



Safeguarding and Welfare Requirement: Safety and Suitability of Premises, Environment and Equipment

Providers must take reasonable steps to ensure the safety of children, staff and others on the premises.

Health

The provider must promote the good health of children attending their setting.

Safety and Suitability of Premises, Environment and Equipment

8.1 Health and safety general standards

Policy statement

This pre-school believes that the health and safety of children is of paramount importance. We make our pre-school a safe and healthy place for children, parents, staff and volunteers.

- We aim to make children, parents and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.
- Our member of staff responsible for health and safety is **Anita Ridley** supported by **Liz Gaida**.
- They are competent to carry out these responsibilities.
- They have undertaken health and safety training and regularly updates her knowledge and understanding.
- We display the necessary health and safety poster on the notice board.

Insurance cover

We have public liability insurance and employers' liability insurance. The certificate is displayed on the notice board.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe		3.3 The learning environment	
1.4 Health and well-being			

Procedures

Awareness raising

- Our induction training for new staff, students, apprentices and volunteers includes a clear explanation of health and safety issues so that all are able to adhere to our policy and procedures as they understand their shared responsibility for health and safety. The

induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.

- Records are kept of these induction training sessions and new staff, students, apprentices and volunteers are asked to sign the records to confirm that they have taken part.
- Health and safety issues are explained to the parents of new children so that they understand the part they play in the daily life of the pre-school.
- As necessary, health and safety training is included in the annual training plans of staff, and health and safety is discussed regularly at staff meetings.
- We have a no smoking policy.
- Children are made aware of health and safety issues through discussions, planned activities and routines.

Safety of Adults

- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- When adults need to reach up to store equipment or to change light bulbs they are provided with safe equipment to do so.
- All warning signs are clear and in appropriate languages.
- Adults do not remain in the building on their own or leave on their own after dark
- The sickness of staff is recorded in the Diary and their involvement in accidents is recorded in our Staff Accident Book. The records are reviewed termly to identify any issues that need to be addressed.
- We keep a COSHH record of all substances that may be hazardous to health – such as cleaning chemicals, or gardening chemicals if used. It states what the products are and where they are stored and contains information about what the risks are and what to do if they have contact with eyes or skin or are injected. We keep all cleaning chemicals in their original containers.

Windows

- Low level windows are made from materials which prevent accidental breakage or are made safe.
- Windows are protected from accidental breakage or vandalism from people outside the building.
- Windows above the ground floor are secured so that children cannot climb through them.
- Any blind cords are secured safely and do not pose a strangulation risk for young children.

Doors

- We take precautions to prevent children's fingers from being trapped in doors.

Floors

- All floors are checked daily to ensure they are clean and not uneven, wet or damaged. Any wet spills are mopped up immediately.

Electrical/gas equipment

- All electrical/gas equipment conforms to safety requirements and is checked regularly.
- Our boiler/electrical switchgear/meter cupboard is not accessible to the children.
- Fires, heaters, electrical sockets, wires and leads are properly guarded and the children are taught not to touch them.
- Storage heaters are checked daily to make sure they are not covered.
- There are sufficient sockets to prevent overloading.
- The temperature of hot water is controlled to prevent scalds.
- Lighting and ventilation is adequate in all areas, including storage areas.

Storage

- All resources and materials from which children select are stored safely.

- All equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.
- All chemicals and cleaning solutions are stored securely away from children's access.

Outdoor area

- Our outdoor area is securely fenced. All gates and fences are childproof and safe
- Our outdoor area is checked for safety and cleared of rubbish, animal droppings and any other unsafe items before it is used.
- Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.
- Our pool is guarded whilst in use and emptied at the end of use and is stored upside down.
- Where water can form a pool on equipment, it is emptied and cleaned before children start playing outside. We leave receptacles upturned to prevent collection of rainwater.
- The outdoor sand pit is covered when not in use and is cleaned regularly.
- We check that children are suitably attired for the weather conditions and type of outdoor activities; ensuring that sunscreen is applied and hats are worn during the summer months – see Policy 6.4.
- We supervise outdoor activities at all times; and particularly children on climbing equipment.
- Adults put up and dismantle equipment, including the sail, in a risk aware, planned and supervised approach.

Hygiene

- We regularly seek information from the Health Protection Agency to ensure that we keep up-to-date with the latest recommendations.
- Our daily routines encourage the children to learn about personal hygiene.
- We have a daily cleaning routine for the pre-school which includes the playroom, kitchen, rest area, toilets and nappy changing areas. Children do not have unsupervised access to the kitchen.
- We have a schedule for cleaning resources and equipment, dressing up clothes and furnishings.
- The toilet area has a high standard of hygiene including hand washing and drying facilities and the disposal facilities of nappies.
- We implement good hygiene practices by:
 - cleaning tables between activities;
 - cleaning and checking toilets regularly;
 - wearing protective clothing – such as aprons and disposable gloves – as appropriate;
 - providing sets of clean clothes;
 - providing tissues and wipes; and
 - ensuring individual use of flannels and towels.

