Early Years Foundation Stage

Policy Pack

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Admissions Policy

Our Nursery admissions are overseen by our headteacher Mrs Turner, our Governing Body and our EYFS Lead Mrs Harvey. Therefore, unlike Reception and the rest of the school, where admissions fall under the jurisdiction of the local authority, they are responsible for nursery admissions.

For information about Admissions for Reception, Key Stage One or Two, please visit the determined admission arrangements for the current year on the Staffordshire website at https://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/primary/home.aspx

Two-Year-Old Admissions: Our Nursery accepts children from the age of two. There government funding available for working parents and through the Think 2 initiative. Alternatively, parents may choose to pay for these places, our charging structure can be found here: Charging_Structure_2024-25.pdf

Admission for Two-Year-Old children is based on space in the setting, and is outlined in the criteria within Explorers terms and Conditions which can be viewed here: Explorers_T_Cs_2022.pdf

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Three-Year-Old Admissions: From the term after their third birthday until they start school in Reception, all children are entitled to 15 hours of free learning and childcare per week for 38 weeks of the year during school term time. You may also be eligible for an additional 15 hours, known as '30 Hours', which we are also able to offer through our setting. Please contact the school office for more information and eligibility criteria:

More information about Funding can be found here: Apply for early education funding | Funded places | Staffordshire County Council

If you are not eligible for these extra hours, we are able to offer paid additional hours, known as childcare, which can also be booked through the school office and paid for directly by parents and carers. We welcome parents and carers to attend a tour of our school and take the opportunity to meet with staff. If you would like to arrange a tour, please contact Miss Hallows in our school office on 01889228740 or office@redbrookhayes.staffs.sch.uk.

Our Offer

Our Nursery and Childcare provision are within our Early Years Foundation Stage and offers integrated learning and enrichment for children aged two to five, led by a teacher and supported by our superb learning team. We want to be as flexible as possible to enable as many children as possible to experience this opportunity, and our offer is outlined below.

Our admissions offer allows for all 52 places to be allocated on a first come, first served basis, irrespective of the funding used to pay for the provision. As such, we accept learners throughout the year and continue to do so until we have reached capacity. We encourage regular attendance, particularly for our three- and four-year-olds and offer 15 hours as a block in the morning or afternoon; 30 hours is taken over 5 days, 8.45 – 3.20pm.

We strive to be able to offer Early Years education to as many children as we can. However, in some cases there may be more applications for the setting than there are places and, in this instance, admission to Nursery will be determined by the oversubscription criteria detailed below.

Oversubscription Criteria: If the total number of applications for admission to the nursery setting exceeds the number of available places, then the following order of priority will be used to allocate the available places.

1) Relevant Children in Care, including those previously determined as Looked After Children. (That is, children who were looked after but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order).

2) Children who have an elder brother or sister in attendance at the school and who will still be attending the school at the time of the proposed admission date. (For admission purposes, a brother or sister is a child who lives at the main address provided and either: have one or both natural parents in common; are related by a parent's marriage; are adopted or fostered by a common parent or are unrelated children who live at the main address, whose parents live as partners.)

3) Children living within the defined catchment area of the school.

4) Other children will be arranged in order of priority, according to how near their home addresses are to the school determined by Google Walking Route Map.

Where it is not possible to accommodate all children applying for places within a particular category then we will allocate the available places in accordance with the next criteria. If for instance, all the catchment area cannot be accommodated, children who are catchment and live closest to the school will be admitted next.

Notes: This list will be reviewed every time a vacancy becomes available, and the place offered accordingly. This applies irrespective of how long a child has been on the waiting list. Should the place not be required by those with first refusal, it will be offered to the next most eligible. Once a child is on roll, they will not be removed unless the Terms and Conditions for accessing the provision are not met.

How to apply

All applications must be made using the admissions form and any other supporting documentation required. This is available from the school office or via this link:
Admission_Form_for_Explorers_for_Sep_2024.docx

Reception places must be made online through gov.uk-we will share information with you at the time.

Additional Notes

Attendance at the nursery will not guarantee admission to our Reception Class or give any advantage to the child's application for Reception. Parents must reapply for admission to Reception at the appropriate time through their Home Local Authority.

In accordance with legislation, children who have a statutory statement of special educational need or Education, Health and Care Plan that names the nursery will be admitted to our Nursery setting. This may reduce the number of places available to other applicants.

Relevant Children in Care means children who are in the care of a local authority in accordance with section 22 of the Children Act 1989(b) and who (a) are looked after at the time an application is made and (b) in relation to whom the local authority has confirmed that the children will still be looked after at the time

when the child will be admitted to school. It has also recently been extended to include those previously determined as Looked After Children. (That is, children who were looked after but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order).

