

# EIA FRONT SHEET

Name of the policy or service being assessed: CHILD CARE SERVICES

Directorate FACILITIES

Date Impact Assessment completed Jan. 2007 updated dec.2008.

Is this a policy or service? Policy  Service

Is this a new or existing policy or service? New  Existing

Areas Impact Assessed

Race  Disability  Gender   
 Religion  Sexual Orientation  Age

**Names and roles of the people carrying out the Impact Assessment:**

Helen Whitehead Nursery Manager

Becca Aylett Nursery and Holiday Club Manager

Lyn Lawrence Facilities Project Manager

|                        |  |
|------------------------|--|
| <b>Service Manager</b> |  |
| <b>Signature</b>       |  |
| <b>Date</b>            |  |

# KEY QUESTIONS

## What is the function of the Service/

*To provide an in-house nursery and holiday club throughout the trust, which is of a high quality, accessible, and affordable. There is a nursery situated on both the Frenchay and Southmead site, and are both OFSTED registered. Both sites are able to accommodate 42 children from the ages of 6 weeks to 5 years, however the holiday club is able to accommodate children from 5 to 14 years. All children have equal access to quality care and play activities, and the users of the service are cared for in a safe and caring manner, with equal opportunities for all.*

## What are the outcomes of the service?

*To ensure all children registered with the nursery and holiday club are cared for in a safe environment of the highest standards, in safe premises and a healthy environment, and receive adequate and appropriate meals, served at the correct temperature and is of a satisfactory quality.*

## What is the profile of service users in relation to the outcomes?

*Open to parents who work for NBT trust and more recently non-trust workers. For children between the ages of 6 weeks and 5 years, and from 5 to 14 years for the holiday club*

*The staff groups' using the Child Care Services varies, the majority use the nursery on the site where they work. The facility is used predominantly by professionals and very few staff at the lower end of the pay scale. Children with special needs/disabilities are welcomed, and the nursery's and play club has disabled access to accommodate this.*

*Squirrel Tree – Is open to NHS and non-NHS families, however most parents of all the children work on the Frenchay site. 11 parents at this present time are non-NHS. Currently Squirrel Tree has three children with a disability, however they have had more than this in the past.*

*Hollies – Currently 60% are NBT or affiliated PCT employees and 40% non-NHS. At present one child with a disability attends. The policy for special needs children allows for them to attend until they are 16 instead of 14 years, as long as the club can support them and the parent and child is happy to attend.*

*Saplings – Is open to NHS and non – NHS families, the groups of staff using the facility are nurses at 43% and professionals at 57%, at present they have no special needs / disabled children attending. At present there are 5 children who attend Saplings whose parents do not work for NBT*

## Are there any identified inequalities in access or outcomes between different groups? Are any of these justified?

*There does not appear to be any inequalities, all aspects of the childcare services are governed by OFSTED. An OFSTED inspection is carried out every three years, from which a report is published. This monitors the nurseries and holiday club on a regular basis.*

*The service is open to all cultures and disabilities and at present approximately 17% are of a minority culture. The nursery celebrates many multi cultural festivals, and is equipped with cultural toys, such as dolls and dressing up clothes.*

*The nursery has a mission statement, part of the statement reads, "To encourage the child to treasure the traditions of their own beliefs, religion and racial origin whilst learning to respect the many different cultures throughout the world". A copy of this statement is attached.*

*Questionnaires are carried out to establish quality of service, however this does not cover cultural needs. It was agreed to include questions asking if the cultural needs were being met.*

*There is an Equal Opportunities Policy, an Inclusion Policy, a Special Needs Policy and a Behaviour Policy in place, to ensure that every child's individual needs are met a copy of these is attached to this document.*

*There has however been a problem with the availability of different food types for some groups of children. This has been addressed with the catering department, and Saplings Manager now attends the Trust Hospital Catering group, where ideas and problems with regards the menu and food which is offer is discussed.*