Waste Disposal

- We arrange for the collection of wastes produced.
- We use a registered waster carrier, New Forest District Council.
- We have a Waste Transfer Note, displayed in the office
- We keep all waste secure, to prevent it escaping or causing problems for anyone else.
- We ensure that waste is pre-treated: ie green waste bags for general waste, food waste, nappies double bagged and; clear bags with a green sticker for separation of recyclable items such as paper, cardboard, plastic bottles, tins and cans.

Handling Broken Glass

- We protect ourselves with gloves and shoes
- We pick up the big pieces of glass and place them on some newspaper.
- We wrap the broken glass in the newspaper and dispose of it safely in a plastic bag.

- We vacuum up the smaller shards of glass.
- We clean up any remaining spillages.

Activities and resources

- Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the pre-school.
- The layout of the play equipment allows adults and children to move safely and freely between activities.
- We keep a full inventory of all items in the setting for audit and insurance purposes.
- All equipment is regularly checked for cleanliness and safety, and any dangerous items are repaired or discarded.
- We make safe and separate from general use any areas that are unsafe because of repair is needed.
- All materials, including paint and glue, are non-toxic.
- Sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- Children are taught to handle and store tools safely.
- We check children who are sleeping at regular intervals of at least every ten minutes. This is recorded with the times checked and the initials of the person undertaking the check.
- If children fall asleep in-situ, it may be necessary to move or wake them to make sure they are comfortable.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.
- Any faulty equipment is removed from use and is repaired. If it cannot be repaired it is discarded.
- Large pieces of equipment are discarded only with the consent of the supervisor and the manager.

Jewellery and accessories

- Staff do not wear jewellery or fashion accessories, such as belts or high heels, that may pose a danger to themselves or children.
- Parents must ensure that any jewellery worn by children poses no danger; particularly earrings which may get pulled, bracelets which can get caught when climbing or necklaces that may pose a risk of strangulation.
- We ensure that hair accessories are removed before children sleep or rest.

Safety of adults

- We ensure that adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- We provide safe equipment for adults to use when they need to reach up to store equipment or to change light bulbs.
- We ensure that all warning signs are clear and in appropriate languages.
- We ensure that adults do not remain in the building on their own unless it is prearranged and the Risk Assessment for working alone (HSE) is completed:
 - Access to a phone within the setting
 - Suitable protective clothing available
 - Correct usable cleaning equipment
 - Access to COSHE File
 - Access to First Aid Kit
 - Emergency Contact Numbers Displayed

- Any accident / incident needs to be recorded and Emergency Number contacted.
- We record the sickness of staff and their involvement in accidents. The records are reviewed termly to identify any issues that need to be addressed.

Control of substances hazardous to health

- We implement the current guidelines of the *Control of Substances Hazardous to Health Regulations (COSHH)*.
- We keep a record of all substances that may be hazardous to health - such as cleaning chemicals, or gardening chemicals if used and where they are stored.
- Hazardous substances are stored safely away from the children.
- We carry out a risk assessment for all chemicals used in the setting. This states what the risks are and what to do if they have contact with eyes or skin or are ingested.
- We keep all cleaning chemicals in their original containers.
- We keep the chemicals used in the setting to the minimum in order to ensure health and hygiene is maintained. We use:
 - Bleach in exceptional circumstances;
 - anti-bacterial soap/hand wash, only if specifically advised during an infection outbreak such as Pandemic flu; or
 - anti-bacterial cleaning agents, only in the toilets, nappy changing area and food preparation areas. Anti-bacterial spays are not used when children are nearby.
- Environmental factors are taken into account when purchasing, using and disposing of chemicals.
- All members of staff are vigilant and use chemicals safely.
- Members of staff wear protective gloves when using cleaning chemicals.

Legal framework

Primary Legislation

- Health and safety at Work (1992/1999)
- Management of Health and Safety at Work Regulations (1992)
- Electricity at Work Regulations (1989)
- Control of Substances Hazardous to Health Regulations(COSHH) (2002)
- Manual Handling Operations Regulations (1992) (as amended 2004)
- Health and safety (Display Screen Equipment) Regulations (1992)

Secondary Legislation

- Medicine Act (1996)
- Public Health (Control of Disease) Act (1984)
- Food Safety (1990)
- Health and Safety (First Aid) Regulations (1981)
- Code of Practice for First Aid (1997)
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) (1995)
- Regulatory Reform (Fire Safety) Order 2005 (2006)
- Equalities Act (2010)
- The Smoke-free (Premises and Enforcement) Regulations (2006)
- The smoke-free (Signs) Regulations (2007)
- Disability Discrimination Act (DDA) (1989) & (2004)

Further guidance

- Health and Safety Law: What You Should Know (HSE revised 2009)
www.hse.gov.uk/pubns/law.pdf

- Health and Safety Regulation... a short Guide (HSE 2003) www.hse.gov.uk/pubns/hsc13.pdf
- Electricity Safety and You (HSE 2012) www.hse.gov.uk/pubns/indg231.pdf
- Working with Substances Hazardous to Health: What You Need to Know About COSHH (HSE Revised 2009) www.hse.gov.uk/pubns/indg136.pdf
- Getting to Grips with Manual Handling - Frequently Asked Questions: A Short Guide (HSE 2011) www.hse.gov.uk/contact/faqs/manualhandling.htm

This policy was adopted at a meeting of Acorns Community Pre-School held on

Date to be reviewed:.....