The home address is considered to be the child's along with their parent/carer's main and genuine principal place of residence at the time of the allocation of places i.e. where they are normally and regularly living. If a child is resident with friends or relatives (for reasons other than legal guardianship) the friends or relatives address will not be considered for allocation purposes.

Where parents have shared responsibility for a child, and the child lives with both parents for part of the school week, parents will be required to provide documentary evidence to support the address they wish to be considered for allocation purposes.

If there are a limited number of spaces available and we cannot distinguish between applicants using the criteria listed, such as in the case of children who live in the same block of flats or are the result of a multiple birth, then the child or children who will be offered the available spaces will be randomly selected by drawing lots.

There is no statutory right of appeal for admission to a nursery setting. Any disputes over the administration of the policy will be dealt with by the Governor's complaints procedure.

ADMISSION_ARRANGEMENTS_FOR_Redbrook_Hayes__Primary_School_2025-26.pdf (redbrookhayes.co.uk)

Attendance Policy

Regular attendance and good punctuality are important for maximising achievement and obtaining the greatest benefit from education. Research shows us that children with poor attendance are at a disadvantage later in life, often finding it harder to make and maintain relationships and gain good qualifications.

Establishing good habits at the earliest age helps your child to settle more quickly into new settings and routines. This can also support them with their sense of security and belonging. Even if your child has a part-time place in Explorers, attendance is still vitally important and is tracked closely in school.

Although it is not a legal requirement for children to attend school until their 5th Birthday, you may lose your nursery place if your child does not attend regularly. This is because the school will not be able to claim the funding for this place.

In Nursery, children are required to use their 15 hours funding over 5 days of the week, either attending all mornings or all afternoons. Children who require further sessions are able to add up to 5 sessions, either paying for these or using a 30-hour funding code.

In Reception we follow the whole school Attendance policy which can be found online here:

Redbrook Hayes Primary School Attendance Policy

Behaviour Policy

The intent, purpose and values within our whole school policy is reflected within our Early Years Provision, our policies, and our pedagogical approach. It is important for our Early Years Practitioners and the Senior Leadership Team to have strong knowledge of child development 0-5 years so that we can support behaviours appropriately, considering ages and stages of development. Our focus in EYFS is to support our learners to develop a strong sense of self, empathy, independence, resilience and to also teach strategies for co/self-regulation. We focus on setting high expectations, building positive relationships with learners and their parents, and attuning to individual children's needs.

Our whole school behaviour policy with included EYFS Addendum can be found in Appendix 2 or online here:

Redbrook Behaviour Policy

Complaints Procedure

At Redbrook Hayes, we aim to provide the highest standard of care and education for all children and to build strong, positive partnerships with families. We value feedback and take all concerns seriously, as they help us to continue improving our setting.
We hope that most concerns can be resolved quickly and informally by speaking to a member of staff. However, if you wish to make a formal complaint, we have clear procedures in place to ensure your concerns are handled fairly and promptly.

If you have a concern:

1. Speak to a member of the teaching team during drop-off or collection, who will aim to resolve the issue. If your concern relates to a specific member of staff, please ask to speak with a member of the Senior Leadership Team.
2. If the issue continues, contact the EYFS Lead (Mrs K. Harvey) or Headteacher (Mrs L. Turner), who will investigate and respond within 48 hours.
3. If you remain unsatisfied, Mrs Turner will arrange a meeting to discuss your concerns. A record of this meeting and agreed actions will be kept in the setting's Complaints file, with copies shared with parents.
4. For formal complaints, please refer to the school's *Compliments & Complaints Policy* available on our website: CCLT_Complaints_Policy.pdf

All complaints are handled confidentially and with care, ensuring a fair and supportive resolution for everyone involved.

Confidentiality Agreement

With Early Years the work we do with children and families will sometimes bring us into contact with confidential information.

To ensure that all those using and working in the nursery can do so with confidence, we will respect confidentiality in the following ways:

• Parents will have access to the files and records of their own children but will not have access to information on any other child.

• Staff will not discuss individual children with people other than the parents/carers of that child and other professionals involved. The exceptions being for purposes of curriculum planning, group management and Safeguarding issues as outlined in our Safeguarding Policy

• Information given by parents/carers to any member of staff will not be passed onto other adults without prior permission.

• Issues to do with the employment of staff, whether paid or unpaid, will remain confidential to the people directly involved with making personnel decisions.

• Students training within Explorers will be advised of our confidentiality policy as part of their induction and be required to respect it.

Class Dojo Policy

We believe that an effective partnership between home and school is crucial in supporting children in their well-being and their learning. As a result, we have introduced Class Dojo as our main communication tool.

