

# ***Health and Safety Policy Plan*** ***Big Ben Kids daycare***



***KDV***  
***Day Care***

In collaboration with



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# Big Ben Kids

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## ***Introduction***

This is Big Ben Kids daycare's Health and Safety Policy.

The policy governs our health and safety procedures and this paper explains how we work on and enforce health and safety at our location. The policy is designed to create as much as possible a healthy and safe work, play and learning environment for the children and staff in which the children can learn to deal with minor risks in a safe environment while being protected from major risks.

This policy takes effect on 1 January 2018.

The policy emerged after consultation with the team during which the question 'does our current way of working create as safe a work, play and learning environment as possible?' was addressed. Where necessary, measures were taken to improve the situation.

The location manager is responsible for the health and safety policy plan. It should be emphasised though that all the employees were involved in creating it so that it is also supported by the entire team.

To ensure we remain watchful, health and safety will be discussed during every team meeting and where necessary, adjusted or steps taken to ensure its proper implementation. This will help us continually monitor whether the procedures are effective and if they need amendment.



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## **1. Big Ben Kids' Health and Safety Policy**

As part of Zo Kinderopvang, Big Ben Kids needs to create a health and safety policy that all employees take responsibility for and support. The most important policy issues for consideration at the location include: awareness of potential risks; availability of a detailed policy in case of major risks; and discussing potential risks. The objective is to create a safe and healthy environment.

Big Ben Kids follows the protocols listed below that are incorporated in our Health and Safety Policy. The staff are required to familiarise themselves with these protocols during their induction period and discuss them with the location manager. They should: know the protocols; know where to find them; and know how to apply them. Big Ben Kids' work plan also explains how the four eye policy works and how the back-up is organised.

### **Documents/instructions/policy in teachers manual**

#### **Health**

1. Work instruction for a healthy environment
2. Temperature and humidity forms for groups and bedrooms
3. Temperature of refrigerator form
4. Food management
5. Getting used to a new group
6. Here's how you wash your hands policy
7. Cleaning schedules – hygiene rules
8. Medical administration
9. Vaccination protocol

#### **Safety**

1. Big Ben Kids' evacuation plan
2. Door policy
3. Safety of materials protocol



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4. House rules for parents
5. Safe sleeping protocol
6. Outings policy
7. Missing children protocol
8. Domestic violence and child abuse protocol
9. Vehicle safety rules
10. Accident report form



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## 2. Mission, vision and objective

At Big Ben Kids, we look after children in a safe and healthy environment. We do this by protecting children from major risks as far as we can; letting children learn to handle minor risks; and to challenge children and stimulate their development.

As part of Zo Kinderopvang, Big Ben Kids strives to guide children to adulthood – a dot on the horizon at this point in their lives. We guide them to a future in which they are:

*democratic global citizens who are comfortable in their own skins, who know their talents and want to develop these, who want to have a positive impact on society, who live healthily, have an open and interested demeanour, are community-oriented and take responsibility for themselves and for their surroundings. They develop these traits in cooperation with others and to each individual's capacity.*

We recognise and work with the inherent characteristics of each age group. This creates a secure basis for children to gradually learn to handle risks within a safe play and learning environment.

**In the 21<sup>st</sup> century, '21st century skills' are:**

being involved, enterprising and curious.

### 2.1 Being involved

Encouraging children to become involved citizens later means that we support them to be involved in their activities and games now. We encourage them to concentrate on their activity without being distracted.

We also make sure that the children become involved in the world around them. That involvement means that we teach them to listen carefully to each other so that they understand the other children in the group. The second step is to start looking outside the children's own group (e.g. other age groups). After that, it is looking outside the location into the external world, nature and society.

### 2.2 Being enterprising

A positive self-image, self-awareness, confidence in oneself and in the environment enable children to go exploring, take initiative and thus create their own learning environment. A safe environment is a precondition for this.

To stimulate this, we maintain a positive attitude and encourage problem-solving in the way we think, play and work. We observe the children, give them space to take the initiative and offer them challenges to draw them out. We are watchful so that if the children's activities do



not progress further, we can help them at the right time. We help the children succeed to encourage their self-confidence.

### ***2.3 Being curious***

To stimulate children's lifelong learning and to ensure that they become curious and love learning, we literally and figuratively give them the space, a safe environment and a choice of materials and activities that stimulate them to learn and explore. A safe environment also means learning to deal with risks. For example, handling adults' things or climbing and jumping with the risk of falling. Hygiene means that children learn the difference between normal dirt (e.g. mud) and dangerous dirt (e.g. excrement). We stimulate young children by offering activities that stimulate their senses.

When we communicate with children, we ask open questions. These are not leading or directional questions. For example, we do not ask 'what colour is this?' but 'there's a lot to see here, isn't there? What can we see here?'

