



Children and Young People's Service

# **Nursery Statement of Purpose**

**September 2017**

Children and Young Peoples' Service

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## Contact Information

### Nursery

#### White Lodge Centre

Holloway Hill

Chertsey

Surrey

KT16 OAE

Telephone: Main Reception 01932 567131 Nursery Office 01932 577983

Fax: 01932 570589

[www.whitelodgecentre.co.uk](http://www.whitelodgecentre.co.uk)

### Nursery Co-ordinator:

Mari Passchier, MA

SENCO

RM Level 5 Award in Management

Certificate in Early Years Practice

Early Years Teacher (EYFS)

[mpasschier@whitelodgecentre.co.uk](mailto:mpasschier@whitelodgecentre.co.uk)

Telephone: Nursery Office 01932 577983

### Responsible Person / Director:

#### Lesley Robbins - Responsible Individual Application Underway

Director

Certificate in Management

Diploma in Management

MBA

Certificate in Higher Education for Supporting Visual Impaired People

Health and Social Care Level 4

[lrobbins@whitelodgecentre.co.uk](mailto:lrobbins@whitelodgecentre.co.uk)

### Registered with:

#### Ofsted

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Manchester

M2 7LA

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### Designated Safeguarding Lead (DSL)

Lesley Robbins (Director) and Terry Broom (Head of Services)

## **About White Lodge Nursery**

Children flourish when they are comfortable, settled and enjoying themselves. Play and fun is fundamental in encouraging children to achieve and develop in all areas. The nursery day is from 9.30 – 3.30pm and follows the Early Years Foundation Stage Curriculum. Additional activities such as horse riding, hydrotherapy and gym club are available within the programme for children funded by our SLA with Surrey.

The nursery staff works closely with other practitioners both at White Lodge and within the community to enable the children to reach their potential.

The nursery evaluated by Ofsted as Outstanding in all areas

## **About White Lodge Centre**

### **Mission Statement**

White Lodge Centre supports disabled children, young people and adults, families and carers in Surrey and the surrounding areas. This is achieved by providing high quality, innovative and individually planned services.

### **Core Values**

- We believe disabled children, young people and adults have the right to the same opportunities as others.
- We treat everyone with courtesy and respect at all times.
- We listen to everyone and endeavour to respond accordingly.
- We respect and acknowledge the role of parents and carers and the challenges they face.
- We value all our partnerships with voluntary, statutory and business organisations, service users, parents and carers.

### **Aims**

- To deliver appropriate high quality, cost effective services to benefit people's physical, social and emotional well being.
- To actively involve service users to tell us what they want.
- To ensure White Lodge stays at the forefront of its field by continually developing our staff and volunteers.
- To share our knowledge and skills by informing others.
- To work with and support community groups so that local people understand who we are and what we do.
- To work in partnership with other voluntary, statutory and business organisations, service users, parents and carers.

### **Objectives**

- To ensure disabled children, young people and adults, families and carers feel supported in the services we offer.
- To offer a wide range of services and activities to disabled adults which meet their expectations.
- To ensure disabled children and young people flourish and achieve their potential.
- To ensure all staff and volunteers are trained to meet the needs of the organisation.

- To ensure high quality services and safety is achieved across the organisation.
- To provide a welcoming, friendly and accessible environment.
- To maintain financial stability and a healthy cash flow.
- To promote White Lodge to the wider community.

## White Lodge Standards

- We constantly convey a welcoming and positive image
- We respond to all forms of external and internal communication within three working days
- We work in accordance with our Policies and Procedures, which are reviewed on a regular basis
  
- We provide high quality services which meet and satisfy the expectations of our service users
- We use a variety of quality audit tools to assess the satisfaction of our staff and customers
- We maintain the White Lodge environment to meet the needs and current health and safety requirements for all stakeholders
- We provide a friendly environment encompassing the Every Child Matters outcomes:
  - be healthy
  - stay safer
  - enjoy and achieve
  - make a positive contribution
  - achieve economic well-being
  
- We work within the Charity Commission rules and regulations to meet all the required auditing standards
- We work within the Fund Raising Standards Board rules and regulations to meet all the required fundraising standards

## Equal Opportunities

White Lodge Centre is committed to promoting equal opportunities and treatment in the provision of its services to families. This is based on a recognition that people are discriminated against because of their disability, race, culture, religious belief, gender, class, age, marital status or sexual orientation. We challenge discrimination through positive action.