Class Dojo will allow teachers to share curriculum information, learning and general information with parents via 'Class Story.' This should include upcoming learning such as new enquiry unit questions, key knowledge, phonics steps, and maths learning. In-action photos can be shared throughout the day, so parents are aware of the experiences their child has engaged in. This allows parents to celebrate achievements and successes with their child and supports the continuity of learning through talking about it at home.

Teachers can also communicate with parents on a 1:1 messaging service; however, see below for the expectations surrounding this.

Aims

- To communicate learning effectively with parents so they feel empowered to continue this at home.
- To build learners confidence, determination and enthusiasm for learning through receiving recognition of successes and achievement from their teachers and their families.
- To share messages, reminders and general information to ensure an inclusive school community.

Teacher Responsibilities:

Teachers are expected to access their Class Dojo account via the website www.classdojo.com and download the free app onto their school laptop and iPad.

Teacher should upload photographs of children's 'wow moments' with a short statement of the learning taking place to their Class Dojo Profile.

Teachers are encouraged to post updates on their class page. The number of posts teachers make and the content, which has to be appropriate or relevant, is at the discretion of the teacher. The following should be a minimum though: to share new enquiry unit, weekly phonics focus and story of the week.

Weekly celebrations should be shared either individually to parents or via the class story.

When parents send home learning celebrations via the messaging service these should be celebrated with the pupil. Teachers are able to but are not expected to respond to these messages.

All members of staff using Class Dojo are asked to set a 'quiet hours' on their page, this is when messages will not be read or responded to out of the designated hours. The agreed quiet hours are between 5:00 pm and 8:00 am Mondays to Friday, and all day Saturday and Sunday (or more if part time)

It is not expected that teachers will need the app on their mobile device, as we must be mindful of the impact this may have on their personal time.

Teachers are reminded to not engage in any conversations about personal matters via the class page or the messaging service or get into lengthy discussions. If a message from a parent requires more than a simple response, then a phone discussion is more appropriate. An example of a simple

response may be, ‘does my child need their PE kit tomorrow?’ or ‘What time is the parent meeting tomorrow?’

Teachers must make themselves fully aware of the children who are in LA care or who do not have permission to have their photographs shared on Class Dojo and ensure that these children do not appear on Class Dojo.

Please see **Appendix 2** for teacher sharing agreement

Parent/Carer Responsibilities

Agree to follow the Parent User Agreement Form (appendix 1) before using Class Dojo.

If you have any questions or queries or would just like to inform your child’s teacher about something, do feel free to message your child’s teacher on Class Dojo.

You can still leave messages at the front office and communicate with the school in the same ways you use to. If a matter requires more than a quick response, for example, a concern is raised; the class teacher will arrange a phone call or meeting.

You can share celebrations of your child’s learning via the messaging feature, for example, “I am so proud of John as he had his first swimming lesson today.’ Or you may wish to attach a photograph of, for example, crafts/drawing/dancing certificate. This will then be celebrated with your child in class.

In order to maintain the well-being of our class teachers, as well as ensuring they have a work life balance, we ask that you bear in mind that though teachers can be messaged by you at any time, they will not respond back to the message during the ‘quiet hours’ 5-8 am on weekdays and all of Saturday and Sunday.

If it is an urgent concern or query, please do follow the channels of communications that you would have done previously.

Parents must be polite and respectful when messaging teachers or commenting on the class news feed. Any inappropriate comments will be removed/blocked, and the service may be removed.

Leadership Responsibilities:

Monitoring of the policy will be by Senior Leaders who can view each Class Dojo page at regular intervals to ensure the policy is being adhered to and address any misuse with the relevant parties.

Senior Leaders will regularly review the use of Class Dojo to ensure it is effective in achieving the aims of this policy.

Please also see the following policies

- Data Protection
- Safeguarding
- Evidence and Assessment

Entrance and Dismissal Policy and Procedure

Entry AM

The main school gate is opened at 8.45am by a member of school staff. Children enter the classroom by themselves, saying goodbye to their adult at the door, and then put their belongings away.

Preschool children enter through the side entrance door. A member of staff greets children and ticks them off on the daily register and noting down any info given by parents. Another member of staff lets children in by opening the stair gate. At least one other member of staff is within the room to support children to put away their things and access morning activities.

Nursery children enter through the nursery classroom doors. The teacher will be outside welcoming children and ticking them off on the daily register and noting down any info given by parents. T**he teacher will open and close the door, if necessary,** due to any children at risk of trying to leave the room. At least one other member of staff will be in the classroom helping children to put away their belongings and access morning activities.

Reception children enter through the double door of Reception classroom. The teacher will be on the door ticking children off on the daily register and noting any info given by parents. T**he teacher will open and close the door, if necessary,** due to any children at risk of trying to leave the room. At least one member of staff will be in the classroom helping children to put away their belongings and access morning activities.