Signed on behalf of the management team:.....

Name of signatory:

Role of signatory (e.g. chair/owner):.....

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Safety and Suitability of Premises, Environment and Equipment

8.2 Maintaining children’s safety and security on premises

Policy statement

We maintain the highest possible security of our premises to ensure that each child is safely cared for during their time with us.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.2 Parents as partners		

Procedures

Children’s personal safety

- We ensure all employed staff have been checked for criminal records via an enhanced disclosure with children's barred list check through the Disclosure and Barring Service
- Adults do not normally supervise children on their own.
- All children are supervised by adults at all times.
- Whenever children are on the premises at least two adults are present.
- We carry out risk assessment to ensure children are not made vulnerable within any part of our premises, nor by any activity.

Security

- Systems are in place for the safe arrival and departure of children.
- The times of the children's arrivals and departures are recorded.
- The arrival and departure times of adults – staff volunteers and visitors – are recorded.
- Our systems prevent unauthorised access to our premises.
- We only allow access to visitors with prior appointments.
- We check the identity of any person who is not known before they enter the premises.
- We keep front doors and gates locked shut at all times. Back doors are kept locked shut at all times where they may lead to a public or unsupervised area.
- We have installed entry phones and 'spy holes' in the main door at a suitable height.
- Our systems prevent children from leaving our premises unnoticed.
- The personal possessions of the staff and volunteers are securely stored during pre-school sessions.
- Minimal petty cash is kept on the premises.

Legislation Framework

Primary Legislation

- Children and Families Act (2014)
- Childcare Act (2006)
- The Children Act (2004)
- Equalities Act (2010)
- Control of Substances Hazardous to Health Regulations (COSHH) (2002)
- Regulatory Reform (Fire Safety) Order 2005 (2006)

Secondary Legislation

- Safeguarding Vulnerable Groups Act (2006)
- The United Nations Convention on the Rights of the Child
- Human Rights Acts (1998)
- Children, Schools and Families Act (2010)
- Health and Safety at Work (1992/1999)

- Protection from Harassment Act (1977)
- Management of Health and Safety at Work Regulations (1992)
- Disability Discrimination Act (DDA) (1989) & (2004)

Other useful Pre-school Learning Alliance publications:

- Managing Risk (2009)

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Safeguarding and Welfare Requirement: Safety and Suitability of Premises, Environment and Equipment

Children must be kept safe while on outings.

Safety and Suitability of Premises, Environment and Equipment

8.3 Supervision of children on outings and visits

Policy statement

Children benefit from being taken out of the pre-school to go on visits or trips to local parks or other suitable venues for activities which advance their learning experiences. Staff in our pre-school ensures that there are procedures to keep children safe on outings; all staff and volunteers are aware of and follow the procedures as laid out below.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.2 Parents as partners	3.3 The learning environment	4.2 Active learning
1.4 Health and well-being			

Procedures

- All off site activity has a clearly identified educational purpose with specific learning and development outcomes.

- There is a designated lead for each excursion who is clear about their responsibility as designated lead.
- Parents sign a general consent on registration for their children to be taken out on local short outings as part of the daily activities of the pre-school.
- This general consent details the venues used for daily activities.
- There is a risk assessment for each venue carried out, which is reviewed regularly.
- Parents are always asked to sign specific consent forms before major outings.
- All staff taking part in the outing sign off every risk assessment.
- Children with allergies or other specific needs have a separate risk assessment completed i.e. child with allergies visiting a supermarket.
- An excursion will not go ahead if concerns are raised about its viability at any point.
- A risk assessment is carried out before an outing takes place.
- All venue risk assessments are made available for parents to see.
- Our adult to child ratio is high, normally one adult to two children, depending on their age, sensibility and type of venue as well as how it is to be reached.
- A minimum of two staff accompany children on outings. Unless the whole setting is on an outing, a minimum of two staff also remain behind with the rest of the children.
- Named children are assigned to individual staff to ensure each child is individually supervised, to ensure no child goes astray, and that there is no unauthorised access to children.
- Staff frequently count their designated children and ensure hands are held when on the street and crossing the road.
- Outings are recorded in an outings record book kept in the setting stating:
 - The date and time of outing
 - The venue and mode of transport used
 - The names of staff members assigned to each of the children
 - Time of return
- Staff will take a mobile phone on outings, and supplies of tissues, wipes, spare clothes and nappies, medicines required by individual children, a mini first aid pack, snacks and water. The amount of equipment will vary and be consistent with the venue and the number of children as well as how long will be out for. We apply sun cream to children as needed and ensure they are dressed appropriately for the type of outing and weather conditions.
- Staff will take a list of children with them with contact numbers of parents/carers as well as an accident book and a copy of our Missing Child Policy.
- We provide children with badges to wear that contain the name and setting telephone number – but not the name of the child.
- Records are kept of the vehicles used to transport children, with named drivers and appropriate insurance cover.
- We ensure that seat belts are worn whilst travelling in vehicles and that booster seats and child safety seats are used as appropriate to the age of the child.
- As a precaution, we ensure that children do not eat when travelling in vehicles.
- A minimum of two staff should accompany children on outings and a minimum of two should remain behind with the rest of the children.
- We ensure that contracted drivers are from reputable companies, do not have unsupervised access to the children and are not included in the ratios.