We try our very best to meet the individual needs of the children and families using the service, including those of a cultural, religious or dietary nature.

## **The Children and Young People**

### **Accessing Services**

Service specific information and relevant referral process is given to parents at point of referral or initial contact.

The Nursery is one of a number of schemes provided by the Children and Young People's Service at White Lodge Centre. Other parts of the service include:

- Parent / Carer support;
- Specialist and inclusive out of school hours clubs;
- Family Link & Befriending
- Domiciliary Care
- Treetops leisure breaks centre
- Physiotherapy, speech therapy, hydrotherapy.

White Lodge nursery is for all children and also specialises in delivering the Early Years Foundation Stage curriculum to children whose main difficulty with learning is due to their physical disability, either caused by Cerebral Palsy or a condition that presents in a similar way. In addition children may have sensory impairments, difficulties with eating and drinking, communication difficulties and sensory processing difficulties. We are also able to meet the very specific needs of children, for example epilepsy and gastrostomy feeding.

### **Accessing the Nursery**

White Lodge Nursery can be accessed through Early Years Free entitlement and privately. The majority of children who attend nursery do so as a result of a request to White Lodge by their Education Officer. Sometimes this request is for an "assessment placement", during this time an Educational Psychologist will gather further information about the child and their abilities in order to ensure that the best nursery for the child is identified. Once done a "Statement of Special Educational Needs" may be issued and this will identify the nursery that the Local Authority believes is best for the child. This may be White Lodge, in which case the child will continue to attend White Lodge nursery as a formal placement, or it may be another nursery. Sometimes the request is for a "nursery placement", which is usually because it has already been agreed that White Lodge is best placed to meet their needs, either through Early Years Action Plus or on a Statement.

White Lodge nursery has no geographical boundaries. Currently the vast majority of children attending come from Surrey and some from Richmond and Berkshire.

Some of the children who attend White Lodge nursery have already been coming to the Centre for their therapy.

When a request from an Education Officer comes in for a nursery placement for a child we haven't met before an assessment is undertaken by the Nursery Coordinator and the therapy team so that we can ensure that we are best placed to offer the curriculum to the child. If this is the case a place will be offered.

## All About Me Information Form

The Nursery Co-ordinator will complete this form with parents prior to their child starting nursery; it is updated annually and as needed for changes of address etc. The All About Me form provides staff with comprehensive information about the child. This includes the following information:

- Contact Information;
- Preferred activities, likes and dislikes
- Communication profile
- Risk Assessments;
- Health Care plans / Medication requirements.

Consent is also required for specific activities, for example outings. If a child has particular health care needs it will be necessary to arrange staff training from the community nursing team.

## Starting Nursery

Prior to beginning nursery the family will meet with the nursery Co-ordinator to complete the All About Me document and devise their child's transition into nursery. Following this and once any necessary training has been undertaken children will start attending nursery. Initially they stay for a short period of time, usually a couple of hours in the morning whilst they become familiar with the environment and the other children/staff. This time period is gradually increased as appropriate and at the pace of the child until they stay for the full day: 9.30 – 3.30pm or agreed session.

Each child has an individual curriculum plan drawn up by their Key person in consultation with parents. If a child needs an Individual Support Plan (ISP) this will be drawn up by staff after the child has been with us for around 6 weeks and shared with the parents. This identifies specific goals for each child and is regularly reviewed with their parents and involved staff.

## The Curriculum: The Early Years Foundation Stage.

**Please note children will probably get messy whilst learning through fun activities so please make sure they do not wear their best clothes.**

The aim of the nursery is to be a welcoming environment where we can nurture and help the children achieve in the five Every Child Matters outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution, and achieving economic well-being. Through play based activities, taking in to consideration the children's needs, interests and stages of development we aim to plan and deliver a challenging and enjoyable curriculum covering the areas of learning and development, which are:

### Three Prime Areas:

These cover the knowledge and skills which are the foundations for children's school readiness and future progress. The prime areas develop in response to relationships and

experiences, and run through and support learning in all other areas and continue to be fundamental throughout the EYFS

1. Personal, Social and Emotional Development
2. Physical development
3. Communication and Language

#### Four Specific Areas:

These apply and reinforced the prime areas. They include essential skills and knowledge and grow out of the prime areas, and provide important contexts for learning.

