by the designated person and they can forward this complaint Lynn Ruddle (owner of Little Maples)
4. All members of staff and children are aware that both Glenda Farnan (Manager) or Lynn ruddle are the persons they need to contact if they need to make a complaint.
5. All children at little Maples should be made feel free and comfortable to approach any member of staff if they have any problems or issues.
6. Little Maples will make every attempt to resolve the concerns/issues as quickly and amicably as possible.
7. Parents/guardians will be invited to discuss the complaint and a written record of the meeting will be kept and copies made available to those involved.
8. Any issues/complaints/concerns will be resolved within the school if possible.
9. Little Maples will contact the Health board regarding any serious complaints.

Policy on record keeping for complaints.

It is Little Maples policy to record all meetings and correspondence made in relation to any complaints made.

Procedure:

- All complaints are dealt with as described in complaints policy.
- Meetings letters, complaints forms and their records are recorded and copied and kept in a confidential complaints file.
- One copy is given to the person who has made the complaint the other is kept on file.
- The coordinator and owners have access to this file.
- Meeting are recorded and saved on the coordinators computer in a folder marked private and confidential.
- All complaints are strictly private and confidential and marked as so.

Little Maple's procedures for complaints and in dealing with complaints.

1. If a parent/guardian/staff wish to make a complaint they should contact the coordinator and hopefully resolve the matter.
2. Should the parent/guardian/staff still feel that the matter is unresolved then the complaint must be put in writing to the owner of the crèche.
3. A written acknowledgement of the complaint will be sent as soon as possible.

If a complaint involves the welfare and protection of the child/children:

- Child protection policies should be followed. (see child protection policies and procedures available on the premises.)

If a complaint relates to an individual child:

- The parent/guardian should make contact with their child's unit head.
- Should the parent/guardian still feel the matter is unresolved then they can verbally or in writing make a complaint to the coordinator.
- The coordinator would respond to this complaint within 3-5 working days.
- The coordinator may respond verbally or in writing.
- The coordinator may arrange a meeting with the parent/guardian to discuss complaint.

- Unit head may be involved in this meeting.
- All minutes of meeting would be taken and kept in a private and confidential complaints file.
- If parent/guardian still feels matter is unresolved they may contact the schools owner.

Complaints policy

Little Maples welcomes children's/parents/staff views in the development of the service. It is the policy of Little Maples to give careful attention and a prompt and courteous response to any suggestions, comments or complaints, thereby ensuring the development of a high quality childcare service which meets the needs of the children, parents and staff.

Whose responsibility:

If a parent/staff has a complaint, comment, suggestion to make either involving their individual child or the nursery they should:

- Firstly raise the issue with their child's unit head.
- If the parent/guardian/staff feels unable or unwilling to raise the matter with the unit head they can approach the coordinator verbally or in writing.
- If the parents/guardians/staff wished to take the complaint further they may contact the school owner by letter:

Glenda Farnan
1 Maple Manor
Johnstown Road
Cabinteely
Dublin 18

Please include an address and telephone number.

- All complaints will be dealt with promptly and confidentially.

The full copy of our Child Protection Policy is available upon request.

This policy was adopted by Little Maples February 2016

Signed: Glenda Farnan
Manager

This Policy will be reviewed regularly to take into account changes in the law and the experience of the policy in practice and dated and signed.

NAPPY CHANGING POLICY

POLICY

- It is the policy of Little Maples and in the interest of the children's health and safety, that the staff follow the nappy changing procedures correctly and that a high standard of hygiene is evident at all times. Children's nappies and other items are stored in individual compartments and labelled accordingly. If required another member of staff is always on hand to provide assistance if required

PROCEDURE

1. Wash your hands. Dry hands with blue disposable paper towel
2. Put on gloves. Aprons are available
3. Clothes will be inspected for any soiled areas, and changed if necessary
4. The child is cleaned from front to back thoroughly with moist cotton wool (unless wipes are provided from home)
5. Remove the used nappy and dispose of as follows:
6. Put the dirty nappy, soiled cotton wool and gloves in a nappy bag. Tie the bag and put it in a lined bin for used nappies
7. Put on a clean nappy, ensuring the fit is correct
8. Check for nappy rash. Use the baby's own barrier cream if necessary. New gloves should be used to apply cream
9. Remove your gloves and apron
10. Dress the child
11. The child's hands are cleaned using the designated wipes
12. Bring the child back to the play area/ children that can stand are placed standing on the floor
13. The changing mat and any area that the child comes into contact with is disinfected with antibacterial spray and a blue disposable paper towel
14. Wash your hands

Note:

- Gloves are removed carefully to avoid contaminating the child or staff member. Gloves are removed by peeling them back from the wrists, turning them inside out as they are removed. Gloves are disposed of in the bin.
- The child is inspected for any bumps, bruises etc
- Disposable paper towels are used to clean and dry mat after each change.
- Disposable gloves are worn whilst changing a child. Hands are washed immediately after changing a child.
- Soiled nappies are bagged and disposed of hygienically.
- The nappy changing mat is sterilised after it change
- Anti-bacterial soap is used for hand-washing
- Children are never left unattended hen in the changing area
- Staff members take the time to interact with the children throughout nappy changes

TOILETING POLICY

POLICY

It is the policy of Little Maples to promote a high standard of care at all times when toileting children.

PROCEDURE

- Staff will emphasis the importance of good toileting practises to the child – hand washing etc.
- Anti-bacterial soap is provided. Hand towels are changed very hour.
- A Cleaning schedule is displayed to ensure that children’s toilets are maintained at all times.
- Staff treat toileting accidents sensitively
- Praise and recognition are used when children are being toilet trained
- Toilet Training is only started when we feel the child is both emotionally and physically ready.
- Child sized toilets are provided for toilet Training.
- Every child is different, therefore we tailor make a training routine to suit you and your child.
- If potties are being used they are disinfected after each use

- The child's privacy is always respected
-

CHILDCARE AND EDUCATION

POLICY

It is the policy of Little Maples Creche to fully follow the guidelines of Siolta and Aistear in developing a curriculum that creates a child centred, play based environment, which empowers young children to actively pursue their own learning. Adults will provide appropriate, timely, balanced intervention as well as support, continuity and progression to encourage positive attitudes towards learning.

We recognise that the establishment of daily routines is essential for all young children and we strive to provide a programme of activities which encourage the physical, social, emotional, intellectual, creative and linguistic development of all the children in our care.

PROCEDURES

- Our curriculum is based around the Maria Montessori Method of Education. It is based on clearly defined aims and objectives
- It is flexible and open to new approaches and ideas, on how to promote and meet the developing needs of children
- We recognise that children are learning all of the time and that they learn best when they are actively involved and interested
- We include a variety of Montessori Equipment as well as more conventional pieces of equipment, our activities also include:;

Imaginative play

Reading and Musical Activities

Creative Play

Sand and Water Play

Constructive and Manipulative Play

Energetic Play

Arts and Crafts

Cooking

Tabletop toys – jig-saws etc.

- Children participate in activities that are appropriate to their stage in development. This includes sensory experiences
- We encourage children to think for themselves, helping them to make their own decisions and find answers to their own questions
- We offer an environment that offers the children suitable challenges and stimulates problem solving.
- We encourage feelings of safety, trust and emotional security.
- We help the child's self-esteem by giving them the opportunity to be autonomous in their learning.
- Staff meet regularly to discuss, plan and review activities provided within the School.

ECCE Scheme

The ECCE is a new scheme designed to give children access to a Pre-school Year of appropriate programme-based activities in the year before they start primary school.

Participation in a pre-school programme provides children with their first formal experience of early learning, the starting-point of their educational and social development outside the home.

Children who avail of pre-school are more likely to be ready for school and a formal learning and social environment.

The ECCE Scheme is open to all children aged between **3 years 3 months** and **4 years 6 months** at any stage during the **September of each pre-school year** (i.e. in practice, this includes all children of at least 3 years, 2 months and 1 day old on 1st September, but under 4 years, 7 months of age on that date).

Exceptions may be allowed where a child is verified as having Special Needs which make a later starting date appropriate, or where local primary school enrolment policies require (i.e. rather than allow) a later enrolment date.

The scheme entitles you to up to 15 hours per week (over a period of 38 weeks)

PROCEDURES

As we run a Montessori class, places available in the ECCE Montessori class are very limited each year. Places are firstly given to children who are

attending our Pre-Montessori Class, remaining places will be offered on a first come bases. Our morning session runs for 3 hours + per day /5 days per week over 43 weeks. To cover the extra costs for opening times/weeks plus the extra options that we provide, parents are asked to pay towards this as they are not covered by the scheme.