Legislation Framework

Primary Legislation

- The Children Act (2004)
- Childcare Act (2006)
- Children and Families Act (2014)
- Children, Schools and Families Act (2010)

Secondary Legislation

- The United Nations Convention on the Rights of the Child
- Safeguarding Vulnerable Groups Act (2006)
- Human Rights Acts (1998)
- Health and Safety at Work (1992/1999)
- Protection from Harassment Act (1977)
- Management of Health and Safety at Work Regulations (1992)

Other useful Pre-school Learning Alliance publications:

- Daily Register and Outings Record (2012)
- Management Risk (2009)

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Safeguarding and Welfare Requirement: Safety and Suitability of Premises, Environment and Equipment

Providers must have a clear and well-understood policy, and procedures, for assessing any risks to children's safety, and review risk assessments regularly.

Safety and Suitability of Premises, Environment and Equipment

8.4 Risk assessments

Policy statement

This pre-school believes that the health and safety of children is of paramount importance. We make our pre-school a safe and healthy place for children, parents, staff and volunteers by assessing and minimising the hazards and risks to enable the children to thrive in a healthy and safe environment.

Risk assessment means:

Taking note of aspects of your workplace and activities that could cause harm, either to yourself or to others, and deciding what needs to be done to prevent that harm, making sure this is adhered to.

The law does not require that all risk is eliminated, but that 'reasonable precaution' is taken. This is particularly important when balancing the need for children to be able to take appropriate risks through physically challenging play. Children need the opportunity to work out what is not safe and what they should do when faced with a risk.

Health and safety risk assessments inform procedures. Staff and parents should be involved in reviewing risk assessments and procedures – they are the ones with first-hand knowledge as to whether the control measures are effective – and they can give an informed view to help update procedures accordingly.

The basis of this policy is risk assessment. Our risk assessment processes follow five steps as follows:

- Identification of risk: Where is it and what it is?
- Who is at risk: Childcare staff, children, parents, volunteers, visitors etc?
- Assessment as to the level of risk as high, medium, or low. This takes into account both the likelihood of it happening, as well as the possible impact if it did.
- Control measures to reduce/eliminate risk: What will you need to do, or ensure others will do, in order to reduce that risk?
- Monitoring and review: How do you know if what you have said is working, or is thorough enough? If it is not working, it will need to be amended, or maybe there is a better solution.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environment	Learning and Development
1.3 Keeping safe		3.3 The learning environment 3.4 The wider context	

Procedures

We undertake training and ensure all staff and volunteers have adequate training in health and safety matters.

- Our risk assessment process covers adults and children and includes:
 - determining where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how we are managing risks if asked by parents and/or carers and inspectors;
 - checking for and noting hazards and risks indoors and outside, in relation to our premises, resources, equipment and activities.
 - assessing the level of risk and who might be affected;
 - deciding which areas need attention; and
 - developing an action plan which specifies the action required, the timescales for action, the person responsible for the action and any funding required
- Where more than five staff and volunteers are employed the risk assessment is written and is reviewed regularly.
- We maintain lists of health and safety issues which are checked daily before the session begins as well as those that are checked on a weekly and termly basis when a full risk assessment is carried out.

- Our manager ensures that checks, such as electricity safety checks, and any necessary work to the setting premises are carried out annually and records are kept.
- Our manager ensures that staff members carry out risk assessments that include relevant aspects of fire safety, food safety for all areas of the premises.
- Our manager and supervisors carry out risk assessments for work practice including:
 - changing children;
 - preparation and serving of food/drink for children;
 - children with allergies;
 - cooking activities with children;
 - supervising outdoor play and indoor/outdoor climbing equipment;
 - assessment, use and storage of equipment for disabled children;
 - the use and storage of substances which may be hazardous to health, such as cleaning chemicals;
 - visitors to the setting who are bring equipment or animals as part of children's learning experiences; and
 - following any incidents involving threats against staff or volunteers.
- Our manager ensures that staff members carry out risk assessments for off-site activities if required, including:
 - children's outings
 - home visits; and
 - other off-site duties such as attending meetings, banking etc.
- We take precautions to reduce the risks of exposure to Legionella (Legionnaires disease). Our manager ensure that staff are familiar with the HSE guidance and are aware of the risk assessment undertaken relevant to the premises by the landlord.

Childcare providers are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Our Supervision procedures are robust and are supported by monitoring and recording children's absence giving us an overview of children's safety and welfare.