As normal practice, the above routine happens. At the start of the Autumn term, some children may find it slightly more difficult to separate. Where this is the case, a plan is created to support the children and parents appropriately.

All children have a password on ARBOR which is created when they join our school. Parents are told to inform the Teacher if anyone new / does not typically pick up their child will be collecting that day. The password must always be asked and checked before allowing the child to leave.

Dismissal Procedure from the Nursery and Preschool A.M

At 11:45 parents wait outside the main school gate which is then opened by a member of wider school staff. This member of staff stays on the gate until all children are dismissed and it is then locked again.

Preschool children are dismissed through the side door. One member of staff will be outside speaking to parents, and one member of staff will be in the classroom letting children through the stairgate when their name is called. At least one other member of staff will be with the children.

Nursery children will be dismissed through the main door. The teacher will be outside speaking to parents and will call children one by one, opening the door to let them out. At least one other member of staff will be with the children inside the classroom.

At dismissal (for whole of EYFS):

- Children sit in carpet places with one member of staff.
- One of the members of staff by the door calls the name of each child as an adult arrives at the door to collect them.
- The staff member in the carpet area ensures children do not get up until they are called. The staff members at the door ensure all children are handed over and any concerns or messages are passed on.

- If there is a staff absence and a supply teacher is in the class, the supply teacher will sit with the children and regular staff, who are familiar with the parents and dismissal procedure, will dismiss. In this case, where possible, an additional member of staff will be present who are more familiar with the children's names.
- All children are fully supervised until each child has been collected.
- Any child not collected is taken to the school office where a member of staff supervises them until they are collected. Parents are contacted via telephone. If the child has not been collected 45 minutes after the school day has finished and parents are unable to be contacted, SSCB will be contacted.
- **When an adult turns up to collect a child who is not recognised by staff, or who does not have the password, staff will contact parents to confirm the adult is given permission to take the child home.**

Entry to Nursery and Preschool at 12:15 PM

A small number of children come in for an afternoon session only. A pre-school member of staff will meet parents at the school main office entrance and encourage children to say goodbye and walk down to the pre-school classroom. If necessary, parents can bring their child down into pre-school room, where the pre-school member of staff will open and close the internal door and are then escort them to the Exit.

This procedure is reviewed regularly and amendments made when in conjunction with SLT.

Dismissal

At 15:20 a member of the wider school staff will open the school gate.

Preschool children will leave at the preschool room side door. One member of staff will be outside speaking to parents and will call children individually. One member of staff will be letting children through the stairgate when their name is called. When numbers are low and there are only two members of staff in the preschool room, when deemed as necessary, a member of the nursery team will go through to support dismissal.

Nursery children will leave through the double doors. The teacher will be outside speaking to parents and will call children individually. **The teacher will open and close the door if deemed necessary**. At least one other member of staff will be with the children.

Reception children will leave through the main Reception double door. The teacher will be on the door speaking to parents and will call the children individually. **The teacher will open and close the door if deemed necessary**. One member of staff will be with the children inside the classroom.

Please see above 'At dismissal' statements.

Emergency Lockdown Plan

In the event of a telephone threat or upon discovering a suspect package, the person receiving the call or dealing with the package will:

1- Complete the checklist of information (below), contact site supervisor (to sound the alarm), contact the police & fire marshal and begin evacuation procedures (same as fire evacuation).
2- The building will be evacuated immediately in the normal way associated with the fire alarm, although learners will gather on the field, at the furthest point from the school.
3- Staff and learners will not be able to re-enter the building until the area has been fully checked and all clear has been given.

Receiving a call checklist

Try to notify someone else whilst the call is being received	
Listen very carefully to what is being said and write it down	
Remain calm and, if possible, keep the caller talking by asking them to repeat or clarify points	
Note if the timing of an explosion is stated (which is usually the case)	
Note any unusual features of the call (more than one-person, bad reception, etc)	
Listen carefully to the voice and any background noises	
Inform senior management as soon as the call ends	

Equality and Diversity Policy

EYFS at Redbrook Hayes is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children, their families and other adults entering the setting. The school policy can be found online here:

Equality_and_Diversity_2025-26.pdf

Admissions

EYFS admissions work in line with the Admissions Policy which can be found online here.

Redbrook Hayes Community Primary School - Admissions

We welcome all parents and their children regardless of their ethnic, religious or social group and wherever possible, places are offered. Learners with English as an additional language (EAL), Traveller Children, Refugees and Asylum Seekers, and children with Special Educational Needs and disabilities will also be welcomed into our EYFS setting. All children are made to feel valued and free from discrimination.