EQUIPMENT POLICY

- Equipment is kept clean and hygienic at all times
- Staff members are responsible for the equipment in their own rooms
- Equipment is checked regularly for broken or incomplete parts
- All equipment is purchased from a reputable supplier and is age appropriate
- All staff have a thorough understanding of how the equipment is used

CLEANING ROUTINE FOR EQUIPMENT

POLICY

It is the policy of Little Maples Crèche and Montessori School, to maintain the highest level of cleanliness in all rooms, so that no cross contamination can occur.

PROCEDURE

Mouthing toys are cleaned after each use by placing in a sterilising unit [containing Milton and water]. Other toys are wiped with anti bacterial disinfectant daily. Soft toys are washed every two weeks and put in a dryer to extract dust particles. Care is taken to make sure that equipment is kept free from harmful bacteria.

Toys/equipment suitable for the dishwasher are washed twice a week on a hot cycle with out dishwasher detergent. Soft Play equipment is disinfected weekly or when necessary. Sleep mat are disinfected daily after use.

Soothers

Soothers are used for nappy nap at the request of parents. When not in use they are placed in a solution of Milton and water for 15 minutes, then placed in microwave steriliser. All soothers are returned to children's bags at the end of each day, unless parents wish to have a separate soother for crèche use.

Outings

POLICY

It is the policy of Little Maples crèche and Montessori School, to offer up to two organised outings per calendar year to children over two years of age.

PROCEDURE

- All staff at Little Maples are fully trained in first aid
- Details of the environment that we are going to will be issued two weeks prior to the outing.
- Written permission will be sought by parents/guardians.
- Appropriate transportation will be organised with child sized seats/booster seats and full safety belts.
- The costing, the distance and duration of the journey.
- A Health & Safety check of the environment and its suitability for the age group will have been carried out.
- The Insurance company will be notified that we are leaving our childcare setting. The venue will be vetted to check that it has adequate cover for public liability.
- The correct amount of responsible adults for the trip will be provided [1:3].
- A suitability check for children with disabilities/special needs will be done if appropriate.
- An adult with relevant training or experience will be assigned to the child with special needs.
- Contact details and mobile phones will be brought on the trip.
- Name tags for children with a contact phone number [mobile] will be secured onto each child

- First aid boxes – there will be a first aid pack and medication box with necessary equipment according to children’s needs (inhalers, antihistamine etc) available at all
- every adult will have a mobile phone and a list of contact numbers.
- In-depth communication with carers and children about the trip will be completed- talk with the children about their assigned adult and to stay in their group. If they get lost to stay in one place and to call their teachers name or for help. Not to go with strangers. Head counts to be done regularly. Assign a meeting point for teachers and children
- Check and plan for the weather.
- Food and Drinks will be provided.
- Spare clothes and nappies [if relevant] will be brought
- Appropriate clothes [i.e raincoats, wellies etc.] will be brought on the trip.
- Supervision getting onto the bus and during journey will be provided at all times

In the Event of a Child going missing on an outing

- Parents usually attend outings and are responsible for their own child. However, the following procedures are to be followed.
- • As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated person/parent and carry out a headcount to ensure that no other child has gone astray.
- • One staff member searches the immediate vicinity but does not search beyond that. • The Manager contacts the local Garda station and reports the child as missing. Then follow their instructions.
- • The Manager contacts the parent, who makes their way to the setting or outing venue as agreed if they are not already with the group.
- • Staff take the remaining children back to the setting if applicable.
- • In an indoor venue, the staff contact the venue’s security who will handle the search and contact the local Garda Station if the child is not found.
- • A full and thorough review of procedures and practices will take place to determine how the incident occurred and changes will be made if appropriate.

- **Little Maples Crèche Childcare Policies & Procedures**

Last review September 2016

Adrianna Witkowska

Manager

Health and Safety

SAFETY, HEALTH AND WELFARE

POLICY

Little Maples and Montessori School recognises its responsibilities as an employer under the terms and conditions of the Safety, health and Welfare Act 1989. We also recognise the necessity for a safe environment for the children, parents and any other representative visiting our Crèche. Our Policy is documented in detail and may be found in our foyer. This statement confirms our commitment as far as is reasonably practical, the Safety, Health and Welfare of all children, employees and others in our care.

PROCEDURE

Every employee will assume responsibility for working safely. We will bring to the attention of all employees the terms of the safety statement. Each member of staff must read and understand the contents of this document and sign accordingly.

EMERGENCY POLICY AND PROCEDURE

POLICY

If Little Maples and Montessori School view an incident regarding your child as an emergency, the following procedures will be put into place.

PROCEDURE

1. Your child and his/her surrounding environment will be made safe.
2. If necessary the relevant authorities will be contacted.
3. The child's Parents/Guardians will be contacted. If this is not possible the relevant authorities and Manager of the Crèche will

decide the procedure necessary for the safety and welfare of your child.

4. Appropriate intervention will be administered.

Appropriate intervention may mean taking your child to hospital from medical assistance. Please sign consent form in your parent pack.

EVACUATION POLICIES AND PROCEDURES

POLICY

Little Maples and Montessori School ensures, as far as practical, the safety of the persons/children in our care in the event of Fire, Electrical Fault, Floods and Gas Leaks.

PROCEDURE

1. An alarm is activated to make staff and children aware of an emergency.
2. The building is evacuated following the Fire Safety Procedure posted around the Crèche.
3. Children and staff are assembled at a pre-arranged point.
4. The relevant authorities are called.
5. A roll call is taken to ensure the children have all been evacuated. An area is made safe for the children.
6. Parents are called to collect their child.

FOOT NOTES

1. In the event of a Gas Leak, all Gas Appliances should be turned Off at the mains and all windows should be opened. No electrical switches should be touched.
2. In the event of a Fire, the fire should be contained as much as possible.

FIRE PREVENTION

POLICY

Little Maples in accordance with the Fire Act 1981, takes all reasonable measures to guard against the outbreak of a Fire on our premises and insures as far as is practical, the safety of persons in our care.

PROCEDURES

1. Escape routes and exit doors are maintained to be free from obstruction at all times.
2. Fire blankets and extinguishers are provided and are properly inspected and maintained. All staff are trained to use this equipment.
3. Fire detection alarms are fitted.
4. Staff and children are familiar with our emergency procedures. These are written up and posted conspicuously in each room and a drill is practised monthly. Records of fire drills are recorded and kept on the premises.
5. All flammable materials are stored safely and are outside the children's area. All precautions are taken to ensure the prevention of occurrences likely to constitute a fire hazard.
6. Daily attendance sheets are kept.
7. All electrical and gas appliances are properly fitted and checked and maintained regularly for any faults.

ACCIDENT/INCIDENT POLICY

POLICY

It is the policy of Little Maples and Montessori School to promote the health, well being and personal safety of all children and adults involved in our service, through regularly reviewing accident prevention procedures. However in the event of an accident or incident occurring in the Crèche, the following procedures are put into place.

PROCEDURE - Accident

- The manager is alerted.
- First Aid Officer will assess the child
- If necessary the Manager will telephone the local doctor on call or an ambulance.
- The Manager will provide the emergency services with the child's name, contact numbers and any known allergies/ medical records.
- The Manager will contact the child's parents/ guardians.
- Two members of staff shall contact the child to the GP or emergency room if the parents are not on hand.
- Remaining staff will reassure the children and if necessary explain the accident to other parents.
- Staff who witnessed the accident should fill in the accident report form.

If the accident does not warrant outside intervention, then the First Aid Officer will treat the injury and she and the person who witnessed the accident will complete an accident form. This will be read and signed by the manager and signed by the child's parent/guardian. The accident report form is kept in the child's file.

PROCEDURE – incident

- The Manager is alerted and the incident explained i.e. a child has bitten another child. Treatment is administered if relevant.
- The incident is recorded and signed by the Manager.
- The incident is explained to the parent and the incident report form is signed by them and kept in the child's file. If necessary a meeting may take place [if the incident re-occurs at regular intervals] to discuss how any problems may be resolved.

REDUCING THE RISK OF COT DEATH

POLICY

Cot death, also known as Sudden Infant Death Syndrome, usually affects Babies between one month and six months. It happens whilst they are sleeping and is also sudden and unexpected. In recent years, knowledge of the factors that

may reduce the risk of cot death have grown. At Little Maples and Montessori School we use the following procedures:-

1. *Sleeping Position*

Research has shown that Cot death is more common in babies who sleep on their front. Babies should be placed on their back to sleep. There is no evidence that babies should choke on their backs.

Older babies are more mobile and will move around in the cot and can turn over. Only one in seven cot Deaths occurs after the age of seven months.