Legal framework

Primary Legislation

- Management of Health and Safety at Work Regulations (1999)
- Health and Safety at Work (1992/1999)
- Control of Substances Hazardous to Health Regulations(COSHH) (2002)
- Manual Handling Operations Regulations (1992) (as amended)
- Regulatory Reform (Fire Safety) Order 2005 (2006)
- Public Health (Control of Disease) Act (1984)
- Disability Discrimination Act (DDA) (1989) & (2004)
- Counter-Terrorism and Security Act (2015)
- Equality Act 2010

Secondary Legislation

- The Children Act (2004)
- Childcare Act (2006)
- Children and Families Act (2014)
- The Protection of Children Act (1999)

- Data Protection Act (1998)
- Safeguarding Vulnerable Groups Act (2006)
- Children, Schools and Families Act (2010)

Further guidance

- Prevent Duty – See Policy 1.13
- Five Steps to risk Assessment (HSE 2011) - www.Hse.gov.uk/pubns/indg163.pdf
- Legionnaires’ Disease – A Brief Guide for Dutyholders (HSE 2012)
www.hse.gov.uk/pubns/indg458.pdf

Other useful Pre-school Learning Alliance publications:

- Management Risk (2009)

Further guidance

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Safeguarding and Welfare Requirement: Safety and Suitability of Premises, Environment and Equipment

Providers must take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency, and must have an emergency evacuation procedure.

Safety and Suitability of Premises, Environment and Equipment

8.5 Fire Safety and Emergency Evacuation Procedures (including Annex 1-4)

Annex 1 – Fires and Emergency Evacuation Procedures

Annex 2 – Emergency closure Procedures

Annex 3 - Snow and adverse weather Procedures

Annex 4 – Lockdown Procedures

All staff and management have a copy of the procedures, should be familiar with its contents and keep a copy at home.

Policy statement

An emergency is an event which threatens the normal running of the Pre-school. This includes fire, flood, burglary, vandalism, accidents, infectious diseases and adverse weather.

This procedure outlines the steps to be taken in the case of an emergency to ensure good communication making sure that the welfare of children, staff and other individuals is maintained.

Our priorities are:

1. the safety of children
2. the safety of staff and other adults
3. minimise damage to buildings
4. getting back to normal as soon as possible

Where disruption is unavoidable, all involved in the pre-school are kept informed and we reopen at the earliest possible opportunity. In the unlikely event that we have to close at times other than scheduled in the normal opening hours and dates, the policy is applied to ensure that all involved in the pre-school have a clear understanding of the procedures which will take place.

We ensure the highest possible standard of fire precautions are in place. The persons in charge, are our Fire Officer **Liz Gaida** assisted by **Karen Heaton**, and our staff are familiar with the current legal requirements. Where necessary we seek the advice of a competent person, such as a Fire Officer or Fire Safety Consultant. A Fire Safety Log Book is used to record the findings of risk assessment, any actions taken or incidents that have occurred and our fire drills. We ensure our policy is in line with the procedures specific to our building, making reasonable adjustments as required.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child 3.3 The learning environment 3.4 The wider context	

Procedures

Fire safety risk assessment

We understand that to provide the highest possible standard of protections and precautions to prevent fire the Fire Officer and Deputy ensure all staff follow our guidelines:

- The basis of fire safety is risk assessment. These are carried out by a 'competent person'.
- The manager has received training in fire safety sufficient to be competent to carry out the risk assessment; this will be written where there are more than five staff and will follow the Government guidance Fire Safety Risk Assessment - Educational Premises (HMG 2006).
 - Our fire safety risk assessment focuses on the following for each area of the setting:
 - Electrical plugs, wires and sockets.
 - Electrical items.
 - Gas boilers.
 - Cookers.
 - Matches.
 - Flammable materials – including furniture, furnishings, paper etc.
 - Flammable chemicals.
 - Means of escape.

- Anything else identified.
- Where we lease premises, we will ensure that we have a copy of the fire safety risk assessment that applies to the building and that we contribute to regular reviews.

Fire safety precautions taken

- All Fire Exits clearly marked, never obstructed and easily opened from the inside.
- Make sure that all Signs and Notices relating to fire prevention are valid and Fire Alarm Break Glass is in place.
- Wedges must not be used on Fire Doors, fire hold-open device are installed where necessary.
- Fire extinguishers and fire prevention equipment are mounted on the wall and checked, dated and tagged regularly.
- Smoke detectors/ alarms and fire fighting appliances conform to BSEN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
- We have all electrical equipment checked annually by a qualified electrician. Any faulty electrical equipment is taken out of use and either repaired or replaced.
- Ensure personal emergency evacuation plans (PEEPS) are in place for those that need them.
- Ensure parents, staff and visitors are aware of our ability to create personal emergency evacuation plans (PEEPS) to facilitate independent escape where possible.

Our emergency evacuation procedures are approved by the Fire Safety Officer and are:

- clearly displayed in the premises;
- explained to new members of staff, volunteers and parents; and
- Ensure Fire Drills are practised regularly at least once every six weeks and alternative exits are used
- Records are kept of fire drills and the servicing of fire safety equipment.
- Ensure Staff knowledge and training is up to date.

Fire and emergency evacuation guidelines

Every setting is different and the evacuation procedure will be suitable for each setting. It must cover procedures for practice drills including:

- Children are familiar with the sound of the fire alarm.
- The children, staff and parents know where the fire exits are.
- How children are led from the building to the assembly point.
- Where alternative assembly points are located.
- How children will be accounted for and who by.
- How long it takes to get the children out safely.
- Who calls the emergency services, and when, in the event of a real fire.
- How parents are contacted.