We are fully committed to working with parents and where required, other agencies and professionals to successfully meet the needs of individual children.

Curriculum

We follow the EYFS statutory framework, drawing on *Every Child Matters*, *Development Matters*, and research from the EEF. Our curriculum promotes positive self-awareness, respect for others, empathy, and critical thinking.

All areas of the EYFS, along with our whole-school ethos and LEARNER values, contribute to children's spiritual, moral, social, and cultural development. Staff model empathy, respect, and inclusivity, ensuring every child feels valued and supported.

- All children are made to feel valued and supported to feel confident.
- Equality of access to learning is ensured for every child.
- Different learning styles are recognised, providing opportunities for all to develop their skills and abilities.
- Resources reflect a wide range of communities and cultures.
- Stereotypes and disrespectful images are avoided in books and materials.
- A variety of festivals and traditions are celebrated.
- Mutual respect and tolerance are promoted throughout the setting.
- Children are taught that discriminatory behaviour and remarks are unacceptable.
- The curriculum is inclusive of children with SEND and disabilities.
- Children learning English as an additional language have full access to the curriculum and receive appropriate support.

Special Educational Needs

Within our EYFS, we recognise and support the diverse needs of children and families in our community. Miss A. Cunnington (Inclusion Leader), Mrs K. Harvey (EYFS Lead), and Mrs Mulliner (EYFS SEND Lead) work closely together to identify and meet additional needs as early as possible.
We use the assess, plan, review cycle to ensure children with SEND make strong progress. Personalised Learning Plans set clear, achievable targets, and parents are regularly updated on their child's development.

We are proud of our alternative provision, including *The Nest* and *The Bubble*, which provide tailored support for children with special educational and SEMH needs. Specialist staff and wider professionals work collaboratively to ensure each child receives the best possible provision.

Language

Information given to parents, both written and spoken, will be clearly communicated in as many languages as necessary. Bilingual and multilingual children and adults are viewed as an asset to our school. All languages are valued, recognised and respected within Explorers.

Festivals

Our aim is to show respectful awareness of the important events in the lives of our children and families, celebrating the diversity of backgrounds within Explorers, wider community and beyond. We acknowledge major cultural festivals, including those celebrated by our families.

- Children learn about their own and others' festivals without promoting any specific faith.
- Families are encouraged to share their celebrations with the group if they wish.
- Children are supported to appreciate a range of festivals, traditions, and customs as part of the richness of our community and beyond.

Food

The setting works in partnership with parents to ensure that the medical, cultural and dietary needs of the children are met. Children are encouraged to learn about a range of food, and of cultural approaches to mealtimes, eating and to respect the differences among them.

Resources

Resources are carefully selected to reflect a balanced and authentic view of the world, helping children appreciate the rich diversity of the society in which we live. Books, dolls, role-play materials, and other resources represent a wide range of cultures, families, and communities.

All materials are chosen to promote self-respect and respect for others, avoiding stereotypes or negative representations of any group. We are committed to promoting equality, diversity, and inclusion, ensuring every child feels seen, valued, and respected.

Employment of Staff

- Posts are advertised and all applicants are judged against explicit and fair criteria.

- Applicants are welcomed from all backgrounds.
- The exemption clauses of the Race Relations Act and Sex Discrimination Act may be used where necessary to enable the service to meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the DBS to ensure fairness in the selection process.
- All job descriptions include a commitment to equality and diversity as part of their specifications.
- The application process is monitored to ensure that it is fair and accessible and records of this are kept within school.

Staff Training

- Staff receive ongoing training to understand that children's attitudes toward others are shaped in the early years.
- We provide training opportunities for staff and volunteers to develop inclusive, anti-discriminatory practices that enable all children to thrive.
- If parents wish to discuss their child's individual needs, time will be made available to meet with a member of the Explorers team. Where specific needs cannot be met within the setting, we will seek advice and support from external agencies.
- Our practices are regularly reviewed to ensure full implementation of our Equality, Diversity and Inclusion Policy.
- We acknowledge relevant legislation and provide opportunities for children to learn about equality, fairness, and respect through play.
- If you believe discrimination has occurred, please speak first with the EYFS Lead, Mrs Kathie Harvey. If the issue remains unresolved, it should be referred to the Headteacher, Mrs Lucy Turner.

British Values

To ensure all staff understand and promote British Values, these principles are embedded within our inquiry-based curriculum. As an inclusive setting, we nurture independence, choice, and positive relationships between children, staff, and families. We believe children thrive when their personal, social, and emotional needs are met, and when clear, age-appropriate expectations support their behaviour. We actively challenge any opinions or behaviours that conflict with fundamental British Values. Please refer to the Redbrook Hayes British Values Policy for further information.