1. Literacy
2. Mathematics
3. Understanding the world
4. Expressive Arts and Design

Throughout the Prime and Specific areas the children are encouraged to become engaged in playing and exploring by finding out about things, playing with what they know and being willing to try new and different things.

We endeavour to motivate them to be active learners by getting them involved and concentrating, to keep trying and to enjoy their achievements.

We aim to help them to be creative and think critically by valuing their own ideas and encouraging them to make links and to choose ways to do things.

## Personal, Social and Emotional Development

There are three aspects under this Prime Area

1. Making Relationships
2. Self-confidence and Self –awareness
3. Managing feelings and behaviour

The children are settled into the nursery routine by their keyworker, learning to separate from their carer and trust others. Once they feel safe and secure in the nursery environment the keyworker can step back, enabling the child to interact with the rest of the nursery staff and children and to take part in activities, fostering a sense of community and increasing their confidence.

Through play, structured sessions, one to one work, small groups and large groups the children are given the opportunity to be curious and explore their environment which will include new and different activities.

They will be helped to manage and adapt their behaviour and be flexible to changes in routine, social situations and different events. The children will be encouraged to share, show concern for others and have an awareness of boundaries.

## Communication and Language

There are three aspects under this Prime Area

1. Listening and attention
2. Understanding
3. Speaking



Groups such as registration, drama, story sack, music and role play along with all other nursery activities encourage the children to listen, interact, develop their language and communicate whether this is through using words, gestures, body language, eye contact or facial expression.

They will be given time and opportunity to reflect, predict and recount events and to extend their vocabulary.

As their concentration span lengthens, imaginary and role play can be extended to include interaction with an adult or peers. They will be encouraged to follow instructions, answer questions and think critically through exploration and active learning.

Each day is ended with story time encouraging an interest in books, stories and reading.

## Physical Development

There are two aspects under this Prime Area

1. Moving and handling
2. Health and self-care

Throughout the nursery day we aim to provide a stimulating environment where the children feel safe and secure, giving them the confidence to experiment with new and different ways of moving either independently or with facilitation from staff. Attention is given to the way the children move, establishing good patterns of movement. The children are encouraged to motor plan independently with or without a mobility aid.

Activities such as registration, music and movement, soft play, horsing riding and gym club are beneficial to balance and all areas of gross motor development.

Fine motor development and hand-eye coordination is encouraged with activities such as construction, playdough, puzzles, threading, painting, drawing and computer.

Outside play, groups, obstacle courses, messy and sensory play are all enjoyed by the children and help with sensory development.

The children are encouraged to be as independent as possible with things such as, dressing and undressing, eating and drinking and all aspects of personal care, time is given to the children to succeed in this along with physical development as a whole.

## Literacy

There are two aspects under this Specific Area

1. Reading
2. Writing

The children are encouraged to enjoy books, singing and rhymes and to listen songs and to the sound of letters and words. Encouragement is given for them to use familiar and new words.

They are encouraged to notice and comment on print in the environment.

They will take part in activities requiring hand-eye coordination such as, signing, manipulating objects, painting and play dough which can lead on to handwriting and/ or computer skills.

The children are given plenty of opportunity to experiment with mark making and writing.

## Mathematics

There are two aspects under this Specific Area

1. Numbers
2. Shape, space and measure

Throughout the nursery routine the children are subjected to number names and language. The children are encouraged and given time to count with their voice and/ or with touching and pointing.

During registration group, every morning, the children count how many children are in and then count out the right amount of beads on the giant abacus, they find the correct numeral; this can be extended by counting how many boys and girls, then making those numerals into a simple sum.