Fire drill practice

- We hold fire drills termly and record information about each fire drill in the Fire Safety Log Book:
- During fire drills the staff/child ratio in the setting will apply.
- Staff risk assess and children who need support will be placed with an adult.

The fire drill record book must contain:

- Date and time of the drill or emergency evacuation.
- Number of adults and children involved.
- How long it took.
- Whether there were any problems that delayed the evacuation.
- Any further action taken to improve the drill procedure.

New Forest District Council Fire Alarm Checks

The NFDC representative will speak to the Fire Officer (Liz Gaida) or Deputy (Karen Heaton) to make them aware that a fire alarm check will be taking place. As part of our Fire Safety Risk Assessment Acorns will be recording the date, time and duration of the test.

If the Fire Alarm Call Point being tested is NOT within our setting:

- The NFDC representative will advise the Fire Officer (Liz Gaida) or Deputy (Karen Heaton) of the test, it will not necessary for the representative to be admitted to the setting.
- The Fire Officer or Deputy will make all staff aware of the test
- All the children are reassured this alarm is a test, staff support and help them through the test and help them to continue in their activities.

If the Fire Alarm Call Point being tested is WITHIN our setting:

- The NFDC representative will advise the Fire Officer (Liz Gaida) or Deputy (Karen Heaton) of the test and will be admitted into the setting and will be expected to sign the Visitors Book prior to the test taking place.
- The Fire Officer or Deputy will make all staff aware of the test
- All the children are reassured this alarm is a test, staff support and help them through the test and help them to continue in their activities.

Emergency closure guidelines

An emergency closure is implemented in the following circumstances:

- When the building is unusable through accidental or malicious damage. *See 8.5 Fire safety and emergency evacuation.*
- When the building is unusable due to required maintenance work. Where possible we will endeavour to negotiate scheduled work to be carried out during times of closure.
- When an outbreak of illness within the pre-school requires closure in line with Health Protection Agency (HPA) and Ofsted guidelines. *See 6.2 Managing children who are sick or infectious or with allergies (Including reporting notifiable diseases)*
- When illness levels within the staff body mean it is impossible to maintain the correct ratios of suitable adults to children. Where there is a risk of an epidemic or pandemic in the community we will follow official government health guidelines, including closing the Pre-school to help prevent the spread of infection. *See 6.2 Managing children who are sick or infectious or with allergies (Including reporting notifiable diseases)*
- When severe weather conditions prevent staff from reaching the pre-school safely and it is impossible to maintain the correct ratios of suitable adults to children. See snow and adverse weather procedure below.
- When a member of staff suffers bereavement meaning it is impossible to maintain the correct ratios of suitable adults to children.
- When a Critical Incident occurs. *See 6.7 Critical incident*

Locating alternative premises

If the closure is due to an emergency which requires the building to be closed for a prolonged period of time (more than two weeks), the management will endeavour to find alternative accommodation preferably close to our original location. See Emergency Telephone List for possible venues.

We will keep all staff and parents/carers informed of changes in venue and opening times.

Lockdown Guidelines

Most of our existing procedures for handling an emergency situation involves evacuation of the premises and are focused on an event happening in our building.

However, in some situations, it is likely we will be advised to stay put (lockdown) rather than evacuate the premises.

In the event of an incident, 'lockdown' is an emergency procedure to secure and protect occupants near an immediate threat.

By controlling movement in an area, emergency services can contain and handle the situation more effectively.

Assessment for Lockdown

- Risk assess the likelihood of an incident happening in your area i.e. consider your location, are you near a busy tourist attraction, power station, or city centre? ^[1]_[SEP]
- Check your police force website for advice about managing a range of issues that may be prevalent in your area. Make sure you have local police contact numbers clearly displayed for staff to refer to. ^[1]_[SEP]
- With regard to terrorism alert levels check the current status on the [MI5 website](#).
- Follow any advice for managing emergency situations issued by your Local Authority. ^[1]_[SEP]
- Review your existing emergency procedures and add to them if necessary. Give particular consideration to 'lockdown'.
- Share information with parents to advise them of the actions you will take in the event of a 'lockdown' and what they should do.
- Make sure all staff are aware of their role during 'lockdown'.
- Consider the wording of a text or phone message that will be issued to all parents as soon as lockdown is announced and you are sure the situation is not a false alarm.

Threat levels

Threat levels are designed to give a broad indication of an incident or the likelihood of a terrorist attack.

LOW means an incident / attack is unlikely.

MODERATE means an incident / attack is possible but ^[1]_[SEP]not likely.

SUBSTANTIAL means an incident / attack is a strong possibility.

SEVERE means an incident / attack is highly likely.

CRITICAL means an incident / attack is expected imminently.

Members of the public should always remain alert to the danger of terrorism and **report any suspicious activity to the police on 999 or the anti-terrorist hotline: 0800 789 321.**

For **non-emergency calls to the police, call 101.**

Finances

If the Pre-school is forced to close because of an emergency during the week in which a head count (to determine Free Entitlement) is carried out, we will contact the Early Years and Childcare team to discuss alternative head count arrangements.