The Designated Equalities Co-ordinator is **Mrs Kathie Harvey**

Her responsibilities and roles are to:

- Ensure all staff are aware and implement the equal opportunities policy.
- Review and update resources to reflect the diversity of the community, the needs of the children and the Nursery.
- Attend and organise training for staff when necessary and cascade information amongst colleagues.
- Induct new staff with regard to equal opportunities policy.
- Assess the needs of children and parents who need support through translators, signers/Braille books etc.
- Inform the Headteacher (**Mrs Lucy Turner**) or Deputy Headteacher (**Vicki Edkins**) immediately of any concerns relating to equal opportunities.

First Aid and Medication Policy

At Redbrook Hayes, the health, safety and wellbeing of every child are our highest priorities. We follow whole-school policies on Health and Safety and Administration of Medicines, alongside specific procedures for the Early Years setting.
(See: *Health and Safety Policy – redbrookhayes.co.uk*)

Accident and Incident Recording

All accidents and incidents are recorded promptly and shared with parents at the end of the session. A signed copy is provided to parents, and a copy is kept securely for our records (in line with legislation requiring retention for 21 years and 3 months).

If a more serious accident occurs, parents are contacted immediately. If necessary, an ambulance will be called before parents are informed.
Staff accidents are recorded in the staff incident book and reported to the relevant line manager.

Blood and Bodily Fluid Spillage

To maintain the highest hygiene standards, staff will:

- Wear disposable gloves and aprons and ensure good ventilation.
- Move children safely away from the affected area.
- Clean and disinfect using sanitiser spray, allowing contact time before wiping.
- Double bag all waste in yellow clinical waste bags.
- Wash hands thoroughly afterwards.

Asthma

Inhalers for children with asthma are stored safely but accessibly within each classroom, ensuring quick response in the event of an asthma attack. All staff are aware of the storage location and each child's medical plan.

Choking

We are mindful that young children are still developing their chewing and swallowing skills. To minimise choking risks, food is prepared in age-appropriate sizes and textures, following up-to-date guidance from:

- The Food Standards Agency
- Foundation Years and Early Start Nutrition
- RoSPA (Royal Society for the Prevention of Accidents)

A paediatric first aider is always present in the setting. Guidance on responding to choking incidents and first aid procedures is regularly reviewed during team briefings and supervision meetings. Please also see our Nutrition Policy.

Health and Hygiene Policy

At Redbrook Hayes Explorers, we promote healthy lifestyles and high standards of hygiene in all aspects of our daily practice.

Outdoor Play
Children enjoy fresh air and active play every day, using our outdoor area, playground, field and wild area throughout the year.

Classroom Cleaning
EYFS classrooms are cleaned thoroughly each morning before children arrive. Daily cleaning routines are followed, including regular sanitising of surfaces and nappy areas, with colour-coded cloths used for different purposes (pink – creative, yellow – antibacterial). Toys and resources are cleaned regularly without disrupting play. PPE such as gloves and aprons are available for staff use at all times.

Hygiene
Staff model and teach good hygiene habits, encouraging regular handwashing — after toileting, outdoor play, creative activities, and before eating. Tissues are always available, and children are gently supported to manage minor coughs and colds with good hygiene practices.

Toileting
Children are supported to use the toilet independently, with supervision as needed. Toilets are checked and cleaned frequently, and staff wear gloves and aprons when supporting children or dealing with accidents. Parents are asked to provide a spare set of clothes for their child. (See *Intimate Care Policy* for more details.)

Sand Play
Sand trays are cleaned and maintained regularly. Sand is sieved daily, rinsed weekly with a diluted sterilising solution, and replaced frequently. When not in use, trays are covered to keep sand clean.

Food Handling and Healthy Eating
All staff handling food hold up-to-date food hygiene certificates. We follow current legislation on food safety, hygiene, and training. Snacks and cooking activities promote healthy, nutritious eating and take account of individual dietary needs.

Illness
Parents are asked to keep children at home if they are unwell or infectious and to inform the setting of the illness so others can be advised. Children must be kept at home for at least **48 hours after sickness or diarrhoea**.

Cleaning and Spillage
Any spills of blood, vomit, or excrement are cleaned immediately using protective gloves and aprons. The area is disinfected and kept clear until safe. Contaminated fabrics are sealed and sent home.

A **daily cleaning checklist** is in place and monitored by the room leader to ensure high standards are consistently maintained.

Food and Nutrition Policy

At Redbrook Hayes we recognise the DFEs statement that "The early years are a crucial time to reduce health inequalities and set the foundations for a lifetime of good health (2025)." This guidance outlines how we ensure the food and drink we provide in setting is balanced and nutritious. It also outlines how we work with parents to develop children's knowledge and understanding of a balanced diet and how to support the development of healthy habits.