We adhere to the above information and position babies on their backs in the cot

2. *Temperature*

Babies sleep rooms temperature need to be kept between 16°C-20°C. Light blankets should be used and baby's head should not be covered. The baby should be positioned with their feet towards the end of the cot, so that their heads are half when down the cot. Bumpers and pillows are not used as they may bury their faces in them. The baby should not be over heated by the use of too much clothing – a nappy, vest and baby-grow are adequate.

We adhere to the above information – waffle blankets are provided for babies less than 6 months and a temperature control gauge are monitored every 10 minutes.

3. *Smoke-free*

Babies are at increased risk of Cot Death if they are exposed to smoke. Smoking is not permitted in or around the Crèche premises.

4. *Supervision*

Little Maples operates sleeping supervision of all babies. A glass-viewing panel is situated between the cot room and the baby room. A member of staff checks the babies every 10 minutes and this is logged on a control sheet.

We follow the guidelines as set out by the Department of Health, if a parent decides to contradict these whilst their child is attending the Crèche, this must be recorded and signed by the child's guardians and kept on file.

Safe Sleep Policy

This policy is underpinned by the Preschool Regulations 2006 and first light, Safe sleep for under 2's.

Staff will be given clear guidance on the safe sleep practices.

- Children are allowed sleep/ rest when they are tired and not just at dedicated times of day.
- Children will always be provided with suitable sleeping facilities away from the main play areas. Sofas, beanbags and buggies are not suitable sleep areas.

Safe Sleep Practices

- Children under two years of age have access to a standard cot which will be located away from the main play areas in a designated cot room.
- Children over two years of age will have access to a stackable beds, a sleeping mat or a suitable alternative.
- Children will have individual beds/ cot with their own mattress, sheet and blankets.
- All blankets, sheets and linen will be laundered at least once per week and more if necessary. This is recorded on the laundry record.
- Staff will remain in the sleep room at all times where children are sleeping on beds or sleep mats. Children in each cot room are within sight or hearing of staff at all times (audio monitors are provided in each cot room. These monitors are kept in the classrooms on full volume so that teachers maintain audio contact with children in the cot room) staff members physically check each child in each sleep and cot room every 10 minutes.
- For children under two years of age, sleep logs are carried out every 10 minutes by a dedicated staff member. The staff member will check the sleeping children to ensure a safe sleeping position, they are breathing comfortably and the facial colour is normal.
- The log will also record who checked the children and the time of the check.
- Lighting will be adjustable to ensure a relaxed sleepy environment for the children.
- Temperatures will be maintained between 16 degree Celsius to 20 degrees Celsius and recorded every ten minutes.

- Staff will ensure no objects of strangulation or choking are present or near the sleeping area.
- All sleeping practices have been discussed with the local fire officer and comply with fire safety requirements.
- Smoking is strictly forbidden in or around the building.

Procedures for Babies:

- A separate Cot room is provided for all babies who require a cot
- Babies will always be put on their backs
- Babies feet will be placed at the foot of the cot
- Babies clothes are loose and light, any heavy jumpers, hoodies etc will be removed
- No bibs or bottles in the cot
- No quilts, pillows or cot bumpers – Only cellular blankets or sleeping bags used in cot rooms
- Head never covered
- Audio Monitor used
- Sleep log recorded every 10 minutes
- Ventilation achieves three air changes per hour. This is achieved through the use of natural and mechanical ventilation
- Wall mounted thermometer to record room temperature
- Space – staff will have unhindered access to each sleeping child
- No cots adjacent to a heater, curtains, blinds or anything which is a danger to the child.

Safe bed: Standard cots are used in Little Maples

Each cot is:

- in good condition
- of good design,
- solid and stable
- has a recognised safety standard.
- The bars are less than 7.5cm apart (flat).

Mattresses are:

- well fitting
- firm
- easy to clean and disinfect with removable and washable mattress protectors.
- well aired and dry.
- gap between the mattress and the sides of the cot are less than 2.5cm.

The following are NOT used in sleep rooms:

- Travel cots/portable cribs
- Pillows, cushions etc
- Sofa or Settee
- Rocking cradles
- Car seats/Buggies/ Bouncinettes

Safe practices:

YES

- Baby on back
- Feet at foot of cot
- Tuck bedclothes in securely (below shoulders)
- Babies' clothes should be loose and light
- 1 child per cot

NO

- Bibs, bottles, toys
- Quilts, pillows, cot bumpers
- Covering of babies' heads

Linen is available for each child - Each child's bed linen is laundered weekly or when soiled.

Template of babies sleep chart

. Please sign for children's sleep time and initial physical check.

Physical check is to see if the baby's skin colour is normal, watch the rise and fall of the chest to observe breathing and look to see if the baby is sleeping soundly. Check the baby for signs of overheating including flushed skin colour, temperature by touch, and restlessness.

Code of recording:

Breathing:

1. Normal
2. Shallow
3. Laboured

Colour:

1. Normal
2. Pale
3. Flushed/red

Position:

1. On back
2. On stomach
3. On side

Name of			
---------	--	--	--

child			
Time	Position, colour, breathing,	Position, colour, breathing,	Position, colour, breathing,
8:00			
8:10			
8:20			
8:30			

etc

HEAD LICE POLICY

POLICY

It is always possible to catch head lice, no matter how careful we are. Children pick up head lice just by coming into close contact with someone who is infected. It is the policy of Little Maples to notify our parents and to ensure that you take the responsibility to treat it immediately.

CONTROL OF COMMUNICABLE DISEASES

POLICY

It is the policy of Little Maples and Montessori School to maintain an environment that will be free from any illness that is contagious. The crèche will be responsible for establishing and maintaining appropriate Health authority contacts for information and notification with regard to the control of communicable diseases.

PROCEDURE

The relevant authorities will be notified immediately if any suspected outbreak of communicable disease in the Crèche.

Health authority guidelines indicate that not all illness require an exclusion period.

Many illnesses are infectious before full diagnosis can be made. The Crèche cannot be held responsible for your child becoming ill through lack of diagnosis. Please note throughout the first 3 – 6 months of your child's time in a crèche, his/her immunity is being built up, therefore children under 15 months are prone to picking up various infections.

Common diseases that require exclusion from the Crèche:

- ***Temperature of 101 F [38 c]***
- ***Chicken Pox [Herpes-Shingles]***

- **Measles**
- **Rubella [German Measles]**
- **Pertussis[Whooping Cough]**
- **Mumps**
- **Diarrhea and/or persistent vomiting- 48 hours**
- **Conjunctivitis**
- **Streptococcal Infection – sore throat, scarlet fever etc.**
- **Contagious skin condition – impetigo**

Disease	Early Symptoms	Usual Incubation Period	Period when infectious	Minimum Period of Exclusion
<u>Measles</u>	Cold, Cough Fever or Chill. Sore eyes, white spots in mouth[1-2 days], rash after 2-3 days on face, weak chest	8 – 15 days	From a few days before the running nose and head cold to 7 days after rash appears	7 days from appearance of rash
<u>German Measles</u>	May have fever, sore throat, stiff neck Rash after 1-2 days	14-21 days	From 7 days before to at least 4 days after the rash appears	4 days from appearance of rash
<u>Whooping Cough</u>	Fevers and catarrh for approx. 1 week before cough	7-14 days	From 7 days after exposure to 21 days after whooping	21 days from beginning of whooping

	develops			
<u>Mumps</u>	Fever, sore throat, dry mouth, pain when chewing	12 - 25 days	From 7 days before swelling appears to 9 days afterwards	9 days from appearance of swelling
<u>Chickenpox</u>	May be a slight fever, headache, nausea, spots appear on the second day, starting on the back	11 - 21 day	From 5 days before until 6 days after last lot of blisters	6 days from appearance of spots
Disease	Early Symptoms	Usual Incubation Period	Period when infectious	Minimum Period of Exclusion
<u>Impetigo</u>	Blisters, spreading at edges which are raised, thick yellow crust when blisters break		Contagious, spread by hands and any objects touched	Until Treated
<u>Conjunctivitis</u>	Sore eyes, inflamed discharge watering mucous	1 - 3 days	Contagious by rubbing eyes or other contacts	Until discharge or inflammation has cleared

<u>Ringworm</u>	[Body] Round red aeras with raised boarder	10 - 11 days	Contagious, spread by scratching and any materials under finger nails	Until Treated
<u>Scabies</u>	Intense itching, blistering pin-point blood crust	Several	Mites spread rapidly by contact from clothing or bedding	Until treatment has commenced

Little Maples Crèche: Sun Protection Policy and Procedure.

Policy:

Little Maples recognises the value of outdoor provision for the children in our care and the staff caring for them. We encourage outdoor play at all times of the year, believing there is no such thing as inappropriate weather; only inappropriate clothing and protection.

As a responsible childcare service, we recognise that young children cannot take control of protecting themselves from the sun's UV radiation. Skin cancer caused by the sun is on the increase in the Ireland, and we have a duty of care to ensure that all reasonable sun protection measures have been applied to the children in our care.

