HUMMINGBIRD POLICIES & PROCEDURES

hummingbird
early learning centre

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Admissions Policy

PURPOSE

The purpose of this policy is to ensure that Hummingbird Nursery provides an inclusive, transparent and unbiased admissions process that is accessible to all families, regardless of background, ability or circumstance. We aim to offer every child the opportunity to benefit from high-quality early childhood education in a nurturing and supportive environment. Hummingbird Nursery is committed to the principles of the Dubai Inclusive Education Policy Framework and recognises that every child has the right to access, participate in and benefit from high-quality early years education. We value learner diversity and are committed to identifying and removing barriers to learning, development, participation and achievement. Admissions decisions are made in a manner that promotes equity, inclusion and the best interests of every child. This policy also aligns with UAE national priorities and EYFS expectations, ensuring fairness, inclusion and clarity in all admissions decisions. The admissions approach reflects the Hummingbird's vision of a communication-rich, emotionally secure and culturally responsive learning environment that promotes UAE values, Arabic language development, belonging and high-quality early childhood pedagogy. This approach reflects the multicultural context of Dubai and promotes UAE national identity, Arabic language appreciation, and inclusive belonging within a diverse early years community

DEFINITIONS

- **Inclusive Education:** An approach that welcomes all children and supports their individual learning and development needs within the same educational setting.
- **Equal Opportunity:** Providing fair access and consideration to all applicants, regardless of race, gender, ability, religion or socioeconomic status.
- **Special Educational Needs (SEN):** Any learning or developmental difficulty that requires special support in order for a child to succeed in an educational setting.
- **First Come, First Served:** A neutral, time-based admissions method where applicants are admitted in the order in which they apply.

POLICY STATEMENT

Hummingbird Nursery is committed to creating a learning community that values diversity and ensures that all children and families feel welcomed, respected and supported. Our admissions policy reflects our commitment to inclusive education and equal opportunity. Admissions are conducted in a fair, transparent, and structured manner, with clear procedures, defined criteria and open communication with families throughout the process. Hummingbird actively promotes unbiased access for all children, including children of determination. Hummingbird Nursery is committed to ensuring that its admissions practices reflect a culture of inclusion, equity, and belonging. Hummingbird welcomes applications from all children, including Children of Determination and those with emerging or identified additional learning, developmental, behavioural, communication, sensory, or medical needs. Admission is not denied solely on the basis of a child's disability, diagnosis, or requirement for additional support. Where appropriate,

Hummingbird works collaboratively with families and relevant professionals to identify and implement reasonable adjustments and support strategies that enable each child to participate successfully in nursery life.

The admissions process reflects Hummingbird Nursery's commitment to promoting UAE national identity, Arabic language development, cultural understanding, and a strong sense of belonging for all children and families. We recognise and value each child's language, culture, family background, identity, and experiences, and use this knowledge to foster wellbeing, positive relationships, meaningful participation, and successful learning outcomes. UAE values, including respect, kindness, tolerance, responsibility, and community, are embedded throughout daily interactions, relationships, routines, and learning experiences, creating an inclusive environment where every child feels welcomed, respected, and valued.

SCOPE

This policy applies to:

- All children and families seeking enrolment at Hummingbird Nursery.
- All staff involved in the admissions, orientation and onboarding process.

ROLES AND RESPONSIBILITIES

Nursery Leadership

- Ensure this policy is applied consistently and fairly across all applicants.
- Approve reasonable accommodations for children with additional needs.

Admissions Officer

- Manage application records and waiting lists.
- Communicate clearly with families about availability and admissions status.
- Ensure waiting lists are regularly reviewed and maintained in line with priority criteria.

All Staff

- Welcome and support children and families during the enrolment and settling-in process.
- Be aware of and sensitive to the unique needs and backgrounds of all children.

Parents

- Provide accurate and complete enrolment information.
- Notify the nursery of any special requirements, health needs or additional support required for their child.

PROCEDURES AND COMMUNICATION

During the admissions process, parents are informed that Hummingbird follows the KHDA Policy on Inclusive Education and Arabic Language Provision in Early Childhood Education and aligns with the

KHDA Quality Framework for Early Childhood Care and Education.
The admissions process follows a clear and structured pathway to ensure consistency and transparency:

1. Promotion and Awareness

- The nursery is advertised through various accessible platforms to reach families from all sections of the community.
- Marketing and enrolment materials are available in English and Arabic.

2. Application and Waiting List

- Applications are accepted throughout the year.
- Children are admitted on a first come, first served basis. However, where applicable, priority is given in the following order:
- Siblings of currently enrolled children
- Returning children
- Availability of places/age eligibility (meeting class requirements)
- Date of application
- Where multiple criteria apply, decisions are made fairly, consistently, and transparently.
- All applicants are treated fairly and without bias based on race, gender, ability, religion or socioeconomic status.
- Where places are unavailable, children are placed on a waiting list.
- Parents are kept informed of their child's status and contacted promptly when a place becomes available.

3. Equitable Access and Inclusion

Children of Determination
Hummingbird Nursery actively supports the inclusion of Children of Determination and ensures that:

- Applications from Children of Determination are welcomed and considered fairly
- Individual needs are discussed with families to determine appropriate support
- Reasonable adjustments are made where possible to support access to the curriculum and environment
- External specialists and support services may be engaged, where appropriate, in partnership with families
- Admission decisions are not based on a child's needs, but on the nursery's ability to safely and effectively support the child
- Support is guided by the graduated response model in line with the Dubai Inclusive Education Policy Framework

Emirati Families

In line with national priorities and KHDA guidance, the nursery ensures equitable access for Emirati families by:

- Providing fair and equal opportunity for admission
- Considering availability of places in a way that supports access for Emirati children
- Promoting inclusion of UAE culture, values, and identity within the nursery environment
- Maintaining open communication and support for Emirati families throughout the admissions process
- Recognises the importance of preserving and promoting Arabic language, Emirati culture and UAE national identity and ensures these are reflected throughout the curriculum and nursery environment for all children.

Review of Support Needs Prior to Admission

Information gathered prior to admission is used to identify children's strengths, interests, talents and learning preferences, as well as any additional support needs, ensuring an asset-based approach to planning and provision.

Where a child has identified or emerging additional needs, Hummingbird Nursery will work in partnership with parents to review the child's strengths, interests, developmental profile and support requirements prior to enrolment. Where available, reports from external specialists, therapists, medical professionals or previous educational settings may be reviewed to support effective planning and provision. This process enables the nursery to identify any reasonable adjustments required and to ensure that appropriate support systems are in place before the child begins attending.

Admissions Decision-Making

Admissions decisions relating to children requiring additional support are made on an individual basis through a collaborative and transparent process involving parents, nursery leadership and, where appropriate, external professionals. Decisions are informed by information provided by families, specialist recommendations, observations and discussions regarding the child's needs and strengths. The nursery will consider the reasonable adjustments that can be implemented to support the child's inclusion, participation, wellbeing and development within the nursery environment.

Reasonable Adjustments

Reasonable adjustments are identified through consultation with families, review of specialist recommendations and ongoing assessment of the child's needs. Adjustments may include adaptations to the learning environment, differentiated teaching approaches, visual or communication supports, sensory accommodations, personalised transition arrangements, modified routines and targeted intervention strategies. All reasonable adjustments are designed to promote full participation, independence and successful learning outcomes.

Transition information
Hummingbird Nursery gathers key information during the enrolment and admissions process to ensure children's needs are identified early and appropriate support is put in place from the outset, in line with the EYFS framework, KHDA Early Childhood Care and Education Quality Framework and KHDA Inclusive Education Policy.

Admissions information is used to plan personalised transitions that support each child's emotional wellbeing, language development, learning needs, cultural identity and family context.
This information helps staff to ensure that children are appropriately supported from their first day in nursery, promoting a secure and confident start.

Families are introduced to their child's key person prior to the start date to support early relationship-building, secure attachment, and a smooth transition into nursery life.
Transition planning is individualised and responsive, ensuring continuity between home and nursery and supporting children's sense of safety, belonging, and emotional security.

4. Flexible Attendance

- Flexible attendance options are offered to support the needs of diverse families (e.g., part-time schedules, alternate days).

5. Non-Discrimination

- Hummingbird Nursery values and respects the cultural, linguistic and family backgrounds of all children and uses this information to support belonging, inclusion and meaningful learning experiences.
- No child is refused admission based on language, disability, learning needs, race or family background.

6. Safeguarding at Admission
Safeguarding is a fundamental part of the admissions process:

- Relevant medical, developmental or safeguarding information is obtained from parents at admission to ensure the child's safety and wellbeing.
- Where applicable, Individual Support Plans (ISPs), medical plans or risk assessments are developed prior to the child's start date.
- Hummingbird work with partnership with parents and, when applicable, external specialists to ensure all safeguarding and support measures are in place.
- Staff are informed of each child's specific needs, risks, and required adjustments to ensure safe, consistent, and appropriate care from the first day.
- Safeguarding admissions procedures are regularly audited by nursery leadership to ensure compliance, consistency, and staff adherence to safeguarding expectations.

7. Documentation and Data Protection
Admissions and enrolment data is analysed to monitor participation of different groups, including

Emirati children, children of determination, EAL learners and children requiring additional challenge or support. We do this by:

- Required documentation must be submitted before a child starts.
- All personal data is stored securely and handled in accordance with data protection regulations.
- Information gathered during enrolment (including developmental history, medical needs, family background, and previous learning experiences) is used to inform baseline assessments, support smooth transitions into the nursery, and guide individual planning, ensuring that each child's learning, care, and development needs are accurately identified and effectively supported from the beginning.
- Information relating to children's home language(s), cultural background and prior exposure to Arabic is collected during enrolment. This information is used to support personalised learning, language development and appropriate Arabic language provision for both native and non-native Arabic speakers.
- Information relating to children's emotional wellbeing, attachment needs, interests, routines and comfort strategies is gathered during enrolment to support a smooth transition and promote emotional security from the child's first day.

8. Partnership with Families and Specialists

Hummingbird Nursery recognises that effective inclusion is achieved through strong partnerships with families and relevant professionals. Parents are actively involved in discussions regarding support arrangements, reasonable adjustments and individual planning. Where appropriate and with parental consent, the nursery collaborates with external specialists to gather recommendations, share relevant information and ensure consistency of support across settings. This collaborative approach helps ensure that each child's needs are understood and supported effectively from the outset.

9. Admissions and Registration Process

1. **Registration Documentation**

Hummingbird must collect the following documents BEFORE a child can start attending:

- Completed and signed Registration Form
- Signed Fee and Cancellation policy
- Completed Language, Culture and Identity Questionnaire
- Copies of official documents:

Child Documents
- Emirates ID
- Visa
- Passport
- Birth Certificate
- Vaccination Records

Parent Documents
- Emirates ID
- Visa
- Passport

Authorised Pick Up
- Written Consent
- Emirates ID/ Passport

2. **Registration Payment**

Parents must pay the required registration fee and chosen package payment before the child starts attending the nursery.

3. **KHDA Compliance**

Once all documents and payment have been received, Hummingbird administration must officially register the child on the applicable portal and ensure parents sign the Parent Contract.

4. **Welcome Procedures**

Once all documents, contracts and payment have been received, parents will:

- Receive the Parent Handbook
- Be provided access to the Parent app (ensure the parent's email ID is correct to facilitate smooth access)
- Be invited to a welcome meeting with the teacher
- Families are provided with opportunities to share information about their child's interests, strengths, cultural background, home language, routines and aspirations to support effective relationship-building and personalised learning from the outset.

5. **Settling-in process**

- Gradual transition process - Families have the right to start with shorter sessions and gradually increase their time .
- Parental involvement is promoted, families will share information about the child's routine, preferences, and needs
- Each child is assigned a "key person" who builds a secure relationship, supports emotional well-being, and helps the child feel safe and settled in better.
- Staff adapt the settling-in plan based on the child's emotional responses, allowing flexibility to ensure the child feels secure, confident, and ready to engage in learning
- Transition arrangements are individualised and may include pre-admission visits, family meetings, gradual entry schedules, visual supports and personalised strategies to meet each child's developmental, emotional, communication and learning needs.

6. **Childs Voice**

Staff seek to understand each child's interests as well as preferences, strengths and individual voice through observations, conversations with families and age-appropriate interactions with the child. This information informs transition planning, curriculum experiences and relationship building.

The Parent ECC Contract clearly outlines safeguarding responsibilities, attendance expectations, communication procedures, behaviour expectations, inclusion commitments and confidentiality agreements between the nursery and families.

MONITORING AND REVIEW

- Nursery leadership regularly reviews admissions, enrolment, attendance, and participation data to monitor equitable access, inclusion, and engagement across all groups of children,

including Emirati children, Children of Determination, and children requiring additional support.

- Admissions records and procedures are analysed periodically to evaluate the effectiveness, fairness, and inclusivity of the admissions process and to identify opportunities for continuous improvement.
- For children receiving additional support, Individual Support Plans (ISPs), reasonable adjustments, and intervention strategies are reviewed regularly in partnership with parents and, where appropriate, external specialists. These reviews consider the child's progress, wellbeing, participation, and changing needs to ensure that support remains effective, responsive, and aligned with the child's best interests. Support plans and adjustments are updated as required to promote ongoing inclusion, engagement, learning, and development.
- Feedback from parents, staff, and, where appropriate, children's views is considered when reviewing admissions procedures, transition arrangements, and inclusive practices to support continuous improvement and positive outcomes for all children.
- This policy is reviewed annually by nursery leadership, or sooner if there are changes to KHDA requirements, UAE legislation, or other relevant regulatory guidance.

RELATED POLICIES AND APPENDICES

Related Policies:
Equal Opportunities Policy
Fee and Cancellation Policy
Inclusive Education Policy
Non-Discrimination and Diversity Policy
Settling-In Policy
Arabic Language Provision in Early Childhood Education Policy
Curriculum Policy

Appendices:
Registration Pack
Parent Handbook
Language, Culture & Identity Questionnaire
Wecome Meeting with Parents
Inclusive Support Plan Template

Adverse Weather Policy

PURPOSE

To establish clear guidelines and procedures for responding to adverse weather conditions in order to protect the health, safety and wellbeing of children, families and staff at Hummingbird Nursery. This policy ensures that appropriate measures are taken during severe weather events, including communication, closure decisions and reopening protocols.

DEFINITIONS

- **Adverse Weather:** Environmental conditions that significantly disrupt normal nursery operations or compromise safety of working conditions. This includes, but is not limited to:
  - Floods
  - Sandstorms
  - Extreme heat
- **Nursery Closure:** Temporary suspension of all activities at the nursery due to health and safety concerns related to adverse weather.
- **UAE Regulatory Guidelines:** Regulatory advice and mandates issued by the UAE authorities (e.g. KHDA/ADEK) regarding education and safety practices, including closures.

POLICY STATEMENT

Hummingbird Nursery is committed to ensuring the safety and wellbeing of all members of its community. In circumstances of adverse weather, the nursery will take proactive and responsible actions to minimize risk to children, staff and families. We will act in alignment with official regulatory guidance and maintain open, timely communication with families regarding closures and reopening procedures. Safety will always take priority over operational continuity.

SCOPE

This policy applies to:

- All children and families enrolled at Hummingbird Nursery.
- All nursery staff and management.
- Any third parties involved in the day-to-day functioning of the nursery, including service providers and visitors.

ROLES AND RESPONSIBILITIES

Nursery Leadership

- Monitor weather alerts and government announcements.
- Make timely closure decisions in line with UAE authority guidance.
- Oversee inspection and reopening protocols.

Health and Safety Officer

- Inspect the physical environment following adverse weather.
- Confirm safety of infrastructure and outdoor areas before reopening.

Administrative Team

- Issue closure and reopening notifications to parents via approved communication channels.
- Maintain up-to-date contact records to ensure all families are informed.

Parents

- Monitor nursery communications and follow closure/reopening instructions.
- Keep emergency contact details up to date.

PROCEDURES

1. Recognition of Adverse Weather

- Hummingbird Nursery will assess conditions such as dangerous roads, poor air quality and compromised access.
- Common triggers for action include, but are not limited to:
  - Sandstorms reducing visibility and air safety
  - Flooding that blocks access routes
  - Heatwaves that exceed safe limits for young children

2. Closure of the Nursery

- The nursery may close temporarily if adverse weather presents a credible risk.
- Closure decisions will align with UAE regulatory authority guidance.
- Safety of the children and staff is the primary factor guiding closure decisions.

3. Communication Protocol

- Parents will be notified through the Parent App.
- All notices will include:
  - Reason for closure
  - Anticipated duration (if known)
  - Any next steps (e.g., remote communication, provision pickup)
- Updates will be provided as the situation evolves.

4. Reopening Procedures

- A full inspection of the nursery premises will be conducted by a member of the nursery leadership team.
- Reopening will occur only when the site is deemed safe.
- Parents will receive confirmation through official channels once reopening is scheduled.

MONITORING AND REVIEW

- This policy will be reviewed regularly or after any weather-related incident requiring closure.
- Lessons learned from emergency responses will be documented and used to refine procedures.

RELATED POLICIES AND APPENDICES

Related Policies:
Emergencies and Critical Incidents Policy
Emergency Evacuation Policy
Fee and Cancellation Policy
Health and Safety Policy

Appendices:
Key Contact Information
Risk Assessment Checklists

Allergies and Reactions Policy

PURPOSE

The purpose of this policy is to ensure the safety and wellbeing of all children attending Hummingbird Nursery by outlining clear procedures to identify, manage and respond to allergies and allergic reactions. Through effective communication, staff training and parent collaboration, the nursery aims to prevent exposure to allergens and ensure prompt and appropriate action in the event of a reaction.

DEFINITIONS

- **Allergy:** A reaction of the immune system to a normally harmless substance (e.g., food, dust, pollen, insect stings), known as an allergen.
- **Allergic Reaction:** A physical response to an allergen that may include symptoms such as rashes, hives, swelling, difficulty breathing or anaphylaxis.
- **Anaphylaxis:** A severe and potentially life-threatening allergic reaction requiring immediate emergency treatment, typically with an epinephrine auto-injector (EpiPen).
- **Allergen:** A substance that triggers an allergic reaction (e.g., nuts, dairy, eggs, latex, shellfish).
- **Epinephrine Auto-Injector (EpiPen):** A device used to administer a life-saving dose of epinephrine in the event of anaphylaxis.
- **Allergy Management:** A proactive approach that includes identification, prevention, training, emergency response and communication regarding allergies.

POLICY STATEMENT

Hummingbird Nursery is committed to providing a safe, inclusive and supportive environment for all children, including those with allergies or medical sensitivities. We recognize that allergic reactions can be serious and life-threatening, and we take every possible precaution to avoid allergen exposure. We aim to create an allergy-aware culture, where families are engaged, staff are trained and children feel safe and supported in their daily routines.

SCOPE

This policy applies to:

- All children attending Hummingbird Nursery
- All nursery staff and management
- Parents and guardians

ROLES AND RESPONSIBILITIES

Nursery Leadership

- Ensure the implementation and review of this policy.

Health and Safety Officer

- Maintain updated allergy records for each child.
- Provide staff training and awareness on allergy management.
- Oversee the documentation and display of children's allergy information.
- Safely store any required medications (e.g., EpiPens) in the clinic.
- Train staff on emergency procedures and proper administration of medication.

All Staff

- Be aware and understand children's allergy needs and action plans.
- Follow allergen-avoidance practices in classrooms and activities.
- Respond promptly and appropriately during allergic emergencies.

Parents

- Disclose all known allergies at the time of registration.
- Provide up-to-date written medical information and a signed Medication Administration Form.
- Supply necessary medication (e.g., EpiPen) to the nursery for storage and emergency use.
- Inform the nursery of any changes in the child's allergy status or treatment.

PROCEDURES

1. Identification of Allergies

- Parents must disclose all known allergies upon enrollment.
- Allergy information is recorded and stored in:
  - Child's Health Information on the Parent app
  - The nursery clinic and health and safety folder
  - The child's classroom

2. Prevention Measures

- Allergen-specific protocols apply to: cooking, arts and crafts, snacks and sensory play.
- Parents are responsible for sending their child's food; Hummingbird does not provide meals.
- Food sharing is strictly prohibited.

3. Communication and Education

- Open communication with parents and caregivers is expected at all times.

- Parents are required to provide regular updates on allergies, updates must be submitted in writing.
- All staff will receive regular training on:
  - Common allergens
  - Recognizing allergic reaction symptoms
  - Administering emergency medication

4. Emergency Response

In the event of an allergic reaction, staff will:

- Administer prescribed medication immediately (e.g., EpiPen)
- Contact emergency medical services, if necessary
- Notify the child's parents as soon as possible
- Document the incident including symptoms, triggers and actions taken

5. Allergy Awareness and Inclusion

- Children with allergies are included in all activities with proper accommodations.
- A culture of empathy and awareness is fostered to ensure all children feel safe and valued.
- Staff receive ongoing support to implement inclusive practices.

EPIPEN ADMINISTRATION

MONITORING AND REVIEW

- This policy is reviewed regularly or following any allergy-related incident.
- Allergy records are updated continuously based on parent input and medical updates.
- Incident reports are analysed to improve procedures and training.

RELATED POLICIES AND APPENDICES

Related Policies:

Admissions Policy
Incident and Accident Reporting Policy
Medication Administration Policy
Nutrition and Catering Policy
Parent's Rights and Responsibilities Policy
Safeguarding and Child Protection Policy
Supervision Policy

Appendices:

Registration Pack
Medication Administration Form
Accident Report Form

Annual Maintenance Policy

PURPOSE

The purpose of this policy is to ensure that Hummingbird Nursery maintains a safe, clean and functional environment for children, staff and visitors through planned and consistent annual maintenance. This includes the systematic scheduling, monitoring and documentation of maintenance tasks across all nursery facilities and infrastructure, in compliance with health, safety and regulatory standards.

DEFINITIONS

- **Annual Maintenance Contract (AMC):** An agreement with external service providers to carry out routine and preventive maintenance tasks.
- **Preventive Maintenance:** Scheduled servicing or inspection of equipment and facilities to prevent failures and ensure safety.
- **Emergency Repairs:** Immediate repair work needed to address unexpected safety hazards or equipment breakdowns.
- **Health and Safety Standards:** Regulatory requirements to ensure environmental safety, sanitation and facility functionality.
- **Pest Control:** Scheduled treatments to eliminate and prevent infestations that could affect health or hygiene.

POLICY STATEMENT

Hummingbird Nursery is committed to providing a safe and well-maintained environment that supports high-quality early childhood education. Through systematic annual maintenance planning and execution, we aim to minimise hazards, maintain regulatory compliance and ensure the continued functionality and hygiene of all physical spaces and systems. Our proactive maintenance approach reflects our responsibility to children, staff, families and regulatory authorities.

SCOPE

This policy applies to:

- All areas of the nursery.
- Nursery leadership, staff, external maintenance contractors and AMC providers.
- All maintenance-related activities, records, inspections and emergency responses.

ROLES AND RESPONSIBILITIES

Nursery Leadership

- Ensure annual maintenance contracts are active and providers are compliant.
- Oversee all scheduled and unscheduled maintenance tasks.

- Maintain documentation and ensure regulatory readiness.

Health and Safety Team

- Identify and report maintenance needs or hazards promptly.
- Conduct regular inspections and daily risk assessments.
- Verify pest control, HVAC and hygiene-related maintenance standards are met.

Maintenance Contractors

- Perform assigned tasks safely and on schedule.
- Follow nursery safety protocols and health regulations.
- Report any delays or issues to management.

Building/Community Management

- Oversee shared utilities (e.g., water tank cleaning).
- Share relevant records with nursery administration.

PROCEDURES

1. General Maintenance

- Schedule routine inspections for plumbing, electrical systems, furniture and fixtures.
- AMC providers will conduct servicing and necessary repairs.
- All work must comply with UAE safety and quality standards.

2. Pest Control

- Engage licensed pest control providers on a scheduled basis.
- Maintain a pest-free environment through regular treatments.
- Record all pest control activities and inspections.

3. Air Conditioning Maintenance

- Schedule regular servicing of HVAC systems.
- Ensure filters are cleaned or replaced as needed.
- Maintain records of services and repairs.

4. Water Tank Cleaning

- Building management arranges cleaning and disinfection of tanks.
- Nursery maintains and files the cleaning reports received.
- Compliance with water safety standards is required.

5. Scheduling and Documentation

- Coordinate with contractors for timely execution.
- Document dates, completed tasks and any issues.

6. Emergency Repairs

- Staff must report urgent issues immediately to the leadership team.
- Emergency repairs will be prioritised and documented.
- Rapid response is critical to ensuring uninterrupted operations and child safety.

7. Inspections and Reviews

- Regular inspections to identify maintenance needs.
- Annual review of maintenance records and policy effectiveness.
- Use findings to adjust future planning.

8. Contractor Compliance

- All external providers must follow health, safety and licensing regulations.
- Management will evaluate contractor performance annually.

MONITORING AND REVIEW

- Maintenance logs are reviewed regularly.
- Policy is reviewed regularly or following any major incident or non-compliance issue.
- Feedback from authorities may trigger interim adjustments.

RELATED POLICIES AND APPENDICES

Related Policies:
Adverse Weather Policy
CCTV (Security Video Surveillance) Policy
Fire Safety Policy
Outdoor Play and Equipment Safety Policy
Quality Assurance Policy
Risk Assessment Policy
Visitor's Policy

Appendices:
Risk Assessment Checklist
AMC Provider Agreements
Water Tank Records Log
Air Conditioning Records Log
Pest Control Records Log

Anti-Bullying Policy

PURPOSE

The purpose of this policy is to ensure that Hummingbird Nursery provides a safe, nurturing and inclusive environment where all children can learn and play free from fear, intimidation or harm. The policy outlines a preventative and responsive approach to bullying behaviours, with the aim of fostering respect, empathy and positive relationships.

DEFINITIONS

- **Bullying:** Bullying may include repeated acts of aggression, exclusion, verbal abuse or any intentional behaviour that causes physical or emotional distress.
- **Positive Behaviour:** Social actions that reflect kindness, empathy, cooperation and respect toward others.
- **Conflict Resolution:** The process of helping children express feelings, identify problems and work together to find respectful solutions.
- **Zero-Tolerance:** A policy stance where bullying behaviours are not accepted under any circumstances and are addressed immediately and appropriately.

POLICY STATEMENT

Hummingbird Nursery is committed to promoting a culture of inclusion, empathy and positive social interaction. While bullying is not common among young children due to their developmental stage, we recognise the importance of early intervention in preventing and addressing behaviours that could lead to distress. Through consistent supervision, positive role modeling and collaborative communication with families, we strive to ensure all children feel safe, valued and supported.

SCOPE

This policy applies to:

- All children enrolled at Hummingbird Nursery
- All staff and any visiting adults or third-party providers working with children on-site
- Parents and caregivers

ROLES AND RESPONSIBILITIES

Nursery Leadership

- Ensure this policy is implemented consistently across the nursery
- Encourage staff to take part in CPD to recognise and address concerning behaviours
- Monitor reports and ensure effective resolution and follow-up of incidents

All Staff

- Model and teach positive behaviour strategies
- Actively supervise children and intervene promptly in case of conflict or distress
- Document and report any incidents to the nursery leadership team
- Support both the affected child and the child displaying concerning behavior in a positive manner

Parents

- Communicate openly with staff regarding concerns about their child's social experiences
- Collaborate with the nursery in resolving any reported incidents

PROCEDURES

1. Promoting Positive Behavior

- Staff actively teach children empathy, sharing and cooperation through daily routines and play
- Children are encouraged to express emotions in respectful ways and are guided through conflict resolution when needed

2. Supervision and Monitoring

- Children are closely supervised by staff at all times
- Staff are alert to early signs of distress, exclusion or repetitive negative behaviour

3. Educational Programs

- Age-appropriate stories, songs, role-plays and discussions are used to build social-emotional awareness
- Activities focus on inclusion, feelings, kindness and respect for differences

4. Zero-Tolerance for Bullying

- Behaviours such as physical aggression, name-calling, exclusion or intimidation are addressed immediately
- Staff respond with calm, developmentally appropriate interventions
- Both children involved are supported to understand the impact of their actions and guided to repair relationships

5. Parental Engagement

- Parents should report concerns or observations
- Families will be informed of incidents involving their child and included in resolution planning

6. Staff Training and Awareness

- All staff receive training and take part in ongoing professional development to ensure consistent implementation of behaviour guidance practices

7. Incident Reporting and Follow-Up

- All incidents of suspected bullying are documented and investigated
- Confidentiality is maintained while ensuring open communication with the families involved
- Follow-up strategies may include behaviour observation, individual support plans or family meetings

MONITORING AND REVIEW

- This policy will be reviewed regularly or after any serious incident
- Incident logs will be monitored by the Health and Safety Officer to track patterns and inform preventive strategies

RELATED POLICIES AND APPENDICES

Related Policies:
Behaviour Management Policy
Concerns and Complaints Policy
Cultural and Religious Sensitivity Policy
Incident and Accident Reporting Policy
Inclusive Education Policy
Non-Discrimination and Diversity Policy
Parent's Rights and Responsibilities Policy
Safeguarding and Child Protection Policy
Supervision Policy
Wellbeing Policy

Appendices:
Accident Report Form
Parent Concern/Feedback Form
Safeguarding – Child Health and Wellness Check
Safeguarding Concern Form
Welcome Meeting with Parents
Parent-Teacher Meeting Questionnaire
Child Attendance

Arabic Language and UAE Culture Policy

PURPOSE

This policy ensures that all children at Hummingbird Nursery receive high-quality, inclusive, and developmentally appropriate exposure to the Arabic language, UAE culture, Islamic values and national identity, fostering communication, belonging, cultural awareness from an early age. The policy aligns with Early Years Foundation Stage Framework, UAE regulatory requirements and supports the provision of meaningful Arabic language learning experiences alongside opportunities for children to develop an understanding and appreciation of Emirati heritage, values, traditions and cultural practices.
The KHDA Policy on Arabic Language Provision in Early Childhood Education and Ministry of Education guidelines for implementing mandatory subjects serves as a guiding framework for implementation, monitoring and continuous improvement. Through everyday interactions, routines, play experiences, stories, songs, celebrations and learning opportunities, the nursery promotes UAE national identity, a sense of belonging and pride, respect for UAE leadership and national symbols, and an appreciation of the Arabic language. This approach reflects the multicultural context of Dubai while fostering inclusive belonging, mutual respect, and cultural understanding within a diverse early years community.

DEFINITIONS

- **Arabic Language Program:** A structured curriculum with daily interactions, play, songs, stories and activities designed to build Arabic oracy and early literacy.
- **UAE Culture Program:** Planned experiences introducing children to Emirati customs, traditions, values and national celebrations in an age-appropriate, play-based manner.
- **Language Model:** The approach used to support children's language development within the nursery.
- **Structured Arabic Time:** Specific time dedicated to Arabic instruction and activities.
- **Cultural Integration:** Embedding cultural elements and national identity through daily routines, celebrations and learning experiences.

POLICY STATEMENT

Arabic language provision is developmentally appropriate and reflects the different expectations for children across the nursery. Children from birth to 47 months (under 4 years) experience Arabic through informal, play-based interactions integrated throughout the day. Arabic is naturally embedded within routines, songs, stories, rhymes, greetings, games, role play, shared conversations, environmental print and meaningful play experiences. The emphasis is on developing familiarity with the sounds of the language, positive attitudes towards Arabic, early communication, cultural awareness and a sense of belonging within the UAE. Children aged 48 months and above (FS2/4+ years) continue to learn through play-based and developmentally appropriate experiences but also participate in more planned and structured Arabic learning sessions delivered by a qualified Arabic

teacher. These sessions develop children's listening, speaking and early literacy skills through purposeful, engaging and age-appropriate activities. Structured teaching is carefully integrated with child-initiated learning, continuous provision and everyday interactions to ensure Arabic remains meaningful, enjoyable and relevant. Hummingbird Nursery follows an English-based model, but remains committed to embedding Arabic language development, UAE cultural understanding, Islamic values, local traditions and national identity throughout the nursery experience. We provide children with meaningful, structured, play-based, and inclusive opportunities to engage with the Arabic language and Emirati culture as part of their everyday learning and development. All children, including native and non-native Arabic speakers, are supported to develop an appreciation of the Arabic language, UAE values, and the rich cultural heritage of the United Arab Emirates.
Arabic language learning, UAE cultural experiences and Islamic values are integrated into daily routines, interactions, play, stories, songs, learning experiences and celebrations, ensuring that UAE values and identity are lived and experienced throughout the nursery environment rather than being limited to special events. Through this approach, children develop communication skills, cultural awareness, confidence, wellbeing, a strong sense of identity, and belonging within both the nursery community and wider UAE society. We values and respects the diverse languages, cultures, identities, and backgrounds of all children and families. We foster an inclusive environment that celebrates diversity while supporting children's understanding, appreciation, and connection to the Arabic language, Emirati culture, and life in the UAE. This policy is informed by the policy on Arabic Language Provision in Early Childhood Education (birth to six years) and Ministry of Education Mandatory Subjects Guide in Private Kindergartens.

SCOPE

This policy applies to:

- All children enrolled at Hummingbird Nursery across all age groups, both Arabic-speaking and non-Arabic speaking children.
- Teaching and support staff delivering Arabic language and UAE cultural programming.
- Parents and families partnering in their child’s language and cultural development.

ROLES AND RESPONSIBILITIES

Nursery Leadership

Nursery leadership is responsible for ensuring the effective implementation, monitoring, and continuous improvement of Arabic language provision across the nursery. This includes:

- Ensuring compliance with all UAE regulatory requirements, the KHDA Policy on Arabic Language Provision in Early Childhood Education and related guidance.
- Creating a positive ethos where learning Arabic and engaging with Emirati culture is a meaningful and enjoyable experience for all children.
- Recruiting, supporting and retaining suitably qualified, experienced and passionate Arabic language educators.
- Ensuring that no teacher of Arabic is responsible for more than 75 children, in line with the KHDA Policy on Arabic Language Provision in Early Childhood Education.

- Providing strategic leadership to ensure Arabic language learning, UAE culture, national identity, Islamic and UAE values are meaningfully embedded throughout the curriculum, learning environment, daily routines, play experiences and interactions.
- Allocating sufficient curriculum time, resources and learning opportunities to support effective and developmentally appropriate Arabic language learning.
- Monitoring the quality, consistency and impact of Arabic language provision through regular observations, learning walks, environmental audits, reviews, evaluations and quality assurance processes, and using findings to inform continuous improvement.
- Conducting regular audits of the learning environment to ensure Arabic language, UAE culture, heritage, and national identity are visible, accessible and meaningfully represented throughout the nursery.
- Ensuring all Arabic teachers receive a minimum of 20 hours of professional development annually, focusing on ways children acquire the Arabic language as well as guiding principles for early childhood education.
- Promoting consistency in the use of Arabic language across nursery routines, interactions, learning experiences, displays and communications where appropriate.
- Supporting and leading professional development, coaching, mentoring, training, reflective practice opportunities and professional learning initiatives to ensure all staff effectively implement Arabic language provision, Islamic values and UAE cultural learning.
- Monitoring the impact of Arabic language provision across different groups of children, including native and non-native Arabic speakers, Children of Determination, and children from diverse linguistic and cultural backgrounds, using observations, assessment information, and stakeholder feedback to inform planning and continuous improvement.
- Reviewing provision regularly and implementing improvements based on monitoring outcomes, assessment information, observations and feedback from children, families, staff, and other stakeholders.

Arabic Language and UAE Culture Coordinator

The Arabic Language and UAE Culture Coordinator must hold a recognised qualification in Early Childhood Education, Arabic Language Education, or possess an equivalent qualification recognised by the relevant UAE authorities. The Coordinator must demonstrate fluent spoken and written Arabic language proficiency and have experience delivering Arabic language learning, preferably within an early childhood setting.

The Arabic Language and UAE Culture Coordinator is responsible for leading, implementing, and promoting high-quality Arabic language learning and UAE cultural education throughout the nursery.

Responsibilities include:

- Planning, delivering, evaluating, and continuously improving meaningful Arabic language learning experiences using play-based, inquiry-led, and developmentally appropriate approaches, while ensuring meaningful integration across all areas of the curriculum.
- Applying engaging teaching strategies that promote children's communication skills, language development, curiosity, confidence, and positive attitudes towards using Arabic.

- Promoting children's understanding of Arabic language, UAE culture, heritage, traditions, national identity, Islamic values and social understanding through daily interactions, routines, stories, songs, role play, celebrations and learning experiences.
- Modelling the accurate pronunciation and standard Arabic language consistently, accurately and enthusiastically to encourage children's engagement and language development.
- Continuously monitoring and assessing children's progress in Arabic language development and cultural understanding through ongoing observation, documentation, assessment and record-keeping to inform planning, reporting and continuous improvement.
- Working collaboratively with all nursery staff to embed Arabic language, UAE culture, national identity and Islamic values throughout the learning environment, continuous provision, daily routines, and curriculum experiences.
- Ensuring that all children are exposed to Arabic language for at least one-third of their weekly instructional time, in line with KHDA Policy on Arabic Language Provision in Early Childhood Education.
- Providing guidance, coaching, mentoring and practical support to colleagues to strengthen the consistent implementation of Arabic language provision and UAE cultural learning across the nursery.
- Ensuring that all parents receive regular feedback and reports on their child's progress and attainment in Arabic language.
- Contributing to curriculum planning, resource development, environmental enhancements, and the visibility of Arabic language and UAE culture throughout the setting.
- Participating in professional development and reflective practice to continuously enhance the quality and effectiveness of Arabic language teaching and learning.
- Supporting nursery leadership in monitoring, evaluating, and reviewing the effectiveness of Arabic language provision through observations, audits, quality assurance activities, assessment information, and action planning.
- Contributing to the implementation and ongoing review of the nursery's Arabic Language and UAE Culture Policy to ensure continued alignment with the KHDA Policy on Arabic Language Provision in Early Childhood Education and other relevant UAE regulatory requirements.

Arabic Teaching Staff

All Arabic teaching staff must hold a recognised qualification in Early Childhood Education, Arabic Language Education, or possess an equivalent qualification recognised by the relevant UAE authorities, demonstrate fluency in spoken and written Modern Standard Arabic, and have experience delivering Arabic language learning within an early childhood setting. The nursery will ensure that Arabic teaching staff meet all applicable KHDA requirements and participate in ongoing professional development relating to Arabic pedagogy, language development, UAE culture, and early language acquisition.

- Consistently model and use key Arabic words, greetings, phrases, and vocabulary during daily routines, play experiences, learning opportunities, and interactions with children to create a language-rich environment and support children's familiarity and confidence with the language.

- Model positive attitudes towards Arabic language learning and demonstrate respect for the Arabic language, UAE culture, heritage, national identity, Islamic values, and the multicultural community of the UAE.
- Work collaboratively with the Arabic Language and UAE Culture Coordinator to embed Arabic language learning, UAE cultural understanding, and national identity across all areas of the curriculum, continuous provision, daily routines, and the learning environment.
- Foster an inclusive learning environment that values and respects children's home languages, cultures, and identities while supporting their engagement with Arabic language and Emirati culture.
- Plan, support, reinforce, and extend Arabic language learning and UAE cultural experiences through play, daily interactions, role play, storytelling, songs, creative experiences, cultural celebrations, national events, and heritage activities.
- Use Arabic learning resources, books, displays, visual prompts, environmental print, and learning areas to promote children's engagement with Arabic language and UAE culture.
- Participate in ongoing professional development and reflective practice to strengthen their knowledge, understanding, and implementation of Arabic language provision, UAE culture, inclusion, and culturally responsive practice.

All Staff

All staff play an active role in promoting Arabic language development, UAE cultural understanding, national identity, and positive attitudes towards language learning throughout the nursery.

Parents

- Reinforce Arabic language use, UAE cultural understanding, and positive attitudes towards language learning at home to support their child's learning journey.
- Participate in nursery cultural events, heritage activities, and learning experiences, and share family traditions and experiences to enrich children's understanding of identity, diversity, and community.
- Engage regularly with updates, guidance, learning resources, and communications from the nursery, working in partnership with staff to support continuity between home and nursery learning experiences.
- Provide feedback on Arabic language provision and UAE cultural learning to support ongoing evaluation, improvement, and responsiveness to family needs.
- Contribute, where appropriate, to the evaluation and development of provision by sharing insights, perspectives, and experiences, including those from Emirati families and the wider nursery community.

PROCEDURES

Provision for all children is differentiated according to age, stage of development and language background, ensuring appropriate support and challenge for both native and non-native Arabic speakers while promoting UAE national identity, cultural understanding and communication.

Arabic language learning is also complemented by developmentally appropriate opportunities to

explore Islamic values, UAE culture, heritage, national identity, community, belonging and social responsibility. Structured teaching is carefully integrated with child-initiated learning, continuous provision and everyday interactions to ensure Arabic, Islamic Education and Social Studies are meaningful, enjoyable, age-appropriate and relevant.

Curriculum Approach and Delivery

Arabic language provision, UAE national identity and Islamic values are embedded throughout teaching and learning as integral elements of a holistic, developmentally appropriate curriculum rather than as standalone themes. Children experience Arabic through meaningful, play-based opportunities, daily interactions, storytelling, songs, role play, routines and authentic real-life contexts that foster communication, curiosity and confidence. Arabic is naturally integrated across the day, including during greetings, circle times, transitions, meals, self-care routines, outdoor play, story times, music and movement, and child-initiated play. Practitioners intentionally model key vocabulary and simple phrases in meaningful contexts, ensuring Arabic becomes a natural part of everyday experiences and supports children's language development.

Arabic language provision is planned and delivered collaboratively by the Arabic teacher and classroom practitioners to ensure that learning is fully integrated across the curriculum and linked to children's interests, ongoing topics, and developmental needs. Weekly planning incorporates a balanced combination of one-to-one interactions, small-group experiences, and whole-group learning opportunities, enabling children to encounter Arabic in meaningful and engaging ways throughout the nursery day. Planning is documented, regularly reviewed, and adapted in response to children's progress, engagement, and emerging interests to ensure learning remains responsive, inclusive, and developmentally appropriate.

Educators intentionally reinforce Islamic values and shared UAE values, including respect, kindness, responsibility, tolerance, compassion, generosity, and belonging, through consistent language, positive relationships, and everyday interactions. UAE national identity is strengthened through meaningful engagement in Emirati culture, heritage, traditions, community experiences, and national celebrations that are seamlessly woven into the curriculum and continuous provision, enabling children to develop a strong sense of belonging, cultural appreciation, and respect for the values and identity of the United Arab Emirates.

This approach aligns closely with the Early Years Foundation Stage, particularly the prime areas of Personal, Social and Emotional Development and Communication and Language, by fostering positive relationships, empathy, confidence, and respect for others. It also supports the EYFS principles of recognising every child as unique, promoting positive interactions, and providing enabling environments where children learn through play and meaningful experiences. By embedding Islamic values and UAE culture within everyday practice, children develop the knowledge, skills, attitudes, and sense of identity needed to become respectful, responsible, and active members of their diverse community while strengthening their understanding of the world around them.

Arabic Language Provision

All children receive daily exposure to Arabic language through routines, play and planned learning experiences. Provision is progressive and adapted to children's age, stage of development and language proficiency.

• 0–2 years: Daily informal exposure through songs, stories, rhymes, routines and responsive interactions to build early familiarity and listening skills.
• 2–4 years: Daily play-based guided experiences focusing on vocabulary, comprehension and communication in meaningful contexts.
• 4–6 years: Daily focused Arabic sessions, alongside continuous reinforcement through routines and play. For children aged 4–6 years, provision includes a minimum of 200–300 minutes per week, in line with formal Arabic language expectations.

Arabic is used as a functional, meaningful language alongside English to support language development and identity formation.

Provision is planned to ensure progression in:

- Listening and understanding
- Vocabulary development
- Communication skills
- Early literacy foundations

Key Principles:

- Arabic is a living language used meaningfully in daily life and play
- Learning is play-based, immersive, and developmentally appropriate
- Provision supports language development and a strong sense of identity
- UAE culture, values, heritage, and Islamic principles are embedded across the curriculum
- Children's home languages and identities are respected and valued
- Provision is inclusive, differentiated, and accessible to all learners

Arabic language learning is supported through age-appropriate, play-based experiences that reflect children's developmental stages. For children aged 0–2, provision includes Arabic songs, rhymes, sensory exploration activities, and familiar routine-based vocabulary such as greetings and names of objects. For children aged 2–4, Arabic learning is extended through role play, storytelling, naming games, simple question-and-answer interactions, and themed play experiences that encourage repetition and vocabulary building. In FS1 and FS2, children participate in increasingly structured, Arabic learning experiences that promote listening, speaking, early literacy, and communication skills. Through stories, songs, rhymes, shared reading, guided conversations, language-rich play, and meaningful thematic experiences, children develop their Arabic vocabulary, build confidence, engage in simple conversations, respond to and ask questions, retell familiar stories, explore Arabic letters and sounds, and begin to recognise and use familiar words. Learning is delivered through developmentally appropriate, engaging experiences that foster a positive attitude towards the Arabic language while promoting an appreciation of Emirati culture, heritage, values, and identity.

These experiences ensure progression in language understanding, communication, and early literacy foundations.

UAE Culture, Values and National Identity

UAE values and national identity are embedded through daily practice rather than isolated events. Children experience belonging, respect, responsibility, and community through everyday routines, relationships, storytelling, and play.

Children develop understanding of:

- UAE culture and traditions
- Emirati heritage
- National symbols and identity
- Islamic values
- Community belonging and social responsibility

Through:

- Stories, songs, and role play
- Cultural celebrations and events
- Community experiences and visitors
- Real-life learning experiences
- Daily discussions and routines

Planning and Progression

Arabic experiences are carefully planned to reflect children's developmental stages. Children aged 0–2 years are introduced to Arabic through songs, rhymes, sensory experiences, familiar words, greetings, and responsive interactions. Children aged 2–4 years develop vocabulary and comprehension through play-based activities, storytelling, games, music, and simple conversations. In FS1 and FS2, children participate in daily interactive experiences including shared stories, role play, themed discussions, mark-making opportunities, early literacy activities, and collaborative play that encourage the use and understanding of simple Arabic words and phrases in meaningful contexts.

Provision is planned with clear learning intentions and takes account of:

- Age and stage of development
- Language proficiency (native and non-native speakers)
- Individual interests and learning styles
- Progression in vocabulary, communication, and understanding

This ensures continuity, progression, and meaningful engagement across all age groups.

Arabic language is consistently embedded across all areas, not limited to dedicated sessions, ensuring continuous exposure throughout the nursery day.

Teaching Strategies and Differentiation

Provision is differentiated to meet the needs of:

- Native Arabic speakers (fluency, literacy, and language depth)
- Non-native speakers (foundational vocabulary and communication skills)

Teaching approaches include:

- Play-based learning
- Storytelling and role play
- Songs, rhymes, and repetition
- Visual and sensory support
- Small group and individual interactions

Children's home languages are recognised as a strength and supported within inclusive practice.

Learning Environment

Arabic language and UAE cultural learning are consistently promoted through the continuous provision available across all learning including both indoor and outdoor. Arabic labels, environmental print, books, visual prompts, role-play resources, small world materials, creative activities, and sensory experiences are incorporated into the environment to encourage spontaneous exploration and language use. Learning spaces are regularly reviewed to ensure that Arabic language, Emirati culture, heritage, and national identity are visible, accessible, and meaningful for all children.

This includes:

- Arabic labels, signage, and dual-language print
- Books and texts reflecting Arabic language and Emirati culture
- Role play areas reflecting UAE life and traditions
- Music, artefacts, and visual displays representing national identity

Children also access authentic cultural experiences through:

- Community links and visitors
- Cultural artefacts and resources
- Traditional music, food, crafts, and celebrations

Characteristics of Effective Learning

The Characteristics of Effective Learning underpin all teaching and learning:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

Children are supported to develop curiosity, independence, persistence and problem-solving skills. Practitioners focus on how children learn, not only what they learn, and use this to inform planning, teaching and assessment.

Inclusion and Accessibility

Provision is inclusive and accessible to all children, including Children of Determination.

It is adapted through:

- Differentiated teaching strategies
- Visual, sensory, and communication supports
- Individualised approaches and reasonable adjustments
- Inclusive learning environments
- Assessment, Tracking and Monitoring

Assessment is ongoing, observation-based, and holistic.

Children's development is assessed across:

- Language and communication progress
- Wellbeing (emotional security, confidence, happiness)
- Involvement (focus, engagement, concentration)
- Learning behaviours (curiosity, resilience, independence, collaboration)

This ensures assessment reflects the whole child and informs personalised planning.

Progress is tracked across:

- Early Arabic awareness
- Receptive language
- Emerging expressive language
- Developing communication and early literacy

Assessment is triangulated using:

- Observations
- Learning evidence
- Engagement and wellbeing indicators
- Progress data

Findings are used to inform next steps and ensure responsive, effective teaching.

Success Indicators

Success is demonstrated through:

- Increasing confidence in Arabic language use
- Appropriate understanding and response to Arabic vocabulary
- Sustained engagement in UAE cultural experiences
- Effective teaching and modelling of Arabic language
- Visible and embedded Arabic across the nursery
- Strong parental engagement and partnership

Expected outcomes:

- Level 1: responds to familiar Arabic words and routines
- Level 2: understands common instructions and vocabulary
- Level 3: uses simple Arabic phrases meaningfully
- Level 4: communicates using simple sentences with confidence

Parent Partnership

Parents are encouraged to:

- Support Arabic language use at home
- Participate in cultural events
- Share family traditions and experiences
- Engage with nursery guidance and updates
- Work in partnership to support continuity of learning

Safeguarding and Cultural Sensitivity

All learning is delivered in line with safeguarding requirements and is:

- Age-appropriate
- Inclusive and respectful
- Non-stereotypical
- Culturally authentic

Cultural content reflects the diversity of the nursery community while maintaining respectful representation of UAE culture, heritage, values and traditions.

Emirati family voice

Hummingbird actively values and seeks the input of Emirati families to ensure that Arabic language provision, UAE cultural learning, and national identity are authentic, meaningful, and reflective of their experiences. Emirati families are encouraged to contribute through regular conversations, informal dialogue, and structured feedback opportunities, and may be invited to participate in advisory discussions to support the ongoing development of cultural content and Arabic language priorities. Their perspectives help to shape curriculum planning, inform the balance between cultural celebrations and everyday experiences, and strengthen the authenticity of UAE cultural representation across the nursery. Feedback from Emirati families is systematically considered within self-evaluation and improvement planning processes, and is used to review and refine curriculum design, learning environments, and cultural authenticity checks, ensuring continuous alignment with UAE identity and community expectations.

MONITORING AND REVIEW

- The effectiveness of Arabic language provision and UAE cultural learning is systematically monitored and evaluated to ensure high-quality practice, regulatory compliance, and continuous improvement in line with the KHDA Early Childhood Education Quality Framework, the KHDA Policy on Arabic Language Provision in Early Childhood Education, and other relevant UAE requirements.
- Leadership evaluates the implementation and impact of Arabic language provision by monitoring teaching quality, children's engagement and progress, curriculum implementation, learning environments, and staff practice through observations, learning walks, planning reviews, and environmental audits. The findings inform self-evaluation, professional development, and continuous improvement planning, ensuring high-quality Arabic language learning and meaningful promotion of UAE culture and identity across the nursery.
- Nursery leadership regularly monitors the quality, consistency, and impact of Arabic language provision through learning walks, observations, planning reviews, assessment reviews, environmental audits, and quality assurance activities. Monitoring focuses on teaching quality, curriculum implementation, inclusion, wellbeing, children's engagement, involvement, learning behaviours, language development, cultural understanding, and outcomes.
- Leadership evaluates the extent to which Arabic language, UAE values, national identity, Emirati culture, heritage, social understanding, and Islamic values are embedded developmentally through daily routines and learning experiences.
- Compliance with the KHDA Policy on Arabic Language Provision in Early Childhood Education, including minimum provision expectations, staffing requirements, curriculum expectations, and learning environment requirements, is reviewed regularly.
- Staffing qualifications, Arabic language proficiency, professional competence, and professional development needs are reviewed regularly. Ongoing training is provided in Arabic language pedagogy, language development, UAE culture, inclusion, culturally responsive practice, and early childhood language acquisition.
- The quality and effectiveness of Arabic language resources, books, displays, learning environments, and cultural materials are reviewed regularly to ensure they are relevant, inclusive, developmentally appropriate, and reflective of UAE culture, heritage, values, and identity.
- Feedback from parents, children, staff, and other stakeholders is actively sought and used to inform self-evaluation, continuous improvement, professional development priorities, and future planning.
- Findings from monitoring activities are used to identify strengths, areas for development, and required actions. Clear action plans are developed, implemented, monitored, and reviewed regularly to strengthen the quality, consistency, and impact of Arabic language and UAE cultural provision.