Snack

We have a progressive approach to snack time across our EYFS setting.

- **2–3-year-old provision**: Snack takes place in a group with children sitting at the table. This allows staff to teach children how to drink from an open cup and eat safely. Staff take time to talk to the children about the fruit and vegetable on offer.

-**3-4-year provision:** We begin the year with small group snack, where children pour their own milk and select their snack. Staff take the time to teach children about healthy food choices and promote a positive, social experience whilst eating. When ready we move to a rolling snack bar, where children sit in a small group and access snack bar independently.

-**Reception class:** We provide a rolling snack bar where children sit in a small group and select their milk and fruit independently.

There is always a member of staff in sight and hearing distance of the rolling snack table. Staff support the growing independence of the children.

We offer a variety of fruit and vegetables as part of the free fruit and vegetables scheme for schools; these are stored in a refrigerator. These often include apples, pears, sugar-snap peas, tomatoes, bananas and baby-corn. Staff gently encourage children to taste and use their senses to explore unfamiliar fruit and vegetables. Children are provided with milk daily and school provides this throughout the EYFS even after the child turns 5. Milk is stored and rotated in the refrigerator. We follow the food standards agency choking and food guidance and the posters are displayed in each room across EYFS. Early years food choking hazards | Food Standards Agency

Drinks

Parents are asked to provide their child with a reusable water bottle, which is sent home every day to be washed. Unless in very exceptional circumstances we have strict no feeding bottle or Sippy cup policy. These drinks are available for children to always access freely. Children are asked to drink at the drinks station or sitting in their space or on a chair.

We encourage water only and this is promoted through parent workshops, meetings and class Dojo. We have a strict no fruit juice, fizzy drinks or drinks with added sugar. When needed we refill children's bottles with water.

Mealtimes

Our school meals are catered by Mellor's catering company. Their policies and menus can be found here Policy Documents - Mellors Catering

Parents are provided with a 2-week menu which includes balanced meals including at least 3 of the 4 main food groups. Reception children are all offered a free school meal. For children in nursery parents are encouraged to purchase a school meal. Mellor's attends summer transition events to promote school

meals to families and answer any questions. Information about how we support parents to provide a healthy lunchbox can be found in our parent partnership section.

Routine at mealtimes

Across EYFS children are supported to wash their hands before snack and mealtimes. In our 2–3-year-old provision children eat in the classroom. This is in a dedicated space with laminate flooring and a separate adult sink and preparation areas. In our 3–4-year-old provision and Reception children eat in the school hall.

In Nursery there is at least 2 members of staff present at mealtimes. Staff sit with the children and use high-quality interactions to talk about food, encourage independence and provide a positive experience. Reception has a dedicated dinner lady who remains with them in the hall supporting them to eat a range of foods and gain independence.

All staff are trained in best practice regarding supporting children's food and health mindset; this includes not making children eat everything or to eat more if they do not want to (DFE 2025)

There is always at least one fully trained paediatric first aider present at meal and snack times.

Choking Prevention

Young children are still learning how to chew properly, and they often swallow things whole, but their small airways can become easily blocked. Nearly any food can cause choking in children, so it is important to ensure that food is served in the appropriate sizes, shapes and textures to reduce the risk of choking.

We can help to reduce the risks of choking on some foods by changing their size, shape or texture, and by serving certain foods in small, manageable bites. Some foods are easy for young children to choke on when swallowing because they are the same size and shape as a child's airway. Children under 4 years of age are at the greatest risk of choking. Whenever possible, under the age of 4 years will be offered the same variety of foods as the rest of the children in our care but prepared in forms that are easy for them to chew and swallow.

The following measures will be put into place to prevent choking at mealtimes:

- Children must always be supervised during mealtimes.
- Food at mealtimes must be cooked until they are soft enough to pierce easily with a fork.
- Soft food should be cut into thin slices or small pieces no larger than half an inch.
- Soft, round foods such as sausages must be cut into short strips rather than round pieces. Hot dogs should be cut lengthwise and width wise.
- Grind up meat, chicken and other tough foods.
- Foods such as celery and carrots should be cut into sticks – not round pieces.
- Cheese should be grated or thinly sliced – no chunks allowed.
- Remove all bones from fish, chicken and meat before cooking.
- Grapes, cherries, berries, melon balls or cherry tomatoes must be cut lengthways in half.
- No nuts or seeds on the menu.
- No white bread on the menu
- Children should have a calm, unhurried meal and snack time.
- Children should not eat when walking, talking or playing.
- Staff should model safe eating habits and chew thoroughly.
- Children should sit up straight whilst eating.
- Offer plenty liquids to children when eating, solids and liquids should not be swallowed at the same time. -Offer liquids in between mouthfuls.