Throughout the nursery day the children are encouraged and given opportunities to problem solve for example at break time by sorting out how many cups or bibs are needed; mathematical language such as, how many, more, less, count and altogether is used. Playing with sand and water along with cooking and junk modelling are ideal times to find out about measuring, shapes, similarities, comparing, ordering and to use more mathematical language such as full, empty, heavier, lighter, greater, long, and short, along with positional language. Activities are planned using numbers, counting and shapes and are reinforced with visual representations. The children are encouraged to think things through and experiment.

## Understanding the World

There are three aspects under this Specific Area

1. People and communities
2. The world
3. Technology

The children are encouraged to talk about their families and friends and activities they have taken part in with them and to listen to the other children's accounts. They are encouraged to be positive about differences and supported to accept them.

The children are introduced to new and different activities and situations, they are encouraged to investigate, manipulate and explore these things, which could include different toys, food, plants, earth/soil, insects, shells, stones and every day objects such as pegs and the lids off jars.

Opportunities to construct, use tools and new techniques along with encouragement to sort, comment and look at similarities and differences are given.

Switch and cause and effect toys are used as well as ICT equipment. Touch screens and a variety of roller balls and switches are used enabling the children to access computers.

Photographs of past activities are available to look at, talk about and show an interest in.

We give the children time to express their feelings; we listen to and value their thoughts and ideas, whilst encouraging them to do the same for others.

Throughout the year we celebrate different cultures and beliefs.

## Expressive Arts and Design

There are two aspects under this Specific Area

1. Exploring and using media and materials
2. Being imaginative

A vast range of textures, shapes, colours and resources of media and materials are provided for the children to explore and experiment with during activities such as painting, drawing, colouring, sticking, junk modelling, dressing up and cooking.

Singing accompanied by signing is a frequent occurrence in the nursery. The children take part in music and movement and action songs regularly. Opportunities are provided for them to explore the sounds of everyday objects and musical instruments.

Imaginary play and role play is encouraged with activities such as drama, role play and story sacks.

The children are encouraged to take an interest in every thing that they see, hear, smell, touch and feel and are given time to respond enabling them to express and communicate their feelings and ideas.

## **Ofsted**

The nursery is registered with and regulated by Ofsted, who conduct un-announced inspections to ensure that the Early Years Foundation Stage is being delivered correctly and make judgements about the quality of the provision. The inspectors assess the Nursery on Effectiveness of the leadership and management; Quality of teaching, learning and assessment; Personal development, behaviour and welfare and Outcomes for children. Each of the outcomes is given a rating and the nursery as a whole is given a rating. A copy of the latest Ofsted report is available on request, from the Ofsted website or on the notice board outside nursery. Contact details for Ofsted are at the end of this document.

## **Therapies**

The nursery team works closely with physiotherapists, speech and language therapists, occupational therapists and therapy assistants to deliver each child's therapy programme during the day. Once children have been assessed, the therapy team, nursery team and family work together to devise an individual programme for each child. This may combine elements of various techniques including the Bobath approach and Halliwick hydrotherapy. A "matrix" can be drawn up which effectively charts a child's daily routine and the opportunities for therapy to be incorporated into this. Feedback from families has been very positive as this model is an alternative to finding time each day to set aside for a therapy programme, which can be difficult. Instead exercises and activities are run throughout the day (for example stretching out to push an arm through a jumper) and an added benefit is that the programme is "portable" and can be followed anywhere. As with everything progress is reviewed regularly and programmes up-dated so we can respond to children's development.

A variety of specialist clinics are offered by White Lodge. These include Orthotics, Audiology, Botox and Orthopaedic appointments which reduce the necessity for family to travel to various locations as well as ensuring that current information about the child is shared amongst practitioners who need to know.

## **The Environment and Facilities.**

The nursery is housed within the main centre at White Lodge. Entrance into the Nursery is via the main doors at Pathways building reception; reception staff will open the electronic doors for entry. All permanent staff has a swipe card to access the Pathways building where the nursery is based. The nursery outer door allows for entry in but has to be unlocked with a code to stop the children from opening it and keep them safe.

The nursery is a purpose built space and the immediate environment includes 3 nursery rooms, a room complete with a soft play area, and a quiet area, a sensory room and a dark

room for visual work, toilet area and a large outside play area with canopy. There is hoisting in some rooms which is fully accessible. In the same building as the nursery are the hydrotherapy pool, sensory room, gym and some small rooms used by the therapists. The grounds have been landscaped and children are also able to use the large sensory garden complete with accessible play equipment.

