

South Hills School  
Baby Unit Code of Practice

Day-to-Day Running:

The baby unit is divided in to three rooms;

- 1 *Peter Rabbit*: 9 children aged 18-24 months and 3 members of staff, a room leader, a nursery nurse and a nursery assistant.
- 2 *Squirrel Nutkin*: 9 children aged 12-18 months and 3 members of staff, a room leader, a nursery nurse and a nursery assistant.
- 3 *Benjamin Bunny*: 6 children aged 3-12 months and 2 members of staff, a room leader and a nursery assistant.

The ratio of staff to children is 1:3; this is maintained at all times. A lunchtime assistant is employed to ensure this.

A team leader with both necessary qualifications and experience leads the team.

Each room is run by a room leader with suitable qualifications and experience.

All nursery assistants are training towards an appropriate childcare qualification.

Nappy Changing:

Nappy changing takes place in accordance with the child's individual needs.

Parents are asked to provide nappies, wipes/cotton wool and appropriate creams. These items will be kept in children's own draw string bags (labelled baskets for the Benjamin Bunny class).

Staff always wash their hands before and after each change, as well as ensuring they wear the appropriate attire (a disposable apron and gloves to be changed after each child).

Both wet and soiled nappies are wrapped in a nappy sack with used wipes before being disposed of in the nappy bin.

The changing area is sprayed with disinfectant after every change and wiped

with disposable roll.

#### Food Preparation:

The kitchen area and equipment are kept scrupulously clean at all times.

There are facilities to ensure appropriate sterilisation of bottles, dummies etc.

All food temperatures are checked after heating to ensure they have reached the appropriate figure as dictated by food hygiene standards.

Records are kept of babies' food intake as part of the daily feedback for parents.

#### Health and Safety:

Fire exits must remain clear and accessible at all times.

Safety covers are provided for all electrical sockets, sockets are covered at all times.

When in use, the safety straps of highchairs and pushchairs are fastened appropriately.

Risk assessments are carried out and changes implemented with assistance from the school's health and safety officer.

Cots and mats are provided for children to rest and sleep. Sleeping children are checked regularly. Babies are never left to sit or sleep in direct sunlight.

Suitable supervision is ensured during sessions of outside play.

First aid supplies are taken on visits to the woods and the field.

An appropriate number of the baby unit team are first aid qualified.

Appropriate forms are completed to record the circumstances of accidents, these forms should be signed by two members of staff who witnessed the incident and by the parent once they have been informed. These forms are filed for the school's records.

### Medicine and Illness:

Calpol is kept in the unit medicine cabinet.

- "CALPOL® Infant Suspension contains paracetamol, can be used in infants over 2 months old (weighing over 4kg and not premature)." (<http://www.calpol.co.uk/en/latest.asp?section=38&ct=8>, 2009)

Medicine's brought in by parents are safely stored, either in the medicine cabinet or in the fridge.

Medicine will only even be administered by a qualified member of staff and with parental permission. Written authorisation can be given through completion of the appropriate form and verbal consent obtained over the phone. Phone conversations should be witnessed by a second member of staff. Appropriate forms are used to record dosage and the time at which the medicine was given; these forms should be signed by the member of staff who administered the medicine, the member of staff who witnessed and the parent, before being filed for the school's records.

Parents are asked to keep their children at home if they have any sort of infection and to inform the baby unit. If a child has been prescribed antibiotics parents are asked to keep them at home until 48 hours after the first dose was administered.

With regards to sickness and diarrhoea, parents are asked to keep children at home until 24 hrs have elapsed since the last bout of illness.

The exclusion period for each illness may be different. NHS Direct guidance will be followed.

The baby unit will never administer medicines containing aspirin. (Statutory Framework for the Early Years Foundation Stage, 2008; 26)

### The Early Years Foundation Stage:

The themes and commitments of the Early Years Foundation Stage are incorporated into the daily running of the baby unit.

## **A Unique Child**

### **1.1 Child Development:**

- the care of every baby/child is based around their own individual routine
- Activities are planned, and toys provided for children at different stages of development and varying abilities
- Staff acknowledge the importance of one-to-one as well as group time to help babies gain an awareness of themselves as individuals
- Learning is based on the individual needs of the child

### **1.2 Inclusive Practice**

- Families and children from all cultures and backgrounds are welcome
- The school is a Christian foundation, however, we are committed to building awareness and appreciation of other faiths
- Special educational needs are accommodated for, individual play plans are designed by the keyworker, guided by the school SENCo **Caroline Adams**. These plans are designed to help children to achieve their full potential

### **1.3 Keeping Safe**

- Both the indoor and outdoor environment is tailor made for children of this age
- Risk assessments are carried out by the health and safety officer **Kim Steele**
- Accident forms record all incidents and offer the opportunity for review
- Babies are encouraged to explore safe in the knowledge that boundaries exist to protect them and that staff will always respond to their signals

### **1.4 Health and Well-being**

- Parents/guardians are required to provide all meals for their children.