Little Maples will take a proactive approach to sun protection:

- **PROTECTION:** providing an environment and resources that enables children and staff to stay safe in the sun.
- **EDUCATION:** learning about sun safety and sharing that learning through interaction with children to increase awareness/knowledge and to influence behaviour.
- **COLLABORATION:** working with parents and children, support staff, in reinforcing awareness about sun safety.

The months between April to September are considered to be when the skin is at the highest risk of skin damage.

Sunscreen

All staff and children will apply SPF50 broad-spectrum water-resistant sunscreen 20 minutes before going outdoors and reapply every 2 hours. Sunscreen will be used to protect areas of skin that cannot be covered up. Sunscreen is stored in a cold, dry place and the use-by-date monitored. Each child must supply their own sunscreen, new and unopened which will be labelled with their name, date the product was received and first opened. We will not share sunscreen. Sun cream will be used for a period of 12 months, after which we will ask parents to replace sunscreen to ensure optimum effectiveness.

Procedure:

All employees of the **Little Maples** have a duty:

- To co-operate with Management and colleagues in implementing this policy
- To notify the Manager if they consider the environment and/or resources to be inadequate to effectively implement this policy
- To notify the Manager or Supervisor of any incident involving adverse exposure to the sun's UV radiation
- Where reasonably practicable, shade will be provided in outdoor play areas. These may take the form of:
 - Shade structures such as a gazebo, sails, garden houses etc.
 - Seats and equipment moved into shaded areas of outdoor space.
- Staff will restrict children's access to the outdoors in exceptionally sunny weather during the hours of 11.30am and 2.00pm where a risk assessment deems it necessary

During the child's registration, parents will be requested to provide suitable clothing. In exceptionally sunny weather if children are not suitably dressed they may be prevented from accessing the outside area.

Children will be expected to wear hats which are wide-brimmed, fitted with a peak or (preferably) of the legionnaire style providing neck cover.

We encourage parents and staff to be positive role models, practising sun safety

- Remind children, parents and staff of sun safety through parents and staff meetings.
 - Ensure all parents and staff are aware of the crèche sun safety policy and are adhering to it daily.
- Encourage children and staff to drink water regularly.
-
- Parents **MUST** give written consent for their sun protection control measures to be implemented and for sunscreen to be applied.
- If parents express an objection to sunscreen being applied they **MUST** be informed that their child **may be** restricted from accessing the outside area.
- Staff will ensure sunscreen is administered to all children before accessing the outside area. Sunscreen will be re applied at regular intervals (referring to the sunscreen manufactures guidelines).
- Drinking water will be readily available at all times.

This policy was adopted by Little Maples in February 2016

Signed: Glenda Farnan

Manager

This policy and procedure was rectified in August 2016

Signed : Adrianna Witkowska

Manager

This Policy will be reviewed regularly to take into account changes in the law and the experience of the policy in practice and dated and signed.

Food and Nutrition

POLICY

It is the policy of Little Maples and Montessori School to provide Healthy and Nutritious meals for the children in our care. It is our policy to prepare all food on site and to the highest of standards.

PROCEDURE

- A HACCP System is implemented within the Crèche. HACCP stands for Hazardous Analysis Critical Control Points – meaning anything potentially dangerous in cooking and preparing food have been identified and are monitored accordingly. Sophie Millar is trained in HACCP and would be delighted to explain the procedure to you.
 - All food is bought from a reputable supplier
 - All food is prepared in zoned areas
 - All staff handling food have been trained in basic food hygiene
 - Meals and Snacks are balance to contain all the necessary food groups
 - Children are encouraged to try a range of tastes, colours and texture within foods
 - Menus are posted in advanced on the notice board
 - Parents are encouraged to offer Menu suggestions
 - Full Fat milk is used for all children
 - Fizzy drinks and Sugared juice will not be provided
 - Water will be provided at all times
 - Parents will be advised if their child is not eating properly
 - Staff will sit with the children to encourage good manners and good eating habits
 - Withholding food will not be used as a form of punishment
-
- Breakfast is served between 7.45am and 9.00am
 - Morning Snack is served at 10.00am
 - Lunch is served at 12.00
 - Afternoon Snack is served at 3.00pm
 - Evening Snack is served at 5:00 pm

Food Allergy Policy

Purpose: The purpose of this policy is to promote the prevention and management of life-threatening allergic reactions during school and related activities. This policy also establishes training requirements on how to identify signs of food allergic reaction and undertake emergency response measures.

Policy:

1. Scope

This policy covers all life threatening food allergies. For the purposes of this policy, references to food allergies herein shall also include food intolerances that may affect a child's ability in crèche activities. This policy applies to any children in Little maples whom might have an allergy.

2. Identifying children with food Allergies

A. Request for Allergy information: In order to effectively plan for and manage allergy risks at Little Maples, parents/guardians are asked to promptly notify the crèche upon their child being diagnosed with a food allergy or of their suspicions of a food allergy or a life threatening allergy. At least annually at the between of a school year. The manager will request parents to report information about their child's known or suspected food allergies.

B. Parents Submissions: When a parent reports that their child has diagnosed food allergy or other life threatening allergy, the school shall request the parent to provide the following:

- 1) Written authorization to obtain detailed medical information on the child's condition from the doctor.
- 2) Written consent to share diagnosis and other information with the crèche.
- 3) Written consent to administer or self-administer medications during the day.
- 4) An emergency action plan completed and signed by their child's health care provider and signed by the parent.

- 5) Any medications necessary to prevent or treat allergic reactions along with relevant prescriptions and dosage information. Replace medications after use or expiration.
- 6) A description of the child's past allergic reactions including triggers and warning signs.
- 7) Current emergency contact number and notice of any updates.

Bottle Preparation Policy

Steps to be followed when using Powdered Infant Formula and Transporting to Little Maples Creche :

1. Feeds should be prepared at home using the 70°C preparation (allowing to cool for 30 minutes) method recommended for the safe feeding of PIF in domestic setting.
2. Cooled feeds should be marked with the child's name and stored in the body of a refrigerator below 5°C until they are completely cold prior to transportation but for no longer than 24 hours.
3. Immediately prior to leaving for the crèche, the correct number of feeds should be taken from the refrigerator and placed in a clean cool-box or bag with a suitable number of ice-packs, to maintain the feed at 5°C.
4. On arrival at the crèche, the feeds are transferred from the cool-bag or cool-box to the refrigerator in the crèche maintained at 5°C or below. The fridge is equipped with a fridge thermometer to enable the temperature to be checked and adjusted if necessary.
5. To feed, a staff member removes 1 bottle just before it is needed. The bottle is checked to ensure the name on the bottle corresponds to the infant. If necessary, the feed is warmed to feeding temperature using a microwave. The staff member will ensure the feed is not too hot by shaking the bottle and placing a drop of liquid on the inside of the wrist – it should feel lukewarm (note: some children drink milk at refrigeration temperatures).
6. Staff will discard any feed that has not been consumed within 2 hours of warming/first use. For slow feeding babies, use a fresh feed after 2 hours.
7. Unused feed is discarded and the used bottles **rinsed** in warm tap water.
8. All feeding bottles are returned at the end of the day when the infant is collected.
9. Used feeding bottles should be cleaned and sterilised at **home**.
Note: Cooked food, perishable food and cows/goats milk transported from home to Little Maples crèche must also be clearly labelled with the child's name and food content.

Immediately prior to leaving for the crèche, the food should be taken from the refrigerator and placed in a clean cool-box or cooler bag with a suitable number of ice-packs, to maintain the food at 5°C.

- Children with bottles are supervised at all times. A staff member will sit on the couch and hold younger babies while they feed. Older babies, who can hold their own bottle will feed (under supervision) on a mat or on the bouncer.
- Children will not be placed in cots for feeding as this can be a choking hazard.
- A microwave is used to heat bottles
- Bottles will be rinsed BUT NOT STERILISED

Heating bottles

- The bottle is placed in the microwave with the lid on for no longer than 20 seconds.
- To check the feed is not too hot, the bottle is shaken and a drop of liquid placed on the inside of the wrist – it should feel lukewarm, not hot.

This policy and procedure was rectified in August 2016

Signed : Adrianna Witkowska
Manager

Little Maple's: Policy and Procedures on a Smoke Free Work Zone

Policy:

In line with the law completely banning smoking in all workplaces, introduced on March 29th 2004 *and* Due to acknowledged hazards to young children and adults arising from exposure to second-hand smoke, it is the policy of Little Maples to provide a smoke-free environment for staff, children and parents. This policy covers the smoking of any tobacco

product and applies to both employees and non-employees; this policy also applies to parents. Staff and volunteers will serve as role models by not smoking in the presence of children, parents or any visiting parties.