#### How does this picture fit with the National picture?

*Similar to the national picture as all nursery services require registration with OFSTED.*

#### Where and how do different groups engage with the service?

- *OFSTED (registration)*
- *Bristol City Council (quality assurance accreditation and training)*
- *Special Educational Needs Co Ordinator SENCO (training or children with special needs)*
- *South Gloucestershire Council (training)*
- *Parent representatives at steering groups.*
- *Voucher Company for use of vouchers for payment by parents making the childcare more affordable.*

#### What recent consultations or complaints have there been?

*No complaints received, awaiting external consultant to access all of the childcare services.*

#### What are the gaps in our information?

- *Questionnaires to be expanded to incorporate questions about cultural needs and any other needs e.g. disability.*
- *Training for staff for disability and cultural awareness.*

Most staff have received training in Makaton and this is widely used throughout the nursery. Makaton training for parents is also in the process of being arranged.

What further research/analysis is necessary, who do we need to involve?  
(There must be service user consultation.)

- *Questionnaires to parents*
- *Continued with parent representation on steering groups and update meetings*
- *Parent's suggestion boxes, for feedback from parents.*

What are the future monitoring arrangements

- *Complains*
- *Results of surveys*
- *Attend Hospital Catering Group*

# CONCLUSIONS AND RECOMMENDATIONS

***Does the policy comply with equalities legislation i.e. eliminate unlawful discrimination, promote equality of opportunity and promote good relations between people of different racial groups?  
Does it deliver equal access and equal outcomes?***

yes                       no

**What are the main areas requiring further attention?**

*Questionnaires amended  
Continue with parent representation at childcare meeting every 2-3 months  
Suggestion box for parent's comments in now in place  
Training for staff in disability and cultural awareness  
Profile the staff groups that use the service*

**Summary of recommendations for improvement**

*Additional question on questionnaire to determine if cultural needs are met  
Attendance has been reinstated at Trust Hospital Catering Group*

**How will the results of the EIA feed into the performance planning process?**

*Results will be made known to the Director of Facilities  
Results will be made available to the Trust's Equality and Diversity Committee and published within NBT's Equality Scheme Review*

## ACTION PLAN CHILD CARE SERVICES EQUALITY ASSESMENT

| <b>Recommendation</b>  | <b>Key Activity</b>  | <b>Milestones</b>                  | <b>Manager responsible</b>                               | <b>Date Achieved</b>                               |
|--|--|------------------------------------|--|--|
| Additional question to be added to existing questionnaire to determine if cultural needs are being met | Amend existing questionnaire   | Staff meeting to discuss wording   | Amend and issue questionnaire                            | March 07   |
| Training for staff in Disability and Cultural awareness  | Assessment of staff requiring training<br>Investigate feasibility and cost of training | Arrange training where applicable  | Arrange training and identify costs if applicable        | March 07<br>Then on going training where necessary |
| Attend the Trust Hospital Catering Group   | Collect information to discuss at meeting regarding problems with food                 | Staff meetings to discuss problems | Arrange for member of staff to attend the Catering Group | March 07<br>Then on going                          |

## **INCLUSION POLICY**

*'Every child has unique characteristics, interests, abilities and learning needs'*  
*The Salamanca Statement from UNESCO 1994*

Squirrel Tree Nursery is committed to the principle of inclusion and values and recognises the needs of all children in our care. We believe that every child has the same right to a safe, enriching and engaging environment for all children to play and develop, where each individual child is equally valued without discrimination on any grounds.

It is the responsibility of the nursery staff to ensure that the environment and activities provided are free from any barrier. The nursery is all on one level and has ramps at all doors where necessary. Resources are age and ability appropriate and include visual aids, which can be accessed by all children and are representative of all people using the setting.