RELATED POLICIES AND APPENDICES

Related Policies:

Curriculum Policy
Cultural and Religious Sensitivity Policy
Diversity, Equal Opportunities and Non-Discrimination Policy
Continuous Professional Development Policy
Inclusive Education Policy
Language and Communication Policy
Observations and Assessments Policy
Teaching, Learning Program and Assessment Policy

Related Appendices:

Policy on Arabic Language Provision in Early Childhood Education (birth to six years).
Ministry of Education - Mandatory Subjects Guide in Private Kindergartens.
Arabic Planning
Nursery Calendar

Artificial Intelligence Usage Policy

PURPOSE

The purpose of this policy is to guide the responsible, ethical and effective use of Artificial Intelligence (AI) across Hummingbird Nursery's educational, administrative and operational practices. This policy ensures that AI is used in ways that enhance teaching and learning, improve efficiency and support health and safety—while maintaining the privacy, dignity and wellbeing of children, families and staff.

DEFINITIONS

- **Artificial Intelligence (AI):** The simulation of human intelligence processes by machines, especially computer systems, including learning, reasoning and self-correction.
- **AI Tools in Education:** Software or systems using AI algorithms to support learning, assessment, curriculum planning and communication.
- **AI-Assisted Administration:** The use of AI to manage operational tasks such as scheduling, data tracking and parent communication.
- **Ethical AI Use:** The application of AI in a manner that is transparent, fair, inclusive and respectful of privacy and human rights.
- **GDPR Compliance:** Adhering to data protection regulations to safeguard personal and sensitive information.

POLICY STATEMENT

Hummingbird Nursery is committed to leveraging the benefits of AI technology to enhance the quality of early childhood education and care, while ensuring that such use is safe, transparent and respectful of the rights of children and families. AI is viewed as a tool to assist—not replace—human interactions, relationships and professional judgment. The nursery will implement AI in a way that aligns with ethical practices, EYFS principles and data protection standards.

SCOPE

This policy applies to:

- All AI-based systems and tools used by Hummingbird Nursery.
- All staff members involved in education, administration and communication.
- All AI applications that involve data processing, learning support or interaction with children and families.

ROLES AND RESPONSIBILITIES

Nursery Leadership

- Ensure staff are aware of available AI applications to support efficiency, while highlighting ethical use.

All Staff

- Use AI tools appropriately to support teaching, planning and child development monitoring.
- Ensure no confidential information is shared, following data protection guidelines.
- Participate in AI-related training to understand ethical usage and limitations.
- Ensure AI use never replaces meaningful child-staff interaction.

Administrative/Admissions Team

- Manage AI systems used for operations and data analysis.
- Maintain secure handling of data in compliance with GDPR and UAE regulations.
- Support communication tools such as chatbots or automated updates.

Parents

- Must notify the nursery if they do not want their child to participate in any AI related activities.
- May provide or withdraw consent for specific AI applications when appropriate.

PROCEDURES

1. Educational Use of AI

AI may assist in:

- Monitoring developmental milestones and supporting observations.
- Creating and personalising curriculum resources and lesson plans.
- Supporting individual learning (e.g., interactive stories, language tools).

Educators will review and validate all AI-generated content before use.

2. Administrative Use of AI

AI tools may streamline:

- Attendance and billing systems.
- Internal scheduling and calendar management.
- Parent communication (e.g., automated reminders, newsletters).

All communications will retain a personal, human follow-up where needed.

3. Privacy and Security

- All AI systems must comply with local and international data protection laws.
- Personal data will not be shared with AI providers.

4. Ethical Boundaries

AI will never:

- Make critical decisions regarding a child's care, health or development without human oversight.
- Replace face-to-face interaction between children and educators.
- Be used for constant surveillance that infringes on children's or staff's privacy.

AI tools will supplement—not replace—professional judgment or relational teaching practices.

5. Training and Professional Development

All staff are encouraged to participate in continuous professional development training on:

- The responsible use of AI.
- Understanding AI's limitations and potential biases.
- Protecting data and privacy.

Ongoing learning opportunities will be provided as technologies evolve.

MONITORING AND REVIEW

- This policy will be reviewed regularly.
- All AI usage will be periodically audited to ensure compliance with ethical and regulatory standards.

RELATED POLICIES

Related Policies:

Confidentiality Policy
Continuous Professional Development Policy
Data Protection Policy
Information Access and Storage Policy
Information Technology Policy
Safeguarding and Child Protection Policy

Attendance Policy

PURPOSE

The purpose of this policy is to ensure the accurate and consistent recording of children's attendance at Hummingbird Nursery. By maintaining reliable attendance records, we uphold the safety, wellbeing and accountability of the nursery community while promoting regular and punctual attendance in early childhood education.

DEFINITIONS

- **Attendance Register:** A formal record of each child's arrival and departure time, maintained daily, following the nursery's internal procedure.
- **Absence:** Any instance where a child is not present during scheduled nursery hours, whether planned or unplanned.
- **Unreported Absence:** An absence not communicated to the nursery in advance.
- **Emergency Contact:** A secondary contact provided by the parent, to be used when the primary contact is unreachable.

POLICY STATEMENT

Hummingbird Nursery is committed to ensuring all children are accounted for during nursery hours to safeguard their health, safety and wellbeing. We aim to foster a culture of punctuality and consistent attendance, recognising its importance in a child's early learning journey. Through close collaboration with parents, the nursery ensures absences are managed responsibly and attendance concerns are identified and addressed in a timely and supportive manner.

SCOPE

This policy applies to:

- All children enrolled at Hummingbird Nursery
- Nursery staff and educators responsible for recording attendance
- Administrative personnel and management
- Parents and guardians

ROLES AND RESPONSIBILITIES

Nursery Leadership

- Ensure all staff are aware of attendance recording protocols
- Monitor and audit attendance records regularly
- Investigate and follow up on prolonged or unreported absences
- Support families experiencing attendance challenges

Classroom Staff

- Record attendance accurately each day
- Notify administration of any absences or irregular attendance
- Ensure children arriving late or leaving early are recorded and handed over appropriately

Parents

- Ensure their child attends nursery regularly and arrives on time
- Inform the nursery in advance of planned absences or early departures
- Notify the nursery immediately of any unplanned absences due to illness or emergencies

PROCEDURES

1. Daily Attendance Recording

- Staff record each child's arrival and departure times
- Entries must be accurate and completed at the time of each child's arrival and departure

2. Reporting Absences

- Parents should notify the nursery of absences before the start of the day
- Accepted communication methods include phone, email or the internal Parent App
- Staff must record the reason for absence

3. Unreported Absences

- If a child is absent without notification, staff will attempt to contact the parents regularly until an update is provided
- All communication attempts are documented

4. Late Arrivals and Early Departures

- Parents must inform the nursery in advance of late arrivals or early pickups
- Time of arrival or departure will be recorded
- Children must be safely handed over to or from a staff member

5. Attendance Reviews

- Nursery leaderships will regularly review attendance logs to identify trends such as frequent absences
- Where concerns are identified, staff will follow up with parents to provide support and discuss solutions

6. Confidentiality and Data Protection

- Attendance records will be stored securely and only accessible to authorised staff
- All data collection and storage will comply with applicable data protection laws and privacy regulations

MONITORING AND REVIEW

- Attendance data will be reviewed regularly by nursery leadership
- Any issues identified will prompt follow-up action with families
- The policy will be reviewed regularly or in response to changes in regulations or operational needs

RELATED POLICIES AND APPENDICES

Related Policies:
Children's Daily Arrival and Departure Policy
Data Protection Policy
Infection Control Policy
Information Access and Storage Policy
Parent's Rights and Responsibilities Policy
Safeguarding and Child Protection Policy
Supervision Policy
Wellbeing Policy

Appendices:
Attendance Record

Behaviour Management Policy

PURPOSE

The purpose of this policy is to provide a consistent, child-centred, and developmentally appropriate approach to supporting positive behaviour and responding to challenging behaviour at Hummingbird Nursery. It is informed by the the Early Years Foundation Stage Framework, KHDA Early Childhood Quality Framework, the EYFS statutory guidance, and the Dubai Inclusive Education Policy Framework, with a strong emphasis on emotional wellbeing, behaviour as communication, and inclusive practice.

This policy also aligns with UAE early childhood standards and KHDA expectations for safe, inclusive, and high-quality early years provision. It supports children in developing emotional regulation, empathy, self-awareness, and respect for others within a nurturing and culturally respectful environment. Behaviour is understood as a form of communication, and staff respond in a calm, consistent, and developmentally appropriate manner that supports children to understand emotions, build positive relationships, and develop self-regulation skills over time.
Practice reflects the EYFS Characteristics of Effective Learning by supporting children to play and explore, engage in active learning, and develop creativity, independence, and critical thinking through positive social interactions and guided support. Behaviour expectations are also underpinned by UAE values, including respect, kindness, tolerance, cooperation, and responsibility, which are consistently modelled, embedded, and reinforced through daily interactions, routines, and relationships across the nursery.

DEFINITIONS

- **Behaviour Management:** Strategies used to promote positive social interactions, self-regulation and age-appropriate behaviour in children.
- **Positive Reinforcement:** The practice of encouraging desired behaviours by offering praise or rewards.
- **Behaviour Management Plan (BMP):** A tailored plan that outlines specific strategies to support an individual child's behavioural development.
- **Behaviour Tracking Log:** A record of behavioural incidents and interventions, used to identify patterns and inform future strategies.
- **Support Time:** A short, supervised break from the group to allow a child to self-regulate in a calm, supportive environment.
- **Redirection:** The act of guiding a child's attention from inappropriate to appropriate behaviour.

POLICY STATEMENT

Hummingbird Nursery is committed to fostering a positive, respectful, and inclusive environment in which all children are supported in their behavioural, social, and emotional development. In line with KHDA requirements and the UAE Early Childhood Quality Framework, the nursery recognises

that behaviour is a form of communication and is closely linked to each child's developmental stage, emotional wellbeing, communication skills, sensory needs, and individual circumstances.

The nursery adopts a proactive, relationship based, and restorative approach to behaviour management, prioritising positive relationships, co-regulation, the development of emotional and social skills, and reflective practice over punitive approaches or exclusion. Staff promote positive behaviour through consistent routines, clear expectations, positive reinforcement, intentional interactions, supportive learning environments, and positive role modelling, enabling children to develop self-regulation, empathy, respect, and responsibility.

Recognising the uniqueness of every child, behaviour support strategies are flexible, individualised, and developmentally appropriate. Challenging behaviour is addressed with empathy, professionalism, and in partnership with families, ensuring that children are supported to thrive socially, emotionally, and academically.

All responses to behaviour are fair, respectful, inclusive, and responsive to individual needs. Behaviour is considered within the broader context of safeguarding, wellbeing, and additional learning needs, enabling early identification, timely intervention, and appropriate support for children who may require additional assistance.

SCOPE

This policy applies to:

- All enrolled children at Hummingbird Nursery
- All nursery staff
- Parents and guardians

ROLES AND RESPONSIBILITIES

Nursery Leadership

Nursery leadership is responsible for ensuring that behaviour management practices are consistently implemented, effective and aligned with KHDA regulations, the UAE Early Childhood Quality Framework, and safeguarding requirements.

Responsibilities include:

- Ensuring compliance with all KHDA regulations, UAE Early Childhood Quality Framework standards, and safeguarding requirements related to behaviour management and children's wellbeing.
- Overseeing the development, implementation, and review of individual behaviour plans, ensuring they are appropriate, consistent, and effective.
- Monitoring the quality and consistency of behaviour management strategies across the nursery and ensuring a unified, relational approach is maintained.
- Ensuring all staff receive regular training and professional development in positive behaviour support, relational practice, and inclusive behaviour strategies.

- Encouraging and facilitating staff participation in ongoing training and professional learning opportunities related to behaviour management.
- Ensuring accurate and appropriate documentation of behaviour incidents, patterns, and interventions in line with regulatory and internal requirements.
- Using behaviour data and observations to identify trends, inform improvement planning, and support targeted staff development.
- Evaluating the effectiveness of behaviour management approaches and individual behaviour plans through regular review and monitoring processes.

All Staff

All staff at Hummingbird Nursery play a vital role in supporting positive behaviour and are responsible for creating a safe, respectful, and emotionally supportive environment for all children. Staff responsibilities include:

- Modelling positive behaviour consistently through their own actions, interactions, and communication with children and colleagues.
- Creating calm, structured, engaging, and inclusive environments that promote children's emotional security and wellbeing.
- Clearly and consistently communicating behavioural expectations in a developmentally appropriate way.
- Using consistent, supportive, and restorative approaches to reinforce positive behaviour.
- Helping children to recognise, understand, and regulate their emotions, and guiding them towards appropriate responses.
- Identifying potential triggers for challenging behaviour and implementing early intervention and supportive strategies.
- Working in partnership with families to ensure a consistent and collaborative approach between home and nursery.
- Celebrating and reinforcing positive behaviours such as kindness, cooperation, empathy, and effort through praise and recognition.
- Recognising that behaviour may be a form of communication and may reflect unmet needs, limited communication skills, or challenges with self-regulation.

Children's Expectations

Children are supported and encouraged to develop positive behaviours and relationships within the nursery community. They are guided to:

- Be kind, honest, helpful, respectful, polite, and responsible in their interactions with others.
- Understand, follow, and gradually take ownership of nursery routines, rules, and expectations appropriate to their developmental stage.
- Express their emotions in safe, appropriate, and supported ways, with adult guidance when needed.
- Take responsibility for their actions, supported by caring adults who help them reflect, learn, and make positive choices.

Parental Responsibilities

Parents and guardians play an essential role in supporting consistent and positive behaviour development. They are expected to:

- Work in partnership with the nursery to support agreed behaviour strategies and approaches.
- Reinforce nursery values, expectations, and positive behaviour guidance at home.
- Maintain open and consistent communication with staff regarding any concerns, changes, or circumstances that may impact their child's behaviour or wellbeing.
- Attend meetings, when required, to discuss their child's behaviour, wellbeing, and any agreed support strategies, ensuring a consistent approach between home and nursery.

PROCEDURES

1. Creating a Positive Environment

- A strong emphasis is placed on prevention through well-planned environments, predictable routines and clear expectations
- Use age-appropriate resources and continuous provision to create an engaging, safe space
- Establish calm, organized and predictable physical environments
- Communicate clear expectations using simple language and visual cues

2. Prevention and Proactive Strategies

- Staff create calm, engaging and inclusive environments to support each child's individual needs
- Transitions are managed carefully to reduce anxiety and potential behavioural challenges
- Children's interests and voices are used to inform planning, increasing engagement and reducing frustration
- Positive relationships with children and families are prioritised to support consistent approaches
- Behaviour expectations and staff responses are adapted developmentally to reflect children's age, stage of development, communication skills and individual needs. Staff proactively consider sensory sensitivities, communication differences and transition points throughout the day, recognising that these factors may influence behaviour. Consistent routines, visual supports and flexible transitions are used to reduce concern and support self-regulation. Early identification of potential triggers enables timely support before behaviour escalates.

2. Positive Behaviour Strategies

- Use specific praise and positive reinforcement to encourage desirable behaviours
- Allow children to choose preferred activities
- Behaviour expectations are embedded in everyday routines and interactions

- Learning opportunities, stories, role-play, and circle time are used to teach social-emotional skills
- Staff provide specific praise and encouragement for desirable behaviours
- Consideration is given to individual differences, including children of determination, to ensure responses are appropriate and supportive
- Visual aids, behaviour prompts, and social stories are used when appropriate
- Positive behaviour strategies are always used in an inclusive manner, ensuring no child is ever excluded from learning as a form of discipline.

3. Adult Interaction and Modelling

- Staff act as positive role models, demonstrating respectful, calm and consistent behaviour at all times
- Interactions are warm, responsive and supportive, helping children feel safe and understood
- Staff use clear, simple language and positive guidance to support children's understanding of expectations
- Emotional coaching strategies are used to help children recognise, name and manage their feelings
- Staff consistently use restorative conversations to support children in understanding the impact of their behaviour and repairing relationships where needed.

4. Supporting Self-Regulation and Children of Determination

- Staff support the development of self-regulation through co-regulation, helping children to calm, understand and manage their emotions
- Strategies are adapted to meet individual needs, particularly for children of determination or those requiring additional support
- Individual behaviour support strategies or plans may be implemented where needed, in partnership with parents and specialists
- Sensory, communication and emotional needs are considered when responding to behaviour
- Behaviour monitoring is closely linked to wellbeing tracking and early identification of additional needs, including communication difficulties, sensory processing needs and potential Special Educational Needs and Disabilities (SEND). Where concerns arise, staff collaborate with the Inclusion Coordinator and leadership to ensure early intervention and appropriate referrals where necessary. Behaviour-related observations may also contribute to safeguarding and wellbeing assessments where patterns indicate underlying emotional or welfare concerns.
- All strategies are implemented in line with the UAE Inclusive Education Policy and SEND/inclusion requirements, ensuring equitable access and support for all learners.

5. Interventions for Challenging Behaviour

- **Redirection:** Shift the child's focus to a more appropriate activity

- **Calming Techniques:** Use quiet time, deep breathing or calm-down areas
- **Support Time:** Provide one-on-one time with a staff member in a separate space to help a child calm and re-engage
    - Support Time is always supervised, time-limited and used only as a calming and regulatory support strategy, not as a punishment or isolation method.

6. Behaviour Monitoring

- Wellbeing observations, including emotional regulation patterns and involvement levels, are systematically recorded and used alongside behaviour tracking to identify early indicators of additional support needs and to inform graduated intervention approaches
- Behaviour monitoring is embedded within the nursery's safeguarding culture, ensuring that concerns relating to emotional wellbeing, changes in behaviour or vulnerability are escalated in line with safeguarding procedures
- As part of our inclusive practice, Hummingbird recognises children who require additional challenge or enrichment due to advanced developmental progress, ensuring behaviour strategies support engagement and motivation for all learners.

7. Individual Behaviour Management Plans (BMPs)

- Staff use observation and assessment to understand underlying causes of behaviour and adapt their approach accordingly
- Develop tailored plans for children requiring additional behavioural support
- Include triggers, strengths, clear goals, reinforcement strategies and interventions
- Ensure consistency between home and nursery settings through parental involvement
- Behaviour Management Plans are developed in collaboration with parents and, where appropriate, external professionals, and are aligned with inclusion and safeguarding requirements under UAE regulations.
- Behaviour Management Plans follow an assess–plan–do–review cycle in line with the Dubai Inclusive Education Policy Framework to ensure structured, evidence-based intervention and continuous review of impact.
- Plans are regularly evaluated to assess effectiveness and updated based on the child's progress, changing needs and observed patterns of behaviour.
- Reviews include input from key staff, leadership and families to ensure consistency between home and nursery and to support the child's ongoing emotional and developmental progress.

8. Behaviour Tracking Logs

- Document incidents with date, time, context, behaviour observed and actions taken
- Use logs to identify patterns and inform behaviour plans
- Share relevant findings with parents to support continuity between home and nursery
- Behaviour tracking data is reviewed termly by nursery leadership as part of the quality assurance cycle and used to inform curriculum planning, staff training and environmental improvements. The data is analysed over time by staff and leadership to identify patterns,

triggers, frequency and context of behaviours. This analysis informs targeted interventions, adjustments to routines, environmental adaptations and the development or revision of Behaviour Management Plans. Findings are shared with relevant staff and discussed in team meetings to ensure a consistent and informed approach across the setting.

8. Parent Engagement and Communication

- Maintain ongoing dialogue with parents regarding progress and strategies
- Discuss behaviour plans and progress during scheduled parent-teacher meetings
- Provide parents with resources and tools to reinforce strategies at home

MONITORING AND REVIEW

The effectiveness of this Behaviour Management Policy is continuously monitored and reviewed to ensure effective, consistent, and compliant practice in line with KHDA requirements and the UAE Early Childhood Quality Framework.

- This policy is reviewed annually, or earlier in response to regulatory updates, inspection findings, or changes in best practice guidance.
- Behaviour tracking systems and individual Behaviour Management Plans are regularly monitored by nursery leadership to ensure consistency, accuracy, and effectiveness across all rooms.
- Behavioural trends and patterns are analysed to evaluate the impact of strategies, interventions and support plans.
- Adjustments are made in response to children's progress, emerging needs, and developmental changes to ensure support remains appropriate and effective.
- Findings from monitoring and analysis are used to inform staff training priorities, environmental enhancements and updates to policy and practice.
- Behaviour management practices are reviewed as part of the nursery's continuous quality improvement cycle, in line with the UAE Early Childhood Quality Framework.
- Leadership and educators work collaboratively to reflect on practice, ensure consistency of approach, and support ongoing improvements in children's behaviour, wellbeing, and development.
- Leadership evaluates overall impact by triangulating behaviour tracking data, wellbeing observations, parent feedback, and staff reflections to assess the quality of adult–child interactions, emotional climate, and effectiveness of interventions.

RELATED POLICIES AND APPENDICES

Related Policies:
Anti-Bullying Policy
Confidentiality Policy
Continuous Professional Development Policy

Appendices:
Behaviour Management Plan Template
Behaviour Tracking Log

Cultural and Religious Sensitivity Policy
Inclusive Education Policy
Partnership with Parents Policy
Physical Contact Policy
Safeguarding and Child Protection Policy
Supervision Policy
Wellbeing Policy

CCTV (Security Video Surveillance) Policy

PURPOSE

The purpose of this policy is to outline the responsible and secure use of Closed-Circuit Television (CCTV) at Hummingbird Nursery to ensure the safety and security of children, staff, visitors and property, while safeguarding the privacy and rights of individuals. This policy defines who may access CCTV footage, under what conditions and how such footage should be handled and protected.

DEFINITIONS

- **CCTV (Closed-Circuit Television):** A video surveillance system that transmits signals to a specific set of monitors and is used to enhance safety and monitor nursery premises.
- **CCTV Access:** The ability to view or retrieve live or recorded footage captured by the CCTV system. Access is limited to authorised personnel only.
- **Authorised Personnel:** Individuals formally granted permission to access CCTV footage as part of their role and responsibilities.
- **Confidential Information:** Any footage that includes personal, identifiable, or sensitive content about children, staff, or families that must be handled securely and privately.

POLICY STATEMENT

Hummingbird Nursery is committed to using CCTV as a proactive tool to enhance security, monitor safety, support professional development, and investigate incidents. The nursery prioritises the protection of personal privacy and ensures that access to CCTV footage is tightly controlled, clearly documented, and compliant with data protection standards. Use of CCTV shall always be purposeful, proportionate, and in the best interests of safeguarding all members of the nursery community.

Hummingbird Nursery uses CCTV surveillance to:

- Enhance the safety and security of children, staff, and visitors.
- Monitor interactions and ensure standards of care and professionalism.
- Assist in the investigation of incidents and accidents.
- Protect nursery property and infrastructure.

All CCTV operations are conducted in accordance with UAE regulatory guidelines. The system does not record audio and is not connected to live-streaming or internet-based viewing platforms.

SCOPE

This policy applies to:

- All individuals and areas of Hummingbird Nursery monitored by CCTV

ROLES AND RESPONSIBILITIES

Nursery Leadership

- Oversee the installation, maintenance and secure operation of CCTV systems
- Authorise access and ensure proper documentation of all footage viewing
- Investigate misuse of footage and enforce disciplinary measures when necessary

Authorised Personnel

- Access footage only for legitimate safety, training, or incident-review purposes
- Maintain confidentiality and data protection at all times
- Record all viewings in the CCTV Access Log

Teachers and Key Staff

- May request permission to view footage in the presence of authorised personnel for the purpose of professional development or incident analysis

Parents and Guardians

Will not have access to CCTV footage to maintain the confidentiality of all children and staff.

PROCEDURES

A. CCTV Operation and Storage

- CCTV systems operate 24/7 and continuously record activities in the nursery
- All footage is stored digitally and retained according to UAE regulations
- CCTV is located throughout the nursery

B. Access to Footage

- Access to live and recorded CCTV footage is restricted to authorised personnel only.
- Unauthorized access or distribution of CCTV footage is strictly prohibited and subject to disciplinary action.

C. Usage for Professional Development

Teachers and staff may be granted limited access to CCTV footage to:

- Reflect on and improve professional practices.
- Identify and mitigate safety risks.
- Learn from incidents to prevent recurrence.
- Enhance transparency and accountability within the nursery setting.

All access for development purposes must be approved by nursery management and remain confidential.

Confidentiality and Data Protection

- CCTV footage is treated as confidential and stored securely

- Sharing or disclosing footage to unauthorised individuals is strictly prohibited
- Any breach of confidentiality will result in disciplinary action

MONITORING AND REVIEW

- This policy will be reviewed regularly or when new cameras, technologies or practices are introduced
- CCTV systems will be regularly reviewed and maintained by the Health and Safety Officer.

RELATED POLICIES AND APPENDICES

Related Policies:
Concerns and Complaints Policy
Confidentiality Policy
Data Protection Policy
Emergencies and Critical Incident Policy
Incident and Accident Reporting Policy
Information Access and Storage Policy
Safeguarding and Child Protection Policy
Supervision Policy

Children's Daily Arrival and Departure Policy

PURPOSE

The purpose of this policy is to establish clear, consistent procedures for the safe arrival and departure of children at Hummingbird Nursery. It ensures that all children are securely handed over between parents/guardians and nursery staff, and that accurate attendance is maintained. The policy prioritizes child safety, accountability and communication with families while fostering a smooth daily routine. Arrival and departure routines are recognised as key moments in the child's day that significantly contribute to emotional wellbeing, attachment security and a sense of belonging. A consistent key person approach ensures that each child is welcomed and supported by a familiar staff member who helps children to transition confidently between home and nursery. These daily interactions also provide important opportunities for communication with families, strengthening partnerships and ensuring continuity of care between home and nursery environments. The policy is also informed by regulatory safeguarding requirements and KHDA Early Childhood Quality Framework, which recognises the importance of secure relationships, emotional wellbeing, effective partnerships with families and smooth transitions as foundations for children's learning and development.

DEFINITIONS

- **Authorised Pick-Up Individual:** A person approved by the parent to collect the child from the nursery, with proper identification and written consent.
- **Drop-Off Time:** The designated time in the morning when parents/guardians are permitted to bring their child to the nursery.
- **Pick-Up Time:** The designated time in the afternoon or evening when the child is collected by an authorised adult.
- **Early Bird/Late Bird:** Optional extended hours for early drop-off or late pick-up.
- **Photo Identification:** A valid government-issued document (passport or EID) used to verify identity.
- **Emergency Pick-Up:** A situation requiring an unplanned or alternative individual to collect a child, typically due to an unforeseen circumstance.
- **Unauthorised Individual:** Any person who is not listed or approved to collect a child from the nursery.

POLICY STATEMENT

Hummingbird Nursery is committed to ensuring the safety and security of every child by implementing strict arrival and departure procedures. Children will only be released to individuals authorised by their parents, and all staff will verify identities before handover. By working in partnership with families and following clear communication protocols, we aim to create a secure and nurturing transition between home and nursery. Arrival and departure procedures promote

children's emotional wellbeing, secure attachments, and smooth transitions between home and Hummingbird through consistent routines and positive interactions.

SCOPE

This policy applies to:

- All children enrolled at Hummingbird Nursery
- Parents, guardians and family members involved in drop-off and pick-up
- All nursery staff involved in child handovers, attendance tracking and daily communication
- Visitors and external individuals authorised for pick-up under special circumstances

ROLES AND RESPONSIBILITIES

Arrival and departure procedures are reinforced through staff induction, ongoing training and regular refreshers to ensure consistent practice across the nursery. Leadership monitors the implementation of these routines through observations, spot checks and audits of attendance and handover records. Any inconsistencies are addressed through coaching, feedback and further training to ensure safeguarding, safety and emotional wellbeing standards are maintained at all times.

Nursery Leadership

- Maintain accurate and up-to-date authorised pick-up lists
- Respond to emergencies and unauthorised access attempts

All Staff

- Greet children and accompany them to classrooms
- Verify identity and authorisation of pick-up individuals
- Record attendance and departure times following the internal attendance procedures
- Stay up to date on arrival, departure and verification procedures
- Report concerns to management promptly

Parents

- Submit a list of authorised individuals with identification copies
- Inform the nursery, in writing, of any changes or temporary pick-up arrangements
- Communicate absences or delays in advance
- Ensure all authorised individuals understand and follow nursery protocols

Authorised Pick-Up Individuals

- Present valid photo ID upon request
- Follow pick-up procedures and respect nursery protocols

- Notify parents or nursery of any unexpected delays

PROCEDURES

1. Drop-Off Procedures

- Parents must wait at reception until a staff member is available to greet and escort the child
- Each child may undergo a health check (temperature and symptom screening) before entering
- Children are signed in by staff following internal nursery attendance procedures
- Children remove shoes and place them in labelled cubbies before entering their classroom
- Drop-off procedures support children's wellbeing, with staff offering warm support during separation and reunion.
- Arrival and departure routines are calm, consistent, and predictable to support children's emotional wellbeing and sense of security.
- A key person greets and settles each child on arrival, building trust and supporting smooth separation from parents.
- Staff provide reassurance, comfort, and individual support, particularly for younger children, to help them manage transitions.
- Transitions are adapted to each child's needs, with flexibility and sensitivity to support attachment and emotional development.
- Additional support and reasonable adjustments are provided where necessary for children of determination, children experiencing separation anxiety, or children requiring individualised transition arrangements.

Arrival routines are intentionally designed to support children's emotional wellbeing, secure attachment relationships and smooth transitions from home to nursery. Key persons and the wider nursery community play a central role in welcoming children, providing reassurance and responding sensitively to their individual emotional needs. Staff use these interactions as opportunities to share brief information with families, support continuity between home and nursery, and ensure each child begins their day feeling secure, valued and emotionally ready to learn.

These daily interactions also provide structured opportunities for two-way communication with families, ensuring continuity of care and shared understanding of each child's emotional and developmental needs.

2. Pick-Up Procedures

- Parents are required to provide a written list of authorised collection persons, supported by copies of valid identification, prior to the child's start date.
- Staff verify identity of pick-up individual against the authorised list
- Photo ID is required if the individual is not recognized or when requested
- Children are handed over directly to authorised adults to ensure a safe and secure transition.

- No child will be released to an unauthorised individual under any circumstances
- Parents receive a verbal report of their child's day, along with photo updates via the Parent app
- Children are signed out by staff

Departure routines are structured to support children's emotional regulation and positive endings to their nursery day. Key persons and staff ensure that children are calmly prepared for transition and are supported to say goodbye in a secure and reassuring manner. Daily communication with families provides opportunities to share relevant updates about the child's experiences, wellbeing and achievements, reinforcing continuity between nursery and home life.

3. Authorisation and Verification

- Parents must submit a list of authorised pick-up persons with ID copies
- Any changes to collection arrangements must be communicated in writing and confirmed by the nursery.
- Temporary changes must also be communicated in writing
- Unauthorised individuals will not be permitted to collect a child

4. Late Pick-Up Procedures

- Parents must inform the nursery as early as possible if they will be late for collection, providing an estimated arrival time and, if applicable, details of an alternative authorised collector.
- A late fee may apply in accordance with the nursery's Fee Policy.
- Children not collected on time will remain safely supervised by designated staff in a secure area, with their wellbeing supported at all times.
- If a child is not collected at closing time, staff will immediately attempt to contact parents and then all listed emergency contacts.
- If no contact is made within 15 minutes after closing, the situation will be escalated to nursery leadership and managed in line with safeguarding and child protection procedures.
- If the child remains uncollected after one hour and all contact attempts have failed, relevant safeguarding authorities will be notified in accordance with UAE requirements.
- All late collection incidents and actions taken are recorded and monitored to ensure appropriate follow-up with families.

5.Emergency Pick-Up

- In emergency collection situations, verbal requests must be verified directly with the parent/guardian, and the designated collector must present valid identification upon arrival.
- Any changes must be submitted in writing in advance; verbal requests are only accepted if directly verified with the parent/guardian.
- In emergencies, parents must provide the full name and ID details of the designated collector.

- Children will only be released to authorized individuals aged 18 or above upon presentation of valid identification.
- If a child is not collected on time, the nursery will follow an escalation process, including contacting parents and emergency contacts.
- Persistent delays or inability to reach contacts will be managed in line with safeguarding and child protection procedures, including notifying relevant authorities if required.
- Children will remain safely supervised, with their wellbeing supported, until collection.
- All emergency collections will be recorded in accordance with regulatory requirements.

6. Absences

- Parents should notify the nursery of any absences or late arrivals as early as possible
- Parents should provide the reason for the absence

MONITORING AND REVIEW

The effectiveness and consistency of arrival and departure procedures are regularly monitored and reviewed by nursery leadership to ensure safe, secure, and supportive transitions for all children.

- Nursery leadership conducts regular audits of attendance records, safeguarding checks, sign-in and sign-out systems, authorised collection procedures, staff practice, and feedback from families. These reviews help to identify strengths, areas for development, and opportunities for improvement, ensuring procedures remain robust, consistent, and aligned with safeguarding and wellbeing requirements.
- Monitoring also evaluates the impact of arrival and departure routines on children's emotional wellbeing, sense of security, transition experiences, and family engagement, ensuring that practice supports positive and settled starts and ends to the nursery day.
- To ensure consistent implementation, all staff receive induction training on arrival, departure, attendance, and collection procedures as part of their onboarding, followed by regular refresher training and ongoing supervision.
- Nursery leadership continuously monitors compliance through routine checks of attendance records, sign-in and sign-out systems, authorised collection documentation, and daily practice across all rooms.
- Regular audits are carried out to ensure procedures are applied consistently across the setting, supporting safeguarding, secure transitions, effective communication with families, and children's emotional wellbeing.
- Any concerns, gaps, or areas for improvement identified through monitoring are addressed promptly through targeted training, corrective actions, and updates to policy and procedures where necessary.
- Feedback from children, parents, and staff is actively gathered and used to inform continuous improvement and strengthen practice.

RELATED POLICIES AND APPENDICES

Related Policies:
Attendance Policy
Emergencies and Critical Incident Policy
Emergency Evacuation Policy
Fee and Cancellation Policy
Infection Control Policy
Parent's Rights and Responsibilities Policy
Safeguarding and Child Protection Policy
Supervision Policy

Appendices:
Registration Form
Authorised Pick-Up Documentation

Cleaning and Sanitisation Policy

PURPOSE

The purpose of this policy is to establish consistent cleaning and hygiene practices across Hummingbird Nursery to maintain a clean, healthy and safe environment for children, staff and visitors. This policy outlines expectations, responsibilities, and procedures for cleaning and sanitation to prevent the spread of infectious diseases and to comply with health and safety regulations.

DEFINITIONS

- **Cleaning:** The physical removal of dirt, germs, and impurities from surfaces using soap/detergent and water. It lowers the risk of spreading infections by removing germs.
- **Disinfecting:** The use of chemicals to kill germs on surfaces after cleaning. This process does not remove dirt but kills germs to reduce infection risk.
- **Sanitising:** Reducing the number of germs on surfaces to a safe level as determined by public health standards.
- **PPE (Personal Protective Equipment):** Equipment worn by staff during cleaning procedures to protect against exposure to harmful substances, e.g., gloves, aprons, masks.
- **High-Touch Surfaces:** Surfaces that are frequently touched by hands, such as doorknobs, light switches, tabletops and electronic devices.
- **Step Bin:** A waste bin with a foot pedal used to reduce hand contact and cross-contamination.
- **Infectious Waste:** Waste contaminated with bodily fluids or pathogens, requiring special handling and disposal.

POLICY STATEMENT

Hummingbird Nursery is committed to maintaining a safe and hygienic environment through rigorous cleaning and sanitisation protocols. All staff must adhere to approved guidelines and procedures to reduce the risk of infection and safeguard the health of children and adults in the nursery. Cleaning agents used will meet the safety standards set by regulatory authorities, and all sanitisation practices will be carried out with care, consistency and accountability.

SCOPE

This policy applies to:

- All spaces Hummingbird Nursery
- All nursery staff
- Cleaning service providers and maintenance staff
- All resources, toys, furniture and materials used by children and staff
- Children and staff belongings

ROLES AND RESPONSIBILITIES

Health and Safety Officer

- Provide adequate cleaning supplies and PPE
- Ensure all staff are trained in cleaning and sanitising procedures
- Monitor compliance with cleaning protocols and address any issues
- Maintain records of cleaning schedules, checklists and training
- Inspect cleaning practices regularly
- Investigate reports of hygiene issues or pest concerns
- Coordinate additional cleaning in case of outbreaks or incidents
- Monitor and document compliance with health and safety guidelines.

Nursery Staff

- Follow cleaning schedules for toys, equipment and classroom surfaces
- Report damaged items or insufficient cleaning supplies to management
- Ensure children's personal items are stored appropriately
- Follow daily cleaning and disinfection protocols as outlined
- Ensure proper use and storage of cleaning agents
- Identify and report unsanitary conditions to the Health and Safety Officer
- Wear appropriate PPE during cleaning tasks, when needed
- Carry out routine and deep cleaning in accordance with daily and weekly checklists
- Use only approved, child-safe cleaning products
- Dispose of waste in a safe and sanitary manner

Parents

- Ensure children's personal belongings (e.g., bedding, clothing) are cleaned daily
- Label all items clearly to avoid cross-contamination

PROCEDURES

1. Daily Cleaning

- Clean and disinfect food-contact surfaces after each use
- Sanitize children's food storage and eating areas daily
- Disinfect high-touch areas multiple times per day
- Clean toys and shared materials after each use
- Sweep, mop, and sanitize floors regularly
- Empty and clean step bins daily; use liners to avoid hand contact

All surfaces must be cleaned using soap and water, followed by disinfection using a 20ml Dettol to 400ml water solution. The following procedures must be followed:

Surface/Item	Instructions
Appliances	Wipe with damp paper towel, spray Dettol solution, and let air dry.
Countertops & Floors	Wipe, then mop/spray with Dettol solution and air dry.
Sinks & Faucets	Wash with soap and water, spray Dettol solution, and air dry.
Bins	Wash, rinse, spray Dettol solution, and air dry.
Toys	Wash, rinse, spray Dettol solution, and air dry.
Highchairs	Wash, rinse, spray Dettol solution, and air dry.
Light Switches	Wipe, spray Dettol solution, and air dry.
Walls & Floors	Pre-wash, mop/spray Dettol solution, and air dry.
Changing Tables	Wipe, spray Dettol solution, and air dry.
Toilets	Scrub bowl, flush, spray Dettol solution, and air dry.

2. Deep Cleaning

- Conduct thorough start-of-day and end-of-day cleaning in all nursery areas
- Sanitize cribs and sleeping areas daily
- Air-dry cleaned items and mops in a ventilated, child-inaccessible area
- Remove and repair or dispose of any damaged or unhygienic items

3. Infection and Outbreak Management

- Intensify cleaning during an outbreak of infectious disease
- Use enhanced disinfectants on all surfaces and materials

Follow protocols outlined in the Infection Control Policy

MONITORING AND REVIEW

- Regular inspections will be conducted by the Health and Safety Officer to ensure compliance.
- Health and Safety Officer will review logs and cleanliness standards regularly.
- Regular audits will be carried out to assess compliance and effectiveness
- This policy will be reviewed regularly or following a serious hygiene incident

RELATED POLICIES AND APPENDICES

Related Policies:
Hygiene Policy
Infection Control Policy
Quality Assurance Policy
Wellbeing Policy

Appendices:
Daily Cleaning Checklist
Cleaning Product List

Community Engagement Policy

PURPOSE

The purpose of this policy is to foster strong, sustainable connections between Hummingbird Nursery and the broader community. By actively engaging with local organizations, families and individuals, we aim to enrich the educational experience, support community development and promote a culture of inclusion, respect and collaboration. This policy outlines our approach to encouraging active participation, enhancing learning and contributing positively to our local community.

DEFINITIONS

- **Community Engagement:** Collaborative interactions between the nursery and external individuals, groups or organizations to benefit children's development and strengthen community ties.
- **Stakeholders:** Individuals or groups with an interest in or connection to the nursery, including families, staff, community organizations, local authorities and service providers.
- **Inclusive Practice:** The intentional effort to ensure all individuals, regardless of background or ability, can participate and benefit from community engagement initiatives.
- **Partnerships:** Formal or informal arrangements between the nursery and external organizations to pursue shared goals or activities.

POLICY STATEMENT

Hummingbird Nursery is committed to being an active, supportive and inclusive member of the community. We believe that strong relationships with local stakeholders, organizations and families enhance children’s learning, promote cultural understanding and contribute to a thriving society. Through this policy, we aim to strengthen community bonds, empower families and inspire children to become active, empathetic participants in their communities.

SCOPE

This policy applies to:

- All Hummingbird Nursery staff, children and families
- Local community members and organizations
- External stakeholders and service providers
- Activities both within and outside of the nursery setting that involve community engagement

ROLES AND RESPONSIBILITIES

Nursery Leadership

- Lead and oversee community engagement strategies and initiatives
- Allocate time, staff and resources to support activities
- Evaluate and review the effectiveness of community engagement efforts

All Staff

- Participate in and support community-based events and activities
- Integrate community input and resources into the nursery curriculum
- Build and maintain positive relationships with community partners

Hummingbird Families

- Attend and contribute to community events and initiatives organized by the nursery
- Provide feedback to help shape community programs
- Share skills, knowledge or connections that may benefit the nursery community

Community Partners

- Collaborate with the nursery to offer resources, workshops and expertise
- Support mutual goals through active participation and communication

PROCEDURES

1. Partnerships and Collaborations

- Identify and establish community partnerships
- Invite community representatives to participate in educational activities, events or parent sessions
- Ensure collaborations reflect shared values and mutual benefit

2. Community Events and Activities

- Host regular community-focused events (e.g., open days, workshops)
- Encourage participation from all community members and promote events widely
- Celebrate local traditions, cultures and initiatives as part of nursery life

3. Resource Sharing and Support

- Utilize local expertise and resources to enrich the nursery curriculum
- Invite professionals to lead child-friendly learning sessions
- Offer support programs such as parenting workshops, health clinics, or resource-sharing initiatives

4. Communication and Feedback

- Maintain consistent communication via various channels
- Seek feedback and share updates and impact reports from community engagement efforts

5. Inclusive Engagement

- Design activities that are accessible to all, including families with diverse cultural, language and ability needs
- Provide accommodations where needed to remove barriers to participation
- Promote respectful and inclusive behavior during all community interactions

MONITORING AND REVIEW

- Nursery leadership will monitor the effectiveness and inclusiveness of community engagement strategies through participation rates and feedback
- Formal reviews will be conducted regualrly to evaluate impact and identify areas for development

RELATED POLICIES AND APPENDICES

Related Policies:
Cultural and Religious Sensitivity Policy
Inclusive Education Policy
Partnership with Parents Policy

Appendices:
Partnership Agreements

Concerns and Complaints Policy

PURPOSE

The purpose of this policy is to establish a clear, fair and transparent process for handling concerns and complaints. Hummingbird Nursery values open communication and feedback as essential tools for continuous improvement. This policy ensures that any concerns are addressed promptly, professionally and in a way that supports mutual understanding and resolution.

DEFINITIONS

- **Concern:** A matter, issue or situation raised by a parent that relates to a child's well-being, learning, development or the nursery's practices and operations, and which requires acknowledgement, discussion or resolution.
- **Complaint:** A formal or informal expression of dissatisfaction about any aspect of the nursery's services, staff conduct, communication or operational procedures.
- **Informal Resolution:** A direct, conversational approach to resolving concerns without the need for formal documentation or escalation.
- **Formal Complaint:** A documented complaint requiring investigation and an official response.
- **Investigation:** A structured process to gather facts and understand the circumstances surrounding a concern or complaint.
- **Formal Resolution:** A structured process used to address and resolve concerns or complaints through documented procedures, official meetings and agreed actions. It involves nursery management, relevant staff and parents working collaboratively to reach a fair, transparent and timely outcome.
- **Confidentiality:** The protection of all personal and sensitive information shared during the concern or complaint process, in accordance with data protection laws.

POLICY STATEMENT

Hummingbird Nursery is committed to providing high-quality care and service. We recognize that concerns may arise and believe that handling concerns and complaints effectively and respectfully builds trust within our community. This policy encourages open dialogue and provides a structured framework to ensure all concerns and complaints are heard, investigated fairly and resolved in a confidential manner.

SCOPE

This policy applies to:

- All parents of children enrolled at Hummingbird Nursery
- All nursery staff
- Concerns and complaints regarding nursery operations, communication, teaching practices, safety or other aspects of service delivery

ROLES AND RESPONSIBILITIES

Nursery Leadership

- Serve as the first point of contact for any concerns
- Conduct investigations into concerns and communicate outcomes
- Maintain documentation of concerns and resolutions

Nursery Manager

- Handle complaints escalated beyond the nursery leadership
- Review unresolved or complex complaints
- Ensure fair outcomes and oversee policy compliance

General Manager

- Handle complaints escalated beyond the Nursery Manager

All Staff

- Address concerns professionally and proactively
- Cooperate fully during investigations
- Maintain confidentiality throughout the process

Parents

- Raise concerns promptly and respectfully
- Provide necessary information to support investigations
- Collaborate with the nursery to achieve resolution

PROCEDURES

Step 1: Informal Resolution

- Parents are encouraged to first raise concerns directly with the relevant staff member involved.
- A verbal conversation (in person or by phone) is often effective in quickly resolving minor issues.
- If the concern is about a specific incident, it should be raised promptly to avoid repetition.

Step 2: Formal Concerns and Complaints

- If unresolved, or if the issue is serious, parents may submit a formal complaint to a member of the nursery leadership team.
- The written complaint should include:
  - Date(s) and time(s) of the incident
  - Description of the concern
  - Supporting documentation or evidence, if applicable

Step 3: Investigation
Nursery leadership will:

- Conduct a confidential and impartial investigation
- Communicate with relevant individuals and review documentation

Step 4: Response

- A follow-up meeting will be scheduled.
- Nursery leadership will present:
  - Findings from the investigation
  - Any actions taken or proposed resolutions

Step 5: Escalation

- If the parent is not satisfied, they may escalate the issue to the Nursery Manager.

Step 6: Review and Improvement

- After resolution, the complaint will be reviewed internally to identify any policy, procedure or training improvements.
- Trends or repeated complaints may lead to wider organisational changes.

MONITORING AND REVIEW

- Nursery leadership will maintain a Complaints Log documenting all formal complaints, investigations, actions and resolutions.
- Complaints will be reviewed to identify patterns or areas for development.
- The policy will be reviewed regularly and updated as needed based on feedback or regulatory changes.

RELATED POLICIES AND APPENDICES

Related Policies:
Behaviour Management Policy
Confidentiality Policy
Fee and Cancellation
Incident and Accident Reporting Policy
Parent's Rights and Responsibilities
Partnership with Parents
Quality Assurance Policy
Safeguarding and Child Protection Policy

Appendices:
Complaints Log
Parent's Complaint and Acknowledgement Form
Internal Complaint Report Template

Confidentiality Policy

PURPOSE

The purpose of this policy is to ensure that all personal, sensitive and professional information shared within Hummingbird Nursery is handled with the highest level of care, discretion and security. Maintaining confidentiality protects the privacy and dignity of children, families and staff, fosters trust and supports a safe, respectful and professional environment.

DEFINITIONS

- **Confidential Information:** Any data or communication—written, verbal, digital or visual—regarding a child, family or staff member. This includes personal records, safeguarding concerns, health information, investigations, disclosures or behavioural observations.
- **Authorized Personnel:** Individuals with designated permission to access confidential information due to their professional role and responsibilities within the nursery.
- **Information Sharing:** The controlled process of disclosing confidential information to another party for a legitimate and specific purpose, such as safeguarding or professional collaboration.

POLICY STATEMENT

Hummingbird Nursery is committed to upholding confidentiality in all aspects of its operations. We understand that families and staff trust us with sensitive information and we take this responsibility seriously. All staff members are expected to follow clear protocols to protect information, communicate with professionalism and share only when legally or ethically necessary—such as in safeguarding cases. Any breach of this policy will result in disciplinary action.

SCOPE

This policy applies to:

- All members of the Hummingbird community (staff, parents and caregivers)
- Visitors and contractors working within the setting
- Any individuals handling or accessing sensitive information
- It covers all information related to children, families, staff members, safeguarding matters and operational practices.

ROLES AND RESPONSIBILITIES

Nursery Leadership

- Ensure secure storage of records
- Monitor compliance with confidentiality procedures
- Manage any breach of confidentiality in line with disciplinary and safeguarding procedures

All Staff

- Ensure understanding of confidentiality requirements and procedures
- Treat all child and family information with respect and confidentiality
- Avoid discussing children or staff outside of professional conversations within the nursery
- Share sensitive information only with authorised individuals on a need-to-know basis

Parents

- Respect the confidentiality of other children and families
- Avoid sharing nursery-related concerns or sensitive matters with non-authorised individuals
- Inform the nursery of any concerns in a confidential and appropriate manner

PROCEDURES

Storage and Access:

- All records are securely stored
- Access to records is restricted to authorised personnel only
- Parents may request access to records pertaining to their own child but not those of any other child

Information Sharing:

- Information will only be shared with third parties (e.g., external professionals, authorities) with parental consent, unless required for safeguarding purposes
- All disclosures will follow a strict "need-to-know" protocol
- Concerns related to child welfare will be shared with appropriate safeguarding staff or external agencies, as necessary

Verbal Communication:

- Conversations about children's development, behaviour or family situations must take place in private and only with involved staff or the child's parents
- Children's names or personal details must not be shared publicly or discussed with other parents

Breaches of Confidentiality:

- Any suspected or actual breach must be reported immediately to the nursery leadership team.
- A formal investigation will be conducted and disciplinary action will follow, if necessary.

MONITORING AND REVIEW

- Nursery leadership will conduct periodic reviews of confidentiality practices and staff compliance.

- Any incidents or breaches will be documented and used as learning opportunities to strengthen procedures.
- This policy will be reviewed regularly or when legislation or operational practices change.

RELATED POLICIES AND APPENDICES

Related Policies:
CCTV (Security Video Surveillance) Policy
Concerns and Complaints Policy
Data Protection Policy
Incident and Accident Reporting Policy
Inclusive Education Policy
Information Access and Storage Policy
Parent's Rights and Responsibilities Policy
Partnership with Parents Policy
Safeguarding and Child Protection Policy
Visitor's Policy

Appendices:
Confidentiality Agreement
Staff Code of Conduct

Continuous Professional Development Policy

PURPOSE

The purpose of this policy is to ensure that all staff at Hummingbird Nursery are continually developing their knowledge, skills and competencies through various learning opportunities. By promoting continuous professional development (CPD), we aim to enhance the quality of care and education provided to children, support staff in reaching their full potential and maintain compliance with best practice and regulatory standards.

DEFINITIONS

- **Continuous Professional Development (CPD):** The ongoing process of gaining knowledge, skills and experience through various formal and informal learning activities to enhance professional competence and performance.
- **CPD Portfolio:** A personal record kept by staff members that documents their learning, achievements, reflections and future development goals.

POLICY STATEMENT

Hummingbird Nursery is committed to fostering a learning-focused environment where all staff are encouraged and supported in their professional development journey. CPD is viewed as an integral part of maintaining high-quality early years education. Staff are expected to actively engage in professional learning and the nursery will provide access to a range of CPD opportunities that reflect staff needs and nursery goals.