Where the pre-school has to close in an emergency, the management arrange for any funding from the local authority to be repaid if required, and for refunds to be made to any families who pay fees. This is usually made by way of a reduction from the next half-term's fees, but may be in the form of a direct payment if circumstances require.

Legal framework

Primary Legislation

- Regulatory Reform (Fire safety) Order (2005) www.opsi.gov/si/si2005/200551541.htm
- Children and Families Act (2014)
- Counter-Terrorism and Security Act (2015)

Secondary Legislation

- Safeguarding Vulnerable Groups Act (2006)
- Human Rights Acts (1998)
- Health and Safety at Work (1992/1999)
- Management of Health and Safety at Work Regulations (1992)

Further guidance

- Fire safety Risk Assessment – Educational Premises (HMG 2006)
- HM Gov Fire Safety Risk Assessment - Means of escape for disabled people
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/422202/9446_Mean_s_of_Escape_v2_.pdf
- HM Gov Fire Safety in the Workplace <https://www.gov.uk/workplace-fire-safety-your-responsibilities/who-is-responsible>
- HM Gov Fire safety risk assessment: educational premises
www.communities.gov.uk/publications/fire/firesafetyrisk6

This policy was adopted at a meeting of Acorns Community Pre-School held on

Date to be reviewed:.....

Signed on behalf of the management team:.....

Name of signatory:

Acorns Community Pre-School
Hanover Hall
Jennings Road
Totton
Southampton
Hampshire SO40 3BA
Tel: 023 8066 8234

Role of signatory (e.g. chair/owner):.....



Safeguarding and Welfare Requirement: Safety and Suitability of Premises, Environment and Equipment

Providers have a no-smoking policy, and must prevent smoking in a room, or outside play area, when children are present or about to be present.

Safety and Suitability of Premises, Environment and Equipment

8.6 No-smoking

Policy statement

We comply with health and safety regulations and the Welfare Requirements of the Early Years Foundation Stage in making our pre-school a no-smoking environment – both indoor and outdoor.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.4 Health and well-being	2.1 Respecting each other's differences	3.2 Supporting every child to flourish	

Procedures

- All staff, parents and volunteers are made aware of our no-smoking policy.
- We display no-smoking signs.
- No-smoking signs are displayed prominently.
- The No-smoking Policy is stated in information for parents and staff.
- The no-smoking policy is stated in our information brochure for parents.
- We actively encourage no-smoking by having information for parents and staff about where to get help to stop smoking if they are seeking this information.
- Staff who smoke do not do so during working hours. Unless on a break and off the premises.
- Staff who smoke during their break make every effort to reduce the effect of the odour and lingering effects of passive smoking for children and colleagues.
- Staff who smoke or use e-cigarettes during their scheduled breaks go well away from the premises.
- Staff are made aware that failure to adhere to this policy and procedures may result in disciplinary action.
- It is a criminal offence for employees to smoke in smoke-free areas, with a fixed penalty of £50 or prosecution and a fine of up to £200.

Legal framework

Primary Legislation

- The Smoke-free (Premises and Enforcement) Regulations (2006)
www.opsi.gov.uk/si/si2006/20063368.htm
- The smoke-free (Signs) Regulations (2007)
www.opsi.gov.uk/si/si2007/20070923.htm
- Health and Safety at Work (1992/1999)

Secondary Legislation

- Human Rights Acts (1998)
- Management of Health and Safety at Work Regulations (1992)
- Regulatory Reform (Fire Safety) Order 2005 (2006)

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Safeguarding and Welfare Requirement: Safety and Suitability of Premises, Environment and Equipment

Providers must keep premises and equipment clean, and be aware of, and comply with, requirements of health and safety legislation (including hygiene requirements)

Safety and Suitability of Premises, Environment and Equipment

8.7 Animals in the setting

Policy statement

Children learn about the natural world, its animals and other living creatures, as part of the Learning and Development Requirements of the Early Years Foundation Stage. This may include contact with animals, or other living creatures, either in the pre-school or in visits. We aim to ensure that this is in accordance with sensible hygiene and safety controls.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.4 Health and well-being	2.3 Supporting learning	3.3 The learning environment	4.1 Play and exploration 4.4 Knowledge and understanding of the world

Procedures

Animals in the setting as pets

- We take account of the views of parents and children when selecting an animal or creature to keep as a pet in the setting, as well as any allergies or issues that individual children may have any animals or creatures.

- We carry out a risk assessment with a knowledgeable person accounting for any hygiene or safety risks posed by the animal or creature.
- We provide suitable housing for for the animal or creature and ensure that this is cleaned out regularly and kept safely.
- We are knowledgeable of the pet's welfare and dietary needs and ensure that the correct food is offered, at the right times..
- We make arrangements for weekend or holiday care for the fish.
- We register with the local vet and take out appropriate pet care health insurance.
- We make sure that all vaccinations and other health measures, such as worming, are up-to-date and recorded.
- Children are taught the correct care of the fish and are supervised.
- Staff wear disposable gloves when cleaning the fish tank.