Procedures:

There will be no smoking in any area of the child care centre at any time.

Designated smoking area is located out of the children's sight, and away from the main entrances to the building.

If staff opt to smoke during their break times they must at all times before returning to their rooms wash hands thoroughly with sanitizer, use mints & body spray , staff should not smoke in confined spaces such as their cars to avoid smoke smell on their clothing.

All smoking trash, including butts and matches, will be extinguished and disposed of in appropriate manner.

Excursions, walks, and all other off-site activities and functions will be smoke-free.

ACCIDENTS, INCIDENTS OR INJURIES POLICY

Little Maples Crèche ensures that all injuries to children will be taken seriously and that quick, efficient treatment is available. If an accident/incident/injury occurs, investigation and, if necessary, remedial action will be taken to ensure a similar accident cannot occur again.

The purpose of the policy is:

- To help to prevent accidents and injuries.

- To ensure that in the event of accident, incident or injury, necessary actions are taken to protect the safety, health and well-being of children and staff members.
- To ensure that any accidents, incidents or injuries are managed with control and precision and that the child's welfare is a priority.
- To ensure the provision of a structured procedure for staff to deal with emergency situations.
- To provide parents/carers with appropriate information to make necessary decisions.

Definitions/Glossary

Unintentional injuries may result from choking, falls, burns, drowning, swallowing toxic or other materials, cuts from sharp objects, exposure to environmental hazards such as chemicals or lead, animal bites or other accidents.

Intentional injuries are usually due to bites, fights or abuse.

Policy Statement

Where there is an accident or an incident involving a child, staff members must ensure that the child is attended to, proper treatment is given and appropriate measures are taken to avoid a recurrence.

Injuries require immediate action. The injury must be assessed to determine what type of medical attention, if any, is required. At least one person working with the children should have up-to-date training in First Aid and Cardio-Pulmonary Resuscitation (CPR). At a minimum, a person trained in First Aid for children must be on the premises at all times. A person with training in First Aid for children must accompany the children on outings.

Procedures & Practices

Preventing injuries

The risk of an injury happening is directly related to the physical environment and children's behaviour and how these are managed. Injuries can be categorised as unintentional or intentional (see Glossary above).

Little Maples Crèche will attempt to minimise the frequency of injuries by:

- Supervising children carefully.
- Checking the childcare and play areas for, and getting rid of, hazards.
- Using safety equipment for children, such as car seats and seat belts (when traveling) bicycle helmets, and padding, such as for the knees and elbows.
- Understanding what children can do at different stages of development. Children learn by testing their abilities. They should

be allowed to participate in activities appropriate for their development even though these activities may result in some minor injuries, such as scrapes and bruises. Children should be prevented from taking part in activities or using equipment that is beyond their abilities and that may result in major injuries such as broken bones.

- Teaching children how to use playground equipment safely.

Dealing with accidents/Injuries

Unintentional injuries

Children are often injured unintentionally during the normal course of a day. Many of these injuries, such as scrapes and bruises, are minor and only need simple First Aid. Other injuries can be serious and require medical attention beyond First Aid. A 112/999 call or a call to a local emergency number will be made if an injured child has any of the following conditions:

- Severe neck or head injury
- Choking
- Severe bleeding
- Shock
- Chemicals in eyes, on skin, or ingested in the mouth
- Near-drowning

Injuries due to aggressive behaviour

To deter aggressive behaviour, staff members will:

- Set clear limits for children's behaviour. Explain those limits to both children and their parents.
- Explain to a child who is showing aggressive behaviour how the aggressive actions affect the victim.
- Redirect a child's aggressive behaviour by, for example, engaging the child in a sport or activity that interests the child.
- Teach and reinforce coping skills.
- Encourage children to express feelings verbally, in a healthy way.
- Provide acceptable opportunities for children to release anger. Running outside, kicking balls, punching bags, and other physical play allows children to let off steam.

(See Behaviour Guidance and Discipline Policy)

If a child is bitten by another child:

- First Aid will be administered.
- Seek medical care if the bite causes bleeding.
- Notify the parents/carers of both children if the bite causes bleeding.

- Testing the children for HIV or hepatitis B may be considered and will be discussed with the health care providers of both children involved.

A child who is known to be positive for HIV or hepatitis B **and** who bites, even after efforts to change the behaviour, will be taken out of the childcare setting until the biting ceases.

Responsibilities

The manager is responsible for ensuring that all staff members know what to do in the event of an accident/injury.

The written procedures are made available and each staff member will be made aware of their responsibility to follow the procedure in the event of an accident. It is the responsibility of the manager to ensure that each staff member reads and understands the agreed written procedures.

Contact details for emergency services are displayed clearly in a readily accessible location close to an easily accessible telephone.

At least one member of staff on duty will have completed a recognised First Aid course.

A First Aid box is located in the kitchen of Little Maples crèche . The First Aid box is accompanied by a list of essential contents. All staff members are required to check that the First Aid box contents match the essential contents list at least monthly.

First Aid Contents List:

- Hypoallergenic plasters
- Sterile eye pads (bandage attached)
- Individually wrapped triangular bandages
- Small individually wrapped sterile unmedicated wound dressings
- Medium individually wrapped, non-stick, sterile, unmedicated wound dressings
- Individually wrapped antiseptic wipes
- Paramedic shears
- Latex gloves – non-powdered latex or Nitril gloves (latex-free)
- Additionally where there is no running water, sterile eye wash

Procedure in the event of an accident or incident

1. The child is to remain under adult supervision until the child recovers or the child's parents/carer or another responsible person takes charge of the child.

2. Immediate First Aid is to be given and parents/carers notified of the accident as soon as possible.
3. In the case of a more serious accident the child must not be moved and must be kept warm.
4. Phone for a doctor and/or an ambulance
5. If the child has to go to hospital before the parents/carers arrive, an adult known to the child will accompany him/her and stay until they arrive.
6. A parent/carer is to sign an accident form as soon as possible after arriving at Little Maples Creche.

In some circumstances, there may be litigation as a result of an accident and it is essential to have a clear record made at the time of what took place. *(Photographs taken immediately afterwards of the area where the incident happened, any injuries, etc., should be taken if possible.)*

An accident/injury report will be maintained that includes:

- a) Name and age of child
- b) Date and time of accident
- c) Place of accident
- d) Circumstances of accident
- e) Name of parent/carer contacted and the time they were contacted.
- f) Nature of the injury
- g) Treatment
- h) Medical aid sought
- i) Name of person/s dealing with the accident
- j) Signatures of witness and parent/carer
- k) To whom the accident was reported
- l) When the child was collected or removed to hospital
- m) Details of the accident area/layout including the number of adults and children present

Communication Plan

All parents/carers are to be informed of the policy and procedures regarding Accidents, Incidents or Injuries on registration. Staff members will check with parents/carers that they have read and understood the policy and provide any assistance needed.

A summary of this policy will be included in the Parents'/Carers' Handbook. This policy will also be included in staff induction and annual staff training.

A copy of all policies will be available during all hours of operation to staff members and parents/carers in the Policy Folder located in the main office of Little Maples Crèche.

Parents/Carers may receive a copy of the policy at any time upon request.
Parents/Carers and staff will receive written notification of any updates.

Related Policies, Procedures and Forms

- Medications Policy
- Behaviour Guidance and Discipline Policy
- Confidentiality Policy
- Health and Safety Policy
- Records and Record Keeping Policy
- Accident Report Form

References/Supporting Documents/Related Legislation

- UN Convention on the Rights of the Child
- Child Care Act, 1991
- Child Care (Pre-school Services) Regulations 2006 and Child Care (Pre-School Services) (No 2) (Amendment) Regulations 2016
- **Supporting Quality: guidelines for professional practice in early childhood services (3rd edition)** by Geraldine French. Barnardos' Training and Resource Service, 2008
- RoSPA Fact Sheet 8 Coping with accidents
- 'Good Practice Guidelines for Crèches' 2nd ed. NIPPA, 2002
- 'Guidelines on Policies for Childcare Services' IPPA

MULTI MEDIA POLICY

1. Introduction

Children benefit from experiencing a variety of media equipment, providing that situations and resources are stage and age appropriate. Mobile phones and camera technology are a part of our everyday lives. In an effort to ensure our child protection is followed this policy will outline steps to be taken to ensure child protection guidelines are followed.

2. Definitions/Glossary

Includes:

- Mobile Phone
- Laptops
- Video Recorder

3. Policy Statement

4.

It is our duty as an early year's service to ensure the welfare of all children in our care is paramount. This policy includes all stakeholders; management, parents and staff in the usage of multimedia devices

4. Procedures & Practices

Mobile Phones

Staff phones are to be left in staff room at all times. If going on a crèche outing, the crèche manager's phone is to be taken. Under no circumstances are photos to be taken on staff phones.