## **Belongings**

Children will need to bring to nursery a spare set of clothes, nappies and wipes and anything else they may need during the course of the day – for example medication. It is really important that all items are clearly labelled with name tags or permanent marker as this will help us to do our very best to ensure everything is returned home. We ask that families send in a large supply of nappies and packet of wipes in advance, rather than on a daily basis, and when these run out we'll request more. On hydrotherapy days children also need to bring in their swimming costume and towel and a swimming nappy where necessary.

## **Days Offered**

Children usually start attending nursery for two days per week. Over time, if requested by their family and agreed by the SEN panel this may increase. Children who attend on Early Years Free Entitlement are able to have 15 hours free per week. Families are able to privately fund a nursery place.

## **Team Around the Child**

All those who work with the child meet on a formal 6 monthly basis in a "Team Around the Child" meeting or "Education and Health Care Plan (EHCP) Review" for those children who have an EHCP. This provides the opportunity for everyone to review progress. It is also an opportunity for parents to share their hopes and aspirations for their child. In addition to nursery and therapy staff the meetings are often attended by the child's consultant Paediatrician and other practitioners who may be involved with the child, for example members of the physical and sensory support team or a social worker.

## **The Staff**

The Nursery Staff bring a wide range of experience and training to their roles and their qualifications include NNEB, NVQ 3, B-TEC Nursery Nurse Diploma and B-TEC Social Care

## **Staffing Levels**

Staff to child ratios are 1:3 for children with Cerebral Palsy, 1:4 for 2 year olds and 1:5 but can rise to 1:8 for 3 and 4 year olds. The staff team are also supported by a large number of trained volunteers and the vast majority of the time the adult: child ratio is much higher. In addition the therapists and therapy assistants are frequent visitors to nursery as well as running groups outside of the nursery itself which the children attend.

## **Recruitment, Induction and Supervision**

All staff are interviewed, two references are obtained and verified and a clear enhanced Criminal Records Bureau check is required before they commence work. An induction period is then undertaken. This involves regular support from the Co-ordinator, training and

discussion relating to their role and White Lodge Induction Standards. Permanent employment is subject to the successful completion of a three-month probationary period.

All staff are allocated a supervisor with whom they meet on a regular basis. These meetings provide the opportunity to discuss the staff members' role, expand on strengths and areas of interest, identify areas for further development and discuss any ideas or concerns relating to the service.

Staff appraisals are held annually and at these long term personal and service development plans are discussed and objectives set in order to achieve individual aims. We also ask for feedback from families to ensure they are receiving the service they want from the worker.

## Training

There are a number of mandatory training elements for which all staff are required to undertake the initial training and attend refresher courses. These include:

- First Aid;
- Manual Handling;
- Managing Behaviour Positively;
- Safeguarding Children;
- Epilepsy and Rectal Diazepam;
- Care and Control of Medication;
- Health and Safety;
- Administration of medication;

Staff are also required to attend training in order to meet the specific needs of some children, e.g. gastrostomy and epipen procedures.

In addition there are a number of optional and "special interest" training courses that are held throughout the year which enable staff to develop specific skills and work towards their personal objectives.

## Health and Safety

White Lodge employs a Health and Safety Officer who supports the Nursery Co-ordinator in ensuring that Health and Safety requirements are met. In addition to the training listed above staff attend:

- a. Risk Assessment
- b. Infection Control
- c. Fire Safety
- d. Food Hygiene

Everybody is responsible for maintaining health and safety standards and regular checks are carried out on the environment.

## **Liaison with Families**

### **The Prime Contact Role**

The Nursery Co-ordinator acts as the Prime Contact for all children and her role is primarily to liaise with the other parts of White Lodge that a child may use as well as act as a point of contact for other practitioners. The role also involves:

- Ensuring the All About Me document is completed prior to families using the service;
- Ensuring other staff who work with the child are kept up to date with information relating to the child and their family;
- ISPs and other meetings concerning the child.
- Support families with transition to new schools by offering advice and visiting schools when requested.