Resources and activities are based on the Early Years Foundation Stage and the Birth to Three framework. The pre-school use the Stepping Stones assessment document and planning for every child is done through children's individual interests and identified through play e.g. learning stories and other observations. In addition we ask parents to complete a questionnaire about their child's interests to support our planning.

We recognise that as parents and carers are the most important people in a child's life, it is essential that we work with parents and carers to include them in their child's development. We understand the importance of building good relationships with parents and carers to enable us to support each other when necessary.

If a parent or nursery staff identify a child with special needs, staff will work with parents and any appropriate outside agencies to provide support for the family. Individual play plans will be put in place for children who need additional support and these will be devised through care through working in partnership with other professionals and outside agencies. (See SEN policy)

Staff have high expectations of children's behaviour depending on what is appropriate for individual children. We set clear boundaries and use positive behaviour management techniques including conflict resolution strategies to encourage respect and understanding between children and between staff and children.

(See Behaviour Policy)

Everyone involved in the nursery is expected to be patient, understanding and supportive to each other and to appreciate that people's needs are different.

At Squirrel Tree, we recognise that this is an aspiration that requires deep commitment and constant effort on the part of many people if the necessary changes in skills and attitudes are to take place.

NBT has an equalities policy regarding recruitment and the nursery staff reflect the diversity within the wider community. When recruiting we ensure prospective staff are suitable through a thorough interview process, checking references and CRB checks. In addition, OfSTED carry out a 'suitable person' interview with senior staff.

Squirrel Tree nursery welcomes parents' views and encourage these to be aired through questionnaires, parent representatives and a suggestion box. In addition staff are friendly and approachable and are always willing to discuss any aspect of care. The complaints policy is available for parents to read (as with all policies) and any complaints made are logged and are also available for all parents to see.

*'The feeling of belonging...contributes to inner well-being, security and identity. Children need to know that they are accepted for what they are. They should know that what they do can make a difference...'*

*New Zealand Ministry of Education (1996) from Birth to Three Matters (SureStart 2002)*

Every Child Matters (2003) states: Being healthy. Staying safe. Enjoying and achieving. Making a positive contribution. Achieving economic wellbeing.

Policy reviewed and rewritten by Suzanne Hughes (Senco) and Becca Aylett (Manager) January 2008



## **BEHAVIOUR POLICY**

All Nursery staff have a consistent, shared approach to behaviour management. All children are encouraged to play safely and to treat each other and adults with kindness, fairness and mutual respect. Children are encouraged to find solutions to their own conflict and understand the consequences of their actions.

Staff will provide a positive model for the children regarding friendliness, courtesy and care. They will always endorse desirable behaviour such as kindness and willingness to share.

We have a policy of promoting positive behaviour and use conflict resolution methods wherever possible. All staff should have a knowledge of these techniques and attend training whenever possible.

These include:

Adult gets down to the level of the child/children and acknowledges that both parties are upset.

Adult states the behaviour/occurrence that has caused the problem and asks children to try to recognise each other's points of view.

Ask children how they think the problem can be resolved or offering possible solutions (taking turns etc).

Keeping the issues, language and possible solutions simple.

Always listening to and being supportive of all children involved.

Ensuring agreed outcome/solution is clearly stated and agreed to by all children.

Ensuring agreed solution is followed through.

If these methods are not appropriate then adults may want to use methods such as diverting the child's attention, removing temptation or changing the setting.

In all cases staff will use a consistence approach and treat all children calmly and with fairness. There should be openness and impartiality with both staff and parents.

In more serious cases the following procedure should be followed:

### 1st Step

Child and key-worker talk positively and calmly about the situation.

### 2nd Step

Child, parent and key-worker discuss possible solutions and all involved kept aware and updated.

### 3rd Step

Reassessment of the child's behaviour discussed with parent, key-worker and senior staff.

### 4th Step (only as a last resort)

The Manager reserves the right to request that a child be removed from the Nursery if the problem is persistent or serious enough.

Policy Reviewed: Sept 08  
Childcare Services Team