Should a staff member for any reason need to take a call, the crèche number is to be given and the manager will notify the member of staff once the call is received to enable the member of staff to take the call

Parents are under no circumstances to take photos with their phone inside the crèche premises.

At Christmas time prior consent is to be gained from all parents with regards the use of filming or taking photos of all the children in the concert

Laptops/Computers

If a laptop is being used, staff are only permitted to use it for work related purposes. I.e. to look up resources or room materials

Should a staff member be found to have used personal social networking sites or personal email, use of the laptop will be prohibited for that member of staff and disciplinary procedures will apply

Websites visited will be monitored by the management team

When using computers with the children in the rooms, content should be age and stage appropriate and link to the current theme of learning within the room or a child's interest

Video Taping

Videotaping without prior consent is prohibited within the setting. Individual consent forms are to be filled out by each individual or parent of the individual appearing in the video

6. Communication Plan

A copy of all policies will be available during all hours of operation to all staff members and parents in the Policy Folder located in the main entrance. Parents/carers may receive a copy of the policy at any time upon request.

Parents/carers and staff will receive written notification of any updates.

7. Review Date

Date:

8. Related Policies, Procedures and Forms

§ Induction Policy and Procedures § Child Protection Policy and Procedures § Confidentiality Policy § Qualifications Policy § Equal Opportunities Policy § Record Keeping Policy § Garda Vetting Form § Application Form

9. References/Supporting documents/Related Legislation

- Child Care Act 1991
- Child Care (Pre-school Services) Regulations 2006 and Child Care (Pre-School Services) (No 2) (Amendment) Regulations 2016
- Supporting Quality: guidelines for professional practice in early childhood services (3rd edition) by Geraldine French. Barnardos' Training and Resource Service, 2008

Incorporates Siolta Standards:

Component 16.1

All relevant legislation and regulation are met or exceeded by the setting

Component 14.3

The setting promotes positive understanding and regard for the identity and rights of others through the provision of an appropriate environment, experiences and interactions within the setting

Component 9.3

The setting has implemented the guidelines from Children's First and Our Duty to Care in relation to

MISSING CHILD POLICY

Statement of intent

At Little Maple's Creche, it is our intention to maintain the children's safety as the highest priority at all times.

Aim

We aim to ensure that every attempt is made to ensure the security of children is maintained at all times. In the unlikely event of a child going missing, our missing child procedure is followed.

Method

If a child goes missing from the setting:

- The Manager will carry out a thorough search of the building and outside area.
- During this search access to and from the setting will be restricted
- The register is checked to make sure all other children are present and accounted for.
- Doors and gates are checked to see if there has been a breach of security whereby a child could leave the setting unattended

- Remaining children will be kept in their respective rooms and movement within the setting will be restricted at this time
- The Manager talks to staff to establish when & where the child was last seen & records this.
- The manager will speak to any visitors to the setting in the lead up to, and at the time of disappearance of the child
- The visitor book will be inspected
- If the child is not found the parent is contacted and the missing child is reported to the police.

The investigation

Staff remain calm & do not let the other children become anxious or worried.

The manager carries out a full investigation taking written statements from all the staff/third parties present at the time.

The key person/ staff writes an incident report detailing:

- The date and time of the report;
- What staff/ children were in the group/outing?
- When the child was last seen in the group/outing;
- What has taken place in the group/outing since then; and
- The time it is estimated that the child went missing.

A conclusion is drawn as to how the breach of security happened.

If the incident warrants a police investigation all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Children's Social Care may be involved if it seems likely that there is a child protection issue to address.

The incident is recorded in the incident book

The incident is reported to the insurance provider

Following the investigation

- Following the investigation a full risk assessment will be conducted of the setting.

- Findings of this risk assessment will be evaluated and any changes/safeguards to the setting will be implemented in a timely manner to avoid a re-occurrence of the incident
- Where necessary staff/other relevant parties will be de-briefed and appropriate training/ re-training will be provided

At all times the safety of the children will remain the highest priority

Little Maples Inclusion Policy

Mission statement of Little Maples Crèche.

Our mission is to value the ability, individuality and cultural background of all children by providing each child with the opportunities they need to reach their full potential as active learners within an inclusive ethos/culture.

At Little Maples, we achieve care and inclusion in education by continually reviewing an anti-bias approach that is implemented by the early childhood service, and by working in partnership with families, children and the early childhood team, both individually through reflective practice, and in consultation with children and their families, so as to ensure that the education and care provided is fully inclusive of all children, families and agencies that attend and use our service.

Ethos of the service Little Maples will ensure an inclusive culture, recognising that every child is an individual and has their own learning style.

Little Maples believes that all children are unique, but share many similarities, thus promoting equality and diversity throughout the early childhood service.

Little Maples will promote and nurture the identity of each child attending the service and ensure that their emotional and physical well-being is of paramount importance at all times.

Policy Statement This policy represents the agreed principles and commitments for inclusion, in line with the Early Childhood Care and Education National Inclusion Charter. The Little Maples early childhood service will implement this policy to support and develop an inclusive environment for children and adults within our early childhood service.

‘Inclusion’ refers to: A process involving a programme, curriculum or education environment where each child is welcomed and included on equal terms, can feel

they belong, and can progress to his/her full potential in all areas of development (National Childcare Strategy 2006–2010).

Role of Inclusion Coordinator within our service is Leah O Connor and Adrianna Witkowska.

Core principles Little Maples actively seeks to support learning and participation that does not hinder or exclude individual children or groups of children. This means that equality of opportunity must be a reality for all children attending the service. This is achieved by using a child-centred equality and diversity approach to create an inclusive learning environment.

Core principles of this strategy are:

- » Work in partnership with parents.
- » Support children's ability, identity, cultural background and sense of belonging.
- » Support children to become respectful of difference.
- » Foster each child's critical thinking in order to confront bias and discrimination.
- » Implement a curriculum that meets the individual needs and emerging interests of the child under Siolta: The National Quality Framework (2006) and Aistear: The National Curriculum Framework (2009).
- » Respond to children's diverse and individual learning needs and styles through an emerging curriculum.
- » Support continual development for all early childhood practitioners, so as to ensure that they are trained in an equality and diversity approach to providing care and education to all.

Early childhood practitioners work to ensure the following:

- » Children feel secure and know that their contributions are valued.
- » Children know they belong and are valued as unique individuals.
- » All children's cultural backgrounds are respected and valued.
- » Children feel strong and confident about their identity.
- » Children are taught in groupings that allow them all to experience success. » Children use materials that reflect a range of social and cultural backgrounds.
- » Children have a common curriculum experience that allows for a range of different learning styles. » Children are encouraged to participate fully, having particular regard for and being cognisant of children with a variety of abilities.
- » If a child uses an aid or assistive technology to communicate, that the device is used solely for this purpose.

Responsibilities of management and early childhood practitioners at Little Maples Creche:

All families and children are encouraged to participate, accessing learning experiences through the curriculum on offer.

At Little Maples service, we promote children's individual learning according to their stage of development in line with the Child Care Act, 1991; Child Care (Pre-school Services) (No. 2) Regulations 2016; Disability Act 2005; Equal Status Acts 2000–2012; the United Nations Convention on the Rights of the Child, with

particular attention to Articles 29 and 30; and Children First: National Guidance for the Protection and Welfare of Children, 2011.

Admissions Policy Please see the Little Maples Admissions Policy, included in your handbook for parents which contains all policies and procedures for the admissions to/enrolment in the service.

Working in partnership with parents As children and families are the most knowledgeable about their background, culture, language, and physical and developmental needs, Little Maples will ensure that families are consulted when developing and implementing policy.

Diversity, Equality and Inclusion Charter and Guidelines for Early Childhood Care and Education

An effective diversity and equality approach will ensure that ability and diversity are recognised and celebrated, and that discrimination, inequality and exclusion are addressed.

Dealing with discriminatory incidents

» The first step in handling incidents involving discrimination is to recognise and acknowledge what is happening.

» All children need to know that name-calling or physically hurting someone is unacceptable.

» Discuss with the children in a democratic and sensitive manner that name-calling or physically hurting someone is unacceptable.

» When an incident occurs (hurtful remarks made by one child to another), both children learn from the incident. Refer back to the rules of the service where appropriate.

» Always determine the real reason for incidents involving exclusion or conflict. It may not be a discriminatory incident, so be careful not to make assumptions.

» Some issues may be brought into the early childhood service by the child, arising from comments made by adults outside the setting. Recognise when it is an adult issue, and identify appropriate actions for addressing the issue with the child's parents or guardians.