SCOPE

This policy applies to:

- All Hummingbird staff
- It encompasses all forms of professional learning, including in-house training, external courses, workshops, research and reflective practice.

ROLES AND RESPONSIBILITIES

Nursery Leadership

- Identify training needs through appraisals, observations and staff feedback
- Provide opportunities for both internal and external training
- Maintain training records for all staff members
- Allocate time and resources to support professional learning
- Ensure training aligns with national frameworks and regulatory requirements
- Evaluate the impact of training on teaching quality and child outcomes

Staff Members

- Take ownership of their professional development
- Actively participate in CPD activities and seek out learning opportunities
- Maintain a CPD portfolio with records of completed training, reflections and learning goals
- Apply new knowledge and skills in their practice

PROCEDURES

Identification of Training Needs:

- Training needs are identified through staff performance appraisals, classroom observations, and individual goal-setting sessions
- Nursery-wide needs may be highlighted through policy changes, inspection feedback or curriculum updates

Internal Training:

Regular in-house training sessions will be conducted on topics such as:

- Safeguarding and child protection
- Health and safety procedures
- Curriculum development
- Child development
- Behaviour management and inclusive practice

External Training and Development:

- Staff will be given access to various learning opportunities relevant to their roles
- Financial support may be available for courses that align with nursery objectives
- Staff are also be encouraged to pursue formal qualifications and certifications

CPD Documentation and Reflection:

Staff are encouraged to:

- Keep a record of training attended
- Reflect on how new knowledge impacts their practice
- Identify further learning needs in collaboration with management
- Certificates and reflections will be shared during appraisals and development meetings

Feedback and Review:

- Staff will have opportunities to provide feedback on CPD sessions and suggest future topics.
- CPD effectiveness will be evaluated by:
    - Reviewing changes in staff performance
    - Monitoring the impact on children's outcomes
    - Gathering staff and parent feedback

MONITORING AND REVIEW

- The nursery leadership team will review staff development records.
- This policy will be reviewed regularly or in response to regulatory changes, inspection outcomes or evolving nursery priorities.
- The effectiveness of CPD initiatives will be assessed through observation, appraisal outcomes and community feedback.

RELATED POLICIES AND APPENDICES

Related Policies:
Concerns and Complaints Policy
Curriculum Policy
Emergency Evacuation Policy
Fire Safety
First Aid Policy
Inclusive Education Policy
Quality Assurance Policy
Safeguarding and Child Protection Policy

Appendices:
CPD Portfolio Template
CPD Record Form
Annual CPD Planner

Curriculum Policy

PURPOSE

The purpose of this policy is to outline the curriculum framework followed at Hummingbird Nursery and to ensure the delivery of a high-quality, structured, inclusive, and developmentally appropriate curriculum for all children from birth to five years. Hummingbird Nursery delivers a broad, balanced, and inclusive curriculum aligned with the Early Years Foundation Stage Framework (EYFS), the KHDA Early Childhood Care and Education Quality Framework, UAE National Standards for Early Childhood Education, and relevant UAE Ministry of Education expectations, including national priorities for Arabic language development, UAE culture, and national identity. The curriculum is guided by clear intent, purposeful implementation, and ongoing assessment to ensure high-quality learning experiences and positive outcomes for all children. It reflects best practice in early childhood education, including child-centred learning, play-based pedagogy, and responsive teaching informed by continuous observation and assessment. The curriculum recognises every child as a unique learner and is designed to respond to their individual strengths, interests, developmental needs, cultural backgrounds, and learning pathways. It promotes inclusion, equity, emotional wellbeing, secure attachments, communication and language development, and respect for diversity.
In line with KHDA Arabic Language Provision requirements, Arabic language learning is embedded across the curriculum for all children, including both native and non-native Arabic speakers.

Learning is delivered through a rich, play-based and experiential curriculum that encourages exploration, creativity, communication, and critical thinking. Strong partnerships with families, ongoing observation, and responsive planning ensure that learning is personalised and that children make sustained progress across all areas of development. Overall, the curriculum prepares children for future learning, supports transition into school, and enables them to become confident, curious, and socially responsible learners within the UAE context and the wider global community.

DEFINITIONS

- **EYFS (Early Years Foundation Stage):** The statutory framework for the learning, development, and care of children from birth to five years.
- **Birth to Five Matters:** A non-statutory guidance document used alongside the EYFS to support observation, planning and assessment.
- **Prime Areas of Learning:** Core developmental areas foundational to all other learning: Personal, Social and Emotional Development; Communication and Language; Physical Development.
- **Specific Areas of Learning:** Key academic and creative learning areas: Literacy; Mathematics; Understanding the World; Expressive Arts and Design.

POLICY STATEMENT

At Hummingbird Nursery, we follow the UK Early Years Foundation Stage (EYFS) framework, providing a curriculum that supports the development of each child through a wide range of play-based, exploratory and teacher-led experiences. Our approach emphasizes personalised learning, respect for each child's individuality and ongoing assessment to ensure every child is supported in reaching their full potential.The curriculum is carefully sequenced to support progression over time, ensuring that children build on prior knowledge and develop the skills needed for the future. It reflects the UAE context, embedding Arabic language, culture and national identity within daily learning experiences. The curriculum is also informed by the KHDA Early Childhood Care and Education Quality Framework, promoting meaningful interactions, enabling environments, wellbeing, inclusion and positive outcomes for all children.

We are committed to embedding the four key EYFS themes into our daily practice:

1. A Unique Child – Every child is recognised as an individual with personal interests, strengths and challenges.
2. Positive Relationships – We work in partnership with families and build strong, secure attachments with children.
3. Enabling Environments – Purposefully designed spaces that support learning, exploration and development.
4. Learning and Development – Learning is play-based, engaging and tailored to developmental stages and children's interests.

SCOPE

This policy applies to all Hummingbird Nursery staff involved in planning, delivering and assessing the curriculum for children. It also applies to parents and caregivers who are engaged as partners in supporting children's learning and development.

ROLES AND RESPONSIBILITIES

Nursery Leadership

Nursery leadership is responsible for ensuring the effective implementation of the EYFS framework and Birth to Five Matters across the nursery, and for supporting effective teaching, learning and assessment practice.

Responsibilities include:

- Ensuring all staff have access to appropriate training, induction, and ongoing professional development on the EYFS framework and Birth to Five Matters guidance.
- Providing clear guidance, documentation, and support materials to ensure consistent understanding and implementation of curriculum expectations.
- Overseeing curriculum planning, implementation, and assessment across all age groups to ensure consistency, progression and suitable provision.
- Ensuring staff have access to appropriate learning resources and professional tools to support effective teaching and assessment.

- Monitoring the quality of curriculum delivery to ensure it is aligned with EYFS principles and meets the needs of all learners, including children of determination, EAL learners and children with exceptional needs.
- Supporting a culture of reflective practice, continuous improvement, and professional accountability across the nursery.

Educators and Teaching Staff

Educators and teaching staff play a central role in delivering a high-quality, inclusive, and developmentally appropriate curriculum in line with the EYFS framework and Birth to Five Matters guidance.

Responsibilities include:

- Developing a secure understanding of the EYFS framework and Birth to Five Matters to inform high-quality practice.
- Planning and delivering engaging, age-appropriate learning experiences that align with EYFS learning goals and reflect children's interests, needs, and developmental stages.
- Observing, assessing, and documenting children's learning and development to inform planning, next steps, and early identification of any emerging needs.
- Using Birth to Five Matters guidance to support accurate assessment, inform progression and identify when early intervention may be required.
- Creating inclusive, nurturing and stimulating learning environments that are responsive to the individual needs of all children.
- Using adaptive teaching strategies to remove barriers to learning and ensure all children can access and engage in learning experiences.
- Working in partnership with families to support children's learning, development and wellbeing.

Parents

Parents play an important role in supporting their child's learning and development in partnership with the nursery.

Responsibilities include:

- Engaging with curriculum-related activities and supporting learning at home where possible.
- Participating in regular feedback opportunities, developmental discussions and parent–teacher meetings.
- Working in partnership with the nursery to support shared goals for children's learning, development and wellbeing.
- Sharing information about their child's interests, experiences, culture, language and achievements to support personalised learning and inform curriculum planning.

PROCEDURES

EYFS Learning Areas:

- Activities are designed around the seven areas of learning:
  - **Prime Areas:**
    - Personal, Social and Emotional Development
    - Communication and Language
    - Physical Development
  - **Specific Areas:**
    - Literacy
    - Mathematics
    - Understanding the World
    - Expressive Arts and Design

Planning, Assessment and Observation:

- Curriculum planning and assessment follow a clear and continuous cycle of: Assess → Plan → Teach → Review, ensuring that all learning is informed by ongoing observation and builds progressively on children's prior knowledge, interests and developmental stage.

- Educators use assessment information to identify next steps for individuals and groups, enabling intentional, responsive and differentiated planning that supports progression over time. A balanced approach is maintained between child-initiated and adult-guided learning, ensuring that experiences are purposeful, engaging, and developmentally appropriate.

- Children's voice, interests, and experiences are actively observed, documented, and valued, and are used to inform planning so that learning remains meaningful, relevant, and responsive to each child. A clear progression framework supports the development of skills and knowledge over time, ensuring continuity and consistency across age groups and preparing children for future learning and school readiness.

- Developmental milestones are clearly understood and used alongside EYFS expectations and Birth to Five Matters guidance to inform professional judgement and support accurate assessment. Vertical alignment across all age groups ensures continuity of learning from birth to five years.

- Educators use Birth to Five Matters alongside the EYFS framework to assess children's progress accurately and consistently. Observations and assessment records are maintained through the nursery's internal systems and individual learning records. Regular observations ensure that any emerging needs or areas of concern are identified early and discussed with parents to enable timely support and intervention where required.

Assessment and observation data is used to:

- Identify gaps, patterns and trends across individuals and groups
- Adapt planning and teaching strategies to meet emerging needs

- Ensure all children make sustained progress across areas of learning
- Formative assessment is embedded in daily practice through observation, interaction, questioning, and professional judgement. This ongoing information is used to adapt teaching, plan next steps, identify emerging needs, provide early intervention where necessary, and support continuous progression.

Inclusive Practice:
Inclusive practice is embedded across all planning and provision to ensure that every child is supported to participate fully, make progress and achieve their full potential.

- Weekly planning is differentiated to reflect the diverse needs, abilities, interests, and developmental stages of all children.
- Individual Support Plans are developed and implemented for children with additional learning needs, ensuring their specific strengths, needs, and targets are clearly identified and supported.
- Adaptive teaching strategies and appropriate scaffolding are used to remove barriers to learning and ensure full access to all learning experiences.
- All children are encouraged to explore, engage and learn at their own pace, with achievements and efforts recognised and celebrated.
- Practice reflects a strengths-based approach, ensuring that every child's progress is valued and supported within an inclusive, nurturing learning environment.

Learning Through Play:
Play-based learning is at the heart of the EYFS and underpins all curriculum delivery at Hummingbird Nursery. Learning experiences are designed to be engaging, meaningful, and developmentally appropriate, ranging from child-initiated exploratory and imaginative play to focused, teacher-guided activities with clear learning intentions. All activities reflect the nursery's commitment to a learning-through-play philosophy.

Characteristics of Effective Learning:
The curriculum actively promotes the Characteristics of Effective Learning by encouraging children to play and explore, be active learners, and develop critical thinking skills. Educators create rich opportunities for children to investigate, solve problems, make choices, take appropriate risks, develop independence, and build resilience. Learning experiences are designed to nurture curiosity, creativity, motivation, and confidence, supporting children to become capable, confident, and enthusiastic learners.

The curriculum explicitly reflects the Characteristics of Effective Learning (playing and exploring, active learning, and creating and thinking critically), which underpin all teaching, learning, and assessment practice.

Continuous provision is a key element of the curriculum, ensuring children have consistent access to carefully planned environments, resources, and learning opportunities that support sustained engagement, independent exploration, choice, and problem-solving throughout the day.

Outdoor Learning:
At Hummingbird Nursery, outdoor play is an integral part of the daily routine and curriculum. Children have regular access to safe, stimulating and well-resourced outdoor environments that support exploration, active learning and discovery. Practitioners plan a variety of child-led and adult-guided experiences, including physical play, nature exploration, gardening, sensory activities, imaginative play, collaborative games and opportunities for investigation and problem-solving. Outdoor learning is used to enhance all areas of the EYFS curriculum, enabling children to develop independence, confidence, resilience and a sense of responsibility while benefiting from fresh air, movement and meaningful engagement with the natural environment. Activities are adapted to meet the individual needs, interests and developmental stages of all children, ensuring an inclusive and enriching outdoor learning experience.

Sensory Exploration:
At Hummingbird Nursery, sensory play is embedded throughout the daily curriculum and learning environment. Children are provided with a wide range of safe, stimulating and developmentally appropriate sensory experiences, including water play, sand play, natural materials, sensory trays, messy play, creative arts, music and movement, outdoor exploration, and opportunities to engage with different textures, sounds, sights and scents. Practitioners carefully plan and adapt sensory experiences to meet the individual needs, interests and developmental stages of each child, while encouraging exploration, curiosity, communication, problem-solving and independent learning. Sensory play opportunities are incorporated across all areas of learning and are used to support children's cognitive, physical, social, emotional and language development within an inclusive and nurturing environment.

Emotional Wellbeing and Co-Regulation:
Emotional wellbeing is a fundamental foundation of the curriculum and is prioritised in all aspects of practice at Hummingbird Nursery. Educators establish secure, trusting, and respectful relationships with children, recognising that emotional safety is essential for effective learning and development.

Staff use responsive co-regulation strategies to support children in developing emotional awareness, self-regulation, and social understanding. Through sensitive interactions, consistent routines, reassurance, and positive role modelling, staff help children to identify, express, and manage their emotions in appropriate ways.

Children are supported to build resilience, empathy, confidence, and positive relationships with peers and adults. This nurturing approach promotes a strong sense of wellbeing and belonging, providing the secure foundation needed for children to engage fully in learning and thrive socially, emotionally and academically.

Adult Interaction:

- Educators support learning through meaningful interactions, including:
  - Sustained shared thinking
  - Modelling of language, behaviour, and skills
  - Open-ended questioning
  - Scaffolding to extend learning

Focus is placed on the quality of interactions, not only the activity itself.

Language Development:
A rich, communication-focused language environment is embedded throughout daily practice, supporting all children to become confident communicators.

Children are supported in developing:

- Expressive and receptive language skills
- Vocabulary acquisition and communication skills
- Confidence in speaking, listening, and engaging in conversations
- This is achieved through a wide range of intentional strategies, including meaningful conversations, storytelling, songs, rhymes, and play-based language opportunities.
- Staff consistently model clear, accurate, and age-appropriate language, ensuring children are exposed to rich vocabulary and effective communication skills throughout the day.

Hummingbird provide a communication-rich environment where language, interaction, and purposeful conversation are embedded across all areas of learning. Educators intentionally engage children in sustained shared thinking, extend vocabulary, and create opportunities for children to express their ideas, feelings, and opinions. Meaningful interactions are prioritised to support communication and language development across the curriculum and to strengthen children's confidence, self-esteem, social skills and overall development.

Early Literacy Development
Early literacy is embedded throughout the curriculum and promoted through rich, meaningful, and play-based experiences that support children's communication and emergent literacy skills. Children are provided with:

- Daily access to a range of books, stories, rhymes, songs and storytelling experiences that foster a love of reading.
- A wide range of mark-making opportunities across all areas of the nursery to support early writing development and fine motor skills.
- Experiences that develop phonological awareness, print awareness, and early understanding of how language works.
- A clear progression framework supports children in moving from early pre-literacy skills towards early reading and writing, ensuring developmentally appropriate expectations and continuous progression over time.

Cultural Context – UAE and Arabic Integration

The curriculum is firmly grounded in the cultural context of the United Arab Emirates and reflects national priorities relating to Arabic language development, UAE culture, national identity and Islamic values. It aligns with the KHDA Early Childhood Care and Education Quality Framework, the KHDA Policy on Arabic Language Provision in Early Childhood Education and the UAE National Identity and Arabic Language Strategy, ensuring that provision is inclusive, developmentally appropriate, and culturally responsive.

Arabic language learning is planned, delivered, and assessed in line with each child's age, stage of development, and language background and is intentionally embedded across all aspects of daily practice and the learning environment. Provision is differentiated to support both native and non-native Arabic speakers, ensuring appropriate levels of challenge and engagement. Children are provided with meaningful and authentic opportunities to experience and use Arabic through greetings, songs, rhymes, stories, conversations, routines, visual prompts, displays and play-based learning experiences. The nursery environment reflects both English and Arabic, supporting bilingual exposure and promoting communication, understanding and cultural awareness.
Educators monitor children's participation, understanding, and language development through ongoing observations and assessment records, using this information to inform planning, identify next steps, and ensure continuous progress in Arabic language acquisition and communication skills.

Arabic language learning is supported through structured progression mapping to early language development milestones, ensuring continuity from informal exposure to emerging spoken communication skills.

Progress in Arabic language is tracked using developmental milestones aligned with EYFS communication and language expectations and is recorded through ongoing observational assessment and termly reviews.

Opportunities to learn about UAE culture, heritage, traditions and national identity are incorporated into the curriculum, helping children develop a sense of belonging, respect for diversity and an appreciation of the communities in which they live. Children engage in learning experiences that reflect UAE traditions, celebrations, national identity, Islamic values, the local environment, and the wider community. Through carefully planned and spontaneous opportunities, children develop an appreciation of Emirati culture and a growing sense of belonging within the UAE.

The curriculum promotes the development of key principles in line with UAE and Islamic values such as respect, kindness, tolerance, responsibility, generosity, community and care for others. These values are embedded through daily interactions, role modelling, stories, songs, celebrations, conversations and play experiences, supporting children's social, emotional and moral development.

Islamic values are further embedded through everyday routines, including respectful interactions, gratitude, sharing, kindness, and care for others, which are consistently modelled by staff and reinforced through meaningful daily experiences.

Progress in Arabic language development and cultural understanding is regularly reviewed to ensure children are making appropriate progress in line with their age, stage of development and language background. Assessment information is used to inform planning, differentiate learning experiences, and ensure continuous improvement in provision and outcomes.

More detailed information on Arabic Language and UAE Culture provision can be found in the Arabic Language and UAE Culture policy.

MONITORING AND REVIEW

- Curriculum implementation is regularly reviewed by the nursery leadership team to ensure high-quality provision, consistency, and compliance with EYFS requirements and UAE early childhood education priorities.
- Leaders evaluate the impact of the curriculum through a range of sources, including observations of teaching and learning, children's assessment data, wellbeing and involvement levels, inclusion outcomes, parent feedback, and staff reflective practice. This ongoing evaluation is used to inform continuous improvement planning and enhance the quality of provision.
- Children's progress is monitored using the nursery's internal assessment tracking systems and is reviewed on a regular basis to ensure that all children are making appropriate progress across all areas of learning and development.
- Curriculum implementation and impact are continuously reviewed to ensure effectiveness, clear progression, and alignment with EYFS expectations and UAE national priorities, including Arabic language development and cultural integration.
- This policy is reviewed regularly, or sooner where required, to reflect updates to EYFS guidance, KHDA expectations, UAE regulatory requirements, or internal curriculum objectives.
- Continuous improvement is driven through a combination of data analysis, observation, and reflective practice, ensuring that provision remains responsive, effective, and of high quality.

RELATED POLICIES AND APPENDICES

Related Policies:
Equal Opportunities Policy
Inclusive Education Policy
Quality Assurance Policy
Teaching, Learning Program and Assessment Policy
Wellbeing Policy

Appendices:
Welcome Meeting with Parents
Planning Documents
Assessment Documents
Progress Tracking Documents
Internal Assessment Tracker
EYFS and Birth to Five Matters Reference Guide
Staff Handbook

Cultural and Religious Sensitivity Policy

PURPOSE

The purpose of this policy is to promote a culturally inclusive and respectful environment at Hummingbird Nursery, where all children, families and staff members feel valued and supported regardless of their cultural or religious background. It aims to foster understanding, celebrate diversity and ensure culturally and religiously sensitive practices across all nursery operations.

DEFINITIONS

- **Cultural Sensitivity:** An awareness of and respect for the traditions, values, customs and practices of various cultural backgrounds.
- **Religious Sensitivity:** A respectful consideration and accommodation of religious beliefs, observances and practices, including dietary restrictions, prayer routines and attire.
- **Inclusive Practice:** An approach that ensures all individuals are treated fairly, respectfully and without bias, enabling equal participation and representation.

POLICY STATEMENT

Hummingbird Nursery is located in the UAE and serves a diverse multicultural community. We are committed to embracing and respecting the unique cultural and religious backgrounds of all our families and staff. By fostering a culturally responsive and inclusive learning environment, we support children's sense of identity and belonging. We believe that cultural and religious sensitivity enriches our educational setting and contributes to an atmosphere of respect, understanding and celebration of differences.

SCOPE

This policy applies to all nursery staff, children, parents, caregivers and external visitors or service providers interacting with the Hummingbird Nursery community.

ROLES AND RESPONSIBILITIES

Nursery Leadership

- Promote and embed cultural and religious sensitivity across all nursery policies and procedures
- Provide training and resources to staff on cultural competence and inclusive practices
- Ensure that curriculum planning and events reflect the cultural and religious diversity of the nursery community

Staff

- Respect and accommodate cultural and religious practices of children and their families

- Use inclusive language and materials in the learning environment
- Address cultural misunderstandings with sensitivity and professionalism

Parents and Families

- Share relevant and up to date cultural and religious information with the nursery
- Participate in nursery events and contribute to cultural celebrations
- Complete the "Language, Culture and Identity" questionnaire to support inclusive planning

PROCEDURES

Cultural Awareness and Education:

- Integrate books, resources and teaching materials that reflect a range of cultures and traditions into activities
- Facilitate discussions and activities that encourage curiosity and respect for different cultures

Respect for Religious Practices:

- Honour religious observances such as special occassions and dietary restrictions
- Train staff on accommodating religious needs sensitively and discreetly

Celebration of Cultural Events:

- Acknowledge major religious and cultural holidays represented in the nursery community
- Organise inclusive classroom activities that encourage participation and understanding
- Ensure that no child is excluded from any event due to religious or cultural practices, unless specifically requested by parents

Language and Communication:

- Use English as the primary language for instruction while supporting non-native speakers
- Communicate with families in English (Hummingbird's primary language) especially for important updates or meetings

Conflict Resolution:

- Address conflicts related to cultural or religious misunderstandings with care and neutrality
- Provide mediation support if needed to maintain a respectful and harmonious environment

Parental Engagement:

- Invite parents to share cultural traditions, celebrations, songs and stories
- Use the "Language, Culture and Identity" questionnaire, completed by parents, to support inclusive planning relevant to each child
- Maintain respectful and open communication with families to support their child's cultural identity

MONITORING AND REVIEW

- Nursery leadership will regularly review curriculum plans, event calendars and communication practices to ensure they reflect cultural and religious diversity
- Feedback from staff and parents will be collected regularly and used to evaluate the effectiveness of inclusion efforts.
- This policy will be reviewed regularly or following significant updates to cultural or inclusion-related guidelines.

RELATED POLICIES AND APPENDICES

Related Policies:
Anti-Bullying Policy
Equal Opportunities Policy
Inclusive Education Policy
Language and Communication Policy
Non-Discrimination and Diversity Policy
Parent's Right and Responsibilities
Partnership with Parents Policy
Wellbeing Policy

Appendices:
Nursery Calendar
Language, Culture and Identity Questionnaire

Data Protection Policy

PURPOSE

The purpose of this policy is to ensure that Hummingbird Nursery collects, stores, processes and shares personal data in a lawful, fair and transparent manner. It outlines our commitment to protecting the privacy and personal information of all children, families, staff and third-party stakeholders in accordance with UAE Federal Law No. 45 of 2021 on the Protection of Personal Data (PDPL) and any other relevant data protection regulations.

DEFINITIONS

- **Personal Data:** Any information relating to an identified or identifiable individual, including names, contact details, health information, financial data, etc.
- **Processing:** Any operation performed on personal data, such as collection, storage, use, disclosure or deletion.
- **Consent:** Freely given, informed and unambiguous indication by which an individual agrees to the processing of their personal data.
- **Authorized Personnel:** Staff members who have been granted access to specific information required for their role.
- **GDPR:** General Data Protection Regulation — legislation governing the handling and protection of personal data within the UAE and internationally.

POLICY STATEMENT

Hummingbird Nursery is committed to protecting the personal data of all individuals associated with the nursery. We collect and process personal information only where necessary and in compliance with data protection laws. We are committed to being transparent about how data is used, implementing strict access controls and allowing individuals to exercise their legal rights.

SCOPE

This policy applies to:

- All children and families currently and previously enrolled at Hummingbird Nursery
- All current and former staff members
- Third-party service providers who receive or process data on our behalf
- All digital and physical records maintained by the nursery

ROLES AND RESPONSIBILITIES

Nursery Leadership

- Ensure that all staff are trained in data protection principles

- Oversee compliance with applicable UAE data protection legislation
- Authorize personnel for access to sensitive information

Staff

- Follow procedures for secure handling, storage and sharing of personal data
- Ensure consent is obtained before using or disclosing personal data
- Sign and uphold the confidentiality agreement
- Access only the information required for their role and responsibilities
- Report any suspected data breaches immediately to management

Parents and Staff

- Provide accurate and up-to-date personal information
- Inform the nursery of any changes to their personal data
- Will not be permitted access to sensitive information unless specifically authorized for a legitimate purpose

PROCEDURES

Data Collection

Hummingbird Nursery may collect the following personal data:

- **Children:** Name, date of birth, health/medical records, attendance logs etc.
- **Parents:** Contact details, financial records (invoices and receipts), emergency contacts etc.
- **Staff:** Employment contracts, payroll data, qualifications, appraisals etc.

Legal Basis for Processing

We process data based on:

- **Consent:** For non-essential data and special category data
- **Legitimate Interests:** To manage nursery operations
- **Legal Obligations:** To comply with UAE health, safety and regulatory laws

Consent Management

- Consent will be obtained for use of photographs, videos, health records or third-party data sharing

Data Security

To ensure data security, the nursery implements:

- Password-protected and encrypted digital systems
- Locked storage for physical files
- Restricted access for sensitive data

Data Sharing
Data may be shared with:

- Government authorities (for regulatory or legal compliance)
- Approved third-party vendors (e.g., transportation, educational apps)
- External consultants with appropriate data agreements in place

Data Retention

- Data will only be retained for as long as necessary for its original purpose.
- Data will be securely destroyed when no longer required.

Rights of Individuals
Under UAE PDPL, individuals have the right to:

- Access their personal data
- Request correction of inaccurate data
- Request deletion or anonymization in certain circumstances
- Withdraw consent for data processing

Requests must be submitted in writing to the Nursery Administration.

Data Breach Protocol
In the event of a data breach:

- Immediate steps will be taken to contain and resolve the breach
- Affected individuals will be informed
- Relevant authorities will be notified in accordance with UAE law
- A full internal review will be conducted to prevent recurrence

Information Access

- Access is provided on a need-to-know basis and restricted to authorized personnel only
- Each staff member is assigned access based on their job description and responsibilities

MONITORING AND REVIEW

- Nursery leadership will conduct regular reviews of data protection processes
- This policy will be reviewed regularly or in response to changes in legislation.

RELATED POLICIES AND APPENDICES

Related Policies:
Artificial Intelligence Policy
CCTV (Security Video Surveillance) Policy
Confidentiality Policy
Safeguarding and Child Protection Policy

Appendices:
Registration Form

Diversity, Equal Opportunities and Non-Discrimination Policy

PURPOSE

The purpose of this policy is to affirm Hummingbird Nursery's commitment to providing a safe, inclusive and equitable environment where all individuals are treated fairly and with respect. The nursery actively promotes diversity, discourages discrimination, and ensures all individuals have access to the same opportunities, regardless of their background or characteristics.

DEFINITIONS

- **Equal Opportunities:** The practice of ensuring fairness and eliminating barriers so that everyone has the same chances in life, regardless of race, ethnicity, nationality, gender, religion, disability or socioeconomic background.
- **Discrimination:** Unfair or unequal treatment of an individual based on protected characteristics such as race, gender, religion, disability or nationality.
- **Inclusion:** Ensuring individuals of all backgrounds are welcomed, respected, and able to participate fully in all aspects of nursery life.
- **Protected Characteristics:** Traits legally safeguarded against discrimination, including but not limited to race, ethnicity, religion, gender identity, disability and socio-economic status.
- **Diversity:** The presence of differences that include race, ethnicity, gender, religion, language, abilities and socio-economic background.

POLICY STATEMENT

Hummingbird Nursery is an inclusive setting where the principles of equality, respect and diversity are central to our culture and practices. Discrimination in any form is not tolerated. We are committed to creating a community where all individuals feel valued, supported and free to express their identity. This policy aligns with the UAE Anti-Discrimination Law (2015) and Dubai Inclusive Education Policy (2017).

SCOPE

This policy applies to all members of Hummingbird Nursery community, including children, parents, staff members and external service providers. It covers all areas of nursery operations, including admissions, curriculum delivery, staffing and parent engagement.

ROLES AND RESPONSIBILITIES

Nursery Leadership

- Ensure this policy is implemented across all operational and educational areas.
- Promote a diverse and inclusive culture and address all instances of discrimination or unfair treatment.

- Ensure all staff are aware of and trained in anti-discrimination and diversity practices.
- Promote a culture of inclusivity and respect across the nursery.
- Address complaints of discrimination or exclusion promptly and effectively.

All Staff

- Treat all individuals with respect and uphold inclusive practices.
- Participate in relevant training and reflect on their role in promoting equality.
- Report any incidents of discrimination or exclusion to leadership.
- Uphold principles of diversity and inclusion in all interactions with children, families and colleagues.
- Model and teach respect, empathy and kindness.

Parents

- Engage positively with the nursery's inclusive values.
- Support a respectful environment for all children and families.
- Support the nursery's values of diversity and inclusion.
- Inform staff of any cultural, religious or personal considerations to support inclusive care.
- Raise concerns regarding discrimination or bias through appropriate channels.

PROCEDURES

Admissions and Enrollment

- Apply transparent and fair criteria in admissions decisions.
- Ensure no child is excluded on the basis of protected characteristics.

Curriculum and Learning Environment

- Deliver a culturally inclusive curriculum that celebrates diversity.
- Use educational materials and activities that reflect the backgrounds of the nursery community.
- Encourage respect for all cultures, religions and traditions.

Staff Recruitment and Employment

- Base all hiring and promotion decisions on merit, qualifications and experience.
- Foster a diverse workforce that mirrors the diversity of our community.
- Support all employees in career development equally.

Inclusive Practices

- Promote classroom activities that build understanding and empathy among children.
- Make reasonable accommodations to support individual needs, where necessary.

Handling Discrimination or Harassment

- Investigate all complaints regarding discrimination or harassment promptly and confidentially.
- Take appropriate disciplinary action where necessary in line with nursery policies.
- Maintain clear procedures for raising concerns.

Parental and Community Engagement

- Invite parents to contribute their cultural knowledge to nursery activities.
- Build community partnerships that reflect and support our inclusive ethos.
- Encourage feedback from families to inform inclusive practice development.

Equal Opportunity Practices

- All children are provided with equal access to programs and opportunities, regardless of their background.

Celebrating Diversity

- We integrate multicultural materials, books, songs, and traditions into the curriculum.
- Special days and celebrations reflect the diversity of our nursery community.
- Children are encouraged to express their identities and learn about others in a safe, open-minded environment.

MONITORING AND REVIEW

- Nursery leadership will regularly monitor practices to ensure compliance with this policy.
- The policy will be reviewed regularly, or as required, to reflect changes in legislation or nursery needs.

RELATED POLICIES AND APPENDICES

Related Policies:
Anti-Bullying Policy
Behaviour Management Policy
Confidentiality Policy
Cultural and Religious Sensitivity Policy
Inclusive Education Policy
Parent's Rights and Responsibilities Policy
Partnership with Parents Policy
Recruitment Policy
Wellbeing Policy

Emergencies & Critical Incident Policy

PURPOSE

The purpose of this policy is to ensure that Hummingbird Nursery is fully prepared to respond swiftly and effectively to any crisis or emergency situation that may threaten the health, safety or welfare of children, staff or the wider community. This policy establishes a structured plan for prevention, response and recovery, while ensuring continuity of operations and clear communication with all stakeholders.

DEFINITIONS

- **Crisis/Critical Incident:** Any sudden or extraordinary event that presents a significant threat to people, property or operations, such as natural disasters, public health emergencies or security threats.
- **Emergency:** A situation that poses an immediate risk to life, health, property or the environment (e.g., fire, earthquake, medical emergency).
- **Crisis Management Team (CMT):** A designated group of nursery personnel responsible for executing the crisis response plan, coordinating actions and communicating with internal and external stakeholders.
- **Emergency Lockdown:** A procedure implemented to protect children and staff from an immediate threat by restricting movement within or access to the premises.
- **Heightened Security Situation:** A period of increased national or regional security concern, civil unrest, external conflict, or government-issued safety alert that may require precautionary measures, restricted access, temporary closure or transition to remote learning.
- **Continuity of Operations:** The ability of the nursery to continue essential functions during and after a crisis.

POLICY STATEMENT

Hummingbird Nursery is committed to maintaining a safe and secure environment by implementing proactive measures to manage potential crises. We aim to reduce risk, prepare effectively, respond efficiently and recover quickly. This policy provides guidance to ensure:

- Communication with families, staff and authorities
- Compliance with local regulations and reporting obligations
- Continued learning and care for children, wherever possible

Hummingbird Nursery acknowledges that national, regional or international security developments may at times create heightened concern within the community. In such circumstances, the nursery will closely monitor official government communications and directives and will act promptly in accordance with local authorities to ensure the continued safety and wellbeing of children, staff and families.

SCOPE

This policy applies to all Hummingbird Nursery staff, children, parents, contractors and visitors. It encompasses a wide range of potential crisis scenarios, including:

- Fire or smoke emergencies
- Intruder threats and emergency lockdowns
- Epidemics or pandemics
- Natural disasters such as earthquakes or floods
- Missing child incidents
- Any medical emergency of a staff member, parent or child
- Civil unrest, regional instability or heightened national security situations
- Government-issued security alerts, precautionary closures or official directives related to national or regional safety matters

ROLES AND RESPONSIBILITIES

Crisis Management Team (CMT):

Staff Role	Crisis Team Role
General Manager	Crisis Management Director
Centre Manager/Centre Supervisor	Team and Communications Leader
Health and Safety Officer	Logistics and First Aid Leader

Team Leader: Directs crisis management efforts and ensures the policy is effectively followed.

Communications Leader: Manages all internal and external communications including notifications to parents and authorities.

Logistics Leader: Coordinates emergency supplies, transport, access control and facility arrangements.

First Aid Leader: Manages health-related responses, provides first aid support and coordinates with medical services.

All Staff:

- Follow instructions from the CMT calmly and promptly
- Ensure the safety and supervision of children during emergencies
- Report incidents or threats immediately to the CMT

Crisis Management Team

- Oversee implementation of emergency and incident procedures
- Conduct investigations and reviews after incidents
- Liaise with emergency services and regulatory bodies

Parents

- Provide up-to-date emergency contact information
- Respond and take necessary actions promptly when contacted about an emergency involving their child

PROCEDURES

Crisis Management Phases:

1. Risk Reduction:

- Conduct regular risk assessments
- Maintain safe facilities and implement safety protocols

2. Readiness and Planning:

- Ensure emergency plans, evacuation routes and contact lists are updated
- Train staff through simulations and emergency drills

3. Immediate Response:

- Activate the crisis management plan based on the nature of the emergency
- Account for all children and staff and initiate safety protocols
- Notify emergency services and communicate with parents as needed

4. Recovery and Restoration:

- Provide psychological support to affected individuals
- Debrief staff and families
- Review and revise response strategies to improve future readiness

Communication Protocols:

- Use the internal parent app, phone calls and emails to communicate during emergencies
- Document all actions and communications for regulatory review
- Notify relevant authorities when required

Immediate Responses to Dangerous Situations at the Nursery

In the event of a dangerous situation, the nursery will respond according to the specific scenario, including the following scenarios:

Epidemics and Pandemics

Objective: Ensure the safety and health of all children, staff and parents while maintaining the continuity of education.

Immediate Action:

- Notify health authorities as required
- Isolate any symptomatic child or staff member and notify parents/emergency contacts
- Follow public health guidelines for testing and isolation

Hygiene and Cleaning:

- Enforce strict handwashing and respiratory hygiene protocols
- Increase the frequency of cleaning and disinfection of all areas

Communication:

- Notify parents of any confirmed cases and the measures being taken
- Provide updates through internal Parent app

Remote Learning:

- Transition to virtual learning if required by authorities
- Ensure all families have access to learning materials, where possible

Fire Emergencies

Objective: Evacuate the nursery safely and quickly.

Procedures:

1. Sound the Alarm:
Activate the fire alarm immediately upon detection of smoke or fire

2. Evacuate the Building:

- Staff lead children to designated assembly points using the safest evacuation routes
- Conduct a headcount to ensure all children and staff are accounted for

3. Call 999:
Notify emergency services and provide the location and details

4. Do Not Re-enter:

Wait for fire services to declare the building safe before re-entry

Emergency Lockdown

Objective: Protect all individuals by securing them in designated safe locations.

Procedures:

1. Secure All Areas:
Lock doors and windows, close blinds and turn off lights

2. Move to Safety:
Move children to secure areas, away from doors and windows, ensuring they are out of sight

3. Maintain Silence:

- Ensure no sound is made that could attract attention
- Comfort children to ensure they are calm and quiet

4. Contact Authorities:
Call 999 and provide details about the lockdown

5. Await Instructions:

- Remain with children until further instructions are provided. Staff members are responsible for ensuring that all children are present and accounted for and that no one leaves the classroom or designated safe area locations.
- Remain in lockdown until emergency services provide an all-clear.

Heightened Security Situation or Government-Directed Precautionary Closure

Objective: To ensure the safety of children and staff while responding promptly and responsibly to official guidance during periods of increased security concern.

Procedures:

1.Monitoring and Risk Assessment:

- The Crisis Management Team will closely monitor official communications from UAE authorities and regulatory bodies,
- Risk levels will be assessed daily during periods of concern.

2.Decision Making:

- The nursery will comply immediately with any government directive regarding closure, restricted access, adjusted operating hours or safety protocols.
- If advised, the nursery may implement precautionary measures including restricted visitor access, staggered collection procedures or temporary suspension of on-site learning

3.Child Collection:

- The nursery will comply immediately with any government directive regarding closure, restricted access,

4.Transition to Remote Learning (If Required):

- Distance learning will be activated where appropriate
- Families will receive clear communication outlining expectations, learning support and wellbeing guidance
- Staff will remain available to support families during the transition

5.Communication:

- Parents will be informed promptly via the Parent App, email and/or phone communication
- Updates will be provided regularly as information becomes available
- Only verified information from official sources will be shared

6.Reopening and Return:

- The nursery will reopen only when authorities confirm it is safe to do so
- A safety review of the premises will be conducted prior to reopening
- Families will receive clear guidance regarding return procedures

Heightened Security Situation Occurs During Nursery Operating Hours

Objective: To ensure the immediate protection, supervision and emotional wellbeing of all children and staff while maintaining calm, order and clear communication with families.

Immediate Actions

1. Activate Emergency Protocol

- The Crisis Management Team (CMT) will immediately assess the nature of the situation based on official alerts or credible information
- The appropriate response will be activated (Lockdown, Restricted Movement, Shelter-in-Place, or Evacuation if instructed by authorities)

2. Secure the Premises

- All external doors and gates will be locked immediately
- Visitor access will be suspended
- Staff will ensure all children are indoors and accounted for
- Curtains/blinds will be closed if required

3. Account for All Children and Staff

- Class teachers will conduct an immediate headcount
- Registers will be checked and confirmed with the CMT
- Attendance records will be kept accessible at all times

4. Maintain Calm Environment

- Staff will remain calm and reassuring
- Children will be engaged in quiet, familiar activities
- Age-appropriate language will be used; no alarming details will be shared
- Emotional support will be provided as needed

Communication With Parents

1. Initial Notification

- Parents will receive a message via the Parent App and/or email informing them that precautionary procedures have been activated
- Communication will confirm that all children are safe and supervised

2. Ongoing Updates

- Regular updates will be shared as verified information becomes available
- Only confirmed information from official authorities will be communicated

3. Phone Lines

- The nursery phone lines will remain open where possible
- Parents are respectfully requested to avoid unnecessary calls during critical response periods to allow lines to remain clear for emergency services

Child Collection Procedures During a Security Situation

1. If Authorities Advise Immediate Collection:

- Parents will be notified with clear collection instructions
- Staggered collection times may be implemented to reduce congestion
- Identification will be verified before release
- Children will only be released to authorised individuals listed on the child's records

2. If Authorities Advise Shelter-in-Place (No Movement):

- Children will remain on site until an official all-clear is issued
- No child will be released until it is deemed safe by authorities
- Parents will be updated regularly to provide reassurance

3. Controlled Dismissal:

- Collection may occur from a designated secure exit
- Staff will escort children directly to authorised adults
- A sign-out log will be maintained

If the Situation Escalates

- The nursery will follow direct instructions from UAE authorities and emergency services
- Emergency supplies (water, first aid kits, emergency contact lists) will be accessible
- Staff will remain with children at all times

After the Incident

1. Confirmation of Safety

- Parents will receive an official "all-clear" communication

2. Emotional Support

- Staff will provide reassurance and emotional support to children
- Guidance will be shared with parents on supporting children at home

3. Incident Review

- The CMT will conduct a full review
- Procedures will be evaluated and updated as required

Earthquakes or Other Natural Disasters

Objective: Minimize harm and maintain order during natural disasters.

Procedures:

1. Drop, Cover and Hold On:

Instruct children to get under sturdy furniture and protect their heads

2. Evacuate if Necessary:

After occurance of a natural disaster, assess the building's safety and evacuate if needed

3. Check for Injuries:

Administer first aid and call for emergency medical assistance if required

4. Contact Authorities and Parents:

Inform parents of the situation and provide updates, as soon as safe and possible

Missing Child

In the event of a missing child, immediate and organized action is required to ensure the child is located safely and quickly. The following steps outline the procedures to be followed by all nursery staff.

Immediate Actions

1. Notify the Crisis Management Team Immediately:

The staff member who notices the child is missing must inform the Crisis Management Team and other colleagues without delay.

2. Conduct an Immediate Search:

- Begin a systematic search of the entire premises
- Designate staff to search specific zones to ensure no area is overlooked

3. Secure All Exits:

- Lock external doors and gates to prevent the child from leaving the premises or unauthorized individuals from entering
- Assign staff to monitor all exits and entry points

4. Use Child's Name Call:

- If appropriate, use a calm voice to call the child's name and encourage them to respond
- Avoid alarming other children during this process

If the Child is Not Found

1. Contact Community Security:

Call community security immediately and provide details of the child, including:

- Name and age
- Description (clothing, height, distinguishing features)
- Last known location
- Any additional relevant information (e.g., medical conditions).

2. Contact Authorities:

Call 999 immediately and provide details of the child, including:

- Name and age
- Description (clothing, height, distinguishing features)
- Last known location
- Any additional relevant information (e.g., medical conditions).

3. Notify Parents:

- Contact the child's parents to inform them of the situation
- Reassure them that the authorities have been contacted and every effort is being made to locate the child

Ongoing Actions During the Search

4. Assign a Liaison for First Responders:

- The Nursery Manager or designated staff member should serve as the point of contact for police or other emergency services upon their arrival
- Provide them with a current photo and all relevant details of the child

5. Document Actions:

Record all actions taken, including:

- Times of key events (e.g., when the child was last seen, search initiation, authorities notified)
- Names of staff involved and areas searched

6. Keep Other Children Safe:

- Ensure all other children remain supervised and calm
- Staff should maintain normal routines to minimize distress

After the Child is Located

7. Ensure the Child's Well-Being:

- Check the child for injuries or signs of distress and provide water and food, if necessary

- Administer first aid if needed and call for medical assistance if necessary

8. Notify Parents and Authorities:

- Inform parents and authorities that the child has been found safely
- Provide them with a brief summary of the situation and any follow-up steps

9. Conduct a Staff Debrief:

- Review the incident with all staff to identify gaps in supervision or procedures
- Discuss improvements to prevent similar incidents in the future

By following these steps, the nursery ensures a rapid, coordinated response to locate the child while maintaining the safety and trust of all involved.

If the Child is Not Located

UAE authorities will take over the search and the nursery CMT will remain involved and provide support, wherever possible.

Medical Emergency of a Parent, Child, or Staff Member

Objective: Manage the situation with sensitivity and remain calm.
A death at the nursery may result from an unforeseen medical situation, accident or natural causes. Immediate actions are required to secure the scene, provide support and involve appropriate authorities while maintaining discretion and professionalism.

In the Event of a Medical Emergency at the Nursery:

For Staff:

1. Immediate Notification:
Inform the Crisis Management Team immediately

2. Children Safety:

- Calmly remove children from the area if possible
- Keep children engaged and away from the incident location

3. Support:
Identify any children requiring immediate emotional support and provide care as needed

For the Crisis Management Team:

1. Contact Authorities:
Call 999 immediately and provide all necessary information

2. Notify Emergency Contacts:
If the victim is a child, inform the parents promptly and sensitively. If the victim is a staff member, inform the emergency contact promptly and sensitively.

3. Notify Leadership:
Inform a member of the Senior Leadership team at ATI Head Office.

4. Secure the Scene:

- Isolate the area
- Assign a staff member to safeguard the location until First Responders arrive

5. Witness Management:

- Identify witnesses or reporting parties
- Discourage discussion of the event to maintain privacy and accuracy

6. Emergency Information:
Retrieve and provide emergency details of the victim to police/medical responders

7. Documentation:
Record all actions taken during the incident
Preventative Measures:

- Daily risk assessment and cleaning checks of the premises before opening
- Immediate reporting of any identified hazards
- Maintenance of first aid kits and emergency equipment
- Staff trained in paediatric first aid and emergency response
- Debrief staff and assess what went wrong and how it can be prevented in the future
- Adjust risk assessments or procedures as needed

MONITORING AND REVIEW

- The Crisis Management Team will review the crisis plan regularly or after any critical incident.
- Lessons learned from each incident will inform updates to procedures.
- All incidents and emergencies will be reviewed by the nursery leadership team and documented.
- Regular training will be provided to staff on emergency procedures.
- The policy will be reviewed regularly or following any critical incident.

RELATED POLICIES AND APPENDICES

Related Policies:
Adverse Weather Policy
Allergies and Reactions Policy
Children's Arrival and Departure Policy
CCTV (Security Video Surveillance) Policy
Emergency Evacuation Policy

Appendices:
Evacuation Maps and Emergency Exits
Drill Log Sheet and Reports
Key Contacts - Quick Reference Guide

Fire Safety Policy
First Aid Policy
Incident and Accident Reporting Policy
Infection Control Policy
Parent's Rights and Responsibilities
Risk Assessment Policy
Safeguarding and Child Protection Policy
Supervision Policy
Wellbeing Policy

Key Contact - Quick Reference Guide

Emergency Telephone Numbers	
Fire Department	997
Ambulance	998
Police	999
Search and Rescue	995
Electricity Emergencies	991
Water Emergencies	922
MOHAP	800 11111
DHA	800 342
DOH	800 555

Emergency Evacuation Policy

PURPOSE

The purpose of this policy is to establish clear procedures to ensure the safe, calm and efficient evacuation of all children, staff and visitors at Hummingbird Nursery in the event of an emergency. Our aim is to minimize risk, prevent injury and maintain order in any unforeseen situation that requires immediate evacuation of the premises.

DEFINITIONS

- **Emergency:** Any situation that poses an immediate threat to life, health, safety or property (e.g., fire, gas leak, earthquake).
- **Evacuation:** The process of moving people from a dangerous location to a safe, designated assembly point.
- **Assembly Point**: A predetermined, safe outdoor location where children, staff and visitors gather after evacuating the building.
- **PERP**: Personal Emergency Response Plan - Each child with special needs will have a PERP outlining specific evacuation support, including mobility aids, sensory tools and communication requirements.

POLICY STATEMENT

Hummingbird Nursery is committed to ensuring the safety and wellbeing of everyone on site through comprehensive evacuation procedures. All staff members are trained to follow a structured response plan that includes designated roles, fire exit routes and protocols to ensure swift and secure evacuation. Evacuation drills are conducted regularly to maintain preparedness and confidence during real emergency events.

SCOPE

This policy applies to all children, staff, parents, visitors and contractors present at the nursery during operating hours. It covers all types of emergencies that require partial or complete evacuation of the premises.

ROLES AND RESPONSIBILITIES

There are several key roles and responsibilities in place as part of the emergency evacuation plan.

These are outlined below:

Evacuation Management Leader – Health and Safety Officer (HSO)

- Responsible for overseeing the entire evacuation process, ensuring all children and staff are accounted for and safely evacuated.

- Retrieve the first aid kit and once outside will check that all children and staff are present and safely out of the building.
- If any first aid is needed, the health and safety officer or other first aid trained staff member will provide.

Evacuation Coordinator – Centre Manager (CM)

- Responsible for assessing the situation and determining the best course of action for evacuation
- Will do a final check of the nursery and once outside will check that all children and staff are present and safely out of the building
- Must be the last one to evacuate the premise after checking that no other individual is left inside
- Works in coordination with emergency services, community authorities and security to ensure a smooth evacuation process

Evacuation Communication Coordinator – Administrator

- Will direct all children and staff to the assembly point
- Responsible for collecting parent details and staff and child attendance before assisting with evacuating children and staff
- Once outside, will use the Parent app to communicate with parents, where necessary, and provide updates on the evacuation

Class Teachers and Teaching Assistants

- Responsible for ensuring that all children are safely evacuated using the safest fire exits and moved safely and efficiently to the assembly point
- Responsible for supervising children at the designated assembly points

Nursery Assistants

- Responsible for ensuring all areas are clear and safe to evacuate
- Will assist in evacuating children from the nursery and supervising at the assembly points until re-entry is permitted

PROCEDURES

Immediate Response

- Upon hearing the alarm or emergency call, evacuate the building immediately
- Do not collect personal belongings
- Prioritise child safety and remain calm

Classroom Staff

- Collaborate to calmly gather children and escort them via the safest fire exit

- Bring the class attendance record and maintain headcounts
- Retrieve Emerency Evacuation bags with PERPs

Non-Classroom Staff

- Support evacuation of all children to the designated assembly point

Assembly Point

- Follow signage or the direction of the Evacuation Management Leader
- Group children by classroom for accurate roll call
- Headcounts conducted by teachers, verified by the HSO and CM

Final Checks

- CM conducts a final sweep of the premises
- No re-entry is permitted until cleared by emergency services

Parent Communication

The Communication Coordinator will update parents through the Parent App, sharing evacuation status and instructions

Emergency Services

The CM or HSO contacts emergency services and cooperates with community security as required.

Fire Exits

Evacuation routes are displayed on the Evacuation Map in each nursery area.

Training and Drills

- All staff will receive regular Fire Safety and Evacuation training.
- Evacuation drills will be conducted regularly and documented.
- Staff are trained in maintaining calm behaviour and clear communication during emergencies.

EVACUATION PROCEDURES FOR CHILDREN WITH SPECIAL NEEDS

Personalized Emergency Response Plans (PERP):

Each child with special needs will have a PERP outlining specific evacuation support, including mobility aids, sensory tools, and communication preferences.

Buddy System:

- Assign a trained staff member to each child with special needs during evacuation.
- Additional staff will assist in carrying or guiding children who require physical support.

Specialized Equipment:

- Necessary aids will be made available, where needed. Staff will be trained to use this equipment effectively.

Sensory and Behavioural Support:

- Provide sensory aids (e.g., noise-cancelling headphones) to children who may be distressed by alarms or crowds.
- Use visual aids and calming techniques to reduce anxiety.

Assembly Points:

Assembly points will be accessible for children with mobility challenges.