Educational staff members and parents are role models. Big Ben Kids supports its employees in further developing their own involvement, enterprising bent and curiosity. It is understood that employees and parents are equal partners.

During meetings and team meetings, employees discuss what the above means for them and how they work on it.





## 3. Major risks

In this chapter, we describe the major risks that could lead to serious accidents, incidents or health problems on or around our location.

The risks can be divided into 3 categories: physical safety; social safety; and health. We describe the most important risks in each category with the measures that are being taken or will be taken to minimise them. In the case of other risks, our regular health and safety risk inventory applies (see annex).

### 3.1 Physical safety

Description of risk	Preventive measure taken/to be taken
<b>Asphyxiation</b>	<p>Food is always eaten together at the table. Teachers supervise all meals and snacks and make sure that the children do not cram too much food in their mouths.</p> <p>Children are never alone at table.</p> <p>We discard any objects that are smaller than 3 cm. The rooms are cleared before each meal; teachers supervise children so that they do not put toys in their mouths.</p> <p>Children may not wear any garments that have cord around the neck opening.</p> <p>We have made agreements about certain types of foods. Examples are that apples are grated, boiled or cut into very thin pieces; cherry tomatoes are cut into quarters.</p>
<b>Falling</b>	<p>All staff know the safe sleeping policy and follow it closely. The beds are fitted with covers and double clasps; teachers check that the clasps are closed properly before leaving the bedroom.</p> <p>We only use cribs that meet the most recent safety standards and heights to avoid climbing out. Once the children are lying in the cribs, the cribs are locked.</p> <p>Children cannot climb in/out of their high chairs by themselves. We always help children climb onto and off high chairs/sofas. The group leaders ensure that the children are safely fastened with a harness.</p> <p>The changing table is firmly placed against a wall and the group leaders always keep an eye on children who are lying on the changing table. Children are never left alone on a changing table.</p> <p>The baby gates to the corridor and toilet are closed when the children go to the corridor. There is always a staff</p>





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	<p>member present. Children may not run in the group or in the corridor.</p>
<b>Poison</b>	<p>No cleaning agents are kept in the group. Teachers make sure that the children do not pick up salves, baby wipes etc., themselves. These are kept out of reach of children. Teachers' bags are kept in the cupboard in the group or in a locker.</p> <p>Teachers request parents not to put their bags in the playing area.</p> <p>There are no poisonous plants at the location.</p> <p>Any medicines from home are kept in the fridge or out of reach of children.</p>
<b>Burns</b>	<p>There is no hot water in the vicinity of the changing tables. Children are not permitted in the kitchen unless supervised. Any teachers' hot drinks are placed high up and are only drunk when they have cooled down.</p> <p>Children are unable to get close to the radiators as these are covered. The bedroom and play areas are always at the right temperature.</p> <p>We play outside with the children between 12:00 and 15:00. In summer, we rub the children with suntan lotion of at least factor 30 half an hour before going outside.</p>
<b>Missing children</b>	<p>The doors and gates in the groups are kept closed so that the children cannot leave the play area.</p> <p>Children are always supervised during outdoor play, even though we have an enclosed courtyard.</p> <p>During outings, we always check the destination carefully and make a relevant plan.</p> <p>Should we go to a playground that is not enclosed, at least 2 educational staff members accompany the children. They keep watch on both sides of the playground.</p> <p>During outings to parks, shops, museums and so on, 1 educational staff member always checks if it is safe inside and that children cannot run off. If the situation is deemed safe, the educational staff members agree how to proceed. This may include permanent supervision at the exit or calling upon the help of the location's staff.</p>
<b>Traffic</b>	<p>During outings, the children sit in the beach wagon or push chair and are fastened for safety. The older toddlers hold onto the push chair or the staff members' hands. The toddlers also use the evacuation cord so that each child</p>



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	<p>holds onto a ring. One educational staff member walks in front and one walks at the back. Outings are only done under sufficient supervision as described in the outings policy.</p> <p>If the outings are bigger or longer than usual, the children wear red Big Ben Kids t-shirts.</p>
<b>Sudden Infant Death Syndrome (cot death)</b>	<p>Babies always sleep in a baby sleeping bag. The safe sleeping checklist is hung on the wall in the bedroom. The safe sleeping protocol is observed. The bedroom is at a comfortable temperature of between 16C and 19C and the children are put in bed in a sleeping bag with a t-shirt or romper suit with long sleeves in winter, and a romper suit with short sleeves in summer. The protocol means that we check the children every 10 minutes while they are sleeping.</p> <p>We do not use quilts or duvets, but sheets and/or cotton blankets.</p> <p>Babies are put in the 'feet to foot' position, with their feet at the end of the cot.</p> <p>We warn parents of the risks to children aged up to 1½ years sleeping on their stomachs poses. If the parents wish their children to sleep in this position, they need to fill in and sign a permission form.</p> <p>Children do not sleep with soft toys or blankets that are larger than a baby towel. If parents still want their children to sleep with large objects, we always warn them of the dangers and ask them to fill in and sign a permission form.</p>
<b>Drowning</b>	<p>If we are outdoors and around water, we always hold onto the children. We talk about the dangers of water in a playful way.</p> <p>We always supervise the children when they are using the inflatable pools in summer.</p>