» An incident should be considered from the perspective of all individuals involved as well as those who witnessed it. Appropriate actions need to be taken, at circle time or in group discussion, in order to address incidents witnessed by children who were not involved. This does not mean singling out children in the group.

» By showing empathy and expressing our feelings, we help children to express their feelings. » It is important to be aware of how our own attitudes can shape how we respond to a given situation. Be mindful that early childhood practitioners are role models for the children and the early childhood service. Children will do as we do (see the éist manual – Murray and O'Doherty (2010)).

Actions to be followed if the policy is not implemented

If you, as a staff member or a parent, feel that this policy is not being implemented, you can follow the Little Maples Complaints Policy and Procedure to make a complaint.

Monitoring and reviewing the policy

The above policy will be re-evaluated at regular intervals throughout the year. We at Little Maples service value your input.

If you have any queries in relation to the policy, please contact the Inclusion Coordinator: Leah O Connor & Adrianna Witkowska
Management: Little Maples Crèche & Preschool (name of service)

Reviewed: 04th April 2017
Glenda Farnan

Settling in Policy

New children will be introduced to our service individually or with their siblings – starting days and times will be staggered to facilitate this. We provide three settling days free of charge, the first sessions being one hour and the second two hours.

Following the three settling days, parents can choose to leave their child in at staggered times to enable the child to settle but normal fee rates agreed with manager will be applicable.

Young children have been developing an attachment to their parents/carers and are generally secure in their daily home life and routine. There are specific measures that both parents and caregivers can take to ease the transition to care and alleviate separation.

Both child and parents/carers will be helped to feel welcome. The child's cubby and other personal spaces will be labelled (with pictures as well as names) in advance.

Parents/Carers will be encouraged to bring the child in on a gradual schedule to allow them to adjust in a gentle way.

Bookings, fee payment, cancellation and late collection

- Childcare places must be booked in advance.
- Payment for childcare places will be made one month in advance.
- Parents/carers must notify us if their child/children will not be attending on any day/s.
- Parents/carers must notify Little Maples in advance of any holidays.
- Parents/carers must notify the Crèche if they are going to be unexpectedly late.
- A charge of €5 will be made for late collection within the first 15 minutes

Subsidised places

As Little Maples Crèche is funded by Pobal for the NCIP Childcare Subvention Scheme, parents are requested in September/October each year to complete a declaration form including PPS numbers, to be considered for eligibility into the following programmes.

1. ECCE 2. CCS 3. CETS

Supporting documentation (Pobal Parent Forms) will be requested and this will be kept in a confidential file. Once paperwork is submitted to Pobal or DCCC, Little Maple's Crèche no longer keep this information on site.

All subsidised places will be reviewed at least annually. Parents/carers are obliged to inform Little Maples Crèche if there is a material change in their circumstances which would affect their entitlement to a subsidised place.

Communication Plan

The Parent's/Carer's Handbook will include the following information:

a) The service's Mission Statement and Aims b) Contact information c) The type of services provided and the age range of the children d) The childcare policies and information about the programme/curriculum e) A diagram of the centre layout f) The Admissions Policy g) Information on staffing – including staff qualifications and ratios h) The hours of opening i) Costs and charges/Fees j) The settling in procedure k) Routines and activities provided for the children l) The Behaviour Guidance and Discipline Policy m) The Specific Educational Needs Policy n) Equality and Non-Discrimination Policy o) Information about the management structure p) A statement to confirm that the service is notified and inspected q) Information about how the service engages with other organisations/agencies r) Catering arrangements s) The policy on Children's Illnesses t) What parents/carers should bring with them u) What the children should and should not bring with them from home v) Information about the Key Person system and the system for the regular exchange of information about the child between parents/carers and the staff w) The Comments/Complaints procedure x) Record keeping and arrangements for parents/carers to have access to their own records

All parents/carers are to be informed of Little Maples Crèche's policies and procedures on registration. Staff members will check with parents/carers that they have received, read and understood the Parents'/Carers' Handbook and are aware of the policies and procedures and will provide any assistance needed. A copy of Little Maple's Crèches pledge to parents/carers (See Appendix A in Parent/Carer Involvement Policy) will be given to parents/carers on registration and prominently displayed at the reception area.

This policy will be included in staff induction and annual staff training.

A copy of all policies will be available during all hours of operation to staff members and parents in the Policy Folder located in main entrance

Parents/Carers may receive a copy of the policy at any time upon request.

Parents/Carers and staff will receive written notification of any updates.

Review Date:

Date: 04th April 2017

Glenda Farnan

SUPPORTING TRANSITIONS POLICY

1. Introduction

Transitions occur as children move within settings – from one room or area to another – from one type of activity to another (e.g. active play to tidy up time to eating time) – and as they move between settings (from home to Little Maples Crèche).

Many children, especially young children, experience a wide range of transitions each and every day. Because of the many different experiences children may have even in just one day, it is especially important that there is some continuity and similarity of approach in the ways in which the important adults in their lives behave and interact, not only with the children themselves but also with other adults who are involved with the child.

Changes can be stressful at any stage in life, but for babies and young children they can be particularly challenging. Moving on to different surroundings makes demands on young children as they learn to cope with a new situation. Parents/Carers also need support to cope with change and new situations. Because of this, the sensitive care and attention given to planning and ensuring smooth transitions is extremely important.

Young children learn from every experience, including routines and transitions, and can develop skills by participating in these routines and transitions.

2. Definitions/Glossary

Transitions include:

- Multiple daily changes in routines and experiences and separations from familiar people and settings.
- Entry into and transition from the current childcare setting into another childcare setting or school.

Policy Statement

Successful experiences during early transitions can increase a child's ability to adapt to changes in the future and can provide a more secure base for the child's development. It is essential to enable parents/carers and staff to support and facilitate successful transitions through responsive relationships that are secure, consistent and continuous. All transitions will be planned with sensitivity to each child's needs.

We will work to develop strong family-staff relationships through frequent sharing of information and goals. We aim to develop strong connections between each child's home and the service to help ease transitions into new or different settings or routines. We will maintain continuity of relationships and carefully plan all introductions to new settings, routines and experiences for the children to help ease any anxiety they may have associated with change. We will do our best to ensure that we provide a secure base that supports the children's focused attention, curiosity about exploring their world and emerging independence.

We aim to provide relationships and routines that are consistent, predictable and responsive to support each child's sense of trust, security, and identity. We consider it essential that the staff member assigned to their care can read and respond to each child's cues.

We will:

- Consider transitions from the perspective of the developmental needs of each child and their family.
- Build partnerships with families to support the development of responsive, respectful relationships among children and staff.
- Individualise routines and practices to support each child's needs, temperament, family preferences, culture and language.
- Use routines and transitions as opportunities to promote children's development. · Plan for transitions and placements that provide consistency and continuity for children and their families.
- Evaluate the quality and effectiveness of transitions using various means, including feedback from families.
- Assist parents/carers in becoming advocates as they make the transition with their children both into our service from home or from other childcare settings (e.g. childminder) and from this service to other childcare settings or to school.
- Ensure the most appropriate environment and services following participation in this service by beginning transition planning as soon as possible prior to the child's move.
- Provide any relevant information (with the parents'/carers' permission) about the children that is helpful in ensuring a successful transition from this service to other settings, e.g. school.
- Assign a Key Person to each child.

4. Procedures & Practices

On entry to the service, we will:

- Encourage parents/carers to visit before and after their child enrolls.
- Include the Key Person in the initial meeting and make plans with parents/carers at that time to ease the child's transition into the programme.
- Invite parents/carers to take an active role. If parents/carers can help their child, they will also ease their own feelings of separation.
- We try where possible to encourage parents/carers to spend as much time as they can at our service when their child first starts and help them to work out a schedule for a gradual transition.
- We post a sign welcoming the child and the parents/carers by name and include photos where possible.
- Empathise with parents'/carers' concerns about leaving their child in care.