MONITORING AND REVIEW

- Emergency procedures are reviewed regularly or after any real evacuation event.
- Attendance registers must be updated daily to ensure accountability during evacuation.
- All drill reports are logged and reviewed to identify areas for improvement.

RELATED POLICIES AND APPENDICES

Related Policies:

Adverse Weather Policy
Children's Arrival and Departure Policy
Emergencies and Citical Incidents Policy
Fire Safety Policy
First Aid Policy
Inclusive Education Policy
Risk Assessment Policy
Safeguarding and Child Protection Policy
Supervision Policy

Appendices:

Staff and Student Daily Attendance Record
Emergency Contact Information
Evacuation Maps
Emergency Evacuation Procedures Guide

Environmental Sustainability Policy

PURPOSE

The purpose of this policy is to promote and implement sustainable practices at Hummingbird Nursery that reduce environmental impact, conserve resources and create a healthier environment for children, staff and the wider community. The nursery is committed to fostering an eco-conscious culture by integrating sustainability into daily operations, education and community engagement.

DEFINITIONS

- **Environmental Sustainability:** The responsibility to conserve natural resources and protect global ecosystems to support health and wellbeing now and in the future.
- **Recycling:** The process of converting waste materials into reusable materials to prevent waste of potentially useful resources.
- **Eco-Friendly Products:** Items made using environmentally responsible materials and production methods, often biodegradable, recyclable or sustainably sourced.
- **Single-Use Plastics:** Plastic items intended to be used once before disposal (e.g., plastic cutlery, straws, packaging).
- **Sustainability Education:** Teaching and learning practices that promote understanding and awareness of environmental issues and encourage responsible behaviour.

POLICY STATEMENT

Hummingbird Nursery is committed to environmental responsibility and sustainability. We strive to reduce waste, conserve water and energy, make informed procurement decisions and educate children and staff on sustainable practices. We believe that instilling eco-awareness in early childhood builds a foundation for lifelong environmental stewardship.

SCOPE

This policy applies to all Hummingbird Nursery staff, children, families, contractors and visitors. It covers the nursery's physical operations, curriculum design, purchasing practices and community engagement activities.

ROLES AND RESPONSIBILITIES

Nursery Leadership

- Lead the implementation of sustainable practices and provide necessary resources
- Ensure compliance with relevant environmental regulations
- Monitor and review environmental practices
- Promote staff and student involvement in sustainability activities

Teaching and Support Staff

- Implement sustainable practices in classrooms and routines
- Incorporate environmental education into learning experiences
- Encourage and model sustainable behaviour for children

Parents

- Support nursery initiatives by following recommended sustainability practices at home
- Participate in environmental awareness events and activities

PROCEDURES

Waste Management

- Implement recycling stations for paper, plastics and cardboard
- Minimise paper use by promoting digital communication
- Avoid single-use plastics and encourage reusable alternatives

Energy and Water Conservation

- Switch off lights and equipment when not in use
- Use energy-efficient lighting and appliances, where possible
- Monitor and reduce water use; fix leaks promptly

Sustainable Procurement

- Source products locally to reduce transportation impact
- Prioritise purchasing recyclable, biodegradable or sustainably made materials
- Choose eco-friendly cleaning supplies and equipment

Curriculum and Education

- Integrate sustainability themes into weekly plans (e.g., nature, recycling, conservation)
- Organise eco-projects, such as planting or recycling activities
- Celebrate global events like Earth Day and Environment Week

Outdoor Learning and Nature Play

- Utilise garden and outdoor areas for environmental exploration
- Encourage care for plants, wildlife and natural resources

Family and Community Involvement

- Share updates on eco-friendly activities on the Parent App
- Promote consistent sustainability practices between home and nursery

MONITORING AND REVIEW

- Regular reviews will be conducted to assess effectiveness and identify areas for improvement.
- Feedback will be collected to inform future changes.

RELATED POLICIES AND APPENDICES

Related Policies:
Annual Maintenance Policy
Cleaning and Sanitisation Policy
Curriculum Policy
Outdoor Play and Equipment Policy
Partnership with Parents Policy
Teaching, Learning Program and Assessment Policy

Fee and Cancellation Policy

REGISTRATIONS

Registration documents and initial fees, including a one-time registration fee must be submitted in full before your child's enrolment at Hummingbird.

PAYMENT METHODS

Parents have the option to pay their fees monthly, termly or annually as outlined in each centre's 'Fee Structure'.
We accept credit card, bank transfer or cheques payable to Hummingbird.

SCHEDULE OF FEES

Fee payments (monthly, termly or annually) are due before the 1st of each month. Any payment not received by the 5th day of the month will incur an AED 150 late payment charge.

FEE REFUND

Non-Refundable Fees
Registration fees are non-refundable under any circumstances. This fee secures your child's place and covers administrative costs.

Tuition Fee Refund Policy
Refunds for tuition fees will be calculated in accordance with UAE regulatory guidelines and based on the duration of time the child has attended the nursery. The following terms apply:

- If a parent wishes to withdraw their child, one month's written notice must be provided. Tuition fees will be refunded based on the following mandated schedule:
  - **If the student attends two weeks or less:** The nursery will retain one full month's fee.
  - **If the student attends between two weeks and one month:** The nursery will retain two months' fees.
  - **If the student attends more than one month:** The nursery will retain the full fees.
- If you withdraw your child during a term package, the refund will be calculated by deducting the monthly package rate for the time your child attended the nursery.
- If you withdraw your child during a year package, the refund will be calculated by deducting the termly package rate for the time your child attended the nursery. Your child must have attended the nursery for a minimum of four full months, otherwise the refund will be calculated by deducting the monthly package rate for the time your child attended the nursery.

Refund Process
Parents must submit a formal written request for a refund to the nursery administration, specifying the reason for withdrawal and the requested refund. Refunds will be determined after receiving the written request, provided all necessary documentation is submitted.

Non-Refundable Situations
Refunds will not be issued for:

- Temporary closures due to public holidays or government-mandated closures.
- Illnesses or other short-term absences.
- Non-attendance of the nursery without formal withdrawal notice.

Payment Method and Bank Charges
Any bank charges, transfer fees or administrative fees incurred during the refund process will be deducted from the refundable amount and borne by the parent.

Dispute Resolution
In case of a disagreement regarding the refund amount or eligibility, the parent can escalate the issue to the General Manager for review.

LATE PICK UP FEES

Extended timing beyond your child's collection time will result in an additional charge of AED 60 for each hour before 6pm. A late fee of AED 150 will apply for pick up after 6pm, the centre closing time, as this is highly discouraged due to strict operating hours dictated by KHDA/ADEK.

SIBLING DISCOUNTS

Where parents have more than one child enrolled and attending the centre on a standard package, a fee reduction is offered on the fees for the second and subsequent children. The sibling discount can only be availed whilst the children are both attending the centre and cannot be combined with any other discounts/promotions.

CORPORATE DISCOUNTS

Certain companies have opted to work with Hummingbird on a preferred basis and may be eligible for discounts/promotional rates and/or extra services. Ask your Company Human Resources head to contact Hummingbird to find out details of the programs on offer. You can get information from the Hummingbird team on our current affiliations/offers.

ABSENCE

Fees remain payable for periods of sickness or unexpected absence as your child's place is secured and staff and associated costs continue to accumulate and be met by the centre. No discount or

refund is applicable for children who are absent due to sickness or leave before the end of their contract.

HOLIDAY DISCOUNT

In case your child is to take any leave during the term, you are required to provide a written notice to the centre at least one-month in advance of your child's leave and before payment for the month is taken. The leave period will be charged at 50% of the normal fee to maintain your child's place at the centre.
No refund or discount can be applied on Term and Annual packages.

WITHDRAWAL OF YOUR CHILD'S ENROLMENT

A minimum of one calendar month notice must be given to us in writing when terminating your child's registration.

ADVERSE CONDITIONS

Hummingbird Nursery may close due to adverse conditions and upon the advice of KHDA/ADEK. Please note that no refunds will be provided in the event of closure due to such conditions.

PUBLIC HOLIDAYS

Hummingbird Nursery will be closed on public holidays, and these days must be paid in full; no discounts will be provided.

NON-PAYMENT OF FEES/CONTRACT TERMINATIONS

If the payment of any fees is outstanding for more than 10 days after the start of your child's package, this may result in the termination of your childcare contract and the loss of your childcare place along with forfeiture of any payments made. Upon termination of this contract your child shall not be permitted entry to the centre. This shall be regarded as a formal demand for all outstanding payments and we will issue a final invoice and pass this to a debt collection agency for full recovery. In addition, you will be liable for all associated debt collection fees and court costs.

Fire Safety Policy

PURPOSE

The purpose of this Fire Safety Policy is to protect the lives and well-being of all children, staff and visitors at Hummingbird Nursery by ensuring that comprehensive fire prevention, preparedness and emergency response procedures are in place. This policy is designed to ensure compliance with UAE Civil Defense regulations and maintain a culture of fire safety awareness throughout the nursery.

DEFINITIONS

- **Fire Safety:** Measures and procedures adopted to prevent the outbreak of fire and ensure a safe and orderly evacuation in the event of an emergency.
- **Fire Warden:** A designated member of staff trained in fire safety, responsible for leading evacuation efforts and ensuring compliance with fire safety protocols.
- **Evacuation Route:** The clearly marked and unobstructed path used to exit the nursery building safely during a fire.
- **Assembly Point:** A designated safe location outside the nursery building where children, staff and visitors gather after evacuation to be accounted for.
- **Fire Drill:** A scheduled practice evacuation to familiarise staff and children with the correct evacuation procedures in the event of a real fire.

POLICY STATEMENT

Hummingbird Nursery is committed to ensuring a safe and secure environment through robust fire safety practices. Fire prevention, regular staff training and efficient evacuation procedures are essential in safeguarding lives and complying with fire safety regulations. This policy ensures that everyone at the nursery is prepared to act swiftly and safely in the event of a fire emergency.

SCOPE

This policy applies to all staff members, children, parents, visitors and contractors on Hummingbird Nursery premises. It covers all areas within the nursery.

ROLES AND RESPONSIBILITIES

Fire Warden/Health and Safety Officer:

- Raise the alarm immediately in case of a fire – activate the fire alarm system.
- Call community security and Civil Defence (997), provide them with the nursery Makani number.
- Report to Civil Defence/firefighters – inform them of fire location or special hazards (e.g., gas cylinders, chemicals).

- Support post-incident review – participate in debriefing, highlight challenges and suggest improvements for future fire safety.
- Conduct and arrange regular fire drills and staff training in line with Civil Defence requirements.
- Conduct child-friendly sessions on fire safety.
- Ensure all fire safety equipment is regularly checked by the authorized AMC provider. Make sure all fire safety equipment is in working order.

All Staff

- Engage in fire safety training – attend all mandatory fire safety and evacuation training sessions.
- Participate in fire drills – take part in regular fire drills, treating them as real emergencies to ensure preparedness.
- Maintain safe electrical use – switch off appliances when not in use, avoid overloading sockets and report faulty equipment.
- Prevent hazards – ensure no water or liquids are near plug sockets, electrical cords or appliances.
- Check fire equipment – know the locations of fire extinguishers, alarms and first aid kits; report if access is blocked or damaged.
- Report risks immediately – inform nursery leadership of any fire safety hazards, such as damaged wires, overheating equipment or obstructed exits.
- Model safe behaviour – demonstrate awareness of fire safety in daily practice to reinforce a safe environment for children.

PROCEDURES

Fire Safety Equipment

- Fire extinguishers, smoke detectors, alarms, emergency lighting, and illuminated signs are maintained regularly.
- Regular inspections are conducted to confirm functionality and accessibility.

Training and Drills

- Civil Defense-approved fire safety training is completed by the required number of staff every 2 years.
- The Fire Warden provides regular internal fire safety training for all staff and age-appropriate sessions for children.
- Fire drills are conducted routinely and documented, with observations used to improve procedures.

MONITORING AND REVIEW

- This policy is reviewed regularly or following any significant incident or change in regulations.
- Nursery leadership are responsible for reviewing drill reports and inspection records to identify areas for improvement.

RELATED POLICIES AND APPENDICES

Related Policies:
Emergencies and Critical Incident Policy
Emergency Evacuation Policy

Appendices:
Fire Drill Report Template
Fire Safety Training Handbook
Evacuation Maps
Evacuation Procedure Guides

First Aid Policy

PURPOSE

The purpose of this First Aid Policy is to ensure the health, safety and well-being of all children, staff and visitors at Hummingbird Nursery. It outlines procedures and responsibilities to ensure timely and effective first aid treatment, in line with applicable health and safety regulations.

DEFINITIONS

- **First Aid:** The immediate assistance provided to a person suffering from either a minor or serious illness or injury until professional medical help is available.
- **First Aider:** A staff member who has received certified training in providing first aid.
- **Incident Report:** A documented account of any accident, injury or medical emergency, including treatment provided.

POLICY STATEMENT

Hummingbird Nursery is committed to providing prompt and effective first aid care in the event of illness or injury. We ensure all staff are trained in basic first aid and designated first aiders hold valid certifications. This policy ensures the proper provision, recording and review of all first aid treatments.

SCOPE

This policy applies to all children, staff members and visitors on nursery premises or participating in nursery-organized activities. It covers minor injuries, medical emergencies and the administration of medication under prescribed guidelines.

ROLES AND RESPONSIBILITIES

Nursery Leadership

- Organize and ensure compliance with required first aid training

Health and Safety Officers

- Hold valid Health and Safety and First Aid with BLS certifications
- Maintain first aid kits
- Administer first aid and manage emergency responses
- Record all first aid treatments and incidents
- Review first aid procedures and audit equipment regularly

All Staff

- Report any injuries or illnesses promptly and support first aiders during incidents

PROCEDURES

In the Event of an Injury or Illness:

- Assess the situation calmly and ensure safety
- Call a designated first aider
- Administer first aid based on training

Serious Injuries or Medical Emergencies:

- Contact emergency services (998)
- Provide emergency first aid until professional help arrives
- Notify parents immediately
- Complete an incident report with detailed documentation

Minor Injuries/Incidents:

- Administer appropriate first aid
- Record the incident in the accident report book
- Notify parents and provide them with a copy of the report

Medication Administration:

- Follow the Medication Policy strictly
- Record all medication administration in the medication log

First Aid Facilities and Equipment

First Aid Kits:

- Located in key nursery areas
- Stocked with essential supplies
- Checked and replenished regularly

Automated External Defibrillator (AED):

- Available for emergency use
- Maintained and tested regularly

Emergency Contacts:
Up-to-date emergency contact details for all children and staff must be readily accessible.

Staff Training and Certification

Basic First Aid Training:

- All staff are required to undergo basic first aid training

Designated First Aiders:

- Must hold current first aid certifications from approved providers
- Attend refresher courses as required

Monitoring and Record Keeping

Accident/Incident Reports:
Maintain accurate records of all incidents, including:

- Date and time
- Nature of injury
- Treatment provided
- Name of first aider

MONITORING AND REVIEW

- This policy is reviewed regularly or after a major incident.
- The Health and Safety Officer and nursery leadership are responsible for ensuring compliance and updating procedures where necessary.

RELATED POLICIES AND APPENDICES

Related Policies:
Allergies and Reactions Policy
Health and Safety Policy
Incident and Accident Reporting Policy
Medication Administration Policy
Offsite Visits and Activities Policy
Parent's Rights and Responsibilities
Partnership with Parents Policy
Risk Assessment Policy
Safeguarding and Child Protection Policy
Wellbeing Policy

Appendices:
Registration Form
Accident/Incident Report Template
First Aid Training Record
First Aid Kit Checklist
Emergency Contact Records
Evacuation Procedure Guides

Health and Safety Policy

PURPOSE

The purpose of this policy is to ensure that Hummingbird Nursery provides and maintains a safe, healthy, secure and nurturing environment for all children, staff, parents and visitors. The policy establishes clear roles, responsibilities and procedures to minimise risks, prevent accidents and injuries, promote physical and emotional wellbeing, and support a culture of health and safety throughout the nursery. It reflects our commitment to safeguarding children and complying with all relevant UAE legislation, KHDA requirements, Dubai Municipality regulations, Civil Defence requirements, and EYFS best practice guidance. Through effective risk management, regular monitoring, staff training and continuous improvement, we strive to ensure that health and safety remains a shared responsibility and an integral part of daily nursery practice.

DEFINITIONS

- **Health and Safety Procedures:** Measures and practices put in place to protect the physical and emotional well-being of all individuals in the nursery.
- **Risk Assessment:** A systematic review of potential hazards within the nursery and the steps taken to minimise or eliminate risks.
- **Hazard:** Anything with the potential to cause harm, including unsafe practices, equipment or environments.
- **Incident/Accident:** An unplanned event that results in injury, illness or risk to safety.
- **First Aider:** A staff member trained and certified to provide immediate medical care in case of an accident or emergency.

POLICY STATEMENT

Hummingbird Nursery is committed to providing a safe, secure, healthy, and emotionally supportive environment for all children, staff, and visitors. We recognise that health, safety, wellbeing, and emotional security are fundamental to high-quality early years provision and are essential for children's learning, development, and positive outcomes. In line with the KHDA Early Childhood Quality Framework, the nursery promotes safe, inclusive, and responsive environments where children feel valued, protected, and supported. Effective supervision, robust risk assessment procedures, and high standards of hygiene ensure that children can explore, play, and learn with confidence and security. Our approach promotes a proactive safety culture in which risks are identified early, concerns and near misses are reported promptly, and continuous improvement is embedded through reflection, monitoring, training, and professional accountability. Staff are expected to take shared responsibility for maintaining a safe environment and to act in accordance with established health and safety procedures at all times. At the same time, the nursery recognises the importance of balanced risk-taking in early childhood. Children are provided with age-appropriate opportunities to explore, investigate, and engage in meaningful learning experiences that support independence, resilience, problem-solving, and physical development within a safe and well-supervised environment. Health and safety is closely linked to safeguarding and child

protection, and the nursery maintains a whole-setting culture where children's safety, wellbeing, dignity, and protection are central to all decisions, interactions, and professional practice.

SCOPE

This policy applies to:

- All staff members employed at Hummingbird Nursery.
- All children enrolled in the nursery.
- All parents, guardians, contractors and visitors to the nursery premises.
- All nursery facilities, equipment and activities (on- and off-site).

ROLES AND RESPONSIBILTIES

Nursery Leadership/Health and Safety Officer

- Ensure compliance with UAE Health and Safety legislation and Civil Defence regulations.
- Conduct regular risk assessments and implement corrective measures.
- Provide appropriate training for staff, including first aid, fire safety and safeguarding.
- Ensure mandatory health and safety training is completed by all staff during induction and refreshed at regular intervals, or sooner if legislation, regulations or nursery procedures change. Training records are maintained and monitored to ensure all staff remain competent, compliant and confident in carrying out their health and safety responsibilities.
- Ensure emergency evacuation procedures are established, practiced and reviewed.
- Maintain accurate records of accidents, incidents and near misses.
- Monitor trends in accidents, incidents and near misses to inform preventative actions
- Conduct regular audits, spot checks, and reviews to ensure consistency across all areas
- Ensure clear accountability and follow-up actions for all health and safety matters

Nursery Staff

- Follow health and safety procedures at all times.
- Supervise children to prevent accidents and ensure safe play.
- Conduct regular checks of classrooms, play areas and equipment to identify hazards.
- Record and report any accidents, incidents or hazards immediately.
- Engage in health and safety training and apply learning in practice.
- Promote good hygiene practices (e.g., handwashing, food safety).
- Actively identify and report risks and near misses
- Follow clear procedures for risk assessment, supervision, and incident reporting

Parents

- Follow nursery safety guidelines when in the nursery.
- Provide up-to-date information on children's medical conditions, allergies and emergency contacts.

- Support the nursery in reinforcing health and safety practices.

Children

- Encouraged, where age-appropriate, to follow safe practices (e.g., tidying toys, safely moving around, washing hands).
- Children are encouraged to express concerns, share ideas and participate in discussions about health, safety and wellbeing within the nursery community.
- Children are supported, according to their age and stage of development, to recognise risks, make safe choices and contribute to creating a safe environment.

PROCEDURES

Allergies and Reactions
Record and display all allergies, ensure safe eating, prevent exposure and respond quickly to allergic reactions.
More details can be found in the Allergies and Reactions Policy.

Emergencies and Critical Incidents
Remain calm, follow the crisis management plan and prioritise children's safety.
More details can be found in the Emergencies and Critical Incident Policy.

Emergency Evacuation
Follow the evacuation route, lead children to assembly points and check attendance.
More details can be found in the Emergency Evacuation Policy.

Emergency Response

- Regular emergency drills, including fire, shelter-in-place and evacuation procedures, are conducted in line with regulatory requirements.
- All drills are recorded, evaluated and used to strengthen practice.
- Staff understand their roles and responsibilities, and children are supported to participate in a calm and age-appropriate manner.

More details can be found in the Emergency Response Policy.

Fire Safety
Carry out regular fire drills, ensure testing of alarms/equipment and be aware of fire causes/risks.
More details can be found in the Fire Safety Policy.

First Aid
Administer first aid promptly, use designated first-aiders and record treatment given.
More details can be found in the First Aid Policy.

Cleanliness and Hygiene
Maintain high standards of personal hygiene and cleaning routines**.**
More details can be found in the Cleaning and Sanitisation Policy and Hygiene Policy.

Incident and Accident Reporting

- All accidents, incidents, and near misses are managed through a clear process:
  - Immediate response, including first aid where needed
  - Prompt reporting to the Health and Safety Officer
  - Documentation and reporting
  - Communication with parents, as appropriate.
- Incidents are:
  - Categorised (minor, serious, near miss)
  - Documented accurately, and
  - Reviewed by the Health and Safety Officer leadership.
- Where required, incidents are investigated, and outcomes are recorded to inform improvements.

More details can be found in the Incident and Accident Reporting Policy.

Infection Control

Follow handwashing protocols, cleaning procedures and exclusion periods when necessary.
In the event of a suspected or confirmed outbreak of an infectious illness, the nursery will implement enhanced infection prevention and control measures, including increased cleaning and sanitisation, monitoring of symptoms, communication with families and staff and adherence to guidance issued by relevant health authorities. Children and staff displaying symptoms of infectious illness will be managed in accordance with the DHA's illness exclusion procedures. Clear guidance regarding exclusion periods and return-to-nursery requirements is followed to minimise the spread of infection and protect the health and wellbeing of the nursery community.
More details can be found in the Infection Control Policy.

Intimate and Personal Care

Provide respectful, safe and consistent care such as toileting and nappy changes.
More details can be found in the Intimate and Personal Care Policy.

Medication Administration

Store medicines securely, administer only with consent and record all doses.
More details can be found in the Medication Administration Policy.

Nutrition and Catering

Ensure food safety procedures are followed, including food handling and awareness of allergy and dietary needs.
More details can be found in the Nutrition and Catering Policy.

Offsite Visits and Activities

Conduct risk assessments, secure parental consent, and ensure staff ratios are maintained.
More details can be found in the Offsite Visits and Activities Policy.

Outdoor Play and Equipment Safety

Inspect play areas daily, supervise closely, and report hazards immediately.

More details can be found in the Outdoor Play and Equipment Safety Policy.

Physical Contact

Use safe, appropriate physical contact that supports care and development.

More details can be found in the Physical Contact Policy.

Quality Assurance

Monitor and review practices regularly to maintain high safety and care standards.

More details can be found in the Quality Assurance Policy.

Risk Assessments and Prevention

- Daily checks: Undertaken across all classrooms, outdoor areas, and learning environments to ensure spaces, resources, and equipment are safe and suitable for use.
- Ongoing audits: Broader health and safety inspections carried out by the Health and Safety Officer to monitor compliance and identify any emerging risks across the setting.
- Activity-based risk assessments: Completed for specific experiences such as water play, messy play, cooking activities, and off-site visits to ensure appropriate controls are in place.
- Clear responsibilities, standardised templates, and formal sign-off procedures are in place to ensure consistency, accountability and compliance. All risk assessments are regularly reviewed and updated to reflect changes in practice, environment, or regulatory requirements.
- Staff are expected to adopt a proactive approach to safety by identifying and reporting risks promptly, contributing to a preventative safety culture across the nursery. In addition, staff carry out ongoing dynamic risk assessments throughout the day, responding to changing circumstances, environmental conditions, children's developmental needs, and emerging hazards to ensure that learning remains both safe and enriching.
- Hummingbird recognises the importance of developmentally appropriate risk-taking in early childhood. Children are encouraged to engage in challenging, exploratory, and physical play experiences that support confidence, resilience, coordination, and decision-making skills. Staff carefully balance risk and benefit, implementing appropriate supervision and control measures to enable safe participation in meaningful learning experiences.
- Risk assessments take into account each child's individual needs, including medical conditions, allergies, disabilities, developmental stages, and additional learning needs. Where required, reasonable adjustments are made to ensure full inclusion and safe participation for all children.
- All relevant risk assessments are communicated to staff through induction, team meetings, briefings, supervision sessions, and activity planning processes, ensuring a clear understanding of responsibilities and safety procedures across the nursery.

More details can be found in the Risk Assessment Policy.

Safe Sleep

Follow safe sleep practices, check children regularly and record sleep times.

More details can be found in the Safe Sleep Policy.

Safeguarding and Child Protection

Remain vigilant, record concerns and report immediately to designated leads.

More details can be found in the Safeguarding and Child Protection Policy.

Supervision and Ratios

Age Group	Staff to Child Ratios
45 days to 17 months	**1:3**
18 to 35 months	**1:5**
36 to 47 months	**1:8**
48 to 71 months	**1:12**

Appropriate staff-to-child ratios are maintained at all times and adapted to different situations, including indoor and outdoor play, mealtimes, sleep times and higher-risk activities. Staff provide active supervision through effective positioning, engagement and continuous monitoring. Contingency plans are in place to ensure safe supervision during staff absence or emergencies.
More details can be found in the Supervision Policy.

Wellbeing

Promote emotional and physical wellbeing for children and staff.
More details can be found in the Wellbeing Policy.

Parent Partnership

Families play an essential role in supporting children's health, safety and wellbeing through a strong and collaborative partnership with the nursery.
Parents are expected to:

- Work in partnership with the nursery to support children's health, safety, and wellbeing through open, respectful, and timely communication.
- Share relevant and accurate information that may impact a child's health, safety, wellbeing, or participation in nursery life.
- Engage with health and safety guidance, updates, and awareness initiatives shared by the nursery.
- Support and reinforce nursery health, safety, and hygiene expectations at home where appropriate, to ensure consistency of care and practice.

Security

- The nursery maintains security systems, CCTV and access control arrangements in accordance with applicable SIRA (Security Industry Regulatory Agency) requirements and relevant Dubai legislation.
- All maintenance work, repairs and contractor activities are risk assessed and monitored to ensure children's safety is protected at all times. Contractors are supervised appropriately and required to comply with nursery safeguarding, health and safety procedures while in the nursery.

Health and Hygiene

Daily cleaning routines, handwashing procedures, waste disposal, pest control, and staff compliance with hygiene practices.

Safety and Security

- Daily checks of indoor/outdoor environments with prompt maintenance reporting
- Safe storage of hazardous materials and adherence to risk assessments.
- Controlled access to the nursery building (e.g., sign-in/out procedures for staff, parents and visitors).
- CCTV monitoring and access control panels in place.
- Children are released only to authorised persons.
- We ensure compliance with KHDA requirements, Dubai Municipality regulations, UAE health and safety legislation, Civil Defence requirements and any guidance issued by relevant regulatory authorities.

MONITORING AND REVIEW

Health and safety practices are systematically monitored and reviewed to ensure full compliance with KHDA requirements, the UAE Early Childhood Care and Education Quality Framework, and relevant safeguarding and regulatory expectations.

- Health and safety practices are monitored through daily checks, weekly audits, monthly reviews of accident, incident, and near-miss records, and termly evaluations by the leadership team in line with KHDA expectations for safe and effective early years provision.
- Monitoring findings are analysed to identify trends, strengths, emerging risks, and areas for improvement. These outcomes are used to inform nursery improvement planning, staff training priorities, and updates to policies, procedures, and risk assessments, ensuring alignment with KHDA Quality Framework standards.
- Health and safety performance is reviewed by the leadership team and contributes to the nursery's self-evaluation and quality assurance cycle in accordance with the KHDA Early Childhood Care and Education Quality Framework, supporting continuous improvement, accountability, and high-quality provision across the setting.
- To ensure clarity and reduce duplication across policy sections, health and safety expectations are embedded consistently within related policies rather than repeated in full detail within this document. This approach ensures that responsibilities, procedures, and monitoring processes remain clear while supporting a streamlined, cross-referenced policy framework. Regular reviews ensure alignment between related policies and the removal of unnecessary repetition, while maintaining full compliance with KHDA requirements and EYFS best practice.

RELATED POLICIES AND APPENDICES

Related Policies:

Allergies and Reactions Policy
CCTV (Security Video Sureveillance) Policy
Cleaning and Sanitisation Policy
Emergencies and Critical Incident Policy

Emergency Evacuation Policy
Fire Safety Policy
First Aid Policy
Hygiene Policy
Incident and Accident Reporting Policy
Infection Control Policy
Intimate and Personal Care Policy
Medication Administration Policy
Nutrition and Catering Policy
Offsite Visits and Activities Policy
Outdoor Play and Equipment Safety Policy
Parent's Rights and Responsibilities
Physical Contact Policy
Quality Assurance Policy
Risk Assessment Policy
Safe Sleep Policy
Safeguarding and Child Protection Policy
Supervision Policy
Wellbeing Policy

Hygiene Policy

PURPOSE

The purpose of this Hygiene Policy is to establish and maintain high standards of personal and environmental hygiene within Hummingbird Nursery to reduce the risk of cross-infection and promote the health and wellbeing of all children, staff and visitors.

DEFINITIONS

- **Personal Hygiene:** Practices performed by individuals to care for one's bodily health and wellbeing through cleanliness.
- **Environmental Hygiene:** Cleanliness practices and protocols for the nursery environment to maintain a sanitary setting.

POLICY STATEMENT

Hummingbird Nursery is committed to maintaining a clean, safe and hygienic environment for all individuals within the nursery. Through regular cleaning routines, staff training, child teaching and promoting good personal hygiene habits, we aim to maintain a safe and hygienic nursery environment.

SCOPE

This policy applies to all individuals at Hummingbird Nursery and covers hygiene standards related to personal conduct, handwashing, cleaning procedures and infection control throughout the nursery premises.

ROLES AND RESPONSIBILITIES

Health and Safety Officer

- Ensure all staff receive hygiene training and maintain a record of attendance.
- Monitor hygiene standards and perform regular audits.
- Ensure cleaning supplies and PPE are readily available.
- Monitor and ensure daily cleaning checklists are updated and completed.

All Staff

- Maintain personal hygiene and clean clothing daily.
- Follow proper handwashing practices.
- Support children in hygiene routines and model appropriate behaviour.
- Follow the nursery's cleaning schedules and report hygiene concerns.

Cleaning Staff

- Follow daily and weekly cleaning procedures.
- Clean and disinfect all areas, surfaces and resources as scheduled.
- Use appropriate cleaning agents and ensure safe disposal of waste.

PROCEDURES

Personal Hygiene

- Remove outdoor shoes before entering classrooms and store them in personal cubbies.
- Staff and children must wear clean clothing each day.
- Encourage respiratory hygiene practices (e.g., "Catch it, Bin it, Kill it").
- Children to be supported in managing personal hygiene independently when developmentally ready.
- Children discouraged from touching their face or placing objects in their mouth.

Handwashing

- Liquid soap and running water to be used at designated sinks with disposable paper towels.
- Alcohol-based hand sanitiser may be used when soap and water are not available.

Environmental Hygiene and Cleaning

Classroom and Furniture:

- Cupboards, shelves and furniture cleaned and sanitized daily.
- Cubbies cleaned daily and not shared between children.
- Broken or cracked items are removed from use until repaired or replaced.

Resources and Equipment:

- Toys and resources are cleaned after use.

Sleeping and Eating Areas:

- Bedding and sleep equipment disinfected daily.
- Eating surfaces sanitized before and after meals.

Toilets and Bathrooms:

- Cleaned at least three times daily or as needed.
- Toilet seats, handles, faucets disinfected after each use.

MONITORING AND REVIEW

- Hygiene practices will be monitored by the Health and Safety Officer.

- Hygiene protocols will be updated in response to public health guidance or changes in regulations.
- Training and compliance will be reviewed during team meetings and audits.

RELATED POLICIES AND APPENDICES

Related Policies:
Children's Daily Arrival and Departure Policy
Cleaning and Sanitisation Policy
Health and Safety Policy
Infection Control Policy
Intimate and Personal Care Policy
Nutrition and Catering Policy
Parent's Rights and Responsibilities

Appendices:
Cleaning Checklists
Handwashing Posters
Cleaning Product Lists, Risk Assessments and Safe Use Guide

Incident and Accident Reporting Policy

PURPOSE

The purpose of this policy is to establish a consistent and structured approach to the management, reporting and investigation of all incidents and accidents involving children, staff and visitors at Hummingbird Nursery. This ensures appropriate action is taken to safeguard individuals and prevent future occurrences, while complying with applicable health and safety regulations.

DEFINITIONS

- **Incident:** An unplanned event or situation that does not result in injury but had the potential to cause harm.
- **Accident:** An unplanned event that results in injury or illness to a child, staff member or visitor.
- **Investigation:** The process of analyzing an incident/accident to determine root causes and implement preventive measures.

POLICY STATEMENT

Hummingbird Nursery is committed to promoting a safe environment by ensuring that all incidents and accidents are promptly reported, appropriately documented and thoroughly investigated. The nursery will take corrective and preventive measures to reduce risks and promote continuous improvement in health and safety practices.

SCOPE

This policy applies to all individuals at Hummingbird Nursery and covers all incidents and accidents that occur on nursery premises or during nursery-organised activities.

ROLES AND RESPONSIBILITIES

Health and Safety Officer

- Ensure implementation of the policy and procedures.
- Review all incident and accident reports and identify trends or recurring issues.
- Conduct investigations and implement corrective actions.
- Maintain secure and confidential records.

All Staff

- Immediately respond to incidents or accidents by administering first aid and ensuring the safety of all involved.
- Report incidents to the Health and Safety Officer and administration team promptly.
- Complete Incident or Accident Report Forms accurately.

- Communicate with parents regarding the incident and provide written documentation.

Parents

- Inform the nursery of any incidents or accidents that occur outside nursery hours.
- Cooperate with the nursery in providing relevant information during an investigation.

PROCEDURES

Immediate Response

- Assess the situation to ensure the safety of all individuals involved.
- Provide first aid or medical support as needed.
- For serious incidents, call emergency services (998) immediately.
- Remove other children from the affected area to maintain a safe and calm environment.

Reporting

- Notify the Health and Safety Officer and administration team as soon as possible.
- Staff must complete an Incident or Accident Report Form as soon as the situation is under control.
- Parents must be informed and provided with a signed copy of the report on the same day.
- Where required, follow-up communication will be conducted by the Health and Safety Officer.

Documentation

The Incident/Accident Report Form must include:

- Date, time and location of the incident or accident
- Name of child, key person and witnesses
- Description of the event, nature of injury (if any), actions taken and further comments
- Signatures of nursery staff and parents

Investigation and Follow-Up

- The Health and Safety Officer will lead an investigation for serious or recurring incidents.
- The root cause and contributing factors will be identified.
- Preventative measures and any required environmental or procedural changes will be documented and implemented.
- Risk assessments will be reviewed and updated if necessary.

MONITORING AND REVIEW

- Incident and accident reports will be reviewed regularly to identify patterns or emerging risks.
- The Health and Safety Officer will maintain a central log of all reports.

- Policy and procedures will be reviewed regularly or following a major incident to ensure ongoing effectiveness.

RELATED POLICIES AND APPENDICES

Related Policies:
Confidentiality Policy
Emergencies and Critical Incident Policy
First Aid Policy
Medication Administration Policy
Parent's Rights and Responsibilities
Risk Assessments Policy
Safeguarding and Child Protection Policy
Supervision Policy
Wellbeing Policy

Appendices:
Incident/Accident Report Form Template

Inclusive Education Policy

PURPOSE

The purpose of this policy is to ensure that all children at Hummingbird Nursery are valued, respected, and provided with equitable opportunities to access, participate in, and benefit from high-quality early childhood education. Hummingbird Nursery is committed to developing an inclusive learning environment that recognises, respects, and celebrates diversity, while responding to the individual strengths, needs, and identities of every child. Inclusion is embedded in all aspects of practice, ensuring that no child is disadvantaged and that barriers to learning and participation are identified and addressed at the earliest opportunity. This policy is informed by and aligned with the Early Years Foundation Stage Framework, KHDA Early Childhood Care and Education Quality Framework, the Dubai Inclusive Education Policy Framework, and UAE national expectations for inclusive education. It also reflects best practice in early childhood inclusion, ensuring that all children, including Children of Determination and those requiring additional support, are enabled to fully engage in learning and development within a nurturing, safe, and supportive environment. Through strong partnerships with families and, where appropriate, external professionals, Hummingbird Nursery ensures that provision is responsive, child-centred, and designed to promote wellbeing, independence, and positive outcomes for all learners.

DEFINITIONS

- **Child of Determination:** A child who has a long-term physical, sensory, intellectual, communication, social, emotional, medical or developmental need and may require additional support, adaptations, or reasonable accommodations to ensure full participation, learning, and development within an inclusive environment.
- **Inclusive Education:** An approach that ensures all children, regardless of ability, background, or additional needs, are supported to participate fully in all aspects of nursery life.
- **Reasonable Adjustments:** Modifications or support provided to remove barriers and enable participation for children with additional needs or disabilities.
- **Inclusion Coordinator:** A staff member responsible for supporting inclusive practices and coordinating support for all children.

POLICY STATEMENT

Hummingbird Nursery is committed to providing inclusive early education and care in a welcoming and supportive environment. Inclusion at Hummingbird explicitly recognises that all children are learners with diverse needs, including those who require additional support as well as those who require extension, enrichment, and greater challenge due to advanced developmental progress. Inclusion is embedded across all aspects of practice and is central to our ethos, ensuring that every child is valued, respected, and empowered to participate fully in learning, play, and social experiences. In line with KHDA requirements, the Dubai Inclusive Education Policy Framework, and the UAE Early Childhood Care and Education Quality Framework, our admissions process is non-selective and reflects a commitment to equity and access for all children. We recognise inclusion as a

fundamental right, ensuring that children are not disadvantaged on the basis of ability, disability, language, culture, gender, socioeconomic background, or individual circumstances. We are committed to identifying and removing barriers to learning, development, and participation through inclusive teaching practices, reasonable adjustments, and a child-centred approach. Children's needs are identified early and supported through a structured graduated response, ensuring timely intervention and tailored provision in collaboration with families and, where appropriate, external specialists. Early identification, responsive practice, and strong partnerships with families are central to our approach. This ensures that support is consistent, individualised, and effective in promoting each child's progress, wellbeing, and sense of belonging. Hummingbird also aligns with the UAE's vision of an inclusive education system in which every child is welcomed, valued, respected, and supported to achieve their full potential.

SCOPE

This policy applies to all individuals at Hummingbird Nursery. It covers practices related to admissions, learning and development, pastoral care, staff training and collaboration with families and external specialists.

ROLES AND RESPONSIBILITIES

Nursery Leadership

- Oversee the implementation of inclusive practices throughout the nursery.
- Ensure all staff are appropriately trained and supported in delivering inclusive education.
- Work collaboratively with the Inclusion Coordinator and staff to monitor and evaluate inclusive practices.

Inclusion Coordinator

- Support the early identification of learning needs and recommend appropriate interventions or adjustments, where needed.
- Liaise with families, staff and external agencies to ensure children's needs are understood and supported, where needed.
- Provide guidance and professional development for staff on inclusive teaching strategies.
- Maintain an inclusion register and ensure records are accurate and up to date.
- Coordinate the development, implementation and review of Individual Support Plans.
- Support staff in implementing reasonable adjustments and inclusive teaching strategies.
- Monitor the effectiveness of interventions and support programmes.
- Contribute to self-evaluation and improvement planning relating to inclusion.
- Evaluate the impact of specialist interventions, external agency recommendations and support programmes on children's participation, wellbeing, progress and outcomes.

Class Teachers and Teaching Staff

- Observe and monitor children's development to identify potential learning needs.

- Differentiate teaching and activities to ensure inclusion and appropriate challenge for all children.
- Communicate regularly with families to share observations and collaborate on support strategies.
- Maintain inclusive classroom environments and model empathy and respect for all differences.

Parents

- Participate in open communication with the nursery team about their child's needs and development.
- Collaborate with staff and specialists to support their child's learning and wellbeing.
- Contribute to creating a shared culture of respect, inclusion and partnership.

PROCEDURES

Inclusive Admissions

- The admissions policy is non-selective and supports access for all children.
- Children with additional learning needs or disabilities will not be excluded from admission on the basis of their needs.
- No child will be discriminated against on the basis of disability, developmental differences, medical needs, language, culture, nationality, religion, gender or family background. Admissions decisions are made in accordance with the nursery's commitment to equality, inclusion and non-discrimination.
- Where a child has identified or emerging additional needs, the nursery will work collaboratively with families and, where appropriate, external specialists during the admission process to understand the child's strengths, needs and required support. Reasonable adjustments, accessibility requirements and support arrangements will be considered prior to admission to promote a successful transition and full participation in nursery life.

Early Identification and Support

Support within this section is implemented in line with the Dubai Inclusive Education Policy Framework through a graduated response model, barrier removal, reasonable adjustments, and equitable access to learning for all children.

- Children's development is monitored and assessed through EYFS-aligned observations and checkpoints regularly to identify strengths and areas requiring support.
- Consistent tools and timelines support identification and intervention
- Concerns are identified early and discussed with parents promptly
- Observations are recorded and discussed with families and potential external specialists to ensure early intervention.
- Reasonable adjustments will be made where appropriate to support individual children.

- Individual Support Plans (ISPs) are used to support each child's individual needs and include clear targets, strategies and review dates
- Progress is monitored, recorded, and shared with parents
- Staff are responsible for consistent implementation
- Support for children is delivered in alignment with the principles of the Dubai Inclusive Education Policy Framework, promoting equitable access, participation, achievement and wellbeing for all learners. Decisions regarding support, intervention, reasonable adjustments and provision are informed by collaborative assessment, family partnership and a commitment to removing barriers to learning and development.

Transition

Transition planning is implemented in line with the Dubai Inclusive Education Policy Framework to ensure continuity of provision through reasonable adjustments, collaborative planning, and removal of barriers to participation and wellbeing.

- Transition planning is implemented to support children moving between classes, into nursery and onward to school. Where children have additional needs, disabilities, Individual Support Plans or specialist involvement, transition arrangements are planned collaboratively with families, staff and external professionals where appropriate.
- Transition planning begins during the admissions process to support the settling process, learning, wellbeing and support.
- For Children of Determination, transition meetings may involve parents, external specialists and relevant nursery staff to ensure appropriate information sharing, preparation and continuity of provision.
- Information is shared in a timely manner, support strategies are reviewed and reasonable adjustments are considered to promote continuity, emotional wellbeing and successful transitions.

Inclusive Curriculum and Learning Environment

- Curriculum planning reflects diversity and includes all children's cultural backgrounds, interests and learning styles.
- Resources used in the nursery reflect a wide range of people, cultures and communities.
- Learning opportunities are adapted to provide challenge and support based on individual developmental stages.
- Teaching and learning approaches are adapted in response to children's individual strengths, interests, developmental profiles and learning needs. In addition to differentiation, staff use adaptive teaching strategies that may include modifying interactions, learning environments, resources, levels of support, questioning techniques and learning experiences to ensure meaningful participation, engagement, challenge and progress for every child. Children demonstrating advanced developmental progress or exceptional abilities are provided with opportunities for enrichment, extension and deeper learning experiences appropriate to their stage of development.

- Hummingbird adopts a strengths-based approach to inclusion and actively identifies and removes barriers within the environment, curriculum, teaching approaches and routines that may limit children's participation, engagement, independence or achievement.
- Inclusive practice focuses on ensuring that all children participate meaningfully alongside their peers in shared learning experiences, routines, play opportunities and wider nursery life. Support strategies are designed to promote belonging, independence, engagement and participation rather than separation from peers.
- Inclusive provision recognises and responds to the needs of children learning English as an additional language, Children of Determination and children demonstrating advanced developmental progress. Staff adapt teaching and learning experiences to ensure equitable participation and achievement for all learners.

Family Engagement and External Partnerships

In line with the Dubai Inclusive Education Policy Framework Hummingbird recognises families as children's first and most important educators and places strong emphasis on building respectful, collaborative partnerships with parents and carers. Families are actively encouraged to engage in their child's learning journey and participate in nursery life, strengthening continuity between home and school. This is done by:

- Open, regular, and meaningful communication is maintained with families to ensure transparency, trust, and shared understanding of each child's development, wellbeing, and learning needs. This partnership approach supports consistency in care and promotes positive outcomes for children.
- Where appropriate and in line with KHDA expectations and inclusive education principles, the nursery works in collaboration with external professionals such as therapists, early intervention teams, and specialist services. This ensures that children with additional needs receive timely, coordinated and effective support that is responsive to their individual requirements.
- Through these partnerships, Hummingbird ensures that support is holistic, child-centred, and aligned with best practice in inclusive early childhood education in the UAE.

Ongoing Professional Development

- Staff receive training on inclusive education practices, identifying additional needs and using differentiated teaching strategies.
- Internal meetings and workshops are held to discuss children's needs and develop shared approaches.
- Continuous professional learning is encouraged to enhance understanding and support of diverse learning needs.

Confidentiality and Documentation

- **Individual Support Plans (ISPs):**
  - Where necessary, children will have an ISP created to outline their specific learning and developmental needs.

- ISPs will be developed in collaboration with parents and, where required, external specialists.
- All ISPs are strictly confidential and shared only with staff directly involved in the child's care and education.

- **Confidential Files for Children of Determination**
  - Each child with a confirmed diagnosis will have a dedicated confidential file.
  - This file may include: ISPs, diagnostic reports, doctor and therapist notes and records of progress.
  - Files will be stored securely and access is restricted to nursery leadership and relevant teaching staff on a need-to-know basis.
  - All external sharing of information (e.g., with therapists, specialists, or schools) requires written parental consent.

Cycle

- Assess → Plan → Do → Review
- Support is delivered across three levels:
  - Wave 1 (Universal): Inclusive, differentiated teaching for all children
  - Wave 2 (Targeted): Additional small group or individual support
  - Wave 3 (Specialist): Personalised support with external professionals

External Specialist Engagement

- Referrals are made with parental consent
- Specialists contribute to ISPs and planning
- Ongoing collaboration ensures consistent support between nursery, specialists, and families
- Inclusive Practice and Staff Development

Family Partnership and Child Voice

- Parents are actively involved in planning and reviewing support
- Children are supported to express their views in age-appropriate ways
- Children are supported to express their views, preferences, interests and aspirations through developmentally appropriate methods. Their perspectives are considered when planning support strategies, learning experiences, transitions and individual goals wherever possible.
- Families are recognised as equal partners in decision-making. Parents contribute to assessment, target setting, intervention planning, review meetings, transition planning and the evaluation of support strategies to ensure provision reflects the child's strengths, needs and family priorities.

Accessibility and Participation

Hummingbird is committed to promoting accessibility across the physical environment, learning environments, communication systems and nursery practices.
Reasonable adjustments are implemented where required to enable children to participate fully in learning, play, routines, celebrations, trips and wider nursery experiences.
Accessibility considerations are reviewed regularly to identify and remove barriers to participation.

MONITORING AND REVIEW

Inclusive practice at Hummingbird Nursery is continuously monitored and evaluated to ensure high-quality provision, equity of access, and compliance with KHDA requirements, the Dubai Inclusive Education Policy Framework, and the UAE Early Childhood Care and Education Quality Framework.

- Inclusive practice is monitored on an ongoing basis through classroom observations, Individual Support Plan (ISP) reviews, child progress tracking, learning walks, parent consultations, and regular staff discussions.
- Leadership conducts formal termly reviews of inclusive provision to evaluate effectiveness and ensure that all children are able to access, participate in, and benefit from the curriculum.
- ISPs are reviewed regularly to ensure they remain relevant, responsive and aligned with each child's changing needs and developmental progress.
- Inclusion is also evaluated through the nursery's annual self-evaluation and improvement planning processes, ensuring alignment with KHDA expectations for continuous quality improvement.
- Evidence from observations, progress data, participation records, parent feedback, staff reflections, and specialist recommendations is systematically analysed to identify strengths, areas for development, and emerging needs.
- Findings from monitoring are used to inform action planning, staff training priorities, resource allocation, and the ongoing improvement of inclusive practice across the nursery. This includes analysing whether children are making expected or accelerated progress, how effectively reasonable adjustments are enabling participation, and whether extension and enrichment opportunities are enabling more able learners to achieve their full potential.
- Feedback is actively sought from parents and carers to support continuous improvement and ensure transparency and collaboration.
- Leadership regularly evaluates the implementation and impact of inclusive practice to ensure it remains effective, consistent, and fully aligned with the Dubai Inclusive Education Policy Framework.
- Leadership evaluates the impact of inclusive practice by tracking children's outcomes over time, including progress of Children of Determination and more able learners, participation in learning experiences, engagement levels, access to the full curriculum, effectiveness of interventions, and the extent to which barriers to learning have been reduced or removed.

RELATED POLICIES AND APPENDICES

Related Policies:
Admissions Policy
Behaviour Management Policy
Confidentiality Policy
Curriculum Policy
Cultural and Religious Sensitivity Policy

Appendices:
Registration Form
Welcome Meeting with Parents
Observation and Assessment Templates
Progress Tracking Template
Individual Support Plan (ISP)

Data Protection Policy
Diversity, Equal Opportunities and Non-Discrimination
Emergency Evacuation Policy
Language and Communication Policy
Nursery Environment Policy
Observations and Assessments Policy
Parent's Rights and Responsibilities
Partnership with Parents Policy
Special Educational Needs (SEN) Identification and Intervention Policy
Teaching, Learning Program and Assessment Policy
Wellbeing Policy

Infection Control Policy

PURPOSE

The purpose of this policy is to outline a set of procedures and responsibilities aimed at reducing the spread of infectious illnesses within Hummingbird Nursery. It ensures a consistent approach to hygiene, cleanliness and illness prevention, protecting the health and safety of children, staff, families and visitors.

DEFINITIONS

- **Infection Control:** The practice of preventing or reducing the spread of infections in the nursery community through hygiene, cleaning and management protocols.
- **Cross-Infection:** The transmission of harmful microorganisms from one individual or surface to another.
- **Communicable Disease:** An infectious disease transmissible by direct contact with an affected individual or their environment.
- **Symptom-Free:** A condition in which an individual no longer shows any signs of illness (e.g., fever, cough, diarrhea) without the use of medication.

POLICY STATEMENT

Hummingbird Nursery is committed to maintaining a clean, hygienic and healthy environment for all members of the nursery community. This includes preventing the spread of communicable diseases and implementing swift, appropriate action when cases of illness arise. The nursery operates in partnership with parents and follows all applicable local guidelines and health authority recommendations to limit the impact of infectious diseases.

SCOPE

This policy applies to all individuals at Hummingbird Nursery. It must be followed in all nursery areas and during all activities.

ROLES AND RESPONSIBILITIES

Nursery Leadership

- Ensure the overall implementation of infection control measures.
- Coordinate with health authorities as necessary during outbreaks.
- Support staff in following protocols and communicating with families.

Health and Safety Officer

- Conduct entry-point health assessments of children and staff.
- Monitor signs of illness and take action when symptoms are present.

- Maintain records of infections and review cleaning/disinfection procedures.

All Staff

- Monitor children for signs of illness and report concerns promptly.
- Follow hygiene and cleaning protocols consistently.
- Support children in practicing good hygiene.

Parents

- Do not send children to nursery if they display symptoms of illness.
- Inform the nursery of their child's diagnosis and symptoms.
- Provide a doctor's clearance certificate for return to nursery, when required.