## 3.2 Social safety

Description of risk	Preventive measure taken/to be taken
<b>Unacceptable behaviour</b>	See chapter 6 and the four eyes policy
<b>Child abuse</b>	See chapter 6
<b>Missing children</b>	<p>We have attendance sheets to register when children arrive and leave.</p> <p>We count the children during the day.</p> <p>When the group is closed, we again check all the rooms.</p>



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	When handing over to a colleague, the list is updated and handed to the colleague.
<b>Dangers during outings</b>	<p>During outings in the woods, teachers check for dogs that are not on the lead. If necessary, they address the owner of the dog.</p> <p>Children are taught not to pet dogs without first asking the owner.</p> <p>When close to water, we hold onto the children and the children get out of the beach wagon/Stints one by one.</p> <p>If a playground is not enclosed, the teachers make sure that both sides of the playground are supervised.</p>

## 3.3 Health

<b>Description of risk</b>	<b>Preventive measure taken/to be taken</b>
<b>Gastro-enteritis (diarrhoea)</b>	<p>The changing tables/toddler toilet/potties are cleaned after every use.</p> <p>The hand washing protocol is followed.</p>
<b>Food borne infections and food poisoning</b>	We follow the instructions in the food management protocol
<b>Skin infection (impetigo)</b>	All the children have their own personal items to avoid cross infection (towel/bib/face cloth/cup/cutlery/plate/bedding/sleeping bag)
<b>Respiratory syncytial virus (RSV) infection</b>	<p>We teach children to cover their mouths and noses when coughing and sneezing</p> <p>Constant checking for runny noses. Immediate wiping with toilet paper that is only used once on one child.</p> <p>Toys are washed or cleaned regularly according to the cleaning schedule.</p> <p>The premises is ventilated by the mechanical ventilation system.</p> <p>Humidity and temperature are recorded on the registration lists.</p>
<b>Water borne infection (legionella)</b>	The taps are cleaned regularly.

## ***4. Dealing with minor risks***

In this chapter, we describe how we deal with minor risks. Our mission is to create an environment that is as safe as possible for children in which they learn to handle life's minor risks. We try to avoid accidents and illnesses as much as we can, but we do not want to over-protect the children, but instead, to teach them to handle risks through play.

Therefore, we protect the children from major hazards but accept that bumps, scrapes and cuts do happen and that children learn from them. We accept these little accidents and teach the children to stick to safety agreements and to use items such as toys and mobile equipment safely.

We both limit the health risks and allow the children to play a part in this by making good agreements with them. The staff also play a role in setting the example. Examples of health agreements made with the children are washing hands after going to the toilet, covering your mouth when coughing and sneezing and wiping your face after eating.

We work with several health care protocols which are summarised in the Introduction. These protocols are available to staff at all times. Staff are aware of the content of these protocols and follow them closely. The protocols are evaluated every year during our team meetings. The agreements made with parents/children and staff are attached to this policy.

### **Minor health risks**

- We work with the cough and sneeze protocol
- We have a ventilation system that ventilates the space thoroughly
- We use the washing hands protocol
- We use separate shoes for indoors and outdoors
- Parents are requested to use shoe covers when they come into the group
- We use cotton buds when applying creams and salves
- We have a work instruction for illness

### **Minor safety risks**

- We clear away toys to prevent the children falling, stumbling, banging into something and slipping. However, these are acceptable risks that are good learning opportunities for children to learn to deal with minor risks.



## ***5. Risk Inventory***

Our last risk inventory was done on 1 July 2017. This inventory helped us identify the risks. Over the next year, we will evaluate the new policy during every team meeting and adjust it or add to it as needed.



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## 6. Selected themes

### 6.1 Unacceptable behaviour by adults and children

Unacceptable behaviour by adults or children can have a huge impact on the well-being of the affected child. This is why we pay special attention to this issue at our location. We have taken the measures below to prevent unacceptable behaviour and what we do if we see that it still happens despite our efforts.

- The issue is discussed at every team meeting to create an open culture in which staff members dare to address each other.
- The Child Abuse Protocol is strictly adhered to and discussed in detail at least once a year.
- Our educational policy plan includes teaching children how to get on with each other and to respect values. This helps children know what is permitted and what not, and what is acceptable and unacceptable behaviour.
- We also teach the children that it is important that they tell us immediately if they experience undesirable behaviour. We help them express themselves as and when needed.