On enrolment, parents/carers will be encouraged to:

- Bring their child to Little Maples Crèche for visits before they start fully.
- Tell their child when care is going to begin. An infant can be told which ‘Elizabeth will take care of you this morning.’ A toddler can be encouraged to look forward to playing with other children a few days in advance and can then be reminded on the day itself.
- Spend as much time as they can on their two settling days and gradually shorten the time as the child becomes more comfortable.
- Develop a goodbye routine or ritual that they can use with their child each day – giving the child a kiss or a big hug, waving goodbye from the door, or whatever they feel comfortable doing. This way, both the parents/carers and the child know how to handle the parting.
- Talk with the Key Person about bringing items from home that are important to their child, e.g. a favourite stuffed animal or blanket, photos of family members, or a tape of the parent/carer reading a favourite bedtime story or singing a familiar song. (See Arrivals and Departures Policy)

Staff members will:

- Help parents/carers understand the importance of goodbye rituals.
 - Help parents/carers appreciate a child’s need to feel connected to his parents/carers when they are apart.
 - Welcome each child and her parents/carers by name each morning.
 - Continue to make parents/carers welcome. Encourage them to spend time when they bring their child in the morning and when they return at the end of the day.
 - Give parents/carers information about their child’s experiences each day and invite them to share information about their experiences with the child at home.
 - Support the parents/carers and child in their ritual for saying goodbye.
 - Display interesting items for people to talk about, such as photos of the previous day's experiences.
 - Invite parents/carers to bring items from home that will help the child feel connected i.e. a blanket
 - We have a crèche teddy bear in each room that each child gets to bring home at the weekend, and share their experiences on Monday
 - Help the child express feelings about their parent/carer leaving. Talk with them about home and family later in the day. Suggest that the child call their parents/carers on a real or toy telephone.
 - Invite the child to paint, dance, sing or tell a story using toys as characters.
 - Give the child opportunities to use the skills they know. Sharing tasks like preparing for meals or putting toys away can also reinforce their feelings of competence.
 - Play games of hiding and reappearing.
 - Read stories of goodbyes and returns.
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- Be sure to say goodbye each day so their child knows that they can trust them and that they won't leave without warning.
 - Keep the Key Person up to date when their child masters new skills or helps out with tasks and routines at home. Knowing this information, the staff can recognise and build on the child's skills.

Routines and transitions within the daily programme of activities

- Children should be allowed to perform personal routines, such as going to the bathroom, according to individual body schedules.
- Transitions should be planned so that children who are ready before others have something to do.

- Children should be given appropriate advance notice of changes to routines or planned changes within the schedule of activities that will affect them.
- Some children need to be given more time and adult assistance to cope with changes than others.
- Routines and transitions should be handled consistently so that children can learn trust and security.
- While balancing the range of activities (active/quiet, small group/large group/individual etc.), the daily plan should be kept as simple as possible to keep transitions to a minimum.
- If the furniture is going to be changed around this should be discussed with children and explained in advance so that they understand why the change is happening.
- Children should be allowed to participate in routines as much as possible (e.g. helping to set the table, cleaning up etc.).

Planning transitions

The following should be considered during preparation for an upcoming transition:

Environment/physical space

- Will the next setting be a different room at a different location? How will the child react?
- Will materials and equipment be different or familiar to the child? How accessible will they be?
- What choices will the child be able to make?

Routines

- What will daily activities be like, and how might the child react to these experiences?
- How are the routines listed below handled?

Example

- Eating - Napping - Nappy changing/toileting - Outdoor activities - Indoor activities - Tidy up time

Staff

- Will the child be assigned a new Key Person? If so, how might the child react?
- How do adults interact with the children and when do they intervene?
- How do adults relate to each other? Are they friendly and respectful?

Social interactions

- What opportunities will the child have to interact with other children?
- Will any of the children be familiar to the child?
- What is the family role?
- What are the opportunities for family interaction?

Other comments and observations

- What can be done now to begin preparing the child for this transition?
- What partnerships need to be formed to build continuity and ease the transition?

We will try as far as possible to:

- Provide harmony with each child's home culture.
- Use words from the child's home language.
- Provide a culturally relevant environment that is familiar and homelike to the child.
- Understand and respect each family's cultural beliefs and child-rearing values.
- Provide consistency of care by understanding the home routines of each child.
- Discuss each family's expectations for their child's development and transition. Understand your own cultural values, beliefs, and expectations; acknowledge how these match or differ from the family's expectations; and negotiate and resolve conflicts.

- Families can foster cultural consistency and continuity during transitions by being encouraged to: Share their cultural values and child-rearing practices with staff before and during their child's transition and describe what they expect from staff.
- Communicate frequently with staff about the child's routines, temperament, reactions, likes, dislikes, and ability to adapt to differences and change.
- Provide staff with ongoing feedback and negotiate differences.

Saying goodbye/moving on

Relationships are important to children. Although children may not always express or understand their feelings, these feelings do exist and are sometimes expressed in ways that make it difficult for parents and other adults to deal with them. The following suggestions can help children accept changes and deal with them in appropriate ways.

- Prepare the child by giving them some notice when a relationship is about to change. (For example, tell them, 'Sam is going to be moving soon, and he won't be able to come and play every day.')
- Help the child understand their feelings by using words like lonely, sad, or unhappy to describe how they might be feeling.
- Put things in perspective (For example, 'We won't see Susan very often, but we will always remember how much fun you had together.')
- Help the child express the meaning of the relationship by encouraging them to make a card, draw a picture, or make a small gift. Let them know that relationships are very important by creating an opportunity to express affection and validate their feelings.
- Focus on the positives associated with change. When people grow and move forward, there will always be changes in relationships. New teachers, new friends, and changes in activities and needs are part of life.
- Share with the child some of your own experiences in leaving valued relationships. Tell how you felt at that time.
- Create a memento. Children are concrete in their thinking, and having a physical reminder reassures them that the relationship was shared and is a permanent part of their lives.

Communication Plan

All parents/carers are to be informed of the policy and procedures regarding Transitions on registration. Staff members will check with parents/carers that they have read and understood the policy and provide any assistance needed.

A summary of this policy will be included in the Parents'/Carers' Handbook. This policy will also be included in staff induction and annual staff training.

A copy of all policies will be available during all hours of operation to staff members and parents/carers in the Policy Handbook located in the main entrance

Parents/Carers may receive a copy of the policy at any time upon request.

Parents/Carers and staff will receive written notification of any updates.

Review Date

Date: 04th April 2017

Glenda Farnan

Risk Assessment Policy

At Little Maples we are committed to ensuring all potential risks are assessed and kept to a minimum. We check the service every morning before the children arrive to ensure that it is a safe environment for children to play in. We also risk assess any environment that I take the children into, for example school outings/park etc. We are committed to providing visits which are safe and serve a good quality educational purpose to enhance and enrich children's learning experiences and create a positive impact on their learning and development. If we are planning to take the children into environments that are unknown to me I will carry out a risk assessment in advance so I am aware of any potential hazards wherever possible.

In accordance with Section 19 of the Safety, Health and Welfare at Work Act, 2005 which requires that we identify the hazards in the workplaces under our control. Assess the risks presented by these hazards (In this context a hazard is something with the potential to cause harm) measuring the risk depends on:

1. The likelihood of that harm occurring in our school, on outings and when transporting children to and from Primary school etc.
2. The potential severity of that harm (the degree of injury or ill health following an accident or from being exposed to a hazard)
3. The number of people who might be exposed to the hazard.

EXAMPLES OF FACTORS TO BE CONSIDERED IN SPECIFIC RISK ASSESSMENTS

Risk of a slip, trip or fall Slips, trips and falls are the second most common type of accident in most places of work.

The risk depends on:

- The premises being kept clean, tidy and uncluttered
- The flooring and stairs being kept in good repair and on the type of flooring used
- The control of other trip hazards
- The quality of lighting
- Spillages of liquid being cleaned promptly.

All staff are required to implement any improvements considered necessary by the risk assessment. The aim is to make sure that no-one gets hurt or becomes ill. It is important to

remember that, in identifying hazards and assessing risks, staff should only consider those which are generated by work activities

The following policy and procedure guidelines relate to the general topic of risk assessments and include the following sub sections:

- General Risk assessments
- Outings and Visits

Procedure

Staff must write down workplace risks and what to do about them. Assessing risk means we examine carefully what, in the **school/outings etc.**, could cause harm to our employees, the children attending, parents, visitors and members of the public. This allows us to weigh up whether we have taken enough precautions or whether we should do more to prevent them. Planning is the key to ensuring that the safety and health efforts really work in eliminating risks. It involves us setting objectives, assessing risks, implementing standards of performance and developing a safety culture.

Our planning provides for:

- identifying hazards and assessing risks, and deciding how they can be eliminated or controlled
- complying with the safety and health laws that apply to our business
- agreeing safety and health targets with all staff including managers and supervisors
- Staff decisions which reflect the safety and health policies as set out in our safety statement.

In helping us here at Little Maples we use *Risk Assessment Forms* these forms are reviewed on a regular basis and depending on the areas of risk I.e. Outing Assessment forms are assessed before each tour. Outdoor Play area is assessed each morning.

I will carry out annual risk assessment of the premises to address and review any potential safety issues for all indoor and outdoor areas used for child-minding purposes.

I will store any cleaning products, medication etc. in a secure area which is not accessible to the children

All electrical items will be checked during the daily risk assessment procedure and replaced or repaired as applicable

I will record all risk assessments which are kept on file.

I will ensure my assistant is familiar with and will follow my risk assessment policy and procedures and will attend any relevant training to meet the welfare needs of the children.