PROCEDURES

Entry Point Assessment

Children, staff and visitors must not enter the nursery if they feel unwell or present any of the following symptoms:

- Fever (≥ 37.5°C)
- Cough, sore throat or runny nose
- Diarrhea, nausea, or vomiting
- Red, watery, painful eyes
- Undiagnosed rash

The Health and Safety Officer will assess any individual returning from illness to ensure they are symptom-free (without fever-reducing medication) or have submitted a valid doctor's note.

Reporting and Communication

- Parents must inform the nursery of any diagnosed infections.
- The nursery will notify other parents (while maintaining confidentiality) if two or more cases of contagious illness have been confirmed in the nursery.
- Local health authority guidance will be followed for quarantine or closure recommendations.

Hygiene and Infection Prevention

Handwashing

Children and staff are required to wash their hands with soap and water frequently, especially:

- Before and after eating
- After toileting
- After outdoor play
- After coughing, sneezing or touching shared surfaces

Respiratory Hygiene

- Promote the "Catch It, Bin It, Kill It" approach.
- Tissues are provided and disposed of in covered pedal bins.
- Children are taught and reminded to cover coughs/sneezes.

Cleaning and Disinfection

- All body fluid spills (including vomit, saliva, urine etc.) are cleaned immediately using appropriate PPE.
- A disinfectant that combines detergent and sanitizing properties must be used.
- Toys, resources and high-touch surfaces are cleaned and sanitized regularly.

Refer to the Cleaning and Sanitisation Policy for detailed cleaning protocols.

Wound Care

- Open wounds, abrasions or oozing skin must be covered with a waterproof dressing.
- Staff will monitor and respond to signs of infection promptly.

MONITORING AND REVIEW

- Infection control procedures will be reviewed regularly by the Health and Safety Officer.
- Adjustments will be made based on local health authority guidance or in response to outbreaks.
- Records of infections and associated reports will be maintained securely.

RELATED POLICIES AND APPENDICES

Related Policies:
Attendance Policy
Children's Daily Arrival and Departure Policy
Cleaning and Sanitisation Policy
Emergencies and Critical Incident Policy
Fee and Cancellation Policy
First Aid Policy
Hygiene Policy
Intimate and Personal Care Policy
Medication Administration Policy
Parent's Rights and Responsibilities
Physical Contact Policy
Safeguarding and Child Protection Policy
Wellbeing Policy

Appendices:
DHA Guidance for Infection Control
Cleaning Checklists
Health and Safety Report Template

Information and Communication Technology Policy

PURPOSE

This policy outlines the guidelines for the safe, ethical and effective use of information and communication technology (ICT) within Hummingbird Nursery. ICT is recognized as a valuable tool to support children's development, enhance educational delivery and facilitate efficient operations. The purpose is to:

- Promote responsible and age-appropriate ICT use in classrooms.
- Define acceptable and unacceptable uses of ICT equipment and resources.
- Safeguard sensitive information and maintain data security.
- Ensure compliance with regulatory frameworks and nursery safeguarding standards.

DEFINITIONS

- **ICT (Information and Communication Technology):** Digital tools such as computers, tablets, cameras and internet-based platforms used to enhance learning and administrative processes.
- **Screen Time:** Time spent using devices with screens (e.g., tablets, TVs, computers) for activities including educational games, videos or learning apps.
- **Authorized Personnel:** Staff members with access to nursery digital resources and confidential systems.
- **Acceptable Use:** Usage aligned with educational purposes and nursery-approved procedures.

POLICY STATEMENT

Hummingbird Nursery is committed to using ICT to support cognitive, emotional and social development, while ensuring the security, safety and wellbeing of children and staff. ICT must be used responsibly, ethically and in a way that enhances the educational environment. The policy ensures ICT is integrated thoughtfully into the curriculum and used appropriately by all users.

SCOPE

This policy applies to all individuals who access or interact with ICT equipment or information systems at Hummingbird Nursery. It covers:

- Computers, tablets, mobile phones and interactive whiteboards.
- Internet access and digital communication tools.
- Digital photographs, recordings and child-related content.

ROLES AND RESPONSIBILITIES

Nursery Leadership

- Maintain secure and compliant ICT infrastructure.
- Provide access based on roles and job functions.
- Monitor appropriate use and implement security protocols.
- Deliver staff training on acceptable ICT practices.

Staff

- Use ICT only for professional or educational purposes.
- Supervise and guide children during any ICT activity.
- Comply with confidentiality, password and data protection requirements.
- Immediately report misuse or security breaches.

Children

- Engage with ICT for age-appropriate educational activities.
- Follow staff guidance and safety rules.

Parents

- Provide consent for any digital recordings or photographs of their child.
- Must provide written withdrawal of consent if they would not like their child to engage in ICT age-appropriate educational activities.

PROCEDURES

Acceptable ICT Use:

- ICT tools will be used to support learning, staff training, planning and communication.
- Devices (e.g., tablets, cameras) are provided to support curriculum delivery and learning documentation.
- All digital activities involving children must be developmentally appropriate and curriculum-aligned.

Unacceptable Use:

The following are strictly prohibited:

- Accessing or distributing inappropriate, illegal or copyrighted material.
- Using ICT for bullying, harassment or personal gain.
- Unauthorized access to systems, accounts or passwords.
- Posting identifiable nursery-related photos or information on personal social media.

Photographs and Recordings:

- Photos/videos are only taken using nursery-issued devices.

- Written parental consent is obtained at enrollment.

Security Measures:

- Password-protected systems in place.
- Antivirus and firewall protection for all devices.
- Secure email used for sensitive communication.
- Staff phones are not permitted for personal use during working hours, unless prior approval from management is obtained.

MONITORING AND REVIEW

- ICT use will be monitored by management and misuse will be investigated.
- The ICT policy is reviewed regularly or when significant changes to technology or regulations occur.
- Breaches will result in disciplinary action where applicable.

RELATED POLICIES AND APPENDICES

Related Policies:
Artificial Intelligence Policy
CCTV (Sercurity Video Surveillance) Policy
Confidentiality Policy
Curriculum Policy
Data Protection Policy
Fee and Cancellation Policy
Parent's Rights and Responsibilities
Observations and Assessments Policy
Supervision Policy
Teaching, Learning Program and Assessment Policy

Appendices:
Registration Form

Intimate and Personal Care Policy

PURPOSE

The purpose of this policy is to ensure that all personal and intimate care provided at Hummingbird Nursery is carried out safely, respectfully, and in a manner that protects and promotes each child's dignity, privacy, wellbeing, and individual needs. This policy sets out a consistent, sensitive, and developmentally appropriate approach to personal care, in line with safeguarding expectations, hygiene standards, and best practice guidance for early years settings in the UAE. It reflects the requirements of the KHDA Early Childhood Care and Education Quality Framework and relevant safeguarding principles, ensuring that children are cared for in a safe, secure, and supportive environment. All intimate and personal care routines are delivered with appropriate supervision, clear safeguarding procedures, and a strong emphasis on professionalism and accountability. Practice is underpinned by respect for the child and their right to privacy and dignity at all times. Hummingbird works in partnership with parents and carers to ensure continuity of care, consistency of approach, and clear communication regarding each child's individual needs, routines, and any relevant health or care requirements.

DEFINITIONS

- **Personal Care:** Routine assistance provided to children with activities such as washing, toileting, dressing and nappy changing.
- **Intimate Care:** Care that involves physical closeness to support personal hygiene and bodily functions, such as nappy changing or cleaning after toileting.
- **Safeguarding:** Protecting children from harm or abuse and ensuring their health and development are not at risk.
- **Child of Determination:** A child who has a long-term physical, sensory, intellectual, communication, social, emotional, medical or developmental need and may require additional support, adaptations, or reasonable accommodations to ensure full participation, learning, and development within an inclusive environment.

POLICY STATEMENT

Hummingbird is committed to supporting children's personal development, wellbeing, and dignity through safe, respectful, and individualised intimate care practices. All staff are trained to carry out personal care duties with professionalism, sensitivity, and strict adherence to safeguarding and hygiene standards. The nursery recognises that intimate and personal care routines are an important part of early childhood development and provide meaningful opportunities to promote children's independence, communication, emotional security, and sense of belonging. These routines are approached with care and respect, ensuring that each child feels valued, safe and supported. In line with the KHDA Early Childhood Care and Education Quality Framework, personal care routines are viewed as key opportunities for learning and relationship-building rather than purely physical care tasks. They contribute to the development of secure attachments, emotional wellbeing, and trusting relationships between children and their key person.

Through consistent, responsive, and nurturing practice, Hummingbird ensures that all personal and intimate care experiences support children's overall wellbeing, confidence and development.

SCOPE

This policy applies to all staff at Hummingbird Nursery involved in the delivery of personal and intimate care to children, as well as parents and caregivers who are part of the collaborative care process. It covers areas, including:

- Nappy changing
- Toilet training
- Personal hygiene after accidents
- Dressing and undressing support

ROLES AND RESPONSIBILITIES

Nursery Leadership

- Ensure facilities, resources and training are in place to support safe and dignified care.
- Provide guidance and supervision to staff involved in personal care.
- Review and monitor compliance with the policy and safeguarding expectations.

All Staff

- Deliver personal care in line with this policy and the child's individual care plan.
- Maintain respectful, professional conduct at all times.
- Report any safeguarding concerns or unusual findings immediately.

Parents

- Share relevant information regarding their child's care needs, medical requirements or cultural preferences.
- Work collaboratively with the nursery to support consistency in routines (e.g., toilet training).

PROCEDURES

General Care Principles:

- Care routines are personalized and reviewed with parents.
- Children's comfort, safety and dignity are prioritised.
- Staff speak to children using calm, age-appropriate language and explain each step of the process.
- Appropriate staff ratios are maintained during care routines, with at least one qualified staff member present and additional support available where needed, particularly for younger children or children of determination.
- Children are never left unattended during personal care routines, and supervision is maintained at all times.

- One to one support is provided during intimate care routines to ensure correct supervision and protect the privacy of the child.
- Staff remain within sight and/or hearing of other staff members where appropriate, ensuring safeguarding oversight while maintaining the child's dignity and privacy, and follow agreed safeguarding procedures to ensure accountability, transparency and the protection of both children and staff.
- Children are treated as active participants in their own care wherever developmentally appropriate. Staff explain care routines using calm, respectful and age-appropriate language, seeking the child's cooperation and encouraging participation throughout the process. Children's verbal and non-verbal communication is acknowledged and respected, helping them feel safe, secure and valued during personal care routines.
- Where one-to-one intimate care is required, staff ensure the child's privacy and dignity are maintained while remaining within an environment that allows appropriate safeguarding oversight. This includes maintaining visual accessibility to other staff through open-door practices or designated care areas with clear lines of sight, without compromising the child's privacy.
- Strict infection prevention and control procedures are followed during all intimate and personal care routines. Staff use appropriate personal protective equipment, follow effective handwashing procedures and clean and disinfect changing areas, toilets, equipment and surfaces between each use. Materials are disposed of safely in accordance with nursery hygiene procedures. These practices are implemented in line with the nursery's Health and Safety, Infection Control and Cleaning and Sanitisation policies to minimise the risk of cross-contamination and infection.

Nappy Changing:

- Conducted in designated areas using appropriate PPE (e.g. disposable gloves and aprons).
- Soiled nappies are disposed of safely in accordance with hygiene protocols.
- Children are involved where appropriate (e.g., helping with clean nappy) to promote independence.
- Nappy changes are done discreetly to maintain privacy.

Toilet Training:

- Staff and parents agree on a consistent routine that supports independence.
- Positive reinforcement is used (praise and encouragement).
- Accidents are treated respectfully and children are supported with minimal fuss or embarrassment.
- The transition from nappies to independent toileting is recognised as an important developmental milestone that contributes to children's confidence, wellbeing and growing independence. Staff work closely with parents to ensure a consistent and responsive approach that reflects each child's readiness, developmental stage and individual needs. Children are encouraged and supported at their own pace, ensuring the process remains positive, respectful and free from pressure.

Personal Hygiene After Accidents:

- Children are cleaned gently and respectfully in private areas.
- Appropriate cleaning materials are used, following hygiene standards to prevent cross-infection.

Progressive Independence:

- Staff actively encourage children to develop independence in line with their age and stage of development.
- Children are supported to participate in their own care routines (e.g. handwashing, dressing, toileting).
- Guidance is provided in a positive, respectful manner, promoting confidence and self-esteem.
- Care routines are used as opportunities for learning and development, not just physical care
- Personal care routines provide opportunities to support children's understanding of body awareness, privacy and personal boundaries in age-appropriate ways. Through daily interactions and routines, staff help children develop confidence in communicating their needs, understanding personal privacy and recognising that their bodies should be treated with respect. These experiences contribute to children's wellbeing, self-confidence and personal safety awareness.
- Staff work collaboratively with families to support children's growing independence over time, ensuring expectations remain developmentally appropriate and responsive to individual readiness.

Children of Determination:

- Care routines are adapted to meet the individual needs of children of determination.
- Individual care plans are developed in partnership with parents and relevant professionals where required.
- Additional support or staffing is provided where necessary to ensure safe and appropriate care.
- Staff are trained and supported to deliver inclusive care that respects each child's needs, abilities and dignity.
- Reasonable adjustments are implemented to ensure children can access personal care routines safely, comfortably and with dignity.
- Specialist advice may be sought, with parental consent, to support individual care requirements.

Safeguarding and Confidentiality:

- All care is delivered in line with nursery safeguarding and child protection procedures.
- Staff maintain clear professional boundaries at all times
- Children are spoken to respectfully and reassured throughout care

- Any unusual behaviour, injuries or concerns observed during personal care must be reported to the Designated Safeguarding Lead (DSL) immediately.
- Confidentiality is maintained at all times when discussing a child's care needs.
- Staff avoid unnecessary physical contact and only provide support that is appropriate, proportionate and required for the child's care needs.
- Wherever possible, intimate care is provided by familiar members of staff who have established positive relationships with the child.
- Staff remain alert to any signs of distress, discomfort, injury or safeguarding concerns and follow reporting procedures immediately where concerns arise.
- Any unexplained marks, bruises, injuries, rashes or changes in presentation observed during care routines are recorded and reported immediately in accordance with the Safeguarding and Child Protection Policy.
- Records include factual observations only and are shared with the Designated Safeguarding Lead without delay.

Recording and Documentation:

- All care routines (nappy changes, toileting, accidents) are recorded consistently, including:
  - Time, staff involved, any concerns (e.g. marks, rashes)
- Concerns are reported and escalated in line with safeguarding procedures
- Information is shared with parents daily

Parental Consent and Care Plans:

- Parental consent is obtained at enrolment for all intimate care
- Individual care routines (e.g. toileting, nappy changing) are agreed and regularly reviewed
- Cultural preferences and family expectations are respected
- Personal care practices are delivered with respect for family values, cultural practices, religious beliefs and individual preferences wherever possible, provided these remain consistent with safeguarding and health requirements.
- Where a child requires ongoing or specialised intimate care, an Individual Intimate Care Plan will be developed and reviewed in partnership with parents and, where appropriate, relevant health or specialist professionals.

Consistency and Staff Training:

- All staff follow standardised procedures
- Staff receive training in:
  - Intimate care
  - Safeguarding
  - Hygiene practices
- Leadership monitors consistency across the setting

Child Dignity and Voice:

- Children are supported to express preferences and discomfort
- Staff explain routines and seek cooperation
- Dignity, privacy, and respect are maintained at all times
- Children's verbal and non-verbal communication is respected and responded to appropriately.
- Staff support children to make choices wherever possible, such as selecting clothing, attempting self-care tasks or communicating their preferences during care routines.

MONITORING AND REVIEW

The implementation of this policy is regularly monitored to ensure that intimate and personal care practices remain safe, respectful, consistent, and fully aligned with safeguarding requirements, KHDA expectations, and the UAE Early Childhood Care and Education Quality Framework.

- Nursery leadership monitors practice through regular observations, supervision meetings, safeguarding reviews, documentation checks, and ongoing staff discussions.
- Leadership specifically monitors intimate care practice through spot checks of nappy changing routines, toileting supervision practices, and review of intimate care records to ensure consistent safeguarding visibility, hygiene compliance, and respectful practice across all rooms.
- Safeguarding is central to all monitoring activity, ensuring that children are protected from harm, that staff practice is appropriate, and that clear procedures are consistently followed.
- Periodic audits are conducted on intimate care records, safeguarding documentation, supervision arrangements, and related procedures to ensure compliance, accountability, and consistency across the setting.
- Records relating to intimate care, accidents, incidents, safeguarding concerns, and parental feedback are reviewed regularly to maintain high standards of safeguarding, care, and professional practice.
- Monitoring findings are used to inform staff training priorities, safeguarding refreshers, policy updates, and continuous improvement planning.
- Leadership ensures that any identified concerns or areas for development are addressed promptly through appropriate safeguarding procedures, action planning, and professional support.
- This policy is reviewed regularly, and updated where necessary, in response to changes in legislation, KHDA guidance, safeguarding requirements, or best practice in early years care.
- Monitoring outcomes contribute to the nursery's self-evaluation and quality assurance processes, supporting continuous improvement in children's safety, wellbeing, dignity and safeguarding outcomes.

RELATED POLICIES AND APPENDICES

Related Policies:

Cleaning and Sanitisation Policy
Confidentiality Policy
Cultural and Religious Sensitivity Policy
Health and Safety Policy
Hygiene Policy
Infection Control Policy
Medication Administration Policy
Parent's Rights and Responsibilities
Physical Contact Policy
Safeguarding and Child Protection Policy
Supervision Policy
Wellbeing Policy

Key Contact Information

PURPOSE

Having key contact information readily available for children's health, safety, and education serves a crucial purpose in ensuring their well-being and development. These contacts provide quick access to professionals and authorities who can offer immediate assistance in emergencies, such as medical emergencies, safeguarding concerns, or educational support.

By maintaining updated contact details for healthcare providers, child protection agencies, educational regulators, and other relevant authorities, nurseries and caregivers can act swiftly and effectively to address any issues that may arise, thereby promoting a safe and nurturing environment where children can thrive and grow.

This proactive approach not only enhances the safety and security of children but also supports the collaborative efforts between families, caregivers, and community stakeholders in safeguarding their welfare.

KEY CONTACT INFORMATION

For internal key contact information refer to the nursery's Staff Contact Information List.

Contact information for relevant local authorities in the UAE linked to education, safety and child protection:

1. Knowledge and Human Development Authority (KHDA)
Role: Responsible for regulating the education sector in Dubai, including nurseries and schools.

Phone	Email	Website
+971 4 364 0000	info@khda.gov.ae	www.khda.gov.ae

2. Department of Education and Knowledge (ADEK)
Role: Responsible for regulating the education sector in Abu Dhabi, including nurseries and schools.

Phone	Email	Website
+971 2 615 0000	contact@tamm.abudhabi	www.adek.gov.ae

3. Police
Role: Protect lives and property by maintaining law and order, preventing crime, and ensuring the safety and security of the community.

Phone (Emergency)	Phone (Non-Emergency)	Website
999	901	www.dubaipolice.gov.ae

4. Ambulance

Role: Provide emergency medical services and ambulance transportation.

Phone (Emergency)	Phone (Non-Emergency)	Website
998	+971 4 223 2323	www.ambulance.gov.ae

5. Civil Defence (DCD)

Role: Ensure public safety and protect lives and property from fire and other emergencies in the UAE. They also conduct fire safety inspections, enforce regulations related to fire prevention, and provide education and awareness programs to enhance community safety.

Phone (Emergency)	Phone (Non-Emergency)	Website
997	+971 4 707 5555 (Dubai) +971 2 203 6666 (Abu Dhabi)	www.dcd.gov.ae

6. Police Child Protection Center

Role: Handles cases related to child abuse and exploitation.

Phone (Emergency)	Phone (Non-Emergency)	Website
999	+971 4 609 5555	www.dubaipolice.gov.ae

7. Dubai Foundation for Women and Children

Role: Provides support and services for victims of domestic violence/child abuse/human trafficking.

Phone	Website
800 111 (24/7 Helpline)	www.dfwac.ae

8. Family Development Foundation (FDF)

Role: Focussewd on family, women's and children's welfare in Abu Dhabi.

Phone	Email	Website
+971 2 447 6900	info@fdf.ae	www.fdf.ae

9. Community Development Authority (CDA)

Role: Responsible for social development and child protection services in Dubai.

Phone	Email	Website
800 2121	info@cda.gov.ae	www.cda.gov.ae

Nurseries should contact these agencies as appropriate for reporting safeguarding concerns, seeking guidance or accessing support services.

Language and Communication Policy

PURPOSE

This policy aims to ensure that all children at Hummingbird Nursery are supported in developing strong language and communication skills in a language-rich, inclusive and culturally responsive environment. It also outlines our commitment to supporting children who speak English as an Additional Language (EAL) through differentiated strategies and meaningful parent engagement.

DEFINITIONS

- **Language-Rich Environment:** A setting that consistently offers meaningful opportunities for children to hear and use language throughout their daily routines and activities.
- **EAL (English as an Additional Language):** Refers to children whose first language is not English and who are learning English in addition to their home language.
- **Bilingualism/Multilingualism:** The ability to understand and/or use more than one language.
- **Expressive Language:** The ability to express thoughts, needs and ideas through spoken or written words.
- **Receptive Language:** The ability to understand spoken or written language.

POLICY STATEMENT

Hummingbird Nursery is committed to fostering children's communication skills by embedding language development into every aspect of the curriculum. We believe that all children, regardless of their language background, deserve high-quality interactions that support their speaking, listening and comprehension abilities. We promote bilingualism, celebrate linguistic diversity and work in partnership with families to nurture every child's full communicative potential.

SCOPE

This policy applies to all staff, children and families at Hummingbird Nursery and is relevant to any educational activities, curriculum planning and interactions that involve language and communication. It covers both general language development strategies and specific approaches for children learning English as an additional language.

ROLES AND RESPONSIBILITIES

Nursery Leadership

- Ensure the nursery provides a language-rich learning environment.
- Oversee staff training related to communication development and EAL strategies.
- Monitor and evaluate the effectiveness of language support practices.

Classroom Teachers and Staff

- Implement daily strategies that promote speaking, listening and early literacy.
- Observe and assess each child's language development.
- Provide targeted support to EAL learners and collaborate with parents and specialists where needed.

Parents

- Communicate with staff about their child's linguistic background and language support needs.
- Support language development at home in the child's home language and English.

PROCEDURES

Promoting Language Development for All Children

- **Daily Conversations:** All staff engage children in meaningful dialogue using open-ended questions and age-appropriate vocabulary.
- **Story Time and Songs:** Daily reading, singing and rhyming build phonological awareness and vocabulary.
- **Role Play and Drama:** Dramatic play areas support verbal communication through imaginative experiences.
- **Circle Time:** Children share experiences, listen to others and build confidence in expressing ideas.

Support for English as an Additional Language (EAL)

- **Individualized Support:** Children's English proficiency is assessed and tailored strategies are implemented to support their development.
- **Bilingual Staff:** Where possible, bilingual staff assist in supporting children with the transition to English.
- **Use of Home Language:** Parents are encouraged to continue using the home language to support overall cognitive and language development.
- **Visual Aids and Gestures:** Non-verbal cues, pictures and signs are used to support comprehension and engagement.

Inclusive Curriculum and Cultural Awareness

- Multilingual books, songs and celebrations are included in classroom activities.
- Cultural and linguistic diversity is acknowledged and respected through displays, lessons and daily conversations.

MONITORING AND REVIEW

- Language development is tracked through regular observations and assessment tools such as EYFS tracking sheets and observation records.

- EAL progress is monitored closely and early intervention is initiated if delays are identified.
- The nursery may work with speech and language therapists or other specialists, when additional support is needed.
- This policy will be reviewed regularly or in response to significant changes in educational practice or child needs.

RELATED POLICIES AND APPENDICES

Related Policies:
Admissions Policy
Arabic Language and UAE Culture Policy
Curriulum Policy
Cultural and Religious Sensitivity Policy
Diversiy, Equal Opportunities and Non-Discrimination Policy
Inclusive Education Policy
Partnership with Parents Policy
Teaching, Learning Program and Assessment
Wellbeing Policy

Appendices:
Language, Culture and Identity Questionnaire
Individual Support Plan Template

Medication Administration Policy

PURPOSE

The purpose of this policy is to ensure the safe and appropriate administration of medication to children while in the care of Hummingbird Nursery. The policy outlines specific procedures for both DHA/DOH licensed and non-DHA/DOH licensed Hummingbird Nursery settings in accordance with regulatory requirements and parental consent.

DEFINITIONS

- **Medication Authorization Form:** A written form provided by the nursery, completed and signed by the parent, outlining medication details and instructions.
- **Prescription Medication:** Medication prescribed by a licensed medical doctor, clearly labeled with the child's name, date and usage instructions.
- **Emergency Medication:** Medication required for immediate use in case of a life-threatening condition (e.g., EpiPen, asthma inhaler).
- **DHA/DOH-Licensed Nursery:** A Hummingbird Nursery location licensed under the Dubai Health Authority (DHA) or Department of Health Authority (DOH).
- **Non-DHA/DOH Licensed Nursery:** A Hummingbird Nursery location not licensed under DHA or DOH and therefore unable to administer any medication directly, unless in cases of a life-threatening condition.

POLICY STATEMENT

Hummingbird Nursery is committed to ensuring the health and safety of all children by implementing clear, regulated procedures for medication administration. We recognize that some children may require prescribed medication during nursery hours and we will accommodate these needs safely, provided that full consent and documentation are in place. In settings where medication cannot be administered, alternative arrangements will be made in partnership with parents.

SCOPE

This policy applies to all individuals at both DHA/DOH-licensed and non-DHA/DOH licensed Hummingbird Nursery locations.

ROLES AND RESPONSIBILITIES

Nursery Nurse (DHA-licensed settings only):

- Review Medication Authorization Forms and accompanying doctor’s prescriptions.
- Administer medication following prescribed guidelines.
- Record all medication administration in the Medication Administration Log.

- Store all medications securely and monitor for expiry or required refrigeration.
- Communicate with parents regarding medication administered or concerns.

Nursery Leadership:

- Ensure staff are trained in handling emergency medications.
- Ensure this policy is followed and reviewed.
- Maintain records of all medication-related documentation.

Parents:

- Complete the Medication Authorization Form with a valid doctor's prescription.
- Provide medication in its original packaging with clear labels.
- Notify the nursery of any changes in the child's health or medication.
- For non-DHA/DOH licensed settings, personally administer medication if required during nursery hours.

PROCEDURES

DHA/DOH-Licensed Hummingbird Nursery Locations

1. Authorization and Documentation:
Medication will only be administered if:

- A valid doctor's prescription is provided.
- A completed Medication Authorization Form is submitted by the parent.

2. Administration:

- Only the DHA/DOH-licensed nurse is permitted to administer medication.
- The nurse verifies the dosage, instructions and expiration date before administering.
- The administration is logged with date, time, dosage and any observations.

3. Medication Requirements:

- Must be in original packaging.
- Clearly labeled with child's name, date, dosage and instructions.
- Stored securely in the nurse's office in a locked cabinet or designated refrigerator.

4. Emergency Medication:

- Parents must submit an Medication Authorization Form.
- Medication must be easily accessible and accompanied by staff training where appropriate.

5. Communication:
Parents are informed of any medication administered during the day.

Non-DHA/DOH Licensed Hummingbird Nursery Locations

1. Policy on Medication:
Medication will not be administered by nursery staff unless in cases of a life-threatening condition..

2. Parent Administration:
Parents are expected to administer medication outside nursery hours.
If necessary during the day, parents must come to the nursery to administer the medication.

Medication Refusal
The nursery reserves the right to refuse to administer any medication that does not meet the above guidelines or if it may pose a risk to the child or others. Parents will be informed immediately if this is the case.

MONITORING AND REVIEW

- A Medication Administration Log will be maintained by the licensed nurse to track all medication given.
- The leadership team will conduct reviews to ensure policy compliance.
- This policy will be reviewed regularly or if regulatory requirements change.

RELATED POLICIES AND APPENDICES

Related Policies:
Allergies and Reactions Policy
Emergencies and Critical Incident Policy
First Aid Policy
Incident and Accident Reporting Policy
Infection Control Policy
Intimate and Personal Care Policy
Parent's Rights and Responsibilities
Safeguarding and Child Protection Policy
Wellbeing Policy

Appendices:
Registration Form
Medication Authorisation Form
Medication Administration Log

Nursery Environment Policy

PURPOSE

The purpose of this policy is to ensure that the nursery environment is safe, inclusive, stimulating, and developmentally appropriate for all children. The environment will support learning through play, promote wellbeing, and meet all health, safety, and regulatory standards in line with KHDA/ADEK requirements.

DEFINITIONS

- **Nursery Environment:** The physical indoor and outdoor spaces, resources, layout, and learning areas provided for children.
- **Learning Environment:** Spaces intentionally planned to support children's development, independence, and exploration across all areas of learning.
- **Continuous Provision:** Core resources and areas consistently available to support independent learning.
- **Risk Assessment:** The process of identifying, evaluating, and controlling potential hazards to ensure a safe environment.

POLICY STATEMENT

The nursery is committed to providing a safe, secure, clean, inclusive, and well-organised environment that promotes children's learning, development, and wellbeing. The environment will be designed to support learning through play, encourage independence, reflect cultural values, and meet the individual needs of all children.

All indoor and outdoor spaces will comply with health, safety, safeguarding, and regulatory standards. The environment will be regularly reviewed and adapted to ensure it remains stimulating, accessible, and responsive to children's interests, developmental stages, and wellbeing.

SCOPE

This policy applies to:

- All nursery staff, including leadership, educators and support staff
- All indoor and outdoor learning spaces
- Resources, furniture, equipment and materials used by children
- All children enrolled in the nursery

ROLES AND RESPONSIBILITIES

Leadership Team:

- Ensure the environment meets KHDA/ADEK health, safety and quality standards
- Ensure regular risk assessments are completed
- Provide appropriate resources and equipment
- Monitor cleanliness, safety, and suitability of all areas
- Ensure inclusive and accessible environments for all children

Educators and Teaching Staff:

- Maintain a safe, organized and welcoming classroom environment
- Set up learning areas that support development and independence
- Supervise children effectively in all spaces
- Conduct daily visual safety checks
- Report hazards, damage or concerns immediately

Health & Safety Officer:

- Conduct regular environmental safety checks and risk assessments
- Ensure compliance with fire safety and emergency procedures
- Monitor hygiene and sanitation standards

Support Staff:

- Maintain cleanliness and hygiene standards
- Ensure shared areas are safe and well maintained

PROCEDURES

Safety and Risk Management

- Daily visual checks of classrooms, outdoor areas and equipment
- Regular documented risk assessments
- Immediate reporting and removal of hazards
- Safe storage of hazardous materials and cleaning products

Learning Environment Setup

- Classrooms organised into clear learning areas (e.g. role play, construction, reading, creative, sensory)
- Resources accessible at child height to promote independence
- Continuous provision maintained and enhanced based on children's interests and development
- Quiet areas available for rest and emotional regulation

Outdoor Environment

- Safe, secure and supervised outdoor play areas
- Opportunities for physical development and nature-based learning
- Regular safety checks of equipment and surfaces

Hygiene and Cleanliness

- Daily cleaning routines for all areas
- Regular sanitising of toys and frequently touched surfaces
- Toilets and handwashing areas maintained to high hygiene standards

Inclusion and Accessibility

- Environments adapted to meet the needs of all children
- Resources that reflect diversity, culture, and community
- Spaces designed to support children with additional needs

MONITORING AND REVIEW

- Regular environment checks conducted by leadership and the Health & Safety Officer
- Termly reviews of classroom layout and learning spaces
- Ongoing staff feedback to support improvements
- Annual policy review to ensure continued compliance with KHDA/ADEK guidance

RELATED POLICIES AND PROCEDURES

- Health and Safety Policy
- Safeguarding and Child Protection Policy
- Risk Assessment Policy
- Inclusion and Special Educational Needs Policy
- Cleaning and Hygiene Procedures
- Fire Safety and Emergency Evacuation Policy

Nutrition and Catering Policy

PURPOSE

This policy outlines Hummingbird Nursery's approach to promoting healthy eating habits and ensuring safe food practices within the nursery setting. Our aim is to support children's health, growth and development by fostering a positive and healthy food culture and partnering with parents in providing nutritious meals and snacks.

DEFINITIONS

- **Nutrition:** The process of providing or obtaining the food necessary for health and growth.
- **Healthy Eating:** Consuming a balanced diet, low in processed foods, added sugars and saturated fats.
- **Nut-Free Environment:** A setting in which no food products containing nuts or nut traces are allowed to prevent allergic reactions.
- **Allergy:** An immune system reaction that occurs after consuming or coming into contact with a specific substance (e.g., nuts, dairy, eggs). Symptoms can range from mild (rashes) to severe (anaphylaxis).
- **Dietary Restriction**: A limitation or exclusion of certain foods due to health, religious, ethical or personal reasons. This includes medical conditions (e.g. lactose intolerance), religious practices (e.g. halal) or family choices (e.g. vegetarianism).

POLICY STATEMENT

Hummingbird Nursery is committed to promoting the health and well-being of children through healthy eating education and safe food handling practices. While we do not provide catering services, we guide and support parents in sending nutritious meals and snacks from home, ensuring all dietary needs are met within a safe, allergy-conscious environment.

SCOPE

This policy applies to all individuals at Hummingbird Nursery. It governs the handling, storage and consumption of food within the nursery, as well as the nutritional education of children.

ROLES AND RESPONSIBILITIES

Health and Safety Officer

- Ensure all staff are aware of food safety protocols and allergy procedures.
- Record and display children's allergy information.
- Provide parents with nutritional guidelines and support materials.
- Monitor compliance with the nursery's nut-free policy.
- Carry out educational sessions for children and staff on healthy eating habits.

All Staff

- Closely supervise children during mealtimes to ensure safe food handling and no sharing of food items.
- Distribute meals and snacks as per hygiene standards.
- Reinforce healthy eating messages in the classroom.
- Notify management of any concerns related to food allergies or unsafe food items.

Parents

- Provide healthy, nutritious meals and snacks in compliance with nursery guidelines.
- Use cool bags with ice packs or thermoses as required.
- Clearly label all food containers and drinking bottles with the child's name.
- Inform the nursery of any allergies or dietary restrictions.

PROCEDURE

Promoting Healthy Eating

- Encourage parents to provide balanced meals.
- Discourage high-fat, sugary and highly processed foods.
- Offer ongoing guidance to parents about healthy meal preparation and portion control.

Food Storage and Handling

- The nursery does not refrigerate or heat children's food for health and safety reasons.
- Parents must send food in insulated cool bags or thermoses to maintain safe temperatures.
- All food must be stored in children's labeled containers and placed in designated storage areas.

Allergies and Dietary Restrictions

- Hummingbird Nursery is a strictly nut-free environment. Foods containing nuts, including Nutella and similar products, are prohibited.
- Parents must declare any food allergies, intolerances and dietary restrictions on registration and notify staff of any changes.
- Staff ensure safe food distribution and supervise children with dietary needs accordingly.

Refer to the Allergy and Reactions Policy for additional details.

Nutrition Education

Nutrition is integrated into the curriculum through:

- Stories and songs about food and health
- Hands-on food preparation activities
- Discussions about food groups and balanced diets
- Children are encouraged to explore healthy eating habits in a fun and engaging way.

Food Sharing and Distribution

- Food sharing and distribution is strictly prohibited.
- Staff closely supervise children during all eating times to ensure they only eat the food provided by their own parents.

MONITORING AND REVIEW

- Staff will monitor food safety practices daily.
- Food items that breach policy (e.g., nut products or unsafe packaging) will be returned to parents.
- The policy will be reviewed regularly or as new health guidelines are introduced.

RELATED POLICIES AND APPENDICES

Related Policies:
Allergies and Reactions Policy
Cleaning and Sanitisation Policy
Cultural and Religious Sensitivity Policy
First Aid Policy
Health and Safety Policy
Hygiene Policy
Medication Administration Policy
Parent's Rights and Responsibilities
Parent Partnership Policy
Wellbeing Policy

Appendices:
Parent Handbook
Registration Form
Medication Authorisation Form
Medication Administration Log
Allergy and Dietary Restrictions Displays

Observations and Assessment Policy

PURPOSE

The purpose of this policy is to ensure that all children at Hummingbird Nursery are regularly observed and assessed to inform planning, track progress and ensure that every child is supported to reach their full potential. Observations and assessments in the early years are essential for identifying developmental milestones, recognising areas requiring additional support and celebrating achievements. This policy sets out our approach to baseline assessments, ongoing observations, progress tracking and reporting to parents, ensuring consistency and quality across our nursery.

DEFINITIONS

- **Observation:** The process of watching, listening and noting what children do and say during their play and activities to understand their learning, development and interests.
- **Assessment:** The process of gathering, analysing and interpreting information from observations and other sources to evaluate a child's progress and inform future planning.
- **Baseline Assessment:** An initial assessment carried out when a child starts nursery or moves to a new class, providing a starting point for measuring progress.
- **Progress Report:** A termly written summary outlining a child's achievements, development and next steps.
- **Learning and Development Summary:** A detailed written report available on request, providing a more comprehensive overview of a child's development in all learning areas.
- **End of Year Report:** A detailed overview of a child's outcomes and progress across the year, summarising their achievements and areas for future focus.
- **Progress Tracking Sheet:** An ongoing record of a child's progress towards developmental milestones, used to identify delays or areas needing additional support.
- **Parent App:** The online platform used to share regular observations, photographs and updates with parents, forming the child's learning portfolio.

POLICY STATEMENT

Hummingbird Nursery is committed to implementing a consistent and meaningful approach to observing and assessing children's learning and development. We use a range of tools to build a clear picture of each child's learning journey.

SCOPE

This policy applies to:

- All teaching and support staff involved in planning, delivering and assessing learning.
- All children enrolled at Hummingbird Nursery.
- All parents receiving assessment information and feedback.

ROLES AND RESPONSIBILITIES

Nursery Leadership

- Ensure that staff are aware of observation and assessment procedures.

Teaching Staff and Key Persons

- Conduct baseline assessments when a child starts or moves to a new class.
- Carry out regular observations and upload them to the Parent App.
- Maintain up-to-date progress tracking sheets.
- Prepare and share termly progress reports, learning and development summaries (on request) and end of year reports.

Parents

- Engage with assessment updates and feedback.
- Share relevant information about their child's development at home.
- Collaborate with staff to support their child's learning and development goals.

PROCEDURES

1. Baseline Assessments

- Completed within the first month of a child starting at the nursery or moving to a new class.
- Establishes the child's developmental starting point and informs initial planning.

2. Progress Check at 2

- Completed within the month that the child turns two years old.
- Summary of learning and development across the three prime areas: Personal, Social and Emotional Development, Communication and Language and Physical Development.
- Helps to identify potential delays and areas requiring early intervention.

3. Ongoing Observations

- Conducted regularly during play, routines and activities.
- Noted using written observations, photographs and videos (where permitted).
- Uploaded to the Parent App to contribute to the child's learning portfolio.

4. Progress Tracking Sheets

- Updated continuously to record abilities, progress and next steps.
- Used to identify delays or areas needing targeted support.

5. Progress Reports

- Written termly for every child, summarising development throughout the term.

6. Learning and Development Summaries

- Produced on request to provide a more detailed overview of progress and areas for development, particularly useful for report requests from schools.

7. End of Year Reports

- Provide a comprehensive summary of a child's progress, achievements and suggested next steps for the future.

MONITORING AND REVIW

- The policy will be reviewed regularly or earlier if requirements change.

RELATED POLICIES AND APPENDICES

Related Policies:
Curriculum Policy
Inclusive Education Policy
Language and Communication Policy
Parent's Rights and Responsibilities
Partnership with Parents Policy
Teaching, Learning Program and Assessment Policy

Appendices:
Welcome Meeting with Parents Template
Baseline Assessment Template
Progress Check at 2 Template
Progress Tracking Sheet Template
Termly Progress Report Template
Learning and Development Summary Template
End of Year Report Template
EYFS and Birth to Five Reference Guides

Offsite Visits and Activities Policy

PURPOSE

This policy outlines the procedures for planning and conducting offsite visits and activities at Hummingbird Nursery. Offsite activities are integral to supporting children's development and providing rich, real-world learning opportunities. This policy ensures that all offsite visits are safe, well-organized and align with our educational objectives.

DEFINITIONS

- **Offsite Visit:** Any planned activity that takes place outside the nursery premises, including field trips, nature walks and educational outings.
- **Risk Assessment:** A systematic process to identify potential hazards and implement measures to reduce risks.
- **Parental Consent:** Written approval from a child's parent for their participation in an offsite activity.
- **Visit Lead:** A designated staff member responsible for overseeing the organization and safe execution of an offsite activity.
- **Supervision Ratio:** The number of staff required per child based on regulatory and age-specific guidance.

POLICY STATEMENT

Hummingbird Nursery is committed to enriching the curriculum through carefully planned offsite visits and activities that enhance children's learning and personal development. All such activities will be conducted with appropriate risk management, supervision and parental involvement to ensure the safety and well-being of all participants.

SCOPE

This policy applies to:

- All offsite visits and educational outings organized by Hummingbird Nursery.
- All nursery staff involved in planning, supervising or accompanying offsite activities.
- All children enrolled at the nursery participating in such activities.
- Parents responsible for providing consent and preparing their child for participation.

ROLES AND RESPONSIBILITIES

Nursery Leadership

- Approve all offsite activities.
- Seek approval from relevant authorities, when required.

- Ensure risk assessments are completed and reviewed.
- Communicate with parents regarding trip logistics and safety.

Visit Lead (Appointed Staff Member)

- Plan and coordinate all aspects of the visit.
- Complete and submit risk assessments.
- Ensure staff and children are briefed on safety and behaviour expectations.
- Carry emergency contact details, attendance list and first aid kit during the trip.

Nursery Staff

- Supervise children and follow assigned responsibilities.
- Maintain staff-to-child ratios throughout the trip.
- Provide first aid if needed and report any incidents.
- Engage children in learning activities before, during and after the visit.

Parents

- Provide signed parental consent forms prior to the visit.
- Prepare their child appropriately (e.g., clothing, packed meals medical requirements).
- Share relevant health or behavioural information that may affect participation.

PROCEDURES

Planning

- Identify learning objectives and age-appropriateness of the visit.
- Conduct a full risk assessment of the destination and travel arrangements.
- Obtain nursery management approval.
- Obtain ADEK/KHDA approval, where required.
- Notify parents and distribute consent forms with full details of the activity.

Consent and Communication

- Collect signed consent forms before the visit.
- Clearly communicate clothing, lunch or medication requirements.
- Share emergency contact numbers with staff attending the visit.

Transport

- Arrange transport through licensed, insured and RTA-compliant providers.
- Ensure children are seated and secured appropriately.
- Maintain supervision during travel.

Supervision

- Maintain appropriate staff-to-child ratios at all times.
- Assign staff roles, including headcount responsibilities and emergency duties.
- Ensure children are grouped and supervised consistently.

On the Day of the Visit

- Brief children and staff on expected behaviour, safety rules and itinerary.
- Bring first aid kit, medical records, emergency contacts and attendance list.
- Maintain constant supervision and headcounts at regular intervals.

Post-Visit

- Conduct a debrief and gather feedback from staff and children.
- Document attendance, incidents (if any) and learning outcomes.
- File all records for future reference.

MONITORING AND REVIEW

- Nursery leadership will review this policy regularly or after any incident involving an offsite activity.
- All risk assessments and feedback will be reviewed to improve future practice.
- Feedback from parents and staff will be considered during the evaluation process.

RELATED POLICIES AND APPENDICES

Related Policies:
Children's Daily Arrival and Departure Policy
Curriculum Policy
Emergencies and Critical Incident Policy
Incident and Accident Reporting Policy
Inclusive Education Policy
Parent's Rights and Responsibilities
Risk Assessment Policy
Safeguarding and Child Protection Policy
Supervision Policy
Travel and Transportation Policy

Appendices:
Offsite Visit Risk Assessment Template
Parental Consent Form Template
Attendance and Emergency Contact Lists

Organisational Oversight Policy

PURPOSE

The purpose of this policy is to establish a clear, structured, and accountable approach to organisational oversight at Hummingbird Nursery. It defines how roles, responsibilities, and reporting lines are organised across the setting to ensure effective leadership, efficient day-to-day operations, and consistently high standards of practice. This policy ensures that all areas of nursery operation are managed in full compliance with KHDA regulations, the UAE Early Childhood Care and Education Quality Framework, and all relevant UAE statutory and safeguarding requirements. It supports strong governance, effective decision-making, and clear communication across all levels of the organisation. In addition, the policy underpins the nursery's ability to deliver its vision, mission, and strategic objectives by ensuring that leadership, management, and staff work collaboratively within a well-defined operational structure. This promotes accountability, consistency, and continuous improvement across all aspects of nursery provision, in line with UAE national priorities for high-quality, inclusive early childhood education.

DEFINITIONS

- **Leadership Team:** The group of appointed professionals responsible for overseeing the operational, educational and strategic functions of the nursery.
- **Compliance:** Adhering to legal, regulatory and policy requirements set by local authorities and internal nursery policies.

POLICY STATEMENT

Hummingbird is committed to maintaining strong, transparent, and well-structured organisational practices that ensure the delivery of effective and meaningful early childhood education and care. We ensure that roles and responsibilities across the nursery are clearly defined, understood, and effectively implemented, supporting consistency, accountability, and high standards of practice. All staff are appropriately qualified and experienced in line with UAE regulatory requirements, and the leadership structure is designed to ensure effective governance, compliance, and operational oversight. This policy is fully aligned with KHDA regulations, the UAE Early Childhood Care and Education Quality Framework, the EYFS framework, and relevant UAE legislation. It supports continuous improvement and ensures that all aspects of nursery operations meet regulatory expectations while promoting safe, effective and purposeful provision for all children.

SCOPE

This policy applies to all members of the leadership team, educators, support staff and stakeholders involved in the leadership and operation of Hummingbird Nursery.

ROLES AND RESPONSIBILITIES

Nursery Leadership Structure

The operations of Hummingbird Nursery are managed according to a formal structure compliant with UAE requirements. Each position is filled by a qualified professional and is supported by a written job description.

All job descriptions must include:

- The core purpose of the role
- Key responsibilities and duties
- Supervision and reporting lines
- Required qualifications and competencies

Chief Executive Officer (CEO)

Strategic Leadership:

- Lead the overall direction, growth and development of the organisation.
- Drive continuous improvement and innovation across the nurseries

Governance and Compliance:

- Ensure the organisation operates in compliance with all regulatory and legal requirements.
- Maintain accountability for safeguarding, health and safety, and quality standards.
- Report to owners on organisational performance.
- Oversee risk management and business continuity planning.

Financial Oversight:

- Approve budgets and monitor financial performance.
- Ensure financial sustainability and responsible resource management.
- Oversee investment decisions and business growth opportunities.

People Leadership:

- Lead, support and develop the senior leadership team.
- Foster a positive organisational culture.
- Promote staff wellbeing, engagement and retention.
- Ensure effective succession planning and workforce development.

Human Resources (HR) Team

Recruitment and Onboarding:

- Lead recruitment, selection and onboarding processes.
- Ensure safer recruitment practices are followed.
- Verify qualifications, references, background checks and suitability documentation.
- Support managers in attracting and retaining qualified staff.

Employee Relations:

- Provide guidance on employee relations matters.
- Manage disciplinary, grievance and capability procedures.
- Promote positive staff engagement and wellbeing.
- Support conflict resolution and workplace communication.

Performance Management:

- Coordinate appraisal and performance review processes.
- Support managers with performance improvement plans.

- Monitor probationary periods and employee development.

Compliance and Workforce Planning:

- Ensure compliance with employment legislation and organisational policies.
- Monitor contracts and workforce planning.
- Maintain accurate personnel records and HR systems.
- Support visa, labour and regulatory requirements where applicable.

Staff Wellbeing

- Promote wellbeing initiatives and employee support programmes.
- Monitor staff satisfaction and retention.
- Support a positive and inclusive workplace culture.

Finance Team

Financial Management:

- Prepare and monitor annual budgets.
- Manage cash flow, income and expenditure.
- Produce monthly management accounts and financial reports.
- Monitor financial performance against targets.

Fees and Income Management:

- Monitor outstanding balances and debt recovery procedures.
- Manage payment plans and parent account queries.
- Ensure accurate invoicing and fee administration.

Financial Controls and Compliance:

- Implement and monitor financial controls and procedures.
- Ensure compliance with accounting standards and regulatory requirements.
- Support external audits and financial inspections.
- Maintain accurate financial records and documentation.

Payroll and Benefits:

- Oversee payroll processing and salary payments.
- Ensure statutory deductions and benefits are administered correctly.
- Liaise with HR regarding staffing costs and workforce budgets.

Strategic Financial Planning:

- Support senior leaders with financial forecasting.
- Provide analysis to support decision-making and business growth.
- Identify financial risks and opportunities.
- Contribute to long-term sustainability planning.

General Manager

- Strategic Leadership and Business Planning
- Financial Oversight and Cash Flow Management
- Human Resources and Workforce Planning
- Business Development and Growth
- Regulatory and Legal Compliance
- Stakeholder and Community Engagement
- Operational Excellence and Risk Management
- Leadership of Nursery Managers

- Defined roles between owners, governors and leaders
- Transparency, accountability and ethical leadership
- Workforce succession planning and leadership development
- Identification and development of future leaders to ensure organisational sustainability
- Maintain and review a strategic risk register covering operational, educational, safeguarding, health and safety, financial and reputational risks
- Holds clear accountability for safeguarding, inclusion, wellbeing, curriculum quality and all areas of provision across all nurseries
- Ensure full implementation and compliance with all relevant KHDA regulations, UAE Early Childhood Care and Education Quality Framework requirements, EYFS guidance, Dubai Inclusive Education Policy Framework, and all other applicable UAE policies, legislation, and guidance relating to early childhood education, safeguarding, inclusion, health and safety, and curriculum provision across all nurseries

Nursery Manager

- Leadership and Strategic Management, including:
  - Provide clear vision, leadership and strategic direction aligned with the nursery's mission and values.
  - Lead the development and implementation of improvement plans and long-term goals.
  - Promote a culture of excellence, inclusion and continuous improvement.
  - Ensure transparency, accountability, and ethical leadership across the nursery.
  - Monitor overall performance and take timely, effective action where required.
- Regulatory Compliance, including:
  - Ensure full compliance with all local regulatory bodies, safeguarding requirements, and early years standards.
  - Maintain up-to-date policies, procedures, and documentation in line with legislation.
  - Lead inspections, audits, and licensing processes, ensuring readiness at all times.
- Staff Leadership and Development, including:
  - Recruit, induct, supervise and appraise staff effectively.
  - Provide ongoing professional development, coaching, and training opportunities.
  - Foster a positive, collaborative, and high-performing team culture.
  - Ensure clear roles, responsibilities, and accountability for all staff.
- Quality Assurance and Continuous Improvement, including:
  - Establish and maintain robust quality assurance systems.
  - Monitor teaching quality, learning environments, and staff performance regularly.
  - Use data, observations, and feedback to drive continuous improvement.
  - Implement action plans based on internal reviews and external inspections.
- Educational Oversight and Curriculum Leadership, including:
  - Oversee the implementation of a meaningful, developmentally appropriate curriculum.
  - Ensure consistency and excellence in teaching and learning practices.
  - Monitor children's progress, development, and outcomes.

- Support staff in planning, assessment, and differentiation to meet all children's needs.

- Safety, Health, and Well-Being Leadership, including:
  - Ensure a safe, secure, and nurturing environment for children, staff, and visitors.
  - Supervise effective risk management practices, including regular risk assessments.
  - Oversee safeguarding procedures and ensure all staff are trained and compliant.
  - Promote children's physical, emotional, and mental well-being.
- Parent Communication and Community Engagement, including:
  - Build strong, respectful partnerships with parents and families.
  - Ensure clear, consistent, and transparent communication channels.
  - Address concerns and feedback promptly and professionally.
  - Foster community links and engagement initiatives.
- Operational and Administrative Oversight, including:
  - Manage day-to-day operations, ensuring smooth and efficient running of the nursery.
  - Maintain accurate records, reporting systems and documentation.
  - Ensure effective scheduling, staffing ratios and resource management.

