

Name

Date

Induction of staff and volunteers.

Policy statement

We provide an induction for all staff and volunteers in order to fully brief them about the setting, the families we serve, our policies and procedures, curriculum and daily practice promoting the EYFS 2012 welfare requirements

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.4 Key person	3.2 Supporting every child	

Procedures

- We have a written induction plan for all new staff, which includes the following:
 - Introductions to all staff and volunteers.
 - Familiarising with the building, health and safety and fire procedures.
 - Ensuring our policies and procedures have been read and are carried out.
 - Introduction to parents, especially parents of allocated key children where appropriate.
 - Familiarising them with confidential information where applicable in relation to any key children.
 - Details of the tasks and daily routines to be completed.
- The initial induction period lasts weeks depending on the hours in attendance
- Tasks will need to be evidenced, discussed and completed to show competence
- The Leader, Deputy Leader and safeguarding officers will share the duty of inducting new staff and volunteers.
- During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines.
- We have further Induction tasks for staff and volunteers to complete to develop their knowledge, understanding and to evidence their learning and development these will be stored in the Induction and CPD files
- Successful completion of the induction forms part of the agreed probationary period.

This policy was adopted at a meeting by

Mrs @ Nursery

Held on

Sign

Name

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Please spend time seeking information from our nursery booklet, staff guidance, policies or from your training. Seek advice and information from key staff members around the setting to complete this induction	Provide your responses in this section	Feedback from the manager, assessors or key staff members
Your Name Are you Staff-student-volunteer		
Please provide the names of the Manager		
Nominated safeguarding officers		
Your room leader/supervisor		
First aiders		
Health & safety officer		
Where are first aid boxes stored		
PPE- personal protective equipment & clothing - Where is protective equipment - clothing stored ? What do you need to wear and when		
Where are the fire/emergency exits		

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How would you respond if you discovered fire/smoke/other emergency		
Where are the assembly points		
If there was spillage on the floor or other hazard explain what you would do		
Which areas around the setting are unavailable for - children - staff Why is this?		
Why are personal mobile phones / I-pad etc NOT allowed around the setting		
Where do personal belongings need to be kept and stored?		
Why is social networking with families from the centre Not acceptable		
Please read The Guidance for Safer Working Practice for those working with children and young people	List 5 points you have learned from the guidance-	

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Explain why confidential information should not be discussed outside the setting.		
Why does the team carry out risk assessments throughout the day both in or outdoors		
What do we need to consider when Setting up equipment for activities -Babies -Young children		
If a an accident or incident occurs in or outside what must you do		
Explain why structure and routines are important		
Explain how you would support a distressed child and how they may behave		
Why are children encouraged to be independent and how do we encourage sustained thinking		
Explain why positive relationships & role models are important for -Babies & Children -Families -The team		

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Forest schools promote Outdoor play why is this important explain why How often do you consider children should play outside		
Which Government guidance's do we use in early years to support quality and effective provision		
List the 5 welfare requirements for young children		
Name the 5 outcomes of the Every Child Matters	1 2 3 4 5	
Explain what safeguarding means to you		
Who is responsible for the safety and welfare of children		
If you discover damaged equipment/resources or unsafe areas what would you do		
If a child was unwell how would you respond		
How would you respond and support a child with a runny nose		
If you observe a child being disruptive how would you respond		
Explain the washroom procedures		

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Explain the nappy changing procedures		
How often are registers taken who is responsible for these		
Head counts are made regularly throughout the day why?		
Safer sleeping arrangements are in place to promote what and why		
If you observed bad or poor practice by others what would you do		
If you observed discrimination and inequality how would you respond		
Explain why appropriate uniform and appearance is important		
Why is consistency and attendance important -staff ratios - planning		
Who do you contact when you are unable to attend and at what time		
Who do we inform when we need to leave the setting for prior appointments explain why		
All staff students & volunteers are encouraged Not to smoke on-in- or near the setting		

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Transferrable smoke harms babies and children How is it transferred how do we reduce risk		
If a child arrives unwell who do we need to inform What is the procedure for medication		
If a child arrives with an injury what procedure do you follow		
Why is recording information important		
Explain why each baby or child have their own learning journey files		
Why are parents contributions valued		
Explain why the "All about Me" booklet Is provided to parents		
All Children have rights where will we find information about these		
Why do they Effective communication supports all areas of a child's development how can it be encouraged		
What does the term Integrated working mean		
Explain what Safer working practice means to you		
What is adult- led play		
What is child- led play		

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Building security is essential to promote safeguarding what would you do if someone entered the building without invitation		
How would you respond to an angry parent or visitor		
If you had any worries or concerns about your duty of care who would you discuss these with		
<p>'Seven Golden Rules '</p> <p>What are the 7 golden rules for information sharing</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>Why are each important</p>		

You may seek advice, support and information to help you complete the response form from other staff members, from the settings policies and procedures and from information displayed around the setting.

If you are unsure about any points please discuss with your supervisor or tutors.

Please return part or fully completed to discuss your responses and evidence of learning with your induction supervisor on your planned dates.

Induction supervisor - Namesupervisor and learner to sign below after discussion

Discussed on Date.....signedlearner.....

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Discussed on Datesignedlearner.....

Name

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