### **The Key Worker Role**

All families are also allocated a Key Worker, one of the Nursery Team, who is someone they can liaise with about their child's achievements and care on a day to day basis. The Key Worker or Prime Contact will also attend Team Around the Child meetings and Annual Reviews for the child.

### **General**

All families are provided with a communication book. Parents/guardians are encouraged to share any news or put any specific requests into this book.

The information board gives details of:

- Information from Ofsted including the last report.
- White Lodge Statement of Purpose;
- Certificate of Registration;
- White Lodge Centre Standards;
- Information relating to making comments or complaints

We hope that all families feel actively involved in planning and reviewing the support we provide to them and their child, and we welcome feedback, comments and suggestions at any time.

## **Confidentiality**

White Lodge Centre adheres to the eight data protection principles of the Data Protection Act 1998

All information about the children and families using White Lodge services is kept confidential.

Any information supplied by you or gained with permission will be treated as confidential and stored in a secure filing system including on computer. It may be necessary to share some information with other professionals or voluntary organisations to enable your needs to be met. Your permission will always be sought before referrals are made to other agencies. The only exception to this is when it is not in the child's interests to do so, or when it would be against the law for us to withhold information, (as in the case of child protection).

Records that will be kept at White Lodge include:

- The All About Me document.
- Service specific agreements
- A record of any accidents/incidents that occur
- Medication given
- Minutes of reviews and other meetings.
- Contact records.
- Risk assessments
- Body charts

Families can ask to see copies of these records by putting a request in writing to the Head of Children and Young People's Service.

## All About Me Information Form

The All About Me form provides comprehensive information about the young person including the following areas:

- Emergency Information;
- Social / Care Needs;
- Mealtime Guidelines;
- Behaviour management program;
- Bedtime Routine;
- Risk Assessments;
- Health Care plans / Medication requirements.

Consent is also required for specific activities, for example outings.

If a child has particular health care needs it will be necessary for us to arrange appropriate staff training. In the All about Me meeting families are given a copy of the nursery policies these are also available on the White Lodge Website and are updated as needed.

White Lodge works closely with families and social care, education and health professionals to ensure that as much information as possible is available when setting up and providing the service. This in turn helps to reduce the possibility of services not working as planned. Should White Lodge not be able to support a young person this will be discussed with their family and person who made the referral in the first instance, with the objective of finding a suitable resolution or alternative.

## **Communication with Families**

### **Introduction**

One of White Lodge's core standards is for families to know who their contact person is.

To facilitate this and aid the flow of communication internally and externally, each young person is allocated a 'Prime Contact'.

The Prime Contact is responsible for ensuring that information relevant to all parts of the service used by the young person is kept up to date and passed on to everyone who needs to know.

The young person may also be allocated Key workers in different parts of the service. The Key workers are responsible for ensuring all information relevant to that part of the service is up to date.

It is likely that for some families the Prime Contact and Key worker will be the same person.

When reviewing the All About Me documents the Prime Contact will verify with the family whether they continue to be the most appropriate person. Should the Prime Contact change, the existing person will introduce the new one.

Families can request a change of Prime Contact or Key worker at any time by contacting the service Co-ordinator.

### **Roles and Responsibilities**

## **Prime Contact**

Being present at the family's introductory visit.

Completing the All About Me document prior to the service commencing (or within the first 4 sessions for children who only visit therapists).

Reviewing and updating the All About Me document, as a minimum on an annual basis (the exception being when a young person starts to use another part of the service – in this instance a member of staff from that service will ensure all relevant additional parts of the document are completed).

Ensuring that copies of a new/reviewed All About Me document are given to all parts of the service used by the young person.

Ensuring that generic information is filed in the central file and that the file is kept in order.

Attending reviews. Where this is not possible identifying another member of staff to do so or compiling and sending a report.

Preparing for reviews by gathering information from all parts of the service used by the young person.

Liaising with families should their child become unwell. Coordinating the White Lodge response.



When necessary arranging internal staff meetings so that a child accessing more than one part of the service benefits from co-ordinated approach.

This role is designed to minimise the number of times those who use White Lodge services, particularly families, have to repeat information.

## Keyworker

Ensuring that all service specific information is filed and individual service files are kept in order.

Ensuring that specific service requirements are implemented for the young person concerned.