Compliance Officer:

- Regulatory Compliance:
  - Ensure the nursery complies with all relevant local regulatory requirements.
  - Monitor changes in legislation, policies and regulatory requirements and communicate updates to staff.
  - Maintain all required licences, permits and certifications.
- Policies and Procedures:
  - Develop, review and update nursery policies and procedures.
  - Ensure policies are implemented consistently across the nurseries.
- Staff Compliance:
  - Monitor staff qualifications, certifications and mandatory training requirements.
  - Ensure safeguarding, first aid and compliance training remain current.
  - Maintain accurate personnel records and compliance documentation.
- Record Keeping and Reporting:
  - Maintain compliance files and regulatory documentation.
- Quality Assurance
  - Identify areas for improvement and implement action plans.
  - Support a culture of continuous improvement and accountability.

Curriculum Coordinator:

Curriculum Leadership:

- Lead the implementation and development of the nursery curriculum.
- Ensure the curriculum aligns with the EYFS Framework and local regulatory requirements.
- Develop curriculum progression maps and long-term planning.

Teaching and Learning:

- Support teaching staff in planning meaningful learning experiences.
- Monitor the quality of teaching, interactions and learning environments.

Assessment and Progress:

- Analyse developmental data and identify trends or gaps.

Staff Development:

- Lead curriculum-related training and professional development.
- Support staff in implementing best practice teaching strategies.

Learning Environment:

- Ensure learning spaces reflect curriculum intentions and children's interests.
- Promote enabling environments both indoors and outdoors.

Quality Improvement

- Monitor curriculum effectiveness through observations, audits and feedback.
- Lead curriculum action plans and improvement initiatives.

Inclusion Coordinator

- Monitor the quality and effectiveness of support provided to Children of Determination and other children requiring additional support or challenge, ensuring that provision is inclusive, appropriately differentiated, regularly reviewed, and aligned with best practice and regulatory expectations.
- Ensure that reasonable adjustments are consistently implemented, reviewed, and updated in line with individual children's needs, ensuring full access to learning, participation, and nursery life in accordance with KHDA expectations and UAE inclusive education guidance.
- Monitor the impact and effectiveness of inclusion strategies on children's participation, wellbeing, engagement, and developmental progress, using observations, assessment data, and feedback from staff and families to inform continuous improvement.

Arabic Language and UAE Culture Coordinator:

- Planning, delivering, evaluating, and continuously improving meaningful Arabic language learning experiences using play-based, inquiry-led, and developmentally appropriate approaches, while ensuring meaningful integration across all areas of the curriculum.
- Applying engaging teaching strategies that promote children's communication skills, language development, curiosity, confidence, and positive attitudes towards using Arabic.
- Promoting children's understanding of Arabic language, UAE culture, heritage, traditions, national identity, Islamic values and social understanding through daily interactions, routines, stories, songs, role play, celebrations and learning experiences.
- Modelling the accurate pronunciation and standard Arabic language consistently, accurately and enthusiastically to encourage children's engagement and language development.
- Continuously monitoring and assessing children's progress in Arabic language development and cultural understanding through ongoing observation, documentation, assessment and record-keeping to inform planning, reporting and continuous improvement.
- Working collaboratively with all nursery staff to embed Arabic language, UAE culture, national identity and Islamic values throughout the learning environment, continuous provision, daily routines, and curriculum experiences.
- Ensuring that all children are exposed to Arabic language for at least one-third of their weekly instructional time, in line with KHDA Policy on Arabic Language Provision in Early Childhood Education.

- Providing guidance, coaching, mentoring and practical support to colleagues to strengthen the consistent implementation of Arabic language provision and UAE cultural learning across the nursery.
- Ensuring that all parents receive regular feedback and reports on their child's progress and attainment in Arabic language.
- Contributing to curriculum planning, resource development, environmental enhancements, and the visibility of Arabic language and UAE culture throughout the setting.
- Participating in professional development and reflective practice to continuously enhance the quality and effectiveness of Arabic language teaching and learning.
- Supporting nursery leadership in monitoring, evaluating, and reviewing the effectiveness of Arabic language provision through observations, audits, quality assurance activities, assessment information, and action planning.
- Contributing to the implementation and ongoing review of the nursery's Arabic Language and UAE Culture Policy to ensure continued alignment with the KHDA Policy on Arabic Language Provision in Early Childhood Education and other relevant UAE regulatory requirements.

Arabic Teaching Staff

- Consistently model and use key Arabic words, greetings, phrases, and vocabulary during daily routines, play experiences, learning opportunities, and interactions with children to create a language-rich environment and support children's familiarity and confidence with the language.
- Model positive attitudes towards Arabic language learning and demonstrate respect for the Arabic language, UAE culture, heritage, national identity, Islamic values, and the multicultural community of the UAE.
- Work collaboratively with the Arabic Language and UAE Culture Coordinator to embed Arabic language learning, UAE cultural understanding, and national identity across all areas of the curriculum, continuous provision, daily routines, and the learning environment.
- Foster an inclusive learning environment that values and respects children's home languages, cultures, and identities while supporting their engagement with Arabic language and Emirati culture.
- Plan, support, reinforce, and extend Arabic language learning and UAE cultural experiences through play, daily interactions, role play, storytelling, songs, creative experiences, cultural celebrations, national events, and heritage activities.
- Use Arabic learning resources, books, displays, visual prompts, environmental print, and learning areas to promote children's engagement with Arabic language and UAE culture.
- Participate in ongoing professional development and reflective practice to strengthen their knowledge, understanding, and implementation of Arabic language provision, bilingual development, UAE culture, inclusion, and culturally responsive practice.

Administrator/Admissions Officer

- Sales and Lead Management

- Admissions Coordination
- Reporting and Compliance
- Administrative and Office Management
- Finance and Invoicing Support
- Regulatory and Compliance Administration
- Parent and Customer Service
- Scheduling and Logistics
- Support to Leadership

Health and Safety Officer/Nurse

- Health and Well-being (children and staff)
- Safeguarding and Child Protection
- Health, Safety and Risk Management
- Infection Control and Hygiene
- First Aid and Emergency Preparedness
- Staff Training and Induction
- Administrative and Compliance Management
- Quality Assurance and Improvement

Teaching and Support Staff

- Curriculum Planning and Implementation
- Observation and Assessments
- Child Development and Care
- Behaviour Management
- Nursery Environment and Resource Management
- Parent Engagement
- Health, Safety and Hygiene
- Team Collaboration and Supervision

All new staff complete a structured induction and probation process, including scheduled check-ins during the first 4–12 weeks, formal probation reviews, and an induction completion assessment. Successful completion is confirmed through competency sign-off linked to role expectations, KHDA requirements and EYFS standards.

PROCEDURES

The Governing Board

Hummingbird's Governing Board is comprised of:

- Chief Executive Officer (CEO)
- Finance Manager

- Human Resources (HR) Manager
- General Manager
- Business Develoment and Quality Assurance Manager
- Compliance Officer
- Curriculum Coordinator

Leadership & Culture

- The governing board is committed to providing strong, ethical, and effective governance in line with KHDA regulations, UAE Early Childhood Care and Education Quality Framework expectations, and relevant UAE legislation.
- The governing board acts responsibly, ethically, and in the best interests of children, families, staff, and the wider community.
- It demonstrates a clear understanding of its role in society and its responsibility in shaping high-quality early childhood provision.
- It promotes values-driven governance, with a strong focus on integrity, accountability, and continuous improvement.
- The board prioritises the development of children as confident, capable, and positive contributors to society in line with UAE national values and priorities.
- It provides strategic direction for the nursery, ensuring alignment with vision, mission, and regulatory expectations.
- It ensures accountability by monitoring performance, reviewing outcomes, and overseeing compliance with all relevant policies, KHDA requirements, and UAE regulations.
- It reviews risk, safeguarding, and compliance matters to ensure the nursery operates safely, effectively, and within statutory frameworks.
- It maintains a clear separation between governance and operational management, ensuring appropriate delegation while retaining oversight and accountability.

Accountability

The governing board ensures effective oversight by reviewing compliance and performance against all of the above frameworks and regulatory expectations, including:

- KHDA inspection requirements and compliance standards
- EYFS curriculum delivery and outcomes
- Inclusion and implementation of the Dubai Inclusive Education Policy Framework
- Safeguarding effectiveness in line with UAE child protection requirements
- Health, safety, wellbeing and operational risk management compliance
- Financial governance and resource allocation in line with regulatory expectations

Risks are actively monitored in relation to:

- Safeguarding and child protection (UAE safeguarding guidance)
- Health and safety compliance (UAE regulatory standards)
- Staffing, recruitment, and operational ratios

- Inclusion and SEND provision in line with KHDA expectations
- Regulatory compliance with KHDA and UAE education authorities

All staff roles and responsibilities are clearly defined and aligned with KHDA requirements, EYFS expectations, UAE safeguarding standards, and internal nursery policies to ensure consistency, accountability, and safe practice.

Leadership reviews complaints, concerns, and feedback in line with KHDA expectations for provider accountability, including:

- Formal complaints procedures and resolution tracking
- Parent feedback and engagement records
- Staff concerns and whistleblowing procedures
- Safeguarding escalation processes
- Communication logs and stakeholder feedback systems

Findings are used to ensure transparency, continuous improvement, and full alignment with UAE regulatory expectations and best practice in early childhood education.

These areas are systematically monitored through regular leadership reviews, learning walks, data analysis, safeguarding audits and quality assurance processes. Leaders evaluate the impact of provision across different groups of children, including children with additional needs and children from diverse cultural and linguistic backgrounds. Findings are used to inform strategic planning, ensure consistency of practice and drive continuous improvement in outcomes for all children. Leadership maintains strategic oversight of safeguarding and child protection through regular review of safeguarding records, training compliance, risk assessments, referrals, policy implementation and safeguarding audits.

Roles and Responsibilities Documentation
Clear documentation of roles and responsibilities is maintained across Hummingbird in line with KHDA regulations, UAE Early Childhood Care and Education Quality Framework requirements, and relevant UAE labour and safeguarding guidance.

- Each role within the nursery has a detailed job description outlining key responsibilities, expectations, reporting lines, and professional standards. These are reviewed regularly and updated whenever there are changes to the role, responsibilities, or regulatory requirements.
- Job descriptions are aligned with KHDA expectations for early years staffing, EYFS professional standards, safeguarding responsibilities, and inclusive education requirements, ensuring clarity and consistency across the organisation.
- Staffing records, including contracts, qualifications, and role documentation, are stored securely in accordance with UAE data protection and confidentiality requirements.
- Access to staffing documentation is strictly limited to authorised personnel only, ensuring compliance with safeguarding, privacy, and organisational governance standards.

- Documentation is used to support induction, performance management, professional development, and accountability across all levels of staff within the nursery.

Recruitment and Skills Assessment

Hummingbird follows a rigorous and transparent recruitment process to ensure that all staff are suitably qualified, experienced, and aligned with the expectations of their role, in line with KHDA regulations, UAE labour law, and safeguarding guidance.

- All staff are recruited based on relevant qualifications, professional experience, competency, and suitability for working in early years education, with specific consideration of EYFS requirements and KHDA Early Childhood Care and Education Quality Framework standards.
- Recruitment processes ensure full compliance with all applicable UAE regulatory authority requirements, including KHDA, as well as safeguarding and safer recruitment practices.
- Candidates are assessed against clear role-specific criteria, including knowledge of early childhood development, inclusive practice, safeguarding awareness, and, where applicable, language proficiency and curriculum expertise.
- Safer recruitment procedures are followed at all stages, including identity checks, qualification verification, reference checks, and appropriate background and police clearance checks in line with UAE legal requirements.
- Skills assessments and interviews are used to evaluate professional competence, alignment with nursery values, and ability to meet the expectations of effective early years practice.

Strategic Planning and Compliance

Hummingbird follows a structured and evidence-informed approach to strategic planning and compliance in line with KHDA regulations, UAE Early Childhood Care and Education Quality Framework requirements, EYFS expectations, and relevant UAE national education priorities.

- Annual strategic planning sessions are conducted to ensure that operational objectives are fully aligned with the nursery's vision, mission, and long-term development goals.
- Compliance with KHDA and other applicable regulatory requirements is monitored through regular internal audits, quality assurance processes, and statutory reporting procedures.
- Strategic decision-making is informed by a wide range of stakeholder perspectives, including parents, staff, and where appropriate, children. Feedback is collected through surveys, meetings, consultations, informal discussions, and review processes.
- Stakeholder feedback is systematically analysed and used to inform priorities, improve provision, and shape ongoing development and improvement planning.
- The nursery ensures that stakeholder voice is meaningfully embedded in continuous improvement processes and organisational decision-making in line with KHDA expectations for provider accountability and engagement.
- Where developmentally appropriate, children's views, interests, and experiences are gathered through observations, conversations, child-led activities and learning documentation.
- Children's voice is used to inform curriculum planning, environmental enhancements, and wider service development, ensuring that provision remains responsive, inclusive and child-centred.

Monitoring the Quality of Education

The Governing Board monitor the quality of education at Hummingbird in line with KHDA regulations, the UAE Early Childhood Care and Education Quality Framework, and EYFS expectations, with a strong focus on children's learning, progress and outcomes.

- Learning walks are conducted regularly to evaluate the consistency, quality, and impact of teaching and learning across all rooms and age groups.
- Classroom observations are used to assess the quality of adult–child interactions, pedagogy, engagement, and the effectiveness of learning experiences.
- Cohort assessment data is reviewed to track progress over time, identify trends, and ensure all groups of children are making expected developmental progress.
- Observation and assessment systems are checked through regular spot checks to ensure accuracy, consistency, and alignment with EYFS and internal frameworks.
- Children's learning and development records are reviewed to evaluate individual progress, next steps, and the overall effectiveness of curriculum delivery.
- Evaluation focuses on children's progress, attainment, engagement, and learning outcomes, ensuring that quality is measured by impact rather than provision alone.
- Teachers hold responsibility for the quality of teaching, learning, and assessment within the nursery and are accountable for children's progress and outcomes in their care.
- Leaders evaluate the extent to which UAE values, national identity, Arabic language development, and cultural understanding are embedded consistently across daily routines, learning experiences, interactions, and the learning environment.

Monitoring Teaching and Staff Performance

Teaching quality and staff performance at Hummingbird are monitored in line with KHDA regulations, the UAE Early Childhood Care and Education Quality Framework, and EYFS expectations, with a focus on continuous improvement in teaching, learning, and outcomes for children.

- Teaching quality is monitored through regular classroom observations, learning walks, and structured feedback from leadership.
- Coaching, mentoring, and professional dialogue are used to support staff development and improve practice over time.
- Performance management processes, including supervision meetings, appraisal cycles, and target setting, are directly linked to continuous improvement in teaching quality and children's outcomes.
- All new staff receive a structured induction programme covering nursery policies, safeguarding requirements, EYFS curriculum expectations, KHDA guidance, and operational procedures. This is supported by mentoring and coaching from experienced practitioners to ensure confident and consistent practice.
- Ongoing staff support is provided through regular supervision meetings, observations, appraisal processes, and professional reflection.
- Professional development needs are identified using a range of evidence, including observation feedback, assessment data, safeguarding reviews, curriculum monitoring, and

feedback from staff and parents, ensuring training is targeted, relevant, and aligned with identified improvement priorities.

- Leadership evaluates the impact of professional development on staff practice and children's outcomes to ensure training leads to measurable improvements in quality.
- Leadership monitors the quality and impact of Arabic language provision, ensuring that Arabic language learning, UAE culture, heritage and national identity are consistently embedded across the curriculum, learning environments, and daily interactions.
- The promotion of Islamic and UAE values, culture, heritage, and identity is embedded through curriculum implementation, classroom practice, celebrations, learning environments, and community engagement, in line with KHDA expectations and UAE national priorities.

Documentation and Evidence

Governance and leadership decision-making at Hummingbird are underpinned by clear, consistent, and auditable documentation, in line with KHDA regulations and the UAE Early Childhood Care and Education Quality Framework.

Governance is evidenced through formal meeting records, including leadership meetings, and operational planning discussions.
Monitoring reports are maintained and reviewed regularly, including learning walks, classroom observations, curriculum reviews, and quality assurance visits.
Data reviews and improvement plans are documented and tracked to ensure accountability, consistency, and follow-through on identified actions.
All documentation ensures transparency, traceability of decisions, and accountability across leadership and governance structures.

Strategic Improvement Planning

Strategic improvement planning is based on a wide range of evidence and aligns with KHDA expectations for continuous improvement and self-evaluation.

- Improvement planning is informed by data analysis, including assessment outcomes, cohort tracking, attendance, safeguarding data, and operational performance indicators.
- Self-evaluation findings are used to identify strengths, areas for development, and priorities for improvement in line with KHDA inspection frameworks.
- External inspection findings and regulatory feedback are incorporated into ongoing improvement planning.
- Feedback from parents and staff is actively collected and used to inform decision-making and quality improvement.
- A continuous improvement cycle is followed: Review → Plan → Act → Evaluate Impact, ensuring that actions are implemented, monitored, and reviewed for effectiveness.
- Outcomes and improvements are communicated transparently to staff and stakeholders to promote shared understanding and accountability.
- Strategic decision-making is informed by a wide range of stakeholder perspectives, including parents, staff, and where appropriate, children. Feedback is gathered through surveys, meetings, informal discussions, and structured review processes.

- All stakeholder feedback is systematically analysed and used to inform priorities, improve provision, and shape future development planning, ensuring that stakeholder voice is meaningfully embedded in continuous improvement and organisational decision-making.

Self-Evaluation

- The nursery undertakes a structured self-evaluation process that considers children's wellbeing, learning, development, inclusion, safeguarding, health and safety, curriculum quality, leadership effectiveness and stakeholder engagement.
- Evidence is gathered from observations, monitoring activities, audits, assessment information, parent feedback, staff feedback and external reviews.
- Findings inform strategic improvement priorities and action planning.
- Evidence is triangulated from observations, assessment information, safeguarding audits, quality assurance activities, parent feedback and staff reflection to evaluate impact and inform improvement priorities.

MONITORING AND REVIEW

The effectiveness of organisational oversight and governance at Hummingbird Nursery is monitored on a regular basis to ensure ongoing compliance with KHDA regulations, UAE Early Childhood Care and Education Quality Framework expectations, and the nursery's internal standards for quality, safeguarding, and operational excellence.

Monitoring and review processes are further informed by KHDA best practice principles, including those outlined in The Gift of Good Governance, ensuring that leadership demonstrates clear accountability, evidence-based decision-making, and a sustained commitment to continuous improvement. This is achieved through the systematic evaluation of teaching quality, children's outcomes, and overall compliance across all areas of provision.

- The General Manager holds overall responsibility for monitoring organisational effectiveness, ensuring that systems, processes, and outcomes remain aligned with the nursery's vision, values, and regulatory requirements.
- Governance effectiveness is reviewed regularly, with a specific focus on impact on children's outcomes, quality of education, and compliance with regulatory standards.
- Leadership effectiveness is evaluated termly through performance monitoring, quality assurance activities, stakeholder feedback, self-evaluation processes, and analysis of children's outcomes.
- The governing and leadership teams maintain ongoing oversight of safeguarding, inclusion, wellbeing, curriculum quality, and Arabic language provision to ensure consistently high standards across all areas of practice.
- Structured reporting and review mechanisms are in place to evaluate the effectiveness and impact of provision for different groups of children, ensuring accountability at all levels of the organisation.

- Monitoring findings are reviewed termly and contribute directly to self-evaluation processes, improvement planning, staff development priorities, and resource allocation decisions.
- All monitoring outcomes are used to inform strategic planning, workforce development, and wider organisational improvement priorities, ensuring continuous alignment with KHDA expectations and UAE early years quality standards.
- Leadership also monitors staff safeguarding competence through supervision meetings, safeguarding discussions, mandatory training updates, audits, and regular reviews of safeguarding practice.
- Job descriptions and role responsibilities are reviewed on a regular basis and updated where necessary to reflect changes in practice, structure, or regulatory expectations.
- Stakeholder feedback is reviewed at leadership and governing board level as part of formal decision-making cycles.
- This policy is reviewed regularly and updated in response to changes in KHDA guidance, UAE legislation, or internal operational needs.

The effectiveness of organisational oversight and governance at Hummingbird is monitored regularly to ensure full compliance with KHDA regulations, UAE legislation, and all applicable early childhood education policies and guidance, including:

- KHDA Early Childhood Care and Education Quality Framework
- EYFS Statutory Framework (UK Early Years Foundation Stage)
- Dubai Inclusive Education Policy Framework
- KHDA Arabic Language Provision in Early Childhood Education guidance
- UAE Child Protection / Safeguarding policies and procedures
- UAE Health and Safety requirements for early years settings
- UAE national identity, culture, and values guidance for early childhood education

RELATED POLICIES AND APPENDICES

Related Policies:
Continuous Professional Development Policy
Diversity, Equal Opportunities and Non-Discrimination Policy
Emergencies and Critical Incidents Policy
Quality Assurance Policy
Recruitment Policy

Appendices:
Operational Structure Chart
Organisational Chart
Job Descriptions
Audit Checklists

Outdoor Play and Equipment Safety Policy

PURPOSE

The purpose of this policy is to ensure the safety, health and well-being of all children during outdoor play at Hummingbird Nursery. It aims to promote safe practices, structured supervision and proper equipment maintenance while providing enriching outdoor learning and exploration experiences in a secure environment.

DEFINITIONS

- **Outdoor Play:** Any physical activity, free play or structured learning that takes place in designated outdoor spaces.
- **Outdoor Equipment:** All play structures, tools and resources located in the nursery's outdoor play area.
- **Risk Assessment:** A formal process for identifying potential hazards and implementing control measures to reduce the risk of harm.
- **Supervision Ratio:** The required number of adults present per child, as determined by guidelines and nursery regulations.

POLICY STATEMENT

Hummingbird Nursery is committed to creating a safe, inclusive and developmentally appropriate outdoor play environment. Outdoor activities support physical, social and cognitive development. The nursery ensures that all equipment and areas are maintained, supervised and used in line with best safety practices to minimize risk and foster a healthy learning environment.

SCOPE

This policy applies to:

- All children attending Hummingbird Nursery.
- All nursery staff responsible for supervising or facilitating outdoor play.
- All visitors or contractors accessing the outdoor play area.
- All outdoor environments and associated equipment used by children at the nursery.

ROLES AND RESPONSIBILITIES

Nursery Leadership

- Approve and oversee outdoor play procedures and risk assessments.
- Ensure staff are trained in outdoor supervision and emergency procedures.
- Arrange for regular maintenance.

Health and Safety Officer

- Conduct and document risk assessments of the outdoor environment.
- Address identified hazards in collaboration with nursery management.
- Maintain records of inspections and equipment maintenance.

Nursery Staff

- Supervise children in accordance with ratio guidelines.
- Promote the safe use of play equipment and intervene where unsafe behaviour is observed.
- Check the play area before each session for hazards.
- Apply sun protection measures (e.g., sunscreen and shade access).
- Be familiar with and follow emergency outdoor protocols.

Parents

- Provide appropriate clothing, sun hats and sunscreen.
- Notify staff of any health conditions that may affect outdoor play.

PROCEDURES

Supervision and Ratios

- Children must be supervised at all times by staff members during outdoor play.
- Staff will actively monitor all children and position themselves strategically across the play area.
- Adult-to-child ratios must be strictly followed.

Risk Assessment and Hazard Management

- Daily visual checks of outdoor spaces will be conducted before each session.
- Formal risk assessments will be carried out regularly and after significant weather events.
- Hazards will be addressed or the area will be restricted from use.

Equipment Safety and Usage

- Equipment must be age-appropriate and used according to manufacturer guidelines.
- Children will be guided on safe play practices and encouraged to take turns and share.
- Damaged or broken equipment will be removed from use until repaired or replaced.

Outdoor Play Conditions

- Outdoor play is permitted only during safe weather conditions (no excessive heat, rain or strong winds).
- Shaded areas will be used and sunscreen will be applied as needed.
- Children will have access to drinking water throughout outdoor sessions.

Emergency Preparedness

- All staff supervising outdoor play must be trained in emergency procedures.
- First aid kits and emergency contact details will be taken outside during every session.
- A lead staff member will be required to take a phone to ensure open communication with the nursery while outdoors.
- Staff will respond to injuries or incidents promptly and document accordingly.

MONITORING AND REVIEW

- The Health and Safety Officer and Nursery Management will review this policy regularly.
- Inspection logs, maintenance reports and incident forms will be reviewed for trends or safety issues.

RELATED POLICIES AND APPENDICES

Related Policies:
Adverse Weather Policy
Annual Maintenance Policy
Curriculum Policy
Emergencies and Critical Incident Policy
Emergency Evacuation Policy
Environmental Sustainability Policy
Parent's Rights and Responsibilities
Risk Assessment Policy
Safeguarding and Child Protection Policy
Supervision Policy
Teaching, Learning Program and Assessment Policy
Wellbeing Policy

Appendices:
Outdoor Risk Assessment

Parents' Rights and Responsibilities Policy

PURPOSE

The purpose of this policy is to clearly define the rights and responsibilities of parents and carers within the Hummingbird Nursery community, in line with KHDA regulations, the UAE Early Childhood Care and Education Quality Framework, and recognised best practice in early childhood education. This policy aims to promote a culture of mutual respect, open communication, and effective partnership between families and nursery staff. It ensures that parents are informed, involved, and actively engaged in their child's learning, development, wellbeing, and overall nursery experience. By clearly outlining expectations on both sides, this policy supports consistency between home and nursery, strengthens collaboration, and helps ensure that every child receives high-quality care, education, and support in a safe, inclusive and nurturing environment.

DEFINITIONS

- **Parent:** Any adult with legal responsibility for the care and upbringing of a child enrolled at Hummingbird Nursery.
- **Rights:** Entitlements guaranteed to parents in relation to their child's care and learning at the nursery.
- **Responsibilities:** Expectations of conduct and involvement required from parents to support the nursery's values and the child's development.

POLICY STATEMENT

Hummingbird Nursery recognises parents as children's first and most important educators and values the essential role they play in supporting their child's learning, development, wellbeing, and sense of belonging. We are committed to building respectful, transparent, and collaborative partnerships with families that are grounded in mutual trust, open communication, and shared responsibility. In line with the KHDA Early Childhood Care and Education Quality Framework, the Dubai Inclusive Education Policy Framework, and UAE early childhood education expectations, we are committed to ensuring that parents' rights are upheld, including the right to be informed, involved, and engaged in their child's education and nursery experience. At the same time, we also recognise shared responsibilities within the nursery community. Parents are expected to engage constructively and respectfully with staff and other families, communicate relevant information about their child, and support the nursery's policies, procedures, and values to ensure consistency between home and nursery. This partnership approach ensures continuity of care and learning, promotes children's wellbeing and inclusion, and contributes to high-quality outcomes for all children.

SCOPE

This policy applies to:

- All parents of children enrolled at Hummingbird Nursery.

- All nursery staff who interact with families.
- All situations involving communication, decision-making, participation and care of children.

ROLES, RESPONSIBILITIES AND RIGHTS

Nursery Leadership and Staff

- Respect and uphold parents' rights in all interactions.
- Support parents in fulfilling their responsibilities.
- Ensure parents are informed, consulted and included in relevant decisions and events.
- Maintain confidentiality and safeguard the well-being of every child.

Parents – Responsibilities

- **Compliance:** Follow all nursery policies, including health, safety and financial agreements.
- **Documentation:** Ensure to provide all necessary documents requested by the nursery in a timely manner.
- **Attendance:** Ensure drop off and pick up of their child in line with the registered package. Inform the nursery if their child will be absent and provide the reason.
- **Communication:** Maintain timely, respectful and honest communication with nursery staff, including any family changes that may affect the child.
- **Respect:** Treat staff, children and other families with dignity and respect at all times.
- **Confidentiality:** Parents are responsible for respecting and following the nursery's confidentiality guidelines to protect the privacy of all children, families and staff.
- **Participation:** Attend scheduled meetings, contribute to classroom activities and engage in workshops or family events.
- **Feedback:** Provide constructive feedback to help the nursery improve its services and approach.
- **Disclosure of Needs:** Provide details and updates on allergies, medical conditions, developmental delays or special educational needs, if applicable.
- **Health and Well-being:** Ensure their child is fit to attend nursery, notify the nursery of medical conditions or reasons for abscenses, provide a doctor's clearance certificate when returning to the nursery after illness and adhere to all other illness, health and safety guidelines.
- **Collaboration for Inclusion:** Work in partnership with the nursery and relevant specialists to support agreed strategies, interventions and Individual Support Plans, where applicable.
- **Information Sharing:** Share relevant assessment reports, specialist recommendations or diagnoses that may support their child's learning, development, wellbeing or safety.
- **Safeguarding:** Support and comply with the nursery's safeguarding and child protection procedures and cooperate with the nursery where safeguarding concerns arise.
- **Responsible Communication**: Use communication channels respectfully and appropriately.
- **Social Media:** Refrain from sharing photographs, videos or confidential information relating to other children, families or staff without permission.

Parents – Rights

- **Safety and wellbeing:** Expect a safe, nurturing and supportive environment for their child in line with KHDA and UAE early years safeguarding expectations.
- **Communication:** Receive regular, transparent communication about their child's progress, wellbeing, learning or any other general information.
- **Confidentiality:** Have their child's personal information handled securely and in accordance with UAE data protection and confidentiality requirements.
- **Inclusive education:** Expect their child to have equitable access to learning, play, and participation regardless of ability, disability, language, culture, or individual need, in line with the Dubai Inclusive Education Policy Framework.
- **Reasonable adjustments:** Be consulted regarding reasonable adjustments, support strategies, and Individual Support Plans where applicable.
- **Participation in support planning:** Contribute to decisions regarding interventions, external referrals, support services, and educational planning for their child.
- **Access to information:** Request access to information relating to their child in line with nursery safeguarding and confidentiality procedures.
- **Involvement in nursery life:** Participate in nursery events, their child's learning journey, and appropriate decision-making opportunities.
- **Feedback and voice:** Share suggestions, feedback, or concerns regarding the nursery's care, education, or operational provision.
- **Complaints resolution:** Expect a fair, respectful, and timely response to complaints or grievances in line with KHDA expectations and nursery procedures.
- **Access to policies:** Be permitted to access and review nursery policies and procedures at any time.
- **Emotional wellbeing and transitions:** Expect the nursery to work collaboratively with families to support children's emotional wellbeing, sense of belonging, secure attachments, and successful transitions.
- **Contribution to improvement:** Parent feedback is used to inform strategic decision-making, service development, and ongoing evaluation of nursery effectiveness in line with KHDA requirements. Parents are provided with regular opportunities to contribute to nursery self-evaluation, curriculum development, policy review, and improvement planning through surveys, consultations, meetings, and structured feedback mechanisms.

PROCEDURES

- **Orientation:** All parents are provided with access to all policies from enrolment.
- **Communication Channels:** Parents are informed of key communication methods (e.g., the Parent App, emails, meetings).
- **Policy Access:** All policies are made readily available for parents review.

Parental Contributions to Curriculum Planning and Responsive Teaching

- Hummingbird recognises parents as key partners in curriculum planning and responsive teaching in line with KHDA expectations and UAE early childhood best practice.
- Information shared through enrolment forms, questionnaires, daily communication, home observations, parent-teacher meetings, and feedback surveys is used to inform curriculum planning and ensure learning is meaningful, relevant and responsive to each child's interests, strengths, needs and cultural background.
- Parents are involved in key transition points, including entry to nursery, movement between classes, and transition to school, to support continuity of care, learning, and emotional wellbeing.
- Parents are invited to contribute insights about their child's development and learning, which are considered alongside nursery observations to support accurate assessment, personalised planning, and continuity between home and nursery learning.
- Parents play a key role in supporting this process by sharing information about their child's interests, achievements, family experiences, languages spoken at home, and developmental milestones. This information helps staff to better understand each child and to adapt learning opportunities accordingly.
- Parents are encouraged to actively support the nursery's cultural and language provision by participating in nursery events, national celebrations, cultural experiences, and home-learning opportunities where appropriate. This shared approach helps to strengthen children's sense of identity, belonging, and respect for the traditions and values of the United Arab Emirates.
- Hummingbird actively seeks feedback from Emirati families to evaluate and strengthen the quality and impact of Arabic language provision, UAE cultural learning, heritage education, identity development and values-based practice within daily nursery life.

Managing Parent Concerns and Complaints

Hummingbird encourages parents to raise any questions, concerns or suggestions at the earliest opportunity so that issues can be addressed promptly, collaboratively, and effectively in line with KHDA expectations for transparency and partnership.

Concerns are managed through a clear staged approach:

- Stage 1: Initial discussion with the child's class teacher or key person.
- Stage 2: If unresolved, escalation to the relevant member of the leadership team.
- Stage 3: Further escalation to the Centre Manager for review and investigation.
- Stage 4: Formal meeting arranged where required, with documented actions and agreed timescales for follow-up.
- Stage 5: Further escalation to the General Manager for review and investigation.
- Stage 6: If concerns remain unresolved, parents may be directed to the relevant regulatory authority in line with applicable KHDA or UAE requirements.

All concerns are treated confidentially, investigated fairly, and responded to in a timely manner. Clear records of concerns, actions taken, and outcomes are maintained in accordance with nursery safeguarding, governance and data protection procedures.

Parents are informed of outcomes and any agreed next steps. Feedback arising from concerns and complaints is systematically reviewed by leadership to identify trends, improve practice and support continuous improvement across the nursery.

In addition, broader feedback is gathered through surveys, meetings, questionnaires, suggestion channels, and ongoing communication. This information is reviewed by leadership to identify strengths, emerging themes, and areas for development. It informs decision-making, service improvement, curriculum development, and strategic planning. Where appropriate, outcomes of feedback-led changes are shared with parents to ensure transparency and strengthen trust.

More detailed information can be found in our Complaint policy.

MONITORING AND REVIEW

Parent rights and responsibilities are regularly reviewed and monitored to ensure effective communication, strong relationships, and continuous improvement in line with KHDA expectations and UAE early childhood education quality requirements.

- Parent feedback, complaints, and participation levels are regularly reviewed to identify strengths, emerging trends, and areas for improvement.
- Nursery leadership monitors the effectiveness of family engagement through parent surveys, feedback mechanisms, complaints records, attendance at meetings and events, participation in learning activities, and ongoing communication between home and nursery.
- Information gathered is systematically analysed to identify key themes, strengths, and areas for development. Findings are used to inform self-evaluation, action planning, curriculum enhancement, and continuous improvement processes.
- Outcomes from monitoring are used to strengthen communication strategies, improve parental engagement opportunities, and enhance the overall quality of provision for children and families.
- The policy is reviewed annually, and updated sooner where required in response to changes in KHDA regulations, UAE guidance, or nursery operational needs.

RELATED POLICIES AND APPENDICES

Related Policies:

All policies

Partnership with Parents Policy

PURPOSE

The purpose of this policy is to foster a strong, collaborative and respectful collaborative relationship between Hummingbird Nursery and parents. We aim to actively involve parents in their child's learning journey, promote shared responsibility and build a supportive learning community through effective communication, engagement and mutual trust. A positive partnership between nursery and home supports each child's well-being, learning and development and ensures consistency between the two environments. We recognise parents as their child's first educators, and we believe that strong home–nursery partnerships significantly enhance children's wellbeing, learning and development. Consistency between home and nursery environments supports positive outcomes and holistic development.

DEFINITIONS

- **Parent Partnership:** A cooperative and respectful relationship between the nursery and the child's family, where both parties contribute to the child's learning , wellbeing and development.
- **Parent Engagement:** Active participation and collaboration between nursery staff and parents to support the development, learning and well-being and decision-making processes.
- **Parent App:** A secure internal communication platform used by the nursery to share updates, messages, photos and announcements with parents.
- **Feedback Channels:** Methods used by the nursery to collect suggestions, concerns or comments from parents (e.g., surveys, meetings, informal discussions).
- **Parent-Teacher Meeting:** A scheduled conversation between a child's parents and their class teacher to discuss the child's progress, development and well-being.
- **Progress Documentation:** Includes observations, assessments, samples of work, reports and notes that track the child's learning and development.
- **Parent Questionnaire:** A structured form completed by parents prior to the meeting to guide discussion and gather insights.
- **Parent Communication Tools:** Platforms used to support communication between staff and families, including face-to-face interactions, scheduled meetings and the nursery's internal Parent App.
- **Open-Door Communication:** A welcoming approach that allows parents to communicate freely with nursery staff and leadership at any time.

POLICY STATEMENT

Hummingbird Nursery values parents as their child's first educators and key partners in development. We are committed to creating a warm, inclusive and communicative environment where parents feel welcomed, respected and engaged. Through daily interactions, structured

meetings and collaborative events, we ensure that parent-nursery partnerships support the well-being, learning and holistic development of every child. Our goal is to ensure that parent-nursery collaboration enhances each child's learning experience and overall well-being. Parent partnership is a key driver of children's learning and outcomes. Engagement is purposeful, inclusive and used to inform continuous improvement and decision-making across the nursery. Hummingbird is committed to building a warm, inclusive and collaborative environment where parents feel welcomed, valued and actively involved in their child's learning journey.
In line with the KHDA Early Childhood Quality Framework, we recognise that effective parent partnership is essential to improving outcomes for children. We ensure communication is purposeful, inclusive, respectful and consistent, and that parent voice informs planning, practice and continuous improvement across the nursery. All engagement practices are designed to strengthen children's wellbeing, learning, safety, and sense of belonging.

SCOPE

This policy applies to:

- All parentsand family members involved in the child's care and education.
- All nursery staff
- All nursery-led meetings, events, workshops and communication platforms.

ROLES AND RESPONSIBILITIES

Nursery Leadership

- Develop and promote strategies for meaningful parent partnerships in line with KHDA expectations.
- Ensure staff are trained to communicate effectively, respectfully and inclusively with parents and families.
- Promote a culture of strong parent partnership across the nursery.
- Provide regular and accessible opportunities for parent feedback and engagement.
- Ensure engagement strategies are inclusive, accessible and responsive to all families.
- Monitor parent engagement, feedback and satisfaction levels to evaluate effectiveness.
- Ensure parent feedback is used to inform nursery improvement planning and decision-making.
- Oversee the effectiveness of communication systems and parent engagement practices.

Teaching Staff

- Communicate regularly with parents through daily updates and meetings.
- Maintain regular, respectful communication with parents through approved platforms, ensuring updates, concerns and progress information are shared consistently and appropriately.
- Provide support, advice and resources to help parents contribute to their child's learning.
- Encourage and facilitate parent participation in nursery events and learning activities.

- Prepare documentation (e.g., progress reports, work samples, assessments) prior to meetings.
- Review each child's developmental progress and identify strengths, areas for improvement and key discussion points.
- Ensure the parent questionnaire is completed in advance by the parent.
- Facilitate respectful and informative discussions.
- Provide professional feedback and collaborate on next steps.
- Document meeting outcomes, including action points, in the child's file.
- Introduce staff members to new families during the settling-in process.
- Use the Parent App to share regular updates, messages and reminders.
- Participate in termly parent-teacher meetings and parent engagement events.
- Respond to concerns or suggestions in a timely, professional and respectful manner.
- Collaborate with the management team to resolve any concerns raised by parents.
- Maintain confidentiality and safeguarding standards in all communication.

Parents

- Participate in scheduled meetings, nursery events and engagement activities.
- Communicate openly, respectfully and constructively with staff and leadership.
- Use the Parent App and agreed communication channels to stay informed and share relevant updates about their child.
- Engage in regular communication with staff, including sharing important information about their child's development, wellbeing and needs.
- Collaborate with staff to support their child's learning, development and wellbeing at home and in the nursery.
- Provide feedback to support continuous improvement of nursery services and practices.
- Book meetings in advance and attend at the scheduled time.
- Complete required forms, questionnaires and pre-meeting documents when requested.
- Review information and documentation provided by the nursery prior to meetings.
- Respect nursery policies, procedures and professional boundaries.
- Participate in review meetings relating to Individual Support Plans, interventions and transition planning to ensure continuity of support between home and nursery.
- Recognise their role as equal partners in supporting their child's learning, wellbeing, inclusion and development, with their views and aspirations considered in planning and decision-making.
- Feedback from Emirati and Arabic-speaking families is actively sought and considered to strengthen cultural provision, Arabic language experiences and children's understanding of UAE heritage, values and identity.

PROCEDURES

Communication with Parents

- Daily updates will be shared via verbal communication and the internal Parent App.
- Scheduled parent-teacher meetings will be held to discuss children's progress and development.
- Open communication is encouraged at all times for questions, feedback or concerns.
- Regular surveys will be conducted to gather parent feedback and inform improvements.
- All communication is conducted in line with confidentiality and safeguarding policies

Engaging Hard-to-Reach Families

- Participation is monitored to identify less engaged families
- Strategies to encourage engagement include:
  - Flexible meeting options (virtual, varied timings)
  - Multilingual communication and support
  - Personalised follow-up and outreach
  - Barriers to engagement are identified and addressed to ensure inclusion

Parent Voice and Collaboration

- Parents are encouraged to contribute to learning experiences
- Opportunities are provided to share culture, skills and knowledge
- Partnership supports a co-constructed approach to children's development

Use of Parent Feedback

- Feedback is gathered through surveys, meetings and ongoing communication
- Information is analysed to identify trends and priorities.
- Outcomes inform improvement planning and decision-making.
- We encourage a collaborative approach where parents feedback is used to inform plan, improve and implement changes, where appropriate.
- Parent feedback and contributions are directly used to inform curriculum planning, enhance learning experiences and adapt teaching approaches to meet children's individual needs and interests.

Parent Participation

- Parents will be invited to attend nursery events.
- Parents may be asked to share aspects of their culture, profession or interests to enrich children's learning experiences.
- Workshops or information sessions are provided to support parenting and early childhood development.

Supporting Parents in Learning

Structured parent workshops covering a variety of topics are provided, including those linked to:

- Curriculum, for example:
  - Language development
  - School readiness
  - Inclusion and early intervention
  - Learning through play
- Child health and wellbeing, for example:
  - Healthy eating
  - Sleep training
  - Dental hygiene
- General parent/child support, for example:
  - Behaviour management
  - Mental health and wellbeing
  - Parent's Self-Care

- Parents receive educational materials, newsletters, curriculum overviews, learning goals and suggestions for activities to do at home.

Building a Community

- Social events will be organized to strengthen the sense of community.
- Inclusion and diversity will be celebrated to ensure all families feel represented and respected.

Feedback and Continuous Improvement

Parent feedback is collected through surveys, meetings, digital tools and ongoing communication. It is reviewed by leadership, analysed for trends, and used to inform curriculum planning, teaching approaches, service improvement and decision-making. Where concerns are raised, they are documented, investigated and resolved in collaboration with parents, with escalation to senior leadership where required.

Parent-Teacher Meetings

- Meeting slots will be scheduled in advance by the nursery, with parents informed of available times.
- Rescheduling must be communicated at the earliest opportunity.

Before the Meeting:

- Teachers prepare progress documentation.
- Parents complete and return the parent questionnaire.
- A quiet and private setting is arranged to conduct the meeting.

During the Meeting:

- The meeting begins with a warm welcome and clear outline of the purpose.
- Teachers present the child's achievements, challenges and developmental progress.

- Parents share their perspectives, ask questions and provide relevant updates.
- Together, both parties agree on next steps or areas of focus.

After the Meeting:

- Teachers document key discussion points and next steps.
- Any necessary follow-ups (e.g., external support, changes in learning plans) are recorded and actioned.

MONITORING AND REVIEW

- Nursery leadership will review engagement practices and parent feedback on a regular basis.
- Parent satisfaction and involvement will be assessed through survey results and participation levels.
- Parent engagement and its impact on children's outcomes are regularly reviewed
- Leadership reviews data regularly to evaluate impact and inform improvements
- This policy will be reviewed regularly and updated as needed to reflect best practices in family engagement and early years education.
- Leadership also evaluates the impact of parent partnership on children's wellbeing, engagement, learning outcomes, transitions and inclusion. Evidence is triangulated through parent feedback, observations, assessments, participation data and quality assurance activities to inform continuous improvement.

RELATED POLICIES AND APPENDICES

Related Policies:
Community Engagement Policy
Confidentiality Policy
Curriculum Policy
Fee and Cancellation Policy
Language and Communication Policy
Observation and Assessment Policy
Parent's Rights and Responsibilities
Quality Assurance Policy
Safeguarding and Child Protection Policy
Teaching, Learning Program and Assessment Policy
Wellbeing Policy

Appendices:
Registration Form
Welcome Meeting with Parents
Assessment Templates
Parent Questionnaire
Parent-Teacher Meeting Notes
Nursery Calendar

Physical Contact Policy

PURPOSE

The purpose of this policy is to ensure that all physical contact between staff, children and parents at Hummingbird Nursery is safe, respectful, appropriate and in line with safeguarding best practices. It aims to protect everyone by providing clear guidance on acceptable physical interaction, supporting a nurturing environment where children feel secure, cared for and respected.

DEFINITIONS

- **Physical Contact:** Any form of physical interaction or touch.
- **Appropriate Contact:** Physical interactions that are necessary for care, comfort, safety or instruction, conducted in a respectful and age-appropriate way.
- **Inappropriate Contact:** Physical contact that is unnecessary, forceful, intimidating or could make an individual feel uncomfortable or threatened.
- **Child-Initiated Contact:** Physical affection initiated by the child, such as a spontaneous hug or reaching for comfort, which is responded to appropriately by staff.

POLICY STATEMENT

At Hummingbird Nursery, we recognise that physical contact plays a significant role in early childhood care, including support with personal needs, comfort and guidance. However, physical interactions must always be professional, appropriate and respectful of each individual's personal space, developmental stage and emotional needs. This policy ensures clear boundaries are maintained to safeguard both children and adults.

SCOPE

This policy applies to:

- All nursery staff members and visitors.
- All parents and children enrolled in Hummingbird Nursery.
- All interactions during nursery hours and offsite nursery-related activities.

ROLES AND RESPONSIBILITIES

Staff

- Ensure physical contact is necessary, minimal and age-appropriate.
- Only engage in physical contact when it is child-initiated or needed (e.g., dressing, first aid).
- Avoid contact that may be misunderstood or that invades personal space.
- Wear gloves for intimate care routines, such as toileting or handling bodily fluids.

- Report any incidents of inappropriate contact or concerns immediately to the Designated Safeguarding Lead (DSL).
- Avoid private one-on-one contact without visibility (e.g., remain in areas with CCTV or other staff present).

Nursery Leadership

- Ensure all staff receive regular safeguarding and child protection training.
- Monitor environments to ensure safe staff-child interactions.
- Investigate and respond to concerns regarding inappropriate contact.

Parental Involvement

- Cultural and personal preferences will be considered and respected in care plans.
- Parents are encouraged to raise any concerns or provide guidance related to their child's comfort with physical contact.

PROCEDURES

Appropriate Types of Contact

- **Comforting:** Light pat on the back, hand-holding or a hug when initiated by the child.
- **Assistance:** Helping with personal care needs, including dressing or toileting when needed and in line with hygiene procedures.
- **Instructional:** For example, guiding a child's hand during arts and crafts or supporting them physically during physical education activities for safety.

Prohibited Contact

- Kissing, prolonged hugging and face-to-face contact.
- Any form of corporal punishment, aggression or restraint unless required for safety in emergency situations.
- Any contact that occurs in private without visibility to others.

Supervision and Visibility

- All physical contact should occur in areas visible to others.
- Children should not be in non-monitored areas unless accompanied by a parent (e.g., breastfeeding room).
- Staff must ensure they are never alone with a child in an area without CCTV or visibility.

Responding to Discomfort

- Staff must be alert to signs that a child is uncomfortable with contact and respond immediately.
- If a child withdraws or expresses discomfort, the contact must stop and the child should be reassured.

MONITORING AND REVIEW

- Nursery leadership and Designated Safeguarding Lead will regularly review physical contact practices.
- Staff observations and internal audits will be used to ensure policy adherence.

RELATED POLICIES AND APPENDICES

Related Policies:
Anti-Bullying Policy
Behaviour Management Policy
CCTV (Security Video Surveillance) Policy
Cultural and Religious Sensitivity Policy
First Aid Policy
Health and Safety Policy
Intimate and Personal Care Policy
Parent's Rights and Responsibilities
Safeguarding and Child Protection
Settling Policy
Supervision Policy
Wellbeing Policy

Appendices:
Safeguarding Concern Form
Safeguarding Investigation Report
Safeguarding Training Record

Quality Assurance Policy

PURPOSE

Hummingbird Nursery is committed to delivering high-quality early years education and care in a safe, nurturing and engaging environment. This policy outlines our approach to quality assurance to ensure we meet the highest standards across all areas of provision, with a focus on continuous improvement for the benefit of children, parents and staff.

DEFINITIONS

- **Quality Assurance:** A systematic process of evaluating, monitoring and improving services to ensure they meet expected standards and outcomes.
- **Self-Evaluation:** An internal review carried out by nursery staff to reflect on current practices and identify strengths and areas for improvement.
- **Quality Improvement Plan (QIP):** A documented action plan outlining key goals, strategies, and timelines for enhancing quality based on evaluation and feedback.
- **Performance Evaluation:** A formal review of staff performance, typically conducted during annual appraisals and mid-year reviews.

POLICY STATEMENT

At Hummingbird Nursery, quality assurance is an ongoing, reflective process designed to uphold our commitment to excellence in early years education and care. Through regular monitoring, staff development and collaboration with parents, we strive to continuously improve our practices, environment and outcomes for every child. Our approach aligns with the Early Years Foundation Stage (EYFS) and all relevant regulatory standards.

SCOPE

This policy applies to:

- All nursery staff and management.
- Children and families enrolled at Hummingbird Nursery.
- External inspectors, auditors and regulatory bodies (as relevant).

ROLES AND RESPONSIBILITIES

Senior Leadership Team

- Lead the implementation of the quality assurance framework.
- Conduct appraisals, audits and staff evaluations.
- Develop and oversee the Quality Improvement Plan.
- Ensure compliance with regulatory and EYFS requirements.

All Staff

- Participate in self-reflections, peer observations and professional development.
- Maintain high standards in teaching, care and safety practices.
- Contribute to the identification and implementation of quality improvements.

Parents

- Provide feedback through surveys, meetings and daily communication.
- Collaborate with staff to enhance the quality of education and care.

PROCEDURES

Self-Evaluation and Monitoring

- Regular formal self-assessments and peer observations are used to review nursery operations, teaching quality and the learning environment.
- Regular evaluation of resources, classroom organisation and child engagement.
- Annual appraisals and mid-year performance evaluations for all staff.

Teaching and Learning Review

- Regular monitoring of children's progress through tracking, observations and documentation.
- Classroom visits and teaching observations conducted by nursery leaders to ensure high-quality practice.

Parent Engagement and Feedback

- Daily updates through the Parent App and in-person discussions.
- Parent surveys and meetings to gather feedback on care and education.
- Concerns and suggestions addressed promptly by leadership.

Staff Development and Training

- Ongoing training aligned with the Continuous Professional Development Policy.
- Opportunities for upskilling, peer learning and reflective practice.

Nursery Audits

- Routine checks of indoor and outdoor spaces to maintain cleanliness and safety.
- Regular fire drills and emergency preparedness training.
- Staff trained in safeguarding, paediatric first aid and health protocols.

MONITORING AND REVIEW

- Quality assurance activities and outcomes are reviewed regularly by the nursery manager and leadership team.
- The Quality Improvement Plan is updated annually based on evaluations, parent feedback, staff input and external inspections.
- This policy is reviewed regularly or if required due to changes in regulations or internal procedures.

RELATED POLICIES AND APPENDICES

Related Policies:
All policies

Appendices:
Self-Evaluation Templates
Staff Appraisal Forms
Parent/Staff Feedback Survey Template
Audit Checklists
Observation and Reflection Templates
Quality Improvement Plan

Recruitment Policy

PURPOSE

The purpose of this policy is to ensure a fair, transparent and rigorous recruitment process that enables Hummingbird Nursery to attract, select and retain qualified, committed and skilled professionals who support the nursery's mission to provide high-quality early years education and care.