Animals in the setting as visitors

- If animals or creatures are brought in by visitors to show the children they are the responsibility of the owner.
- The owner carries out a risk assessment, detailing how the animal or creature is to be handled and how any safety or hygiene issues will be addressed.
- Animals visiting the pre-school are free from disease, safe to be with children and do not pose a health risk.
- We teach children the correct handling and care of the animal or creature and supervise them at all times.
- Children wash there hands after contact with the animal or creature and do not have contact with animal soil or soiled bedding.
- We wear disposable gloves when cleaning housing or handling soiled bedding.
- If animals or creatures are brought in by visitors to show the children, they are the responsibility of their owner.
- The owner carries out a risk assessment, detailing how the animal or creature is to be handled and how any safety or hygiene issues will be addressed.
-

Visits to farms

- Before a visit to a farm a risk assessment is carried out – this may take account of safety factors listed in the farm's own risk assessment which should be viewed.
- We contact the venue in advance of the visit to ensure that there has been no recent outbreak of E.coli or other infections. If there has been an outbreak, we will review the visit and may decide to postpone it.
- The outings procedure is followed.
- Children wash their hands after contact with animals.
- Outdoor footwear worn to visits are cleaned of mud and debris as soon as possible on departure and should not be worn indoors.
- We advise staff and volunteers who are, or may be, pregnant to avoid contact with ewes and to consult their GP before the visit.

Legal framework

Primary Legislation

- The Management of Health and Safety at Work Regulations (1999)
www.opsi.gov.uk/SI/si1999/19993242.htm
- Public Health (Control of Disease) Act (1984)
- Health and Safety at Work (1992/1999)

Further guidance

- Health and Safety Regulationa short guide (HSE 2003)
www.hse.gov.uk/pubns/hse13.pdf

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Southampton
 Hampshire SO40 3BA
 Tel: 023 8066 8234



General Welfare Requirements: Suitable premises, environment and equipment
Outdoor and indoor spaces, furniture and toys must be safe and suitable for their purposes.

Health and safety

8.8 Staff personal safety including home visits

Policy statement

This setting believes that the health and safety of all staff is of paramount importance and that all staff have the right to work in a safe environment. We support safe working both on and off the premises, acknowledging the needs and diversity of children and their family.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child 3.3 The learning environment 3.4 The wider context	

Procedures

General

- All staff in the building early in the morning, or late in the evening, ensure doors and windows are locked.
- Where possible, at least the first two members of staff to arrive in the building arrive together, and the last two members of staff in the building leave together.
- Visitors are generally only allowed access with prior appointments and only admitted once their identity has been verified.
- Minimal petty cash is kept on the premises.
- When taking cash to the bank, members of staff are aware of personal safety. Managers carry out a risk assessment and develop an agreed procedure appropriate to the setting, staff and location.

- Members of staff make a note in the diary of meetings they are attending, who they are meeting and when they are expected back.
- Managers have good liaison with local police and ask for advice on safe practice where there are issues or concerns.

Home visits

Where staff members conduct home visits, this is done at the manager's discretion and the following health and safety considerations apply:

- Prior to a home visit the key person and manager undertake a risk assessment that is specific to the visit being undertaken.
- Members of staff normally do home visits in pairs – usually a supervisor with the key person.
- Each home visit is recorded in the diary with the name and address of the family being visited, prior to the visit taking place.
- Staff alert an agreed contact person in the setting when they are leaving to do the home visit and advise on their expected time of return.
- If there is any reason for staff to feel concerned about entering premises, they do not do so, for example, if a parent appears drunk.
- Members of staff carry a mobile phone when going out on a home visit.
- Staff identify an emergency word/phrase, which is made known to all staff in the setting, so that if they feel extremely threatened or in danger on a home visit they can covertly alert other members of staff via a telephone call to the situation. Use of the agreed word/phrase will initiate an immediate 999 call to be made.
- If staff do not return from the home visit at the designated time, the contact person attempts to phone them and continues to do so until they make contact.
- If no contact is made after a reasonable amount of time has passed, the contact person rings the police.

Dealing with agitated parents in the setting

- If a parent appears to be angry, mentally agitated or possibly hostile, two members of staff will lead the parent away from the children to a less open area, but will not shut the door behind them.
- If the person is standing, staff will remain standing.
- Members of staff will try to empathise and ensure that the language they use can be easily understood.
- Staff will speak in low, even tones, below the voice level of the parent.
- Members of staff will make it clear that they want to listen and seek solutions.
- If the person makes threats and continues to be angry, members of staff make it clear that they will be unable to discuss the issue until the person stops shouting or being abusive, while avoiding potentially inflammatory expressions such as 'calm down' or 'be reasonable'.
- If threats or abuse continues, members of staff will explain that the police will be called and emphasise the inappropriateness of such behaviour in front of children.
- After the event, details are recorded in the child's personal file together with any decisions made with the parents to rectify the situation and any correspondence regarding the incident.

Legislation Framework

Primary Legislation

- Equalities Act (2010)
- Health and Safety at Work (1992/1999)
- Children and Families Act (2014)

Secondary Legislation

- Safeguarding Vulnerable Groups Act (2006)
- Human Rights Acts (1998)
- Management of Health and Safety at Work Regulations (1992)

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