Staff complete basic food hygiene courses and policies guide the storage and reheating of food

- A safeguarding children policy is in operation and the school has two safeguarding children officers, **Kim Steele** and **Katy Chapman**

## **Positive Relationships**

### **2.1 Respecting Each Other**

- Good communication is regarded as vital. Staff are very approachable and happy to hold discussions with parents
- Staff within the unit work as a team and support each other. All staff are professionals, all contributions are valued and everyone is respected for their individual approach
- Complete staff meetings are held in addition to senior staff meetings and class team meetings. These meetings provide an arena for communication and ensure that staff are all working towards the same goals, the most important of these goals is to ensure the happiness of the children in our care

### **2.2 Parents as Partners**

- Settling sessions are organized prior to a baby starting at South Hills. This provides an opportunity for parents to get to know the staff and to share information with regards to their child's individual routine
- Communication books and daily diary sheets offer a place for staff to record important aspects of the child's day for parents. Parents are also able to write messages to staff. The books are useful in building up a picture of a child's development over their time in the unit. Communication books/diary sheets are used in addition to daily face-to-face conversation
- Formal and informal parent evenings provide parents with an opportunity to discuss any aspect of their child's development

### 2.3 Supporting Learning

- Our philosophy is that learning should be fun
- Activities are evaluated and reflected upon, this ensures that prior learning is built upon
- All forms of communication are valued, not just verbal. Facial expressions are particularly powerful when communicating with babies.

### 2.4 Key Person

- Children are assigned a key person. The key person conducts settling sessions and introduces parents to the setting
- The key person is responsible for recording observations and maintaining up to date development records
- The staff Rota ensures that a member of staff from each class is present on both the early and late shift
- Every member of the baby unit team forms good relationships with all children in attendance

## **Enabling Environments**

### 3.1 Observation, Assessment and Planning

- The room leader, plans daily activities for all six areas of learning and development. These are based around the objectives set out by the Early Years Foundation Stage
- Activities are evaluated and reflected upon, this ensures that prior learning is built upon
- Observations are guided by the planned activities. Each child has a development record where these observations are recorded
- General observations are carried out throughout the day, all staff carry post-it notes to make recording observations easy, these can be stuck into

development records until it is convenient to write them up

### 3.2 Supporting Every Child

- When planning the room leader considers which children are in attendance on each day
- All activities are available to children at all times, there is freedom to explore and to select activities independently
- Staff throughout the school have a variety of expertise which can be called upon to enrich the children's experiences whilst in our care, for example, music, knowledge of the animals, art

### 3.3 The Learning Environment

- Children are given daily opportunities to play outside. The baby unit benefits from a garden designed specifically to cater for their needs. The unit flows across a single level providing easy access to the garden. Outdoor space is almost limitless, the babies also regularly visit our farm animals and take the woodland walk
- All aspects of the indoor environment have been carefully considered to provide opportunities for babies to develop. There are soft cushions and playmats for babies learning to sit. We offer lots opportunities for floor play and a number of mobiles hang from the ceiling - this encourages tummy and back play sessions which aid children learning to roll over and beginning to develop the necessary skills for crawling. There are a number of pieces of furniture, included our purple buckets used to store toys, which aid children when pulling to stand, cots and the sofa are placed around the circumference of the room to encourage cruising and there is plenty of floor space for those finding those finding their feet and preparing for the all important first steps. There are many points of interest for the babies, for example a mirror attached to the wall at eye level for babies sitting or standing as well as a corner decorated with holographic card. The Peter Rabbit class offers more opportunities to develop imaginative play for example, there is a home corner.

- Aspects of the indoor environment are regularly changed
- Music from a variety of genres is played daily throughout the unit

### 3.4 The Wider Context

- Settling sessions are crucial to ensure parents and children feel comfortable with the transitions. When the time comes for a child to progress to the next room, a transfer record is completed by the keyworker and then discussed and added to by parents. Children are taken for settling sessions in their new classroom by their keyworker and parents are also invited to meet the new class staff and to visit the new classroom
- Other members of staff from across the school often visit the baby unit to share their expertise, for example, animal feeding, gardening, music

## Learning & Development

### 4.1 Play and Exploration

- All activities are available to children at all times, sensory experiences are particularly important for this age group
- It is important for children to explore independently and to interpret new phenomenon. Adults are prepared, where necessary, to lead the activity and to present children with new objects and new situations

### 4.2 Active Learning

- One-to-one time and group play time are both important for babies' development and staff devote time to both
- Observations are reflected upon and staff are committed to providing appropriate experiences for each child to ensure that they achieve their full potential

### 4.3 Creativity and Critical Thinking

- Communication books/diary sheets, development records and activity evaluations combine to create a full picture of an individual child's learning

journey. Parent' evenings provide the opportunity for staff and parents to share and reflect upon this information

- Activities offered in the baby unit provide opportunities for children to initiate exploration as well as opportunities to learn from an adults lead

#### 4.4 Areas of Learning and Development

- Equal weight is given to all six areas
- Daily activities are planned for each of the six areas. Consideration is given to what resources will be needed and to which children will be in attendance