DEFINITIONS

- **Recruitment:** The process of attracting, shortlisting, selecting and appointing suitable candidates for employment.
- **Pre-employment Screening:** The vetting process to assess the candidate's suitability through document verification, reference checks and background screening.
- **Reference Check:** The process of contacting a job applicant's previous employers, supervisors or other professional contacts to verify their employment history, qualifications, skills and character, in order to assess their suitability for a role.
- **Authority Approval:** Mandatory authorization from applicable authorites, when required.
- **Police Clearance Certificate:** An official document confirming the absence of a criminal record, required for safeguarding purposes.

POLICY STATEMENT

Hummingbird Nursery is committed to employing individuals who are well-qualified, experienced and passionate about early years education. We uphold child protection and safeguarding at the core of our hiring process, ensuring all staff undergo rigorous vetting to create a safe and professional environment for children and families.

SCOPE

This policy applies to all potential and current staff members involved in or subject to the recruitment process at Hummingbird Nursery.

ROLES AND RESPONSIBILITIES

HR Department

- Advertises job vacancies through appropriate channels.
- Screens CVs and verifies qualifications, certificates and references.
- Coordinates interviews and maintains recruitment documentation.
- Conducts pre-employment background checks and ensures compliance with regulatory standards.

Nursery Leadership Team

- Conducts candidate interviews to assess values alignment, qualifications and practical suitability.
- Provides feedback and recommendations to the HR team.
- Approves final hiring decisions in coordination with senior management.

Prospective Candidates

- Submit accurate documentation, including CV, references, qualifications and police clearance certificates.
- Participate in all stages of the interview and screening process.
- Complete mandatory training and probationary evaluations as required.

PROCEDURES

1. Advertisement and Application

- Job vacancies are advertised through various channels.
- Candidates submit their CVs to the HR department for screening.

2. CV Screening and Verification

- HR assesses applications against role-specific criteria.
- Verifies academic and professional qualifications, previous employment and references.

3. Interviews

- **Stage 1:** Interview with Nursery Management to assess teaching style, values and fit.
- **Stage 2 (where applicable):** Interview with GM to evaluate competencies and finalize documentation.
- Final approval is granted upon successful completion of interviews and all checks.

4. Pre-Employment Screening

- **Curriculum Vitae:** Reviewed and assessed.
- **Identification:** Valid passport or Emirates ID is required.
- **Qualifications:** Verified against job requirements.
- **Professional Experience:** Confirmed via references.
- **Reference Checks:** Minimum of two professional references required.
- **Police Clearance:** Mandatory prior to employment offer.
- **Safeguarding Training:** Required before joining or after completion of the probation period.
- **Authority Approval:** Mandatory for all required staff prior to commencement.

5. Offer of Employment

- Conditional upon satisfactory completion of all pre-employment checks.
- Employment contracts are issued in alignment with UAE Labour Law.

6. Post-Employment Requirements

- **Probation Period:** Six months to assess performance and suitability.
- **Induction and Training:** Staff are briefed on all nursery policies and expectations.
- **Performance Reviews:** Conducted regularly to assess ongoing performance.
- **Ongoing Development:** Staff encouraged and supported to undertake CPD.

MONITORING AND REVIEW

- The recruitment process is regularly reviewed by HR and senior management to ensure effectiveness, compliance with safeguarding and labor regulations and alignment with nursery values.
- Any changes to recruitment practices are reflected in this policy and communicated to relevant personnel.

RELATED POLICIES AND APPENDICES

Related Policies:
Continuous Professional Development Policy
Cultural and Religious Sensitivity Policy
Diversity, Equal Opportunities and Non-Discrimination Policy
Organisational Overview Policy
Safeguarding and Child Protection Policy

Appendices:
Staff Policy Handbook
Interview Templates
Offer of Employment Template
Staff Induction Pack

Risk Assessment Policy

PURPOSE

The purpose of this policy is to ensure a safe, healthy and hazard-free environment for all individuals at Hummingbird Nursery. Through continuous and proactive risk assessment, we aim to minimize potential dangers and create a secure setting where everyone can thrive with confidence and peace of mind.

DEFINITIONS

- **Risk Assessment:** The process of identifying potential hazards, evaluating the risks they pose and determining appropriate actions to reduce or eliminate the risks.
- **Hazard:** Anything with the potential to cause harm, such as objects, substances, activities or environmental conditions.
- **Health and Safety Officer:** The designated staff member responsible for overseeing health and safety compliance, risk mitigation and reporting.

POLICY STATEMENT

Hummingbird Nursery is committed to maintaining high health and safety standards through the ongoing identification, assessment and mitigation of potential risks. Risk assessments are a daily and shared responsibility and all staff are expected to actively participate in creating a safe environment. Our goal is to prevent accidents and incidents through vigilance, training and proactive management.

SCOPE

This policy applies to all nursery premises, staff, children, visitors and contractors. It covers daily activities, use of facilities and equipment, indoor and outdoor environments, offsite visits and emergency procedures.

ROLES AND RESPONSIBILITIES

All Staff

- Conduct daily checks using risk assessment checklists for their assigned areas.
- Actively identify, report and respond to hazards or unsafe conditions.
- Remove or isolate immediate risks where possible.
- Notify the Health and Safety Officer of any concerns or incidents.
- Follow up until the identified risk has been addressed.
- Maintain awareness of health and safety procedures and attend relevant training.

Health and Safety Officer

- Ensure all risk assessment checklists are updated and available in each area of the nursery.
- Review reports of identified risks and escalate to the Centre Manager with an action plan.
- Monitor and evaluate the effectiveness of risk mitigation actions.
- Provide support and training to staff on risk identification and management.

Nursery Leadership

- Review and approve risk assessments and proposed mitigation measures.
- Ensure timely rectification of high-priority risks.
- Monitor policy compliance and provide leadership on health and safety standards.

PROCEDURES

Daily Risk Assessment

- Risk assessment checklists must be completed daily in all nursery areas prior to children's arrival.
- Identified risks must be recorded and reported immediately to the Health and Safety Officer.

Ongoing Monitoring

- Staff must remain observant throughout the day and report new hazards as they arise.
- Risks that require immediate intervention (e.g., spills, broken items) should be managed promptly.
- Equipment maintenance issues must be reported and items taken out of use until safe.

Training

- All staff will receive induction training on health and safety and risk assessments.
- Refresher training will be provided regularly or when procedures are updated.
- Staff are encouraged to share suggestions on how to improve safety practices.

MONITORING AND REVIEW

- Risk assessments are reviewed by the Health and Safety Officer and Centre Manager.
- Incident logs are reviewed to improve prevention strategies.
- This policy will be reviewed regularly or in response to any major incident, regulatory change or operational update.

RELATED POLICIES AND APPENDICES

Related Policies:
Adverse Weather Policy
Allergies and Reactions Policy

Appendices:
Risk Assessment Checklist
Risk Assessment Forms

Annual Maintenance Policy
Children's Daily Arrival and Departure Policy
Cleaning and Sanitisation Policy
Emergency Evacuation Policy
Fire Safety Policy
First Aid Policy
Hygiene Policy
Incident and Accident Reporting Policy
Infection Control Policy
Intimate and Personal Care Policy
Medication Administration Policy
Nutrition and Catering Policy
Offsite Visits and Activities Policy
Outdoor Play and Equipment Safety Policy
Parent's Rights and Responsibilities
Physical Contact Policy
Quality Assurance Policy
Safe Sleep Policy
Safeguarding and Child Protection Policy
Supervision Policy
Teaching, Learning Program and Assessment
Travel and Transportation Policy
Visitor's Policy
Wellbeing Policy

Incident/Accident Report Template

Safe Sleep Policy

PURPOSE

The purpose of this policy is to ensure clear safe sleep procedures are in place at Hummingbird Nursery. This policy aims to promote the safety, health and well-being of all children during sleep and rest periods by establishing consistent and evidence-based practices. Safe sleep practices are implemented in partnership with parents, with clear communication and documented agreement regarding each child's sleep routines, preferences and any individual requirements. Parents are informed of nursery sleep procedures and provide consent for their child to participate in sleep routines in line with nursery safe sleep standards. Any changes to sleep routines are discussed and agreed with families to ensure consistency between home and nursery and to support the child's emotional wellbeing and sense of security. Safe sleep arrangements are implemented in accordance with recognised safe sleep guidance. Staff maintain continuous visual supervision of sleeping children and position themselves to ensure all children remain clearly visible and accessible throughout sleep periods. Sleep environments are monitored to promote children's safety, comfort and wellbeing.

DEFINITIONS

- **Safe Sleep:** A set of practices designed to reduce the risk of sleep-related injuries or incidents during rest or nap time.
- **Visual Supervision:** The act of actively and continuously monitoring a child's sleep to ensure they are safe and breathing normally.
- **Nap Schedule:** A designated time during the nursery day for children to rest or sleep.

POLICY STATEMENT

Hummingbird Nursery is committed to creating a safe, comfortable and nurturing environment where all children can rest and sleep peacefully. We understand that adequate rest is a critical part of children's growth, development and emotional well-being. All sleep practices will align with best-practice health guidelines and be implemented in collaboration with parents. Hummingbird follows safe sleep guidance, including recommendations from pediatric health authorities and best practice early years safeguarding standards. Safe sleep procedures are implemented in line with the nursery Safeguarding and Child Protection Policy. This policy is informed by the KHDA Early Childhood Quality Framework and reflects the expectation that children's health, wellbeing, safety and emotional security are promoted through consistent, developmentally appropriate and evidence-informed practices. Sleep routines are implemented in a responsive and attachment-informed manner, recognising that children may require reassurance, comfort and consistent routines to feel safe and secure during rest periods.

SCOPE

This policy applies to all staff, children and parents within the nursery, particularly those caring for or supporting children during sleep times.

ROLES AND RESPONSIBILITIES

Nursery Staff

Nursery staff are responsible for ensuring that all babies and young children are supported to sleep safely in line with KHDA expectations, UAE health and safety requirements and recognised early years safe sleep guidance.

Staff must:

- Ensure that all children are placed to sleep only in designated, safe sleep spaces, and not in bouncers, car seats, or strollers.
- Maintain active supervision of all sleeping children at all times, ensuring children are never left unattended.
- Conduct continuous sleep checks and ensure sleep logs are completed for all children who sleep at the nursery.
- Record sleep times, wake times, regular wellbeing checks and any relevant observations.
- Ensure sleep environments are safe, clean, well-ventilated, and free from hazards at all times.
- Follow all safe sleep procedures consistently, including positioning, monitoring and environmental safety requirements.
- Position themselves in a central location where all children are visible and easily accesible.
- Share relevant sleep information with parents in line with nursery communication procedures.
- Communicate with parents regarding individual sleep routines, patterns and any changes or concerns that may arise.
- Follow agreed individual sleep arrangements in partnership with parents, ensuring consistency between home and nursery routines where appropriate and safe to do so.

All staff are responsible for maintaining a high standard of vigilance during sleep periods, ensuring accurate documentation, and adhering strictly to nursery safe sleep policies and safeguarding expectations at all times.

Health and Safety Officer

The Health and Safety Officer is responsible for ensuring that safe sleep environments are maintained in line with KHDA expectations, UAE health and safety requirements, and nursery safeguarding procedures.

The Health and Safety Officer must:

- Monitor room temperature regularly to ensure it remains within a safe, comfortable, and developmentally appropriate range for sleeping children.
- Conduct regular reviews of sleep environments to identify and remove any hazards or unsafe practices.
- Ensure that sleep areas comply with nursery health and safety standards, including ventilation, cleanliness, and safe equipment use.
- Conduct regular audits of sleep logs to monitor compliance and consistency.
- Support staff in maintaining consistent safe sleep practices through guidance, checks, and ongoing monitoring.
- Provide staff training during induction, with regular refreshers planned each year, or more frequently where needed.

Parents

- Provide accurate and up-to-date information about their child's sleep routine, preferences, and any relevant medical or wellbeing considerations.
- Supply any necessary sleep items agreed with the nursery, ensuring they are safe, appropriate, and labelled where required.
- Inform the nursery promptly of any changes to their child's sleep patterns, routines, or related concerns.
- Provide written consent for agreed sleep arrangements upon enrolment, and update this consent whenever routines or requirements change.
- Parents are provided with information regarding the nursery's safe sleep procedures upon enrolment and sign the Baby Sleep Routine Form to confirm their understanding of and agreement with the nursery's safe sleep practices.

PROCEDURES

Infant Sleep

- Babies sleep in individual cots during designated sleep times.
- All babies are placed on their backs to sleep unless a medical note specifies otherwise.
- Cot spaces are kept free from pillows, loose bedding, bumper pads, soft toys, and any suffocation or choking hazards.
- Cot areas are maintained as safe, clean, and hazard-free environments at all times.
- Babies are actively supervised at all times, with visual sleep checks completed at least every 15 minutes.
- Room temperature is regularly monitored and maintained within a safe and comfortable range.
- Sleep duration and routines are recorded accurately and shared with parents daily.

Toddler Sleep

- Children follow the nursery's planned nap schedule appropriate to their age and developmental stage.
- Children rest on individual sleep mats or beds, with bedding provided by parents and maintained in a clean and hygienic condition.
- Sleep spaces are kept calm, dimmed, and quiet to support rest and relaxation.
- Children are actively supervised throughout the sleep period at all times.
- Sleep duration and rest patterns are recorded and shared with parents daily.

Wellness Checks - Before and After Sleep

- Ensure children do not have any objects in their mouths (e.g., food or toys) before sleep.
- Bottles are not permitted in cots or beds.
- Check that nappies are clean and dry and change where necessary before sleep.
- Ensure children are clean, comfortable, and appropriately prepared for rest.
- Ensure children are dressed appropriately for sleep, with suitable clothing and bedding.
- Burp babies after feeding before placing them in the cot.
- Monitor bedding hygiene and send items home for washing when required.
- Sleep is never used as a form of discipline, and children are never forced to sleep.

Alternative Rest and Quiet Time

- Children who do not sleep are not expected to remain inactive and are provided with calm, quiet alternatives such as books, relaxation activities, or peaceful learning experiences appropriate to their age and developmental needs.

Sleep Monitoring and Checks

Sleep checks are carried out at regular intervals and recorded accurately and consistently using the nursery's sleep monitoring system. Each record includes the time of the check, confirmation of the child's breathing and wellbeing, and any relevant observations or actions taken. All entries are completed in real time by the staff member responsible for supervision to ensure accuracy, transparency, and accountability.

Sleep duration, any disturbances, and changes in routine are documented and shared with parents daily to ensure clear communication and continuity of care between home and nursery.

During all sleep and rest periods, staff maintain active supervision at all times. This includes appropriate positioning within the sleep environment to ensure continuous visual oversight of all children and immediate response if a child requires comfort or assistance. Supervision levels are maintained in line with required staff-to-child ratios, and sleeping children are never left unattended.

Staff responsibilities include:
Maintaining clear line of sight and hearing of all sleeping children at all times
Ensuring no child is ever left unattended during sleep or rest periods. Remaining fully focused on supervision duties throughout sleep monitoring.
Avoiding tablet use or any non-supervisory tasks during sleep supervision. Refraining from any non-essential duties while responsible for sleep monitoring.

Sleep supervision practices are underpinned by safeguarding requirements, KHDA expectations, and UAE early years health and safety standards. All staff responsible for sleep supervision receive safe sleep training during induction, followed by regular refresher training. Competency is monitored through supervision, observation, and policy compliance checks.

Safe Sleep Environment Standards

- Cots and sleep mats must meet nursery safety standards and be regularly inspected.
- Mattresses must be firm, clean, and correctly fitted to cots.
- Bedding must be lightweight, breathable, and age-appropriate.
- Sleep positioners, wedges, rolled blankets, or similar items are not permitted.
- Sleep spaces must remain free from hazards and regularly checked for safety compliance.

Emergency response procedure

- Immediate response if breathing concerns or distress is observed – First aid trained staff response
- Emergency escalation procedure and parent notification
- If any irregular breathing or medical concern is identified, staff will immediately follow the nursery emergency response procedure and alert the designated safeguarding lead.

MONITORING AND REVIEW

Sleep safety practices are monitored regularly to ensure they remain fully compliant with KHDA expectations, UAE health and safety requirements, and recognised safe sleep guidance in early years settings.

- Sleep practices and sleep environments are regularly reviewed by the Health and Safety Officer to ensure ongoing safety, hygiene, and compliance with nursery procedures.
- Any concerns identified through the audit process are addressed promptly through corrective actions, staff guidance and ongoing monitoring to ensure children's safety and wellbeing.
- Nursery leadership and the Health and Safety Officer jointly review sleep monitoring records to ensure accuracy, consistency, and appropriate documentation of all sleep checks.
- Audits of sleep checks, supervision arrangements, and sleep-related documentation are conducted periodically to identify trends, ensure adherence to procedures, and support continuous improvement.

- Findings from monitoring are used to strengthen practice, inform risk management, and enhance staff awareness of safe sleep expectations.
- Sleep log audits are conducted at least monthly by the Health and Safety Officer, with findings recorded and any actions tracked to completion.
- Any inconsistencies or concerns identified through monitoring are addressed promptly through coaching, refresher training, supervision, and corrective action where required.
- Sleep records are retained and available for internal audit and regulatory inspection.
- All staff receive safe sleep training during induction, with regular refresher training to ensure ongoing competence and understanding of safe sleep procedures.
- This policy is reviewed regularly, and updated sooner if there are changes to KHDA guidance, UAE regulations, or best practice in safe sleep standards.

RELATED POLICIES AND APPENDICES

Related Policies:
Risk Assessment Policy
Safeguarding and Child Protection Policy
Supervision Policy
Wellbeing Policy

Appendices:
Sleep Check Monitoring Log
Baby Sleep Routine Form

Safeguarding and Child Protection Policy

PURPOSE

The purpose of this policy is to ensure that Hummingbird provides a safe, secure and fully protective environment where all children are safeguarded from harm and supported to thrive in line with the highest standards of early childhood care and education in the UAE. This policy establishes clear procedures for the identification, recording, reporting, escalation and response to safeguarding and child protection concerns. It includes defined responsibilities, reporting timelines and accountability measures to ensure that all concerns are managed promptly, appropriately and in full compliance with UAE legislation and regulatory requirements. Hummingbird adopts a whole-setting safeguarding culture in which children's safety, wellbeing, dignity, rights, and protection are embedded in every aspect of practice. All staff are responsible for safeguarding and are expected to act in accordance with UAE legal obligations, professional duty of care, and nursery safeguarding procedures at all times.

DEFINITIONS

- **Safeguarding:** The proactive approach to promote the welfare of children and protect them from harm, abuse or exploitation.
- **Child Protection:** The processes undertaken to protect children identified as suffering or likely to suffer harm.
- **Designated Safeguarding Lead (DSL):** A senior staff member responsible for managing safeguarding concerns and ensuring proper procedures are followed.
- **Deputy Designated Safeguarding Lead (DDSL):** A senior staff member responsible for managing safeguarding concerns and ensuring proper procedures are followed in the absence of the DSL.
- **Wadeema's Law (2012):** UAE child protection law that protects children from abuse and neglect regardless of nationality or religion.
- **Abuse:** Any form of physical, emotional or neglect that causes actual or potential harm to a child.

POLICY STATEMENT

Hummingbird is fully committed to safeguarding and promoting the welfare of all children in our care and ensuring they are protected from all forms of abuse, neglect, harm, and exploitation, in line with KHDA requirements, UAE legislation, Wadeema's Law principles and recognised safeguarding best practice.

Safeguarding is a core responsibility of every member of staff. All staff are trained to recognise, respond to, and report safeguarding concerns appropriately and without delay, following clearly defined nursery procedures and UAE mandatory reporting expectations. Safeguarding is embedded across daily practice through strong professional boundaries, vigilant supervision, safe environments, and a proactive culture of early identification and intervention. We recognise that

safeguarding is closely linked to children's emotional wellbeing, mental health, inclusion, development, and sense of belonging. Staff are expected to build warm, respectful, and trusting relationships with children while maintaining appropriate professional boundaries at all times. We work in partnership with families and relevant agencies to ensure that children receive timely support and protection where concerns arise. Hummingbird strives to create and maintain a safe, secure, and supportive environment where all children can thrive.

This policy is informed by, and aligned with, the following UAE and international safeguarding frameworks and regulatory authorities (including but not limited to):

- Early Years Foundation Stage Framework (EYFS)
- KHDA Early Childhood Care and Education Quality Framework (Dubai)
- UAE Federal Law No. 3 of 2016 (Wadeema's Law) on Child Rights and Child Protection
- UAE Ministry of Education safeguarding expectations and national child protection standards
- UAE Ministry of Health and Prevention (MOHAP) and Dubai Health Authority (DHA) health, safety, and wellbeing safeguarding requirements relevant to early years settings
- UAE Child Protection and Safeguarding Frameworks, including mandatory reporting obligations and inter-agency coordination requirements
- Relevant UAE legislation relating to child safety, family protection, cyber safety, and wellbeing

Hummingbird work collaboratively to:

- Promote children's wellbeing, confidence, self-esteem, independence and positive emotional development through open, respectful and effective communication between children, staff and parents.
- Act promptly on safeguarding concerns and share information responsibly with relevant authorities in line with UAE legal and regulatory requirements.
- Work collaboratively with external agencies, including KHDA, social services and health professionals, to ensure a coordinated safeguarding response.
- Ensure that safeguarding practices are consistently applied across all aspects of nursery life, including recruitment, training, supervision and daily operations.

SCOPE

This policy applies to all individuals at Hummingbird Nursery and covers all forms of child abuse.

ROLES AND RESPONSIBILITIES

All Staff

All staff at Hummingbird have a statutory and professional duty to safeguard and promote the welfare of children in line with the EYFS, KHDA requirements, UAE safeguarding legislation and nursery policies.
All staff must:

- Remain vigilant at all times for signs, indicators, or disclosures of abuse, neglect or harm.

- Act immediately on any safeguarding concerns and report them without delay to the DSL or DDSL.
- Complete child health and wellbeing checks upon children's arrival to the nursery, as part of daily safeguarding practice.
- Record all concerns accurately, factually, and objectively using the nursery Safeguarding Concern Form for DSL review and action.
- Maintain strict confidentiality at all times, sharing information only with appropriate safeguarding personnel or external agencies where required by law.
- Maintain appropriate professional boundaries and contribute to a strong safeguarding culture across all interactions with children, families and colleagues.
- Participate fully in all safeguarding training, including annual mandatory training updates, refresher sessions, and scenario-based learning where applicable.
- Understand and comply with responsibilities outlined in the Whistleblowing Policy, including escalation procedures where concerns are not addressed appropriately.
- Escalate concerns through appropriate channels if there is a concern that a child's welfare is not being adequately protected or addressed.
- Follow clear procedures for accurate, timely, and objective documentation of safeguarding concerns and related observations.
- If a child is believed to be in immediate danger, contact emergency services without delay and inform the DSL or DDSL as soon as it is safe to do so.

Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL) holds overall responsibility for safeguarding and child protection at Hummingbird, in line with EYFS, KHDA requirements, UAE safeguarding legislation, and nursery policies. The DSL ensures that safeguarding procedures are consistently implemented across all areas of practice and that concerns are managed promptly, appropriately, and in accordance with defined timelines and legal obligations.

- Ensure that all safeguarding procedures are followed consistently across the setting in line with the EYFS, KHDA and UAE safeguarding requirements.
- Act as the lead professional for safeguarding concerns, ensuring appropriate identification, recording, escalation, and response.
- Review all safeguarding concerns, Child Health and Wellness Checks and related documentation in a timely manner.
- Maintain accurate, confidential and secure safeguarding records, including clear reports of concern and case files.
- Make referrals to external agencies and regulatory authorities where appropriate, in line with UAE safeguarding procedures and mandatory reporting requirements.
- Liaise with relevant external agencies, including child protection services, healthcare professionals, and regulatory authorities, when required.
- Ensure safeguarding concerns are reviewed, tracked, and actioned within defined safeguarding timelines.

- Provide guidance, advice, and professional support to staff on all safeguarding matters.
- Ensure all staff receive regular safeguarding training, including induction, annual updates, and scenario-based learning.
- Monitor safeguarding practice across the nursery through supervision, observations, safeguarding reviews, case discussions, and competency checks.
- Evaluate staff understanding of safeguarding responsibilities through training reviews, reflective discussions, and ongoing practice monitoring. Where gaps are identified, provide targeted coaching, guidance, or additional training.
- In the absence of the DSL, the DDSL assumes full safeguarding responsibility, ensuring continuous coverage at all times.
- Maintain clear on-site safeguarding leadership responsibility at all times to ensure immediate response to concerns.
- Lead and coordinate decision-making regarding safeguarding concerns, including determining appropriate referral or escalation pathways.
- Ensure staff do not investigate safeguarding concerns or question children beyond necessary clarification to ensure immediate safety and protection.

HR

Human Resources plays a key role in ensuring safe recruitment and safeguarding compliance at Hummingbird Nursery in line with KHDA requirements, UAE safeguarding legislation, and nursery policies.

- Ensure robust safer recruitment procedures are followed for all new employees, including comprehensive background checks, reference checks, and verification of employment history.
- Verify all qualifications, certifications and professional documentation.
- Ensure all staff undergo enhanced background screening in line with UAE regulatory requirements before commencing employment.
- Ensure all staff complete a mandatory safeguarding induction prior to working with children in any capacity.
- Staff are not permitted to work unsupervised with children until all safeguarding induction requirements have been fully completed and verified.
- Ensure recruitment documentation is regularly reviewed for compliance with nursery policies, KHDA expectations, and UAE regulatory requirements.
- Address any gaps or inconsistencies identified during reviews promptly and escalate concerns to nursery leadership where necessary.

Parents

- Communicate openly with nursery staff about their child's welfare.
- Support the nursery's safeguarding measures and protocols.
- Raise concerns with management when needed.

PROCEDURES

Safeguarding is embedded across all areas of nursery practice through vigilant supervision, safe and well-managed environments, and clear professional boundaries. Staff are expected to remain alert to signs of concern at all times and to integrate safeguarding responsibilities into daily routines, including arrival checks, care routines, learning interactions, and transitions. All staff follow a proactive safeguarding approach, ensuring that concerns are identified early, recorded accurately, and escalated appropriately in line with nursery procedures and UAE safeguarding requirements.

Low-Level Concern:
Hummingbird takes all concerns regarding safeguarding seriously and responds to them promptly and appropriately.
The below procedures must be followed:

- Report concerns immediately to the DSL.
- Record the concern factually and objectively.
- Maintain records of all low-level concerns.
- Review concerns promptly and identify any patterns of behaviour.
- Provide guidance, supervision, support or training where appropriate.
- Escalate concerns where behaviours are repeated, persistent or increase in seriousness.
- Ensure all actions taken are documented.
- Promote a culture where staff feel confident to report concerns without fear of reprisal.

Allegations Against Staff:

- Hummingbird takes all concerns regarding the conduct of staff, volunteers, contractors or visitors seriously and responds to them promptly and appropriately.
- This includes both:
- Low-level concerns, which may not meet the threshold for formal safeguarding intervention but may indicate a potential risk or inappropriate behaviour pattern; and
- Safeguarding allegations, which may indicate a risk of harm to a child or breach of professional standards.
- All concerns must be reported immediately to the Nursery Manager, DSL, or DDSL without delay.

Once raised, concerns will be:

- Recorded clearly, factually and confidentially
- Reviewed and assessed to determine the appropriate level of response
- Escalated where necessary for formal investigation, safeguarding referral or disciplinary action in line with nursery policies and UAE regulatory requirements

- Where appropriate, the nursery will:
- Initiate internal investigations or disciplinary procedures
- Refer matters to relevant external authorities in line with safeguarding obligations

- Monitor patterns of low-level concerns to identify potential risks early and take preventative action
- Appropriate records will be maintained, and where required, concerns will be reported to the relevant authorities, including KHDA.
- Staff who are dismissed, resign during an investigation, or are found to have committed serious misconduct, child protection breaches, or gross professional misconduct may be subject to KHDA's Educational Staff Deregistration procedures, which may prohibit them from working in any KHDA-regulated educational setting in Dubai.

All concerns are handled in a way that promotes transparency, accountability, professional standards and the safety and wellbeing of children at all times.

Where safeguarding concerns involve a member of staff, contact arrangements may be restricted in line with safeguarding procedures to ensure the safety of children and the integrity of any investigation.

Identification of Concerns

Safeguarding concerns are identified through daily interaction, structured checks, observation, and ongoing professional vigilance. Staff are expected to remain alert to any indicators that a child may be at risk and to act immediately in line with nursery safeguarding procedures and UAE safeguarding requirements.

- Staff are required to complete child health and wellness checks upon children's arrival to the nursery as part of daily safeguarding practice.
- Staff are trained to identify and respond to physical indicators (e.g., bruises, marks, injuries), emotional indicators (e.g., withdrawal, fear, anxiety), behavioural changes and unexplained absences or patterns of concern.
- All concerns must be recorded promptly, accurately and objectively using the Safeguarding Concern Form, including dates, times, context, and any relevant observations or witnesses.

Safeguarding concerns may arise through:

- **Observation:** including physical marks, emotional markers, behaviour changes or witnessing abuse
- **Child Disclosure:** information shared directly by a child verbally, non-verbally, or in written/creative form
  Staff must ensure that disclosures are handled sensitively, without leading questions, and recorded verbatim wherever possible.
- **Adult Disclosure:** information shared directly by a staff, parent or visitor verbally, or in written form
- **Allegation:** a concern or complaint relating to the behaviour or conduct of a staff member, volunteer, contractor or visitor

Responding to Concerns

All safeguarding concerns are treated as a priority and must be acted upon immediately in line with KHDA requirements, UAE safeguarding legislation and nursery procedures.

- Concerns must be reported immediately to the DSL or DDSL without delay.

- Safeguarding concerns must never be discussed, investigated or managed at room level beyond immediate safety actions.
- The DSL completes an initial assessment of the concern and gathers relevant contextual information as appropriate.
- Where necessary, the DSL may review supporting information such as documented observations, child health and wellness checks, incident/accident records, and CCTV footage in line with nursery policy and data protection requirements.
- The DSL may also seek factual clarification from staff or relevant adults, ensuring that no investigative questioning of children takes place.
- Based on the information available, the DSL determines the appropriate next steps, which may include:
    - Internal monitoring or ongoing observation
    - Implementation of additional safeguarding measures
    - Referral to external safeguarding agencies or regulatory authorities in line with UAE requirements
    - If a child is believed to be in immediate danger, contact emergency services without delay.
- All safeguarding decisions, actions, and outcomes are recorded clearly, accurately and confidentially using the Safeguarding Incident Investigation Form.
- All information is handled on a strict need-to-know basis to ensure confidentiality while prioritising the safety and welfare of the child.

Reporting Protocols

Safeguarding referrals are managed in line with KHDA requirements, UAE safeguarding legislation, and established nursery procedures to ensure timely and appropriate action.

- Where a safeguarding referral is required, the DSL is responsible for contacting the appropriate external authority, as outlined in the nursery's Key Contact Information Policy.
- Referrals are made following an internal safeguarding assessment, unless there is an immediate risk of harm, in which case action is taken without delay.
- All referrals are made in accordance with UAE mandatory reporting expectations and relevant regulatory guidance.
- The DSL ensures that all referral decisions are clearly documented, including the rationale for action and supporting information.
- Parental involvement will be considered on a case-by-case basis and will be included where appropriate, unless doing so may place the child at further risk or compromise the safeguarding process.
- Where parental involvement is not initially appropriate, it will be managed in line with safeguarding procedures and external agency guidance.

Record Keeping

All safeguarding and child protection records are maintained securely and stored separately from a child's general records in line with KHDA requirements and UAE safeguarding expectations.

- Records include all relevant information such as observations, disclosures, professional conversations, actions taken, decisions made, and outcomes.
- All documentation is factual, clear, dated, and signed where required to ensure accuracy and accountability.
- Information is shared strictly on a need-to-know basis and only with appropriate safeguarding personnel or external agencies where legally required.
- All record keeping and information sharing is carried out in accordance with nursery safeguarding procedures, data protection requirements, and KHDA expectations for safe practice.

Confidentiality and Information Sharing

The nursery recognises the importance of confidentiality; however, confidentiality cannot be guaranteed where safeguarding concerns exist. Information relating to child protection concerns will be shared only with those who have a legitimate need to know in order to safeguard and promote the welfare of the child, in accordance with statutory guidance and data protection requirements.

Digital Safeguarding and Online Safety

Hummingbird is committed to ensuring safe, responsible and professional use of all digital technology in line with KHDA requirements, UAE safeguarding legislation, and data protection standards.

- Staff personal mobile phones must not be used in areas where children are present, except in accordance with explicit nursery procedures.
- Photography and video recording of children may only be carried out using authorised nursery devices and strictly in line with parental consent, safeguarding requirements and data protection policies.
- Consent for digital images and recordings is obtained for all children upon enrolment in line with KHDA requirements and UAE data protection expectations.
- Digital images and recordings are used only for agreed purposes, including learning documentation, educational development and authorised communication with parents.
- All digital content is captured, used, and stored in a safe, professional, and appropriate manner that protects children's dignity, privacy, and confidentiality.
- The nursery follows strict data protection procedures in accordance with UAE regulatory requirements.
- Staff are trained in appropriate digital conduct and understand their responsibilities when using technology for documentation, communication and educational purposes.
- The nursery promotes safe and responsible use of technology and ensures staff are aware of potential online safety risks, including inappropriate digital communication, data misuse, and safeguarding breaches.
- Any concerns relating to online safety are managed immediately and in accordance with safeguarding procedures, ensuring appropriate escalation where required.
- All digital safeguarding practices are designed to actively protect children's privacy, wellbeing and safety at all times.

More information can be found in the Online Safety and Digital Safeguarding policy.

Child Supervision

As part of Hummingbird's safeguarding responsibilities, child supervision is prioritised.
This includes:

- Maintaining appropriate adult-to-child ratios.
- Ensuring children are adequately supervised at all times.
- Monitoring children during indoor play, outdoor play, toileting, mealtimes, sleep/rest periods, and transitions.
- Conducting risk assessments to ensure children's safety.

Staff Supervision and Monitoring

Involves:

- Regular meetings between the nursery manager and employees.
- Reviewing performance and practice.
- Discussing safeguarding concerns.
- Identifying training and development needs.
- Supporting staff wellbeing.
- Setting targets and action plans.

Safeguarding Process

All staff must follow this sequence:
Identification → Recording → Reporting → DSL Action → Referral → Follow-up

- **Identification:** Recognising signs of abuse, neglect, or concern
- **Recording:** Documenting factual information immediately
- **Reporting:** Informing the DSL immediately (same day)
- **DSL Action:** Assessment, information gathering, decision-making
- **Referral:** Contacting external authorities where required
- **Follow-up:** Ongoing monitoring and support

Reporting Pathways and Timelines

All concerns must be reported:
Immediately in cases of risk

- Within the same working day for all other concerns
- If the DSL is unavailable, concerns must be escalated to:
- Deputy DSL → Nursery Manager → External authority (if required)
- External referrals are made without delay where risk thresholds are met
- Record Keeping and Confidentiality

All safeguarding records must include:

- Factual, objective information (no opinions)
- Dates, times and exact wording where possible
- Body maps (if relevant)

Records are:

- Stored securely and separately from general files
- Maintained in chronological order
- Reviewed regularly by DSL
- Clear accountability is in place for maintaining and auditing records

Escalation Procedures

- If concerns are not addressed appropriately, staff must escalate internally beyond the DSL.
- Staff may escalate externally in line with UAE safeguarding requirements.
- Clear escalation routes ensure concerns are not left unresolved.

Whistleblowing Procedures

- Staff must report any safeguarding concerns, including those related to colleagues
- A confidential whistleblowing process is in place
- Staff are protected from retaliation
- Alternative reporting routes are available outside nursery leadership

(Detailed information can be found in the WhistleBlowing Policy)

Child Voice and Preventative Practice

Children are supported to:

- Feel safe and secure
- Express their feelings and concerns

Staff promote age-appropriate understanding of:

- Personal safety
- Boundaries and relationships

Preventative safeguarding is embedded in daily interactions and curriculum

Multi-Agency Working

Where necessary, the nursery works in partnership with:

- External safeguarding authorities
- Health professionals and specialists

Clear communication ensures coordinated and effective support for all children

Visitor Management

Hummingbird maintains strict visitor management procedures in line with KHDA requirements, UAE safeguarding legislation, and health and safety expectations to ensure the safety and security of all children at all times.

- All visitors, contractors, and external professionals are required to sign in and out of the nursery using the designated visitor system.
- Visitors must provide valid identification where required and confirm the purpose of their visit in line with nursery procedures.

- All visitors are informed of and must comply with nursery safeguarding, health and safety, and confidentiality procedures during their time on site.
- Visitors are supervised at all times unless appropriate safeguarding and vetting checks have been completed and authorised access has been granted.
- Staff remain vigilant at all times to ensure that visitors do not have unsupervised access to children or restricted areas of the nursery.
- Access to children is strictly controlled and only permitted where it is safe, appropriate, and in line with safeguarding procedures.
- Any concerns regarding visitor behaviour or compliance must be reported immediately to DSL or senior leadership team.

MONITORING AND REVIEW

Safeguarding practice at Hummingbird is continuously monitored to ensure full compliance with KHDA requirements, UAE Federal Law No. 3 of 2016 (Wadeema's Law), UAE child protection and safeguarding frameworks, and wider UAE health, safety and wellbeing expectations for early years settings.

- Safeguarding practices are regularly reviewed by the DSL and senior leadership team through audits, spot checks, case reviews, safeguarding trend analysis and training evaluations.
- Nursery leadership monitors safeguarding data, incident reports, referral outcomes and case management records to assess the effectiveness of safeguarding systems and identify areas for improvement.
- Training records and staff safeguarding competency are reviewed to ensure all staff remain fully compliant with UAE safeguarding expectations and nursery procedures.
- Lessons learned from individual safeguarding cases are systematically analysed and used to inform updates to policies, procedures, staff training and risk management strategies.
- Audit findings and monitoring outcomes are used to strengthen safeguarding systems and ensure consistent implementation across all areas of practice.
- The effectiveness of safeguarding arrangements is evaluated as part of the nursery's wider self-evaluation and quality assurance cycle in line with KHDA Early Childhood Quality Framework expectations.
- This policy is reviewed regularly and updated promptly in response to changes in KHDA regulations, UAE legislation, or safeguarding best practice guidance.
- Continuous improvement is embedded to ensure safeguarding practice remains robust, responsive, and aligned with all applicable UAE regulatory frameworks and child protection standards.

RELATED POLICIES AND APPENDICES

Related Policies:
Attendance Policy
Children's Daily Arrival and Departure Policy

Appendices:
Safeguarding and Child Protection Team
Child Health and Wellness Check

- Confidentiality Policy
- Data Protection Policy
- Incident and Accident Reporting Policy
- Intimate and Personal Care Policy
- Nutrition and Catering Policy
- Parent's Rights and Responsibilities
- Physical Contact Policy
- Recruitment Policy
- Risk Assessment Policy
- Safe Sleep Policy
- Supervision Policy
- Visitor's Policy
- Wellbeing Policy
- Safeguarding Concern Form
- Safeguarding Incident Investigation Report
- DSL Conact Details
- Key Reporting Authorities and Contact Information
- Safeguarding Training Record

Settling In Policy

PURPOSE

The purpose of the Settling In Policy is to ensure a smooth, supportive and personalised transition for children starting nursery. This policy outlines the procedures to help children feel secure, valued, and happy in their new environment by fostering strong, trusting relationships between children, staff and parents.

DEFINITIONS

- **Settling In:** The gradual process through which a child becomes familiar, comfortable and confident in the nursery environment.
- **Key Person:** A designated staff member who forms a close relationship with a child and family, supporting the child's emotional well-being during their transition and beyond.
- **Pre-Start Visit:** A scheduled session prior to the official start date to help the child and parents become familiar with the nursery setting.

POLICY STATEMENT

Hummingbird Nursery is committed to ensuring that each child experiences a nurturing, calm and confident start to their nursery journey. By providing a personalised approach to settling in, we aim to ease separation anxiety, encourage positive social interaction and promote long-term well-being and development. Our approach values collaboration with families and recognises the unique emotional needs of every child and parent.

SCOPE

This policy applies to:

- All children and families newly enrolled at the nursery.
- All staff involved in welcoming and caring for new children.

ROLES AND RESPONSIBILITIES

Admissions Officer

- Provide written and verbal guidance to parents before the child starts, including Registration Pack and Parent Handbook.
- Arrange pre-start visits for the parents and children.

Nursery Leadership

- Ensure all staff are trained and equipped to support settling-in processes.
- Monitor and evaluate the effectiveness of settling-in plans and update procedures when necessary.

Nursery Staff

- Create a warm, welcoming and child-centred environment.
- Build secure and responsive relationships with each child and their family.
- Provide regular updates to parents on their child's progress.
- Develop and adapt personalised settling-in plans using the child's interests.
- Observe and assess the child's emotional well-being and interactions.

Parents

- Participate actively in the settling-in process.
- Communicate openly with staff regarding their child's needs routines, and comfort items.
- Stay with the child during pre-start visits if needed and provide emotional reassurance during drop-offs.
- Share concerns, feedback and collaborate with staff to support their child's transition.

PROCEDURES

Pre-Start Visits

- Schedule introductory visits before the child's start date.
- Introduce the child and parent to the assigned key person and tour the environment.
- Allow the child time to engage in play and explore with or without parent presence.

Gradual Integration

- Begin with short stays and gradually increase attendance time.
- Flexibility is provided depending on each child's needs and emotional readiness.

Personalised Settling-In Plan

- A unique settling-in plan is developed for each child in collaboration with the parent.
- Factors such as temperament, previous care experience and family preferences are considered.
- Plans are reviewed regularly and adjusted as needed.

Ongoing Communication

- Daily verbal and written feedback is provided via the parent app and in-person communication.
- Staff address parent concerns promptly and respectfully.

Supportive Environment

- Activities and routines are designed to support familiarity and comfort.
- Positive reinforcement is used to build confidence and independence.

Observation and Assessment

- Staff closely observe the child's emotional cues, behaviours and interactions.
- Any signs of distress or delay in settling are identified and addressed sensitively.
- Observations are shared with parents and documented for continuous support planning.

MONITORING AND REVIEW

- Nursery leadership will review the effectiveness of settling-in processes.
- Feedback from staff and parents will be collected and used to improve procedures.
- This policy will be reviewed regularly or as required based on changes in guidance or feedback.

RELATED POLICIES AND APPENDICES

Related Policies:
Admissions Policy
Children's Daily Arrival and Departure Policy
Curriculum Policy
Fee and Cancellation Policy
Inclusive Education Policy
Parent's Rights and Responsibilities
Physical Contact Policy
Supervision Policy
Wellbeing Policy

Appendices:
Parent Handbook
Registration Pack
Welcome Meeting with Parents Template

Special Educational Needs (SEN) Identification and Intervention Policy

PURPOSE

The purpose of this policy is to ensure that all children with Special Educational Needs (SEN) are identified early, provided with appropriate intervention and support and given access to a broad, balanced and inclusive curriculum. This policy outlines procedures to enable every child to reach their full potential in a safe, supportive and nurturing environment.

DEFINITIONS

- **Special Educational Needs (SEN):** A child has SEN if they have a learning difficulty or disability which requires special educational provision beyond that which is normally available for children of the same age.
- **Learning Difficulty:** When a child has significantly greater difficulty in learning than the majority of their peers.
- **Disability:** A physical or mental impairment that has a long-term and substantial impact on a child's ability to carry out normal day-to-day activities.
- **Intervention:** Targeted support strategies and actions put in place to help meet a child's individual needs.

POLICY STATEMENT

We are committed to:

- Early identification of SEN through systematic observation, assessment and consultation with parents and external specialists.
- Inclusive education, ensuring children with SEN are fully integrated into the life of the nursery.
- Collaborative partnership with parents, external professionals and relevant agencies.
- Tailored intervention programmes that address individual needs, regularly monitored and reviewed.
- Promoting a culture of respect, equality and high expectations for all learners.

SCOPE

This policy applies to:

- All children enrolled in the nursery.
- All teaching, support and administrative staff.
- Parents and carers involved in supporting children with SEN.
- External professionals/agencies working with the nursery.

ROLES AND RESPONSIBILITIES

Nursery Leadership

- Ensure compliance with SEN policy and statutory requirements.
- Allocate resources for SEN provision, where required.
- Support staff training and professional development.
- Develop partnerships with external professionals/agencies.

Inclusion Coordinator/SENCo

- Oversee SEN identification, intervention and record-keeping.
- Liaise with parents, staff and external professionals.
- Ensure Individual Support Plans (ISPs) are developed, implemented and reviewed.

Teachers

- Observe, assess and report potential SEN concerns.
- Differentiate teaching and learning to meet the diverse needs of all children.
- Implement and monitor intervention strategies.

Support Staff

- Work with identified children under teacher and Inclusion Coordinator/SENCo guidance.
- Provide targeted assistance during learning activities.

Parents/Carers

- Share information and observations regarding their child's development.
- Engage actively in planning and reviewing support strategies.

PROCEDURES

Identification

- Regular observation and assessment to track progress.
- Teacher referrals to Inclusion Coordinator/SENCo, when concerns arise.
- Meetings with parents to share observations.
- Coordinating with external professionals/agencies for official identification.
- Screening tools, checklists and assessments are used where appropriate.

Intervention

- Development of an Individual Support Plan (ISP) in collaboration with external professionals, where appropriate.
- Differentiated teaching strategies in the classroom.
- Small group or 1:1 targeted interventions.
- Developing partnerships with external specialists (speech therapists etc.) where required.

Review

- Termly review of ISPs.
- Regular meetings with parents to evaluate progress and adjust interventions.
- Ongoing assessment to adapt provision as needed.

Confidentiality and Data Protection

- All information related to children's Special Educational Needs is strictly confidential.
- Each child will have their own file which must be kept in a locked cabinet and accessed only be authorized individuals.
- Children's information will only be shared with external professionals/agencies with prior parent approval.

MONITORING AND REVIEW

- Inclusion Coordinator/SENCo maintains a register of children receiving SEN support.
- Progress tracked through assessments, teacher reports, and parent feedback.
- Policy reviewed annually by leadership and Inclusion Coordinator/SENCo, with input from staff and parents.

RELATED POLICIES AND APPENDICES

Related Policies:
Admissions Policy
Behaviour Management Policy
Curriculum Policy
Confidentiality Policy
Diversity, Equal Opportunities and Non-Discrimination Policy
Inclusive Education Policy
Parent's Rights and Responsibilities
Observations and Assessment Policy
Teaching, Learning Program and Assessment Policy

Appendices:
Individual Support Plan (ISP) Template
Welcome Meeting with Parents Template
Language, Culture and Identity Questionnaire Template

Supervision Policy

PURPOSE

The purpose of this policy is to ensure the safety, security and well-being of all children at Hummingbird Nursery through consistent, active and appropriate supervision at all times. This policy provides clear guidelines for staff to maintain vigilance in accordance with UAE regulations.

DEFINITIONS

- **Supervision:** The active, vigilant and intentional observation and monitoring of children by staff members to ensure their safety, well-being and engagement.
- **Ratios:** The maximum number of children per staff member, as defined by UAE regulatory authorites to ensure appropriate supervision and care.
- **Transitions:** Movement of children from one activity or location to another (e.g., from classroom to playground).

POLICY STATEMENT

Hummingbird Nursery is committed to providing a safe, nurturing and stimulating environment by ensuring children are supervised at all times. Supervision is a shared responsibility among all staff and is central to safeguarding, accident prevention and quality early years education. All staff must remain alert, proactive and attentive, prioritising children's safety during all routines and activities.

SCOPE

This policy applies to:

- All Hummingbird staff.
- Children and parents enrolled at Hummingbird Nursery.

ROLES AND RESPONSIBILITIES

Nursery Leadership

- Ensure staff are trained in effective supervision practices.
- Monitor adherence to staffing ratios and space requirements.
- Conduct regular audits and reviews of supervision protocols.

Staff

- Maintain visual and auditory contact with children at all times.
- Conduct frequent headcounts, especially during transitions and off-site activities.
- Position themselves strategically to cover all areas where children are present.
- Actively supervise all routines with diligence and care.

Parents

- Support nursery routines and supervision expectations by adhering to drop-off, pick-up and communication protocols.
- Inform the nursery of any medical or dietary needs that require special attention during supervision.

PROCEDURES

General Supervision

- Children must never be left unattended.
- Staff should position themselves to ensure full visibility of all children.
- Staff must conduct headcounts regularly throughout the day and during all transitions.

Meal and Snack Times

- Children must be supervised closely while eating to prevent choking and manage food handling procedures.
- Staff must ensure that children with allergies or dietary restrictions are seated appropriately and no children are permitted to share food.

Nap and Sleeping Times

- A staff member must be present and supervising the sleeping area at all times.
- All safe sleep practices, such as appropriate sleep positions and cot use, must be followed.

Toileting

- Children must be supervised for safety and assisted as needed, maintaining dignity and hygiene.
- Staff must monitor handwashing and proper hygiene practices.

Activity Transitions

- Transitions should be calm and orderly.
- Children must be counted before and after every transition between locations or activities.

Staff-to-Child Ratios and Space Requirements (in accordance with guidelines)
Staff must adhere to the following ratios and ensure minimum space per child is met:

Age Group	Ratio	Space per Child
45 days to 17 months	1:3	4.5 m²
18 months to 35 months	1:5	3.5 m²
36 months to 47 months	1:8	3.0 m²
48 months to 71 months	1:12	3.0 m²

MONITORING AND REVIEW

- Nursery leadership will conduct checks to assess the quality and consistency of supervision.
- Any incidents or supervision lapses will be documented, reviewed and addressed with appropriate follow-up actions.
- This policy will be reviewed regularly or as regulations change.

RELATED POLICIES AND APPENDICES

Related Policies:

Allergies and Reactions Policy
Anti-Bullying Policy
Children's Daily Arrival and Departure Policy
Emergencies and Critical Incident Policy
Emergency Evacuation Policy
Incident and Accident Reporting Policy
Intimate and Personal Care Policy
Nutrition and Catering Policy
Offsite Visits and Activities Policy
Outdoor Play and Equipment Policy
Parent's Rights and Responsibilities
Risk Assessment Policy
Safe Sleep Policy
Safeguarding and Child Protection Policy

Teaching, Learning Program and Assessment

PURPOSE

The purpose of this policy is to ensure that all children at Hummingbird Nursery receive a high-quality, inclusive and developmentally appropriate early education that supports their holistic development in line with EYFS, KHDA requirements, UAE early childhood education frameworks, and recognised international best practice. Hummingbird is committed to delivering a child-centred, play-based, and purposeful curriculum that provides meaningful learning experiences and supports each child's individual learning journey. Teaching, learning, and assessment are designed to promote progress across all areas of development, including cognitive, physical, social, emotional, communication and language development.

Assessment practices are continuous, formative, and responsive, ensuring that each child's strengths, interests, and needs are identified and supported through meaningful interactions and intentional planning. All teaching, learning, and assessment practices are aligned with the KHDA Early Childhood Care and Education Quality Framework, relevant UAE education regulations, and broader national priorities, including inclusion, wellbeing, Arabic language development, Islamic values and cultural identity.

DEFINITIONS

- **Teaching and Learning Program**: The curriculum framework, instructional strategies and planned activities designed to foster learning and development in early childhood.
- **Assessment:** The ongoing process of observing, recording and analyzing children's learning to inform planning, track development and support individual progress.
- **Formative Assessment:** Continuous observations and informal tools used to guide daily teaching and learning.
- **Summative Assessment:** Periodic reviews and formal reports that summarize a child's progress and developmental achievements.
- **EYFS:** Early Years Foundation Stage – the UK-based framework followed by Hummingbird Nursery, supporting learning from birth to age five.
- **Dubai Child:** A global child living a local life – an active, capable, curious, happy, and inquiring learner, growing in identity, language, and culture, and contributing to the rich tapestry of the UAE as a whole.