## All Staff

Recording any information given to them about the family and passing it onto all parts of the service they use

Reporting any concerns to the service coordinator.

## **Seeking the Views of Parents/Carers, Children and Professionals**

### Quality Audits

White Lodge Centre attaches high importance to continuously reviewing the quality of services provided. The Quality Assurance Officer carries out an annual audit in order to obtain feedback from families who use the service and/or suggestions for further development. The methods use to obtain views vary from questionnaires, telephone interviews and face-to-face meetings.

We also have a program of consultation with children. This involves staff taking part in a number of activities with children which are designed to ascertain their views about the services we provide. These include making collages about likes and dislikes, playing games, playing with different toys and looking at photos.

In addition we audit the views of the professionals who are involved in services at White Lodge

The results from all of the audits contribute to both the future development of the service and compilation of our standards. These are available on our website.

## **The Staff Team**

All staff are interviewed, two references are obtained and verified and a DBS check is required before they commence work. A six month foundation period is then undertaken. This involves regular support from their line manager, training and discussion relating to their role

and White Lodge Induction Standards. Permanent employment is subject to the successful completion of a six-month probationary period.

All staff are allocated a supervisor with whom they have regular supervisions. These meetings provide the opportunity to discuss the staff members' role, expand on strengths and areas of interest, identify areas for further development and discuss any ideas or concerns relating to the service.

Staff appraisals are held annually and at these long term personal and service development plans are discussed and objectives set in order to achieve individual aims. We also ask for feedback from families to ensure they are receiving the service they want from the worker.

## Training

There are a number of mandatory training elements, including refresher courses, which all staff are required to undertake. These include:

- First Aid;
- Manual Handling;
- Behaviour Management;
- Child Protection;
- Epilepsy and Rectal Diazepam;
- Food Hygiene;
- Health and Safety;
- Administration of medication; and
- Managing Actual and Potential Aggression.

## Liaison With Other Agencies

### Surrey Children's Service and Health Care Professionals

Coordinators will attend or submit reports to Children's Service reviews as and when they occur. Professionals in health and social care are able to contact Coordinators to discuss the support provided to families whose cases they manage.

Services have close links with the local community nursing teams, who often provide training on general medical requirements, e.g. administration of diazepam and Epipen, and specific procedures for individual children, e.g. Gastrostomy feeding.

## Compliments and Complaints

We endeavor to offer friendly, courteous and appropriate services to everyone who is involved with White Lodge. We welcome feedback and would like to hear about things you have found helpful or unhelpful. Any compliments can be passed to a member of staff, or put in writing and sent to the Coordinator.

If you are unhappy with any aspect of our service you may choose to make a complaint and we have a simple three-stage process which will enable you to do this:

Informal approach to solving any concerns by chatting to the Coordinator. If you feel unable to do this in person a letter can be written;

A more structured investigation in which the Director will formally acknowledge the complaint and appoint the Quality Assurance Officer to investigate;

The opportunity to meet with the Chair and Trustees of the Centre who will receive oral and written reports from all concerned.

Usually the matter can be sorted out quickly during a discussion with staff. In circumstances where this is not the case we would aim to resolve a complaint within 28 days

Anyone making a complaint may also choose to contact Ofsted / Care Quality Commission

## **Policies and Procedures**

Some of the policies and procedures are mentioned previously within this document such as Flu Pandemic, Safeguarding, Medication, Uncollected children and Managing Behaviour Positively. A file of all the policies and procedures is held in the nursery office for parents/carers to read if required.

## **Useful Phone Numbers**

White Lodge Centre Reception .....	01932 567131
White Lodge Office (Mari Passchier).....	01932 577983
White Lodge Nursery.....	via reception
Ofsted .....	0300 123 1231
Partnership with Parents .....	01737 737300
Advice and information to parents of children with Special Educational Needs (SEN) throughout their schooling from pre-school through to leaving school.	
Care Quality Commission.....	01865 397750
Children with Disabilities Out of Hours emergency Duty Team.....	01483 517898
Surrey Children's Information Service.....	0208 541 9571
Family Line .....	0808 800 5678

Monday – Friday 10.00-16.00

Confidential telephone help line for anyone living or working in Surrey