The following measures are taken to prevent unacceptable behaviour

- All employees have been screened for good behaviour (the Verklaring Omtrent Gedrag).
- We work with the four eyes policy.
- All employees know the four eyes policy.
- We ensure that the four eyes policy is strictly followed.
- Employees address each other if they see that the four eyes policy is not being followed properly.
- We have installed a CCTV camera surveillance system which allows the location manager to check all the groups and the sanitary facilities.
- Staff address each other if they notice inappropriate behaviour towards a child.
- We have made clear agreements on what to do if one child abuses another child.
- Employees know the agreements that have been made on what to do if one child abuses another child.
- We have adopted the child abuse protocol and the protocol on what to do in cases of child abuse.
- All employees know the child abuse protocol and apply it should they suspect child abuse.

### 6.2 Four eyes principle

The four eyes policy entails enabling an adult of 18 years or above to always be able to watch or listen to the group. We apply the four eyes policy in our location. Any doors leading to the groups are part glass to enable easy checking of the groups. Some groups do not have doors, but baby gates which allow easy viewing.





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There are usually many parents in the groups during collection and dropping off times. As the juniors, seniors and preschool groups are adjacent to each other, there is a very open working environment. Given the baby group is separate from the other daycare groups, we have agreed that employees of the other groups regularly visit this group.

Employees regularly walk into each other's areas to pass something on, to get something or to pass on a phone call, for example. This enhances solidarity and makes it easier for them to address each other on behaviour. The baby group is connected to the kitchen, ensuring the cook always has a good view of the group. The kitchen is a natural place for staff to pop in and out off, which makes contact with the baby group natural.

Should there be few children at the location so that we only have one employee in each group instead of two, we will only have three educational staff members on the premises. This will mostly be the case during the holidays.

If the location manager is present, she also enters the groups regularly. An open working culture is discussed in our team meeting at least once a year. The child abuse protocol is discussed with the team at least once a year.

### ***6.3 Back-up arrangements***

Big Ben Kids' premises is always closed at the end of the day by at least two employees. If a back-up is needed, it will usually be the location manager. Both the daycare centre and the After School Club close later and the staff are always available in case of need. During the holidays or if the location manager is not available, she will arrange a back-up. Should a staff member fall ill on a day that she is on duty, the location manager will always be informed and the early duty slot will be filled by a colleague or the location manager herself.





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## ***7. First aid and emergency response***

We do everything we can at our location to avoid children injuring themselves. But should a child sustain an injury, all our employees are trained in children's first aid or first aid/emergency response. There is always someone on the premises who can and may administer first aid. New employees will be put on a children's first aid course as quickly as possible. Until they have been trained, they will never work at the location alone. Our children's first aid and emergency response courses are certified by the Dutch Red Cross.

	First aid qualified	Registered nurse
Margot de Wit	X	
Anny Thornton	x	
Ida Amiller	x	
Kaye den Brabander	x	x
Nina Harris	x	
Rachella Oemragwasingh	x	
Violetta Dima	x	x
Josielynn	x	
Nicole Ludt	x	
Aileen Aja	x	
Cat Versteegh	x	
Paola Nunez	x	



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## ***8. The policy: a living document***

We started this policy cycle with a risk inventory in which we assessed the risks that were already described in the existing risk inventory. We discussed the major risks with all employees during a team meeting and we will evaluate each subject in every team meeting over the next year. This means that we discuss each subject in this inventory at least once a year, which will ensure that all the teachers remain involved in assessing the risks.

In order to evaluate whether the listed risks and the actions undertaken create a safer and healthier environment, we will assess the measures taken during each team meeting. This creates an automatic cycle of making agreements, devising actions to be taken, implementing measures and evaluating them. When we see new risks emerging, we will add them to this policy so that it remains a living document.

In the meantime, should any risks arise that need to be dealt with immediately, the teachers will report it to the location manager straightaway. If the location is undergoing or will undergo any changes such as building work, we will examine the risks again and list actions to be taken. The teachers and employees are responsible for dealing with risks in practice, and the location manager has the ultimate responsibility.



## ***9. Internal and external communication***

It is important that everyone at our location is aware of the health and safety policy. This includes interns and substitutes who are informed of the policy. We make sure that all new staff are given a detailed introduction to the policy. Further, the policy is included in the teachers' manual and is available to everyone in all the groups. This means that anyone present at the location is able to act according to the protocols.

The Health and Safety Policy is a fixed point on the agenda of the team meetings. As such, it remains a living document that we add to or adjust as necessary. A summary of the policy is included in the minutes of these meetings.

During tours and/or intake meetings, we inform parents about the Health and Safety Policy. Parents are also kept abreast of any additions or changes made to the policy through Facebook and Parents' Committee reports.