POLICY STATEMENT

Hummingbird is committed to delivering an engaging, nurturing, inclusive, and child-centred early education experience grounded in the Early Years Foundation Stage (EYFS) framework and aligned with UAE regulatory expectations, including the KHDA Early Childhood Care and Education Quality Framework. We believe that children learn best through play, exploration, inquiry and meaningful interactions. Our teaching approach comprimises both child-initiated and adult-guided experiences,

enabling children to develop creativity, curiosity, independence and confidence within a carefully planned and supportive learning environment.

Assessment is an integral part of our practice and is used continuously and formatively to inform teaching. This ensures that learning experiences are responsive to children's individual needs, appropriately challenging, and support sustained progress across all areas of development.

Our curriculum and practice actively embed UAE and Islamic values, including Arabic language development, cultural understanding and national identity. In line with the nursery's Arabic Language and UAE Culture policy and the KHDA Arabic Language Policy Guidance, Arabic language is meaningfully integrated into daily routines, interactions, learning environments, and play-based experiences. UAE culture, heritage and values are embedded developmentally through stories, celebrations, routines, relationships, and learning experiences. This includes promoting respect, tolerance, community values, and belonging, alongside an understanding of Islamic values and the local social context in an age-appropriate and inclusive manner.

Assessment, curriculum planning, and progression are informed by the EYFS framework and supported by Birth to 5 Matters guidance, ensuring clear developmental expectations and consistent progression across all areas of learning. Teaching, learning, and assessment practices are further informed by the KHDA Early Childhood Quality Framework and reflect early years principles, including responsive teaching, inclusion, wellbeing, strong partnerships with parents, and a commitment to continuous improvement.

SCOPE

This policy applies to:

- All children enrolled at Hummingbird Nursery.
- Teaching and support staff responsible for curriculum implementation and assessment.
- Parents and caregivers who are partners in the child's learning journey.

ROLES AND RESPONSIBILITIES

Nursery Leadership

Nursery leadership is responsible for ensuring the effective implementation of the EYFS framework and Birth to Five Matters across the nursery, and for supporting effective teaching, learning and assessment practice.

Responsibilities include:

- Ensuring all staff have access to appropriate training, induction, and ongoing professional development on the EYFS framework and Birth to Five Matters guidance.
- Providing clear guidance, documentation, and support materials to ensure consistent understanding and implementation of curriculum expectations.
- Overseeing curriculum planning, implementation, and assessment across all age groups to ensure consistency, progression and suitable provision.

- Ensuring staff have access to appropriate learning resources and professional tools to support effective teaching and assessment.
- Monitoring the quality of curriculum delivery to ensure it is aligned with EYFS principles and meets the needs of all learners, including children of determination, EAL learners and children with exceptional needs.
- Supporting a culture of reflective practice, continuous improvement, and professional accountability across the nursery.

Educators and Teaching Staff

Educators and teaching staff play a central role in delivering a high-quality, inclusive, and developmentally appropriate curriculum in line with the EYFS framework and Birth to Five Matters guidance.

Responsibilities include:

- Developing a secure understanding of the EYFS framework and Birth to Five Matters to inform high-quality practice.
- Planning and delivering engaging, age-appropriate learning experiences that align with EYFS learning goals and reflect children's interests, needs, and developmental stages.
- Observing, assessing, and documenting children's learning and development to inform planning, next steps, and early identification of any emerging needs.
- Using Birth to Five Matters guidance to support accurate assessment, inform progression and identify when early intervention may be required.
- Creating inclusive, nurturing and stimulating learning environments that are responsive to the individual needs of all children.
- Using adaptive teaching strategies to remove barriers to learning and ensure all children can access and engage in learning experiences.
- Working in partnership with families to support children's learning, development and wellbeing.

Parents

Parents play an important role in supporting their child's learning and development in partnership with the nursery.

Responsibilities include:

- Engaging with curriculum-related activities and supporting learning at home where possible.
- Participating in regular feedback opportunities, developmental discussions and parent–teacher meetings.
- Working in partnership with the nursery to support shared goals for children's learning, development and wellbeing.
- Sharing information about their child's interests, experiences, culture, language and achievements to support personalised learning and inform curriculum planning.

PROCEDURES

Curriculum Delivery

Hummingbird Nursery delivers the Early Years Foundation Stage (EYFS) curriculum through a balanced and purposeful approach that supports children's holistic development across all seven areas of learning:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Learning in the UAE Context

Learning is delivered through intentional, play-based and experiential teaching that helps children make sense of themselves, others, and the world around them within the UAE context. In line with the Dubai Child, Hummingbird recognises all children as active, capable, curious, happy and inquiring learners, growing in identity, language, and culture and contributing to the rich tapestry of the UAE as a whole.

Learning in the UAE context is tailored in the following ways:

- Practitioners plan and provide meaningful experiences, conversations, and play opportunities that help children explore early social concepts such as family structures, community roles, cultural traditions, national identity, and social responsibility. These are introduced through real-life contexts, stories, role play and daily interactions.
- Staff use everyday routines, group discussions, and teaching moments to help children understand their place within their family, nursery community, and the wider UAE society. Through these experiences, children are supported to develop respect, empathy, belonging, and awareness of cultural diversity.
- Islamic values, UAE identity and social responsibility are consistently reinforced through role modelling, storytelling, celebrations, and meaningful real-life experiences. Practitioners explicitly link these values to children's everyday behaviour, relationships, and interactions, helping them understand concepts such as kindness, respect, tolerance, and responsibility.

Intentional Teaching of Arabic Language, UAE Culture and Islamic Values

This is delivered through a planned and progressive approach, with clear developmental expectations, consistent exposure, and intentional teaching sequences that build children's understanding over time. Arabic language, UAE culture and Islamic values are embedded across daily practice through songs, stories, instructions, visual prompts, and conversations. Practitioners model and scaffold language according to each child's developmental stage, ensuring both native and non-native speakers are supported to develop confidence and understanding in line with KHDA expectations.

More information can be found in the Arabic Language and UAE Culture policy.

Outdoor Learning

- Outdoor learning is an integral part of the curriculum and is provided daily. It offers rich opportunities for exploration, physical development, communication, problem-solving, risk awareness, creativity and engagement with the natural environment.
- Outdoor experiences are carefully planned and intentionally linked to children's interests, developmental needs, and learning goals, complementing indoor learning and supporting progression across all areas of the EYFS curriculum.
- Children access a range of planned and child-initiated outdoor experiences, including physical play, sensory exploration, nature-based learning, investigation, creative activities, and opportunities for supported risk-taking.
- Practitioners use observations and interactions to extend learning outdoors, ensuring experiences remain meaningful, engaging, and responsive to individual needs.
- Through regular access to outdoor environments, children develop confidence, resilience, independence, wellbeing, and a positive connection with the world around them, supporting their holistic growth and development.

Teaching Strategies

Hummingbird uses a range of engaging and inclusive teaching strategies to support children's learning, development and wellbeing in line with the EYFS framework, the KHDA Early Childhood Quality Framework, and UAE early years expectations.

Teachers are expected to:

- Encourage active learning through play, inquiry, exploration, investigation and meaningful real-life experiences.
- Create inclusive, stimulating and well-resourced learning environments that are developmentally appropriate, accessible and responsive to children's individual needs and interests.
- Use differentiated teaching approaches to meet the diverse learning styles, abilities, stages of development and needs of all children.
- Promote communication-rich environments where children engage in meaningful conversations, storytelling, songs, rhymes, sustained shared thinking and language-rich interactions throughout the day.
- Intentionally model, extend and reinforce vocabulary to support communication, language development, early literacy and critical thinking skills.
- Use high-quality interactions, questioning, modelling and responsive teaching to extend children's thinking, deepen understanding and promote sustained engagement in learning.
- Embed the EYFS Characteristics of Effective Learning throughout all areas of practice:
  - Playing and Exploring
  - Active Learning
  - Creating and Thinking Critically
- Support these characteristics through carefully planned environments, purposeful experiences, meaningful adult-child interactions and sustained shared thinking.

- Observe and use the Characteristics of Effective Learning to understand how children approach learning, identify strengths, and inform assessment, planning and next steps.
- Use the Characteristics of Effective Learning to guide teaching decisions by observing how children explore, engage, persist, and think critically during play. This informs how experiences are extended and how children are supported or challenged in their learning.
- Plan intentionally to nurture curiosity, resilience, independence, creativity, problem-solving and critical thinking, enabling children to become confident and motivated learners.
- Actively captured children's voice through observations, conversations, and responses during play.
- Use this information to adapt planning, extend provision, and ensure learning experiences are relevant, engaging, and responsive to individual interests and needs.
- Carefully plan and resource indoor and outdoor environments to encourage exploration of community, identity and the natural and social world.
- Ensure continuous provision is used to enable children to revisit and deepen their understanding through play and repeated experiences.

Learning Through Play

- Play is at the heart of learning and is recognised as the primary way children explore, understand and make sense of the world around them, in line with the EYFS framework and KHDA Early Childhood Quality Framework.
- At Hummingbird, learning experiences are intentionally planned and delivered through play-based approaches, ensuring that children are actively engaged, motivated and supported across all areas of learning and development.
- Through play, children develop curiosity, creativity, imagination, communication, collaboration and problem-solving skills, while also strengthening their social, emotional and physical development.
- The nursery provides a balanced combination of child-initiated play and adult-guided learning experiences, enabling children to follow their interests, make choices, and take ownership of their learning while benefiting from purposeful adult interactions that extend thinking and deepen understanding.
- Practitioners observe, interact and respond to children's interests, ideas and developmental needs, using play as a vehicle for assessment, planning and responsive teaching.
- Play-based learning supports the development of confidence, independence, resilience, self-regulation and the Characteristics of Effective Learning, providing strong foundations for lifelong learning and future success.

The Role of Educators in Play

Educators play a central role in supporting, extending and enhancing children's learning through play, in line with the EYFS framework, KHDA Early Childhood Quality Framework, and UAE early years expectations.

Educators are expected to:

- Provide a balanced range of child-initiated (free play) and adult-guided (structured play) learning opportunities that support all areas of development.
- Observe children's play carefully and consistently to understand their interests, developmental stage and next steps in learning.
- Use observations to inform planning, ensuring that learning experiences are purposeful, responsive and appropriately challenging.
- Interact sensitively within play to extend thinking, model language and deepen understanding through sustained shared thinking.
- Encourage active learning by supporting children to explore, investigate, take risks, solve problems and make independent choices.
- Create an enabling environment where children feel confident, safe, and motivated to lead their own learning.
- Support inclusive participation in play, ensuring all children can engage meaningfully regardless of ability, language or background.
- Use play as a key tool to promote communication, social development, emotional regulation, creativity and early thinking skills.

Continuous Provision

- Continuous provision is embedded across all learning environments to ensure children have consistent and sustained access to age-appropriate and purposeful learning opportunities throughout the day. It enables children to revisit, practise, extend and deepen their learning through purposeful play, exploration and active engagement.
- Learning environments are carefully planned, resourced and regularly reviewed to reflect children's interests, developmental needs, curriculum intent and cultural context. Provision is adapted in response to ongoing observations, assessment information and children's emerging interests and ideas to ensure learning remains relevant, engaging and appropriately challenging.
- Continuous provision supports progression across all areas of learning and promotes independence, curiosity, creativity, problem-solving, communication. Children are encouraged to make choices, follow their interests and take an active role in their learning.
- Sensory exploration is an integral part of continuous provision and is embedded throughout the curriculum. Children are provided with rich opportunities to investigate, explore and learn through their senses using natural materials, open-ended resources, messy play and hands-on experiences. These experiences support cognitive, physical, communication, language, social and emotional development, while also promoting curiosity, concentration, creativity and wellbeing.
- Arabic language and UAE Culture are intentionally embedded within continuous provision. This approach supports language acquisition, communication skills and cultural awareness in accordance.

Quality of Interactions

Meaningful adult–child interactions are central to effective teaching and learning at Hummingbird and are aligned with the EYFS framework, KHDA Early Childhood Quality Framework, and UAE early years expectations.

All staff are expected to:

- Use intentional, responsive, and purposeful interactions to extend learning during play and daily routines.
- Use sustained shared thinking to engage children in meaningful dialogue, explore ideas collaboratively, and deepen understanding over time.
- Use open-ended questioning to encourage critical thinking, problem-solving, reasoning, and language development.
- Consistently model and extend language to support vocabulary development, communication skills and early literacy.
- Ensure interactions are purposeful and focused on extending children's learning during play, exploration and routines.
- Support children to express their ideas, feelings, and thinking clearly and confidently through sensitive and responsive communication.
- Ensure interactions are adapted to meet individual needs, including children who are EAL learners or require additional learning support.
- Ensure all interactions are respectful, inclusive, and supportive of children's emotional wellbeing, confidence, and engagement.

Planning Cycle

At Hummingbird, planning is a continuous and responsive process that ensures teaching is directly informed by observations, assessment, and children's interests, in line with the EYFS framework and the KHDA Early Childhood Quality Framework.

Practitioners follow a continuous planning cycle:

Observe → Analyse → Plan → Implement → Evaluate

This cycle ensures that learning is dynamic, purposeful and responsive to each child's individual development.

- In-the-moment observations and children's voices are used to adapt teaching immediately during play and daily interactions.
- Practitioners respond to children's interests, needs and developmental stages in real time.
- Learning is extended through intentional interactions, sustained shared thinking and purposeful questioning.
- Observations are used to inform future planning and individual next steps in learning.

- Planning is based on clear learning intentions aligned with the EYFS curriculum and developmental expectations.
- Learning experiences are evaluated based on their impact on children's progress, engagement, and development, rather than participation alone.
- Assessment information is used continuously to ensure learning remains challenging, inclusive, and appropriately differentiated for each child.

Challenge and Differentiation

Learning at Hummingbird is carefully differentiated to ensure that all children are supported and appropriately challenged, in line with the EYFS framework, KHDA Early Childhood Quality Framework, and UAE education expectations.

- Learning experiences are planned and adapted to meet the needs of all learners, including emerging learners, more able and highly able children, and Children of Determination or those requiring additional support.
- Practitioners use observation, assessment, and secure knowledge of each child to tailor learning opportunities and ensure progress from individual starting points.
- Appropriate challenge is embedded within daily practice to extend learning beyond basic developmental expectations and promote deeper thinking, problem-solving, and independence.
- Scaffolded support is provided where needed, with the gradual withdrawal of support to encourage confidence and autonomy.
- Learning is extended through purposeful questioning, enrichment opportunities, open-ended resources and sustained shared thinking.
- Inclusion is central to practice, ensuring all children can access, participate in, and benefit from learning experiences through appropriate adjustments and support.

We recognises and supports children who demonstrate higher levels of ability or rapid progression. Identification of more able and potentially gifted and talented children is ongoing and based on EYFS assessment processes, including observations, developmental tracking, and progress reviews against age-related expectations and individual starting points. Practitioners plan for these children through extended challenge, enrichment opportunities, higher-order questioning, problem-solving activities, and open-ended learning experiences that deepen thinking and extend learning. Provision is regularly reviewed to ensure appropriate challenge is maintained and that children continue to make strong progress from their individual starting points.

Inclusive Practice and SEND

Hummingbird is committed to inclusive early education in line with the EYFS framework, KHDA Early Childhood Quality Framework, and the Dubai Inclusive Education Policy Framework.

- Teaching and assessment are adapted to meet the individual needs of Children of Determination and those requiring additional support.

- Individual Support Plans (ISPs) are used to identify personalised targets, strategies, and reasonable adjustments to support each child's learning and development.
- Inclusive practice ensures that all children can access, participate in, and benefit from learning experiences in a meaningful and equitable way.
- Reasonable adjustments are implemented to remove barriers to learning and support full participation across all areas of the curriculum.
- Provision is regularly reviewed and adapted based on ongoing observation, assessment, and collaboration with families, and external specialists where appropriate.
- Inclusion is embedded across all teaching and learning practices, ensuring every child is supported to achieve their full potential.

Progression and Next Steps

Progression at Hummingbird is carefully planned and monitored in line with the EYFS framework, KHDA Early Childhood Quality Framework, and UAE early years expectations, ensuring all children make sustained progress from their individual starting points.

- Clear and purposeful next steps are identified for each child based on ongoing observations, assessments and interactions.
- Next steps are informed by children's interests, learning behaviours and developmental needs to ensure learning remains relevant and engaging.
- Progression is aligned with EYFS developmental expectations while taking into account each child's unique learning journey and pace of development.
- Planning ensures continuous and coherent development across all areas of learning, both indoors and outdoors.
- Next steps are regularly reviewed and updated through the planning cycle to ensure children are consistently supported and appropriately challenged.
- Assessment information is used to track progress and inform future learning experiences, ensuring positive outcomes for all children.

Use of Assessment Data and Leadership Analysis

Assessment data at Hummingbird is used to inform purposeful teaching, learning and curriculum development in line with the EYFS framework and the KHDA Early Childhood Quality Framework. Assessment is embedded as an ongoing process and is used at both practitioner and leadership level to improve outcomes for all children.

- Assessment data is analysed at an individual level to identify each child's next steps in learning and support personalised progression.
- Data is also reviewed at group and cohort level to identify patterns, trends and potential gaps in learning or provision.
- Findings from data analysis inform curriculum priorities, targeted interventions, and improvements in teaching practice.
- Assessment information is analysed holistically, combining developmental progress with observations of wellbeing, engagement, communication and learning behaviours.

- This integrated approach enables staff and leadership to understand how children learn best, where additional support is required, and how teaching strategies can be adapted to improve outcomes.
- Planning and curriculum decisions are informed by each child's full profile, ensuring both academic development and emotional wellbeing are supported.
- Children's wellbeing, engagement, and emotional security are recognised as key indicators of effective learning and progress.

At leadership level, assessment data is used strategically to drive quality improvement and ensure consistency of practice across the nursery.

Leaders are expected to:

- Identify strengths across the nursery as well as areas for development in teaching, learning, and provision.
- Inform improvement planning, curriculum development and targeted staff training priorities.
- Ensure consistency, quality assurance, and high standards of practice across all areas and learning environments.
- Analyse progress data for different groups of children, including Children of Determination, children learning English as an additional language, and children demonstrating advanced or rapid development.
- Identify trends, achievement gaps, and areas requiring targeted intervention or enhanced provision at an early stage.
- Ensure data insights promote inclusion, equity, and high expectations for all learners.

Monitoring Quality of Teaching and Learning

Teaching and learning at Hummingbird are continuously monitored to ensure consistently effective provision in line with the EYFS framework, KHDA Early Childhood Quality Framework, and UAE early years expectations.

- Teaching practice is monitored through regular observations, supporting the identification of learning gaps and informing continuous improvement to provision and the learning environment.
- Learning walks are conducted to evaluate the consistency and quality of teaching, learning environments and adult–child interactions across the nursery.
- Regular reviews of planning and assessment ensure teaching is informed by accurate observations and that learning experiences are purposeful and developmentally appropriate.
- Monitoring focuses on the quality of adult–child interactions, the level of challenge provided and the impact of teaching on children's learning outcomes.
- Evaluation considers how effectively Arabic language provision, UAE cultural learning, and Islamic values are embedded across daily practice, routines, and learning experiences.

- Leadership assesses how staff support the Characteristics of Effective Learning, including engagement, curiosity, resilience, and independence.
- Children's wellbeing, emotional security, and levels of involvement are key indicators in evaluating teaching quality.
- Teaching is assessed not only through outcomes, but also through the depth of learning, quality of interactions, and children's overall learning experience and progress.

Assessment Methods

At Hummingbird, assessment is an ongoing process that is fully integrated into daily teaching and learning. It is used continuously to understand each child's development, inform planning, and ensure learning is responsive, inclusive, and appropriately challenging in line with the EYFS framework and the KHDA Early Childhood Quality Framework.This is done by:

- Practitioners gather assessment information naturally throughout the day through their interactions with children, observations, engagement and learning experiences. This information is then used immediately and over time to support progression and improve outcomes.
- Assessment evidence is shared, recorded and discussed across teams to ensure consistency, accuracy and shared understanding of each child's learning journey. All information is stored securely in line with UAE data protection and safeguarding requirements.
- Children's development is assessed holistically, considering not only academic progress but also wellbeing, communication, engagement, independence and learning behaviours.

How Formative Assessment is Carried Out:

Formative assessment happens continuously during the nursery day and is closely linked to interactions and play. This is done by:

- Practitioners observe children during play, routines, and group activities, noting key learning moments in real time.
- Short written notes, sticky notes, and photographic evidence are used to capture significant observations as they happen.
- Observations are shared on the parent communication platform to keep families informed and involved in their child's learning.
- Practitioners regularly update EYFS tracking to reflect children's ongoing progress across all areas of learning.
- Staff reflect on observations during team discussions to evaluate learning and plan next steps.
- In-the-moment assessment is used to adapt teaching immediately, extend thinking, and provide appropriate challenge or support.
- Patterns in learning are identified through ongoing observation to ensure each child is appropriately supported and challenged.

How Summative Assessment is Carried Out:

Summative assessment is used at key points in the year to provide a structured overview of each child's progress and development.

- When children join the nursery, baseline assessments are completed through observation during settling-in periods and early interactions. These establish each child's starting points.
- At age 2, practitioners complete the statutory EYFS progress check, summarising development in the Prime Areas of Learning.
- At the end of each term, staff review all assessment evidence to produce progress summaries that highlight key achievements and next steps.
- At the end of the academic year, a final report is written for each child, summarising overall progress across all areas of learning. These summaries are based on ongoing observations, tracking data and practitioner knowledge of the child.
- Summative assessments are shared with families as part of our commitment to parent partnership.

Parent Involvement in Learning and Assessment

Hummingbird values parents as key partners in their child's learning and assessment process, in line with the EYFS framework and the KHDA Early Childhood Quality Framework. Partnership with families is embedded in daily practice to ensure a consistent and holistic understanding of each child's development. This is done through:

- Parents are actively involved in their child's learning journey through ongoing communication, shared observations, and regular discussions about progress and next steps.
- Parents are supported to understand their child's progress, achievements, and next steps in learning through ongoing updates and discussions.
- Guidance is shared with families on how to support learning at home in line with curriculum goals and developmental expectations.
- Practical advice, strategies, and resources are provided to help parents extend learning beyond the nursery environment.
- Regular updates on children's learning, development, and wellbeing are shared via the parent communication app and during parent-teacher meetings.
- Staff actively involve parents in setting individual learning goals and reviewing progress over time.
- Parents are encouraged to share observations, experiences, and feedback from home to contribute to a holistic understanding of the child's development.
- Information shared by families is valued and integrated into planning to ensure continuity between home and nursery learning.
- Parent involvement strengthens partnership working and supports consistency in children's learning, development, and wellbeing.

MONITORING AND REVIEW

Curriculum delivery, teaching practices, and assessment systems at Hummingbird are regularly monitored to ensure high-quality provision and full compliance with KHDA regulations, UAE early childhood education legislation, and all relevant UAE safeguarding, inclusion, curriculum, and quality assurance frameworks, including the KHDA Early Childhood Care and Education Quality Framework and related guidance.

- Management and leadership teams regularly review the effectiveness of curriculum delivery, teaching approaches, and assessment practices to ensure consistency, quality and impact on children's learning and development.
- Teaching staff receive ongoing training and professional development in effective teaching strategies, assessment practices, inclusive education, and UAE early years curriculum expectations, including Arabic language provision, wellbeing, safeguarding, and cultural education.
- Parents' feedback is actively gathered through surveys, meetings, and ongoing communication and is used to inform, refine, and improve the learning programme.
- Assessment and teaching practices are regularly evaluated to ensure they are effective, developmentally appropriate, and aligned with children's progress and learning outcomes.
- Data from observations, assessments, and monitoring activities is analysed to inform continuous improvement, curriculum development, and strategic planning.
- Monitoring outcomes are used to identify strengths, address areas for development, and enhance the overall quality of provision across the nursery.
- The policy is reviewed regularly and updated in response to changes in KHDA, UAE Ministry of Education guidance, and other relevant regulatory or curriculum frameworks.
- Continuous improvement is embedded as a core principle, ensuring all teaching, learning, and assessment practices remain compliant, effective, and responsive to children's needs and UAE national priorities.

RELATED POLICIES AND APPENDICES

Related Policies:
Arabic Language and UAE Culture Policy
Artificial Intelligence Policy
Curriculum Policy
Environmenal Sustainability Policy
Inclsuive Education Policy
Language and Communication Policy
Offsite Visits and Activities Policy
Partership with Parents

Appendices:
Welcome Meeting with Parents
Language, Culture and Identity Questionnaire
Planning Templates
Assessment Templates

Travel and Transportation Policy

PURPOSE

The purpose of this policy is to outline the procedures and responsibilities relating to the safe and efficient transportation of children to and from Hummingbird Nursery, as well as during offsite activities such as field trips. This policy aims to ensure that all transportation arrangements support the safety, security and well-being of children, families and staff.

DEFINITIONS

- **Transportation:** The movement of children from one location to another using a vehicle, including daily drop-off and pick-up, as well as field trips and other offsite activities.
- **Drop-off/Collection:** The designated times and procedures during which parents/caregivers bring children to the nursery and collect them at the end of the day.
- **Third-party provider:** A licensed and approved transportation service contracted by Hummingbird Nursery for field trips or special events.
- **RTA:** Roads and Transport Authority – regulatory body overseeing transportation operations in Dubai.
- **ITC:** Integrated Transport Centre – regulatory body overseeing transportation operations in Abu Dhabi.

POLICY STATEMENT

Hummingbird Nursery is committed to ensuring that all transportation-related procedures prioritize the safety, security and comfort of the children in our care. While the primary responsibility for daily transport lies with parents or guardians, the nursery also provides safe and compliant arrangements for offsite events. Clear communication, supervision and adherence to regulatory standards are essential to delivering a consistent and safe transportation experience.

SCOPE

This policy applies to:

- All children enrolled at Hummingbird Nursery.
- Parents or guardians responsible for transporting children.
- Staff members supervising drop-off/collection and offsite transportation.
- Any third-party transportation providers contracted by the nursery.

ROLES AND RESPONSIBILITIES

Nursery Leadership

- Oversee and coordinate all travel and transport-related procedures.
- Ensure third-party transport providers meet safety and licensing requirements.

Staff Members

- Supervise children during arrival and departure.
- Assist with field trip transportation and provide active supervision during transit.
- Support children during transitions and monitor attendance throughout.

Parents/Caregivers

- Are responsible for safely transporting children to and from the nursery on a daily basis.
- Must follow the communicated drop-off and collection schedule and use designated areas.
- Are required to provide consent for any offsite transportation.

Third-Party Providers

- Must hold valid RTA/ITC approval for transporting children.
- Are responsible for maintaining safe, insured and roadworthy vehicles.
- Drivers and attendants must be appropriately trained and vetted.

PROCEDURES

Daily Transportation by Parents

- Parents are responsible for daily transportation and must drop off and collect children at the times communicated by the nursery.
- Designated drop-off and pick-up points are supervised by staff.
- Parents must notify the nursery in advance of any changes to pick-up arrangements.

Communication of Guidelines

- Parents will receive clear instructions regarding:
  - Drop-off and pick-up procedures.
  - Directions to the nursery and parking facilities.
  - Parking regulations and safety expectations.
- Communication will be shared as needed.

Parking and Community Access

- Hummingbird will liaise with community management to facilitate parking for families.
- Parents are required to adhere to parking rules and avoid blocking access points or designated safety zones.

Field Trips and Offsite Transportation

- Transportation for field trips is arranged through licensed and insured third-party providers.
- All arrangements comply with relevant authority safety regulations.
- Staff accompany children during all offsite travel and conduct regular headcounts.
- Parents will be informed in advance and must provide written consent for participation.

MONITORING AND REVIEW

- Nursery leadership will regularly review transportation procedures and third-party provider compliance.
- Feedback from staff and parents will be considered to improve safety and logistics.
- This policy will be reviewed regularly or in response to regulatory updates.

RELATED POLICIES AND APPENDICES

Related Policies:
Children's Daily Arrival and Departure Policy
Offsite Visits and Activities Policy
Safeguarding and Child Protection Policy
Supervision Policy

Appendices:
Drop-off and Pick-up Schedule
Field Trip Permission Form Template
Third-Party Transportation Safety Checklist
School Bus Risk Assessment
Staff Supervision Guidelines for Transport

Visitor's Policy

PURPOSE

The purpose of this policy is to ensure the safety, security and well-being of children, staff and visitors at Hummingbird Nursery by implementing clear procedures for managing all visitors. It aims to minimize disruption to daily operations while maintaining a welcoming and professional environment.

DEFINITIONS

- **Visitor:** Any individual who is not a current employee or enrolled child at Hummingbird Nursery. This includes:
  - Parents/Guardians
  - Prospective families
  - Contractors (e.g., maintenance workers, delivery personnel)
  - External professionals (e.g., therapists, inspectors, consultants)
- **Visitor Badge:** A temporary identification badge issued to all approved visitors while on-site.

POLICY STATEMENT

Hummingbird Nursery values community involvement and professional collaboration and therefore welcomes visitors. However, in line with safeguarding and operational procedures, all visitors must adhere to clearly defined processes to ensure the safety, confidentiality and smooth functioning of the nursery environment.

SCOPE

This policy applies to:

- All external individuals entering nursery premises.
- Nursery staff responsible for managing, supervising or engaging with visitors.
- Contractors and external service providers conducting work at the nursery.

ROLES AND RESPONSIBILITIES

Nursery Leadership

- Approves visitor appointments and maintains oversight of all visitor-related procedures.
- Ensures that all visitors are aware of and follow nursery safeguarding and health and safety protocols.
- Has the authority to deny or terminate visits deemed inappropriate or unsafe.

Staff Members

- Accompany visitors at all times unless management grants permission otherwise.
- Ensure visitor sign-in and badge procedures are followed.
- Report any concerns or irregularities in visitor behaviour to management immediately.

Visitors

- Must comply with all nursery rules, including safeguarding and confidentiality guidelines.
- Are required to follow instructions from accompanying staff at all times.
- Must refrain from unauthorized interactions with children or staff.

PROCEDURES

Pre-arranged Visits

- All visits should be scheduled in advance via nursery administration.
- Visitors must provide:
  - Purpose of the visit.
  - Valid identification.
  - Preferred date and time.

Visitor Arrival and Sign-in

- All visitors must report directly to the reception area.
- Visitors are required to:
  - Sign in using the Visitor Logbook.
  - Present valid ID (Emirates ID, passport, or driver's license).
  - Wear a Visitor Badge at all times while on premises.

Supervision and Conduct

- Visitors will be accompanied by a designated staff member unless otherwise approved.
- Visitors may not:
  - Walk around the nursery unaccompanied.
  - Take photos or videos without prior consent from nursery management.
  - Interact with children unless explicitly permitted for professional purposes under staff supervision.

Unscheduled or Emergency Visits

- Unannounced visitors will wait at reception while their visit is verified.
- Management reserves the right to deny access if a visitor poses a potential risk or lacks a legitimate reason.

Confidentiality

- Visitors must respect the confidentiality of children, staff and nursery operations.
- Information seen or heard during visits must not be disclosed externally.

Health and Safety Compliance

- Visitors must follow all health and hygiene protocols, including emergency procedures.
- Entry may be denied to anyone displaying symptoms of illness.

Contractors and External Professionals

- Must provide ID and work permits (if applicable).
- Should conduct work during non-operational hours, where possible.
- Will be supervised by a staff member while on-site, where needed.

Prohibited Items

Visitors may not any unauthorized/dangerous items onto nursery premises.

Emergency Procedures

In emergencies, visitors must follow staff instructions and comply with all drills, including evacuations and lockdowns.

MONITORING AND REVIEW

- Nursery leadership will monitor visitor records, incidents and feedback regularly.
- This policy will be reviewed regularly or upon any change in legal or regulatory requirements.
- Adjustments will be made based on safeguarding audits or operational needs.

RELATED POLICIES AND APPENDICES

Related Policies:

Annual Maintenance Policy
CCTV (Security Video Surveillance) Policy
Confidentiality Policy
Emergencies and Critical Incident Policy
Parent's Rights and Responsibilities
Risk Assessment Policy
Safeguarding and Child Protection Policy
Wellbeing Policy

Appendices:

Visitor Logbook Template
Visitor Badge Sample

Wellbeing Policy

PURPOSE

The purpose of this policy is to ensure that Hummingbird provides a safe, nurturing, inclusive and supportive environment where the wellbeing of children, staff and families is actively promoted and prioritised in line with the EYFS, KHDA regulations, UAE early childhood education guidance, and relevant safeguarding and health and safety frameworks.
This policy outlines the principles and practices that support children's emotional wellbeing, mental health, resilience, and holistic development across all areas of nursery life. Hummingbird is committed to recognising wellbeing as central to effective learning and development. We promote a whole-child approach that supports emotional security, positive relationships, and a strong sense of belonging. Learning spaces are intentionally organised to be welcoming, inclusive, and accessible, providing a balance of indoor and outdoor experiences that encourage exploration, physical activity, creativity, and connection with nature. This approach ensures that the physical environment actively supports children's wellbeing, emotional security, and holistic development throughout the day, while also aligning with EYFS and UAE expectations for safe and effective early childhood provision.

Hummingbird promotes the wellbeing of every Dubai Child by providing a safe, inclusive and nurturing environment that supports children's emotional, social, physical and cultural development, enabling them to become active, capable, curious and happy learners.

DEFINITIONS

- **Wellbeing:** A state of physical, emotional and social wellness where individuals feel safe, valued and supported in reaching their full potential.
- **Mental Health:** A person's emotional, psychological and social well-being. It affects how individuals think, feel and act, and also determines how they handle stress, relate to others and make choices.
- **Dubai Child:** A global child living a local life – an active, capable, curious, happy, and inquiring learner, growing in identity, language, and culture, and contributing to the rich tapestry of the UAE as a whole.
- **Leuven Scales of Wellbeing:** The Leuven Wellbeing Scale is an observational tool used to assess children's emotional wellbeing by measuring how safe, secure, confident and content they feel within their environment. The scale ranges from 1 (very low wellbeing) to 5 (very high wellbeing) and helps practitioners identify children who may require additional support.

POLICY STATEMENT

At Hummingbird, we are committed to promoting and protecting the mental, emotiona, and physical wellbeing of all children, staff and families in line with the EYFS, KHDA regulations, UAE early childhood education guidance, safeguarding frameworks and the KHDA Early Childhood Care and

Education Quality Framework. Our understanding of the Dubai Child informs our wellbeing provision, recognising each child as a competent and capable individual whose emotional, social, physical and cultural wellbeing is fundamental to their learning, development and success. We recognise that positive wellbeing is fundamental to effective learning, development and long-term outcomes. As such, wellbeing is embedded across all aspects of nursery life, including daily routines, interactions, curriculum experiences, and the learning environment. We adopt a proactive, inclusive, and relational approach to wellbeing, ensuring that every child feels safe, valued, respected, and supported. Children are encouraged to develop confidence, emotional resilience, independence, and a strong sense of belonging within a nurturing community.

Wellbeing is actively promoted, discussed, and protected through consistent practice, positive relationships, and responsive adult interactions that support children's emotional literacy and mental health. We aim to be a nursery where:

- Every child and adult is valued, respected, and treated with dignity.
- Each individual experiences a strong sense of belonging, safety and emotional security.
- Children and adults are supported to express their feelings openly and are listened to with empathy and care.
- Mental health and wellbeing are consistently promoted, supported and prioritised across all areas of practice.

This policy is aligned with the EYFS, the KHDA Early Childhood Care and Education Quality Framework and relevant UAE education, safeguarding, and child protection requirements, ensuring a consistent, meaningful approach to wellbeing across the nursery.

SCOPE

This policy applies to:

- All children enrolled at Hummingbird Nursery.
- All staff members.
- Parents and families.
- External professionals engaged in supporting children's development.

ROLES AND RESPONSIBILITIES

Nursery Leaderhip

Nursery leadership is responsible for ensuring that wellbeing is embedded across all aspects of practice and is implemented consistently in line with the EYFS, KHDA regulations, UAE early childhood education guidance, safeguarding expectations, and the KHDA Early Childhood Care and Education Quality Framework.

- Oversee the implementation of wellbeing practices across all rooms, staff teams, and areas of nursery life.

- Monitor and evaluate the effectiveness of wellbeing provision through observations, data analysis, staff feedback and regular quality assurance reviews.
- Ensure this policy is regularly reviewed and updated in response to regulatory changes, best practice guidance, and identified areas for improvement.
- Provide ongoing training and professional development for staff focused on mental health, emotional wellbeing, attachment, self-regulation, and child development.
- Promote a whole-setting culture that prioritises emotional safety, positive relationships, and inclusion for all children and staff.
- Ensure wellbeing practices are aligned with safeguarding, inclusion, and curriculum expectations across the nursery.
- Use monitoring outcomes to inform strategic planning, staff development, and continuous improvement in wellbeing provision.

Staff

All nursery staff play a key role in promoting and supporting the wellbeing of children in line with the EYFS, KHDA regulations, UAE early childhood education guidance, safeguarding expectations, and the KHDA Early Childhood Care and Education Quality Framework.

All staff must:

- Provide a warm, welcoming, safe, and emotionally supportive learning environment for all children.
- Engage in consistent, positive, and respectful interactions that promote children's sense of security and belonging.
- Identify and respond to children's emotional needs with sensitivity, empathy, and professional understanding.
- Support children's emotional development through high-quality relationships, play-based experiences, communication, and daily interactions.
- Promote predictable and consistent routines to support emotional security and reduce anxiety.
- Recognise early signs of emotional distress, behavioural change, or wellbeing concerns and respond appropriately in line with nursery procedures.
- Support children's self-regulation skills through co-regulation, modelling, and guided emotional support strategies.
- Record, monitor, and share wellbeing observations accurately and use this information to inform support strategies and interventions where necessary.
- Work collaboratively with colleagues and leadership to ensure children's wellbeing needs are identified and met effectively.
- Staff wellbeing is also actively supported and monitored through supervision meetings, staff feedback, wellbeing discussions, and professional reflection.
- Information gathered from staff wellbeing processes is used to inform leadership decisions, improve working conditions, and enhance professional support and development strategies.

Parents and Families

Parents and families play a vital role in supporting the emotional wellbeing of children and contributing to a consistent and nurturing approach in line with the EYFS, KHDA regulations, UAE early childhood education guidance, safeguarding expectations, and the KHDA Early Childhood Care and Education Quality Framework.

Parents are expected to:

- Communicate openly and regularly with staff regarding their child's emotional wellbeing, development, and any changes at home that may affect behaviour, mood or adjustment.
- Work in partnership with the nursery to support their child's emotional, social, and developmental needs through consistent approaches at home and in nursery.
- Share relevant information that may impact a child's wellbeing to ensure early support and appropriate intervention where needed.
- Treat nursery staff with respect at all times, contributing to a positive, professional, and emotionally safe working environment.
- Demonstrate respect and empathy towards other families within the nursery community, supporting a positive and inclusive culture.
- Participate in nursery events, workshops, and activities that promote wellbeing, emotional development, and positive family engagement.
- Support the nursery's wellbeing approaches by reinforcing consistent routines, emotional language, and positive behaviour strategies at home.

PROCEDURES

Promoting Children's Wellbeing

Hummingbird Nursery fosters positive mental health and emotional wellbeing through the following practices:

- Wellbeing is embedded across all daily routines
- Recognising every child as a unique individual with their own strengths and interests.
- Allowing time for uninterrupted free play, where children have autonomy over their choices.
- Encouraging and modelling positive interactions between children and adults.
- Acknowledging and validating children's emotions, offering empathy, guidance and support.
- Maintaining consistency and routines to provide a sense of security and predictability.
- Encouraging self-expression, where children can safely communicate their feelings and thoughts.
- Building strong relationships with families to provide continuity between home and nursery environments.
- Creating environments that are visually appealing, comfortable, inclusive and supportive of children's learning and wellbeing.
- Supporting self-esteem and confidence by highlighting achievements and reinforcing positive behaviours.

- Educators intentionally create emotionally secure environments through:
  - Warm, responsive interactions
  - Consistent routines and clear expectations
  - Opportunities for connection, reflection, and regulation
  - Establishing strong parent partnerships and home-nursery connections
- Each child is supported by a key person who builds a secure and trusting relationship with the child and family. The key person supports:
  - Smooth transitions and settling-in
  - Emotional regulation and reassurance
  - Consistency and a strong sense of belonging
  - Secure attachment is recognised as the foundation for learning and wellbeing.
  - Additional support strategies are used for children experiencing separation anxiety or distress.
- Wellbeing is closely linked to behaviour, inclusion and safeguarding.
- Staff understand that behaviour is a form of communication and respond using supportive approaches such as co-regulation and guidance.
- Inclusive practices ensure all children, including those with additional needs, are supported.
- Emotional wellbeing concerns are recognised as potential safeguarding indicators and are addressed in line with safeguarding procedures.
- Hummingbird promotes cultural wellbeing by embedding Islamic values where applicable and celebrating UAE identity within daily practice. This helps children develop a strong sense of belonging, emotional security and pride in their cultural environment while fostering respect for diversity.
- Hummingbird reflects the principles of the Dubai Child by promoting children's happiness, wellbeing, inclusion, participation and positive relationships. Children's wellbeing is recognised as a core foundation for learning, development and school readiness.
- Staff are required to observe, record, and report any concerns relating to a child's emotional wellbeing and share these promptly with management and parents in line with nursery procedures.
- Any ongoing or emerging concerns are addressed in collaboration with parents, with additional support strategies implemented as appropriate.
- Where required, external professional support or referrals will be sought in accordance with nursery policies, safeguarding procedures, and the Inclusive Education Policy.

Staff Training and Responsive Practice

Staff at Hummingbird receive ongoing training and professional development to ensure effectie support for children's emotional wellbeing in line with KHDA regulations, UAE early childhood education guidance, safeguarding expectations, and the KHDA Early Childhood Care and Education Quality Framework.

- Staff receive regular training in emotional development and attachment theory to support secure relationships and positive interactions with children.
- Training includes recognising early signs of emotional distress, anxiety, trauma, or changes in behaviour that may indicate wellbeing concerns.
- Staff are trained to support children's self-regulation and co-regulation through responsive, sensitive, and developmentally appropriate strategies.
- Professional development also focuses on building emotionally supportive environments that promote resilience, confidence, and belonging.
- Staff engage in reflective practice, coaching, supervision, and peer discussion to ensure consistent and successful implementation of wellbeing strategies.
- Leadership monitors the impact of training on practice and provides targeted support where additional development needs are identified.

Recognition and Response to Emotional Needs

Hummingbird ensures a proactive and responsive approach to identifying and supporting children's emotional wellbeing in line with the EYFS framework, KHDA Early Childhood Care and Education Quality Framework, Dubai Inclusive Education Policy Framework, and safeguarding requirements. This is done by:

- Staff are supported to identify early signs of emotional difficulty, including changes in behaviour, engagement, relationships, communication, or mood.
- Staff are trained to respond appropriately in the moment using calm, consistent, and developmentally appropriate strategies that support emotional regulation and security.
- Any concerns are escalated promptly where necessary in line with nursery safeguarding procedures.
- Structured observation tools and wellbeing indicators are used consistently to support early identification, monitoring, and intervention.
- Children of Determination receive individualised emotional wellbeing support to ensure full participation, inclusion, and access to learning experiences.
- Where concerns suggest a child may require support beyond the nursery's expertise, parents are consulted and appropriate referrals to external professionals or services may be recommended.

A graduated response is implemented where wellbeing concerns are identified:

- Initial support may include enhanced observation, targeted wellbeing strategies, adaptations to routines or environments, and increased key person support.
- The effectiveness of interventions is monitored and reviewed in partnership with parents to ensure progress and appropriate adjustment of support strategies.
- Where concerns persist or additional expertise is required, referrals may be made to relevant internal or external professionals in accordance with nursery procedures and with parental involvement, where appropriate.

- Where concerns indicate potential harm or safeguarding risk, procedures are escalated immediately in line with the Safeguarding and Child Protection Policy.

MONITORING AND ASSESSMENT OF WELLBEING

Children's wellbeing at Hummingbird is systematically observed, assessed, and tracked over time in line with the EYFS framework and KHDA Early Childhood Care and Education Quality Framework. Wellbeing is considered a core component of holistic development and is embedded within all assessment and planning processes.

- Children's wellbeing is monitored through the EYFS standards, ensuring emotional development is fully integrated into assessment practice.
- Recognised observational tools, such as the Leuven Scales of Wellbeing and Involvement, alongside structured observations and practitioner assessments, are used to evaluate children's emotional engagement, security, and participation.
- Wellbeing data is triangulated with learning and developmental assessments to build a holistic understanding of each child's development, informing personalised planning and next steps.
- Observations relating to emotional wellbeing, relationships, behaviour, engagement, and self-regulation are recorded and shared with relevant staff to ensure a consistent and coordinated approach to support.
- Each child is assigned a key person who is responsible for monitoring wellbeing, supporting secure attachments, and acting as the primary point of contact for families.
- Learning environments are regularly reviewed and adapted to promote emotional wellbeing, inclusion, engagement, and sensory comfort, with feedback from children, families, and staff used to inform improvements.
- Changes in a child's emotional wellbeing, behaviour, relationships, or presentation are recognised as potential indicators of underlying needs or safeguarding concerns.
- Wellbeing observations are therefore integrated into the nursery's safeguarding and child protection processes. Where concerns arise, information is recorded, monitored, and escalated to the DSL in line with safeguarding procedures.
- The DSL monitors safeguarding and wellbeing-related practice through supervision, observations, case discussions, safeguarding reviews, audits, and competency checks.
- Staff understanding and application of safeguarding and wellbeing responsibilities are evaluated through training, reflective practice, scenario-based learning, and daily practice. Where required, targeted coaching, guidance, or further training is provided to ensure effective implementation.

Wellbeing data informs:

Wellbeing data at Hummingbird is used to support effective, responsive practice in line with the EYFS framework, KHDA Early Childhood Care and Education Quality Framework, and UAE early childhood education and safeguarding requirements.

- Wellbeing data informs curriculum planning and individual next steps, ensuring learning is tailored to children's emotional, social, and developmental needs.
- It supports the development and implementation of individual support strategies for children who require additional emotional or behavioural support.
- Wellbeing information is used to support early identification and intervention where concerns about emotional development or wellbeing arise.
- Wellbeing strategies are delivered through play-based learning, meaningful adult–child interactions, and a balanced approach of child-initiated and adult-guided experiences.
- Impact is measured through children's levels of wellbeing, engagement, developmental progress and their ability to regulate emotions and build positive relationships.

Wellbeing practice reflects the UAE cultural context, promoting:

- A strong sense of belonging
- Respect for cultural values, heritage, and identity

Wellbeing is embedded as a whole-nursery approach, ensuring that all children, staff, and families are supported within a positive and inclusive community culture.

Child Voice

Hummingbird is committed to ensuring that children's voices are valued, respected, and meaningfully embedded within daily practice in line with the EYFS framework, KHDA Early Childhood Care and Education Quality Framework, and UAE early childhood education expectations.

- Children are supported to express their feelings, preferences, ideas, and experiences in a variety of developmentally appropriate ways.
- Children are encouraged to make choices and influence aspects of their learning environment, routines, and play experiences.
- Staff actively listen to children and respond sensitively to their communication, ensuring their voices are acknowledged and acted upon where appropriate.
- Opportunities are provided for children to participate in decision-making processes and to reflect on their own learning and experiences.
- Children's views are gathered through observations, interactions, play, discussions, and creative expression.
- Children's rights to express their views and have them respected are embedded consistently within daily practice across the nursery.
- Child voice is used to inform planning, enhance provision, and support a responsive and child-centred learning environment.

Hummingbird values strong and collaborative partnerships with parents as essential to supporting children's wellbeing, in line with the EYFS framework, KHDA Early Childhood Care and Education Quality Framework, and UAE early childhood education and safeguarding expectations.

Strong partnerships with parents ensure:

- A shared understanding of each child's emotional, social, and developmental needs.
- Consistent and coordinated support between home and nursery to promote stability and wellbeing.

Strategies include:

- Regular and open communication between staff and families regarding children's wellbeing, development, and progress.
- A range of parent engagement opportunities, including meetings, workshops, events, and informal interactions.
- Ongoing guidance, advice, and support for families to promote positive home learning environments and emotional wellbeing.
- Parents are active partners in supporting children's wellbeing and are involved in planning support strategies where appropriate.
- Hummingbird provides information, signposting, and access to wellbeing-related resources, workshops, or external services where appropriate to support both child and family wellbeing.
- Collaboration with families ensures consistency in approaches to emotional development, behaviour support, and learning across home and nursery settings.

Creating a Wellbeing Culture for Staff and Families

Hummingbird is committed to fostering a positive wellbeing culture for all staff, children, and families in line with the EYFS framework, KHDA Early Childhood Care and Education Quality Framework, and UAE expectations for high-quality early childhood provision.

- Encourage open, respectful communication and emotional support among staff, children, and families.
- Promote a culture of kindness, empathy, and mutual respect across all relationships within the nursery community.
- Provide ongoing professional development opportunities to support staff wellbeing, emotional resilience, and professional growth.
- Offer access to appropriate mental health and wellbeing support when needed.
- Respect work–life balance and individual needs, ensuring staff are supported to maintain a healthy and sustainable working environment.
- Staff wellbeing is supported through reflective practice, supervision, reasonable workload expectations, and access to professional support where required.

- Leadership actively promotes a positive workplace culture that values collaboration, wellbeing, and professional respect.
- Families are supported and encouraged to engage in a nurturing, respectful, and supportive partnership with the nursery community.

STAFF WELLBEING

Staff wellbeing is actively prioritised at Hummingbird Nursery as an essential component of maintaining a positive, safe, and supportive working environment in line with the EYFS framework, KHDA Early Childhood Care and Education Quality Framework, and UAE workplace wellbeing expectations.

- Staff wellbeing is recognised as fundamental to effective practice, positive interactions, and effective support for children's learning and development.
- The nursery promotes a respectful, collaborative, and supportive culture where staff feel valued, heard, and professionally supported.
- Leadership provides opportunities for regular supervision, reflective practice, and open communication to support staff emotional wellbeing.
- Workload, professional development needs, and emotional support requirements are regularly reviewed to ensure staff are appropriately supported.
- Staff have access to wellbeing discussions, peer support, and appropriate guidance when needed.
- A positive working environment is maintained through clear communication, consistent expectations, and supportive leadership practices.
- Staff wellbeing is continuously monitored and used to inform improvements in workplace practices, training, and organisational support systems.

MONITORING AND REVIEW

- Hummingbird ensures that wellbeing practices are regularly monitored, evaluated, and improved in line with the EYFS framework, KHDA Early Childhood Care and Education Quality Framework, and relevant UAE early childhood education and safeguarding expectations.
- Hummingbird uses wellbeing data and ongoing observations to enhance the quality of provision and ensure children's needs are consistently met.
- Leadership regularly reviews wellbeing data to identify patterns, evaluate the impact of interventions, and inform continuous improvement across the setting.
- The impact of wellbeing provision is evaluated through children's levels of emotional security, engagement in learning, behaviour regulation, and ability to form positive relationships.
- This policy is reviewed regularly and updated in response to regulatory changes, best practice guidance, and nursery development needs.

- Wellbeing practices are continuously reviewed using observations, assessment data, staff feedback, parent feedback, and ongoing monitoring.
- Leadership monitors the consistency, quality, and impact of wellbeing provision across all areas.
- Continuous improvement is driven through reflective practice, staff training, supervision, and alignment with EYFS and KHDA expectations.
- Leadership regularly evaluates the effectiveness of wellbeing provision using wellbeing data, child outcomes, parent feedback, staff reflections, and quality assurance processes.
- Information is analysed to identify strengths, emerging needs, and areas for development.
- Action plans are developed, implemented, and reviewed to ensure sustained improvement and positive outcomes for children, families and staff.
- This reflective and data-informed approach supports effective decision-making and ensures the nursery environment remains responsive, inclusive, and high quality.

RELATED POLICIES AND APPENDICES

Related Policies:
All policies