In the event of a child choking, please follow Paediatric first aid guidance as follows:

- Encourage the child to cough – this may clear the obstruction.
- If this has no effect, then deliver up to 5 sharp back blows.
- If the child is small, it may be possible to lay them across your lap facing down. Otherwise, support them.
- standing up leaning forward and bent over. Deliver up to 5 sharp back blows in the middle of the back.
- between the shoulder blades using the heel of your free hand
- If this has not removed the obstruction, and they are still conscious, you must start abdominal thrusts.
- Stand or kneel behind the child and wrap your arms around them just below the rib cage and above the
- navel. Clench one fist with the flat thumb side positioned above their navel and grasp this with the free hand.
- Pull sharply inwards and upwards up to 5 times.
- Be careful not to pull onto their rib cage or the bottom of their breastbone.
- Remove any obvious sign of obstruction, but do not make a blind attempt to remove something that you.
- cannot see. You may actually force the obstruction further down the airway.
- If after 3 cycles of 5 back blows and 5 abdominal thrusts the obstruction has not been removed, then you
- must call for an ambulance and continue with the cycle.
- If the child becomes unresponsive perform CPR
- In addition to this, there is an anti-choke device in setting to support with the choosing of resources.

Cooking and Food Tasting

As part of our curriculum, we offer a variety of cooking and food tasting experiences. These include making bread, healthy pizzas and fruit kebabs. We offer a variety of food tasting experiences including unfamiliar fruit and vegetables during our happy healthy week and unfamiliar foods from around the word during our celebration topic. We follow the sensory food education guidance when offering these experiences.

Some other examples of how our curriculum promotes healthy attitudes towards food:

- Growing our own vegetables.
- Sensory food experiences such as orange and lemon slices in water or chopping fruit and vegetables.
- Knowledge about farms and where our food comes from.

Help for early years providers: Sensory food education

Parent Partnership

Working alongside with parents is an essential to ensure children have a healthy, balanced and nutritious diet and develop healthy eating habits.

Before a child joins our setting, we gather information from parents including likes, dislikes, allergies/intolerances or cultural/religious practices. We then work with the catering team to ensure these needs are met.

During our induction meetings and within our welcome packs we share the information within this policy and outline our expectations regarding sending in water bottles and balanced lunchboxes. We use the information on the NHS healthier family's website to communicate this.

Lunchbox ideas and recipes – Healthier Families - NHS

Throughout the year we use Class Dojo to share the children's food experiences and to celebrate their healthy choices. We encourage parents to share these with us too. During our happy and healthy week, we share extra information with parents about healthy eating. We use 'Tiny Happy People' website to share up to date, easy to access information.

Where we find parents need more support in providing their child with a healthy diet, we would use our key person approach to have individual conversations.

BBC Tiny Happy People

Meeting Every Child's Needs

We are committed to ensuring we meet every child's needs including cultural, dietary or unique needs. All staff attend regular training on allergy awareness, and we have robust policies and procedures in place across school to ensure children's safety.

Where needed we liaise with other professionals including our trusts occupational therapist to meet the needs of children who have unique needs, for example sensory needs or phobias. Staff are trained in sensory food education which support the needs of all children.

Celebrations

Many families like to send in sweets for their child to give to friends on their birthday, we do not encourage this, and this is discussed as part of our induction. However, we do allow this as part of the child's social experience, and we use this opportunity to teach children about treats and balance. We do not allow children to eat these in school, and we inform parents at the door that they have a treat. We have a strict no lollipops, chewy sweets, hard boiled sweet or anything larger than treat size.

Food Hygiene

We follow the food standards agencies 'Safer Food and Better Business' recommended practice. We adhere to the guidelines in food preparation, including thorough cleaning, proper cooking and chilling procedures, and the prevention of cross contamination.

We maintain high standards of food safety and all members of staff within Early Years at Redbrook Hayes are fully trained in Food Hygiene on a regular basis.

Procedures for the Preparation of food

- Before preparing snack, cooking or food tasting staff should tie/clip hair back, remove watches and rings (except wedding bands)
- Wash hands in the hand-washing basin, following the recommended hand-washing technique displayed over the basin.
- Food preparation aprons must be worn.
- Work surfaces must be cleaned using antibacterial spray and correct surface cleaning cloth.
- Within the rooms, staff must clean any tables and surfaces which are going to be used during snack time.

- Before food is used, all use by dates should be checked and any out-of-date products must be discarded.
- All snacks are to be placed onto trays ready for service.
- Clean down all work surfaces with anti-bacterial spray and appropriate cloths.
- After snack time all tables and equipment used should be cleaned using antibacterial spray and appropriate cloths. Any spilt food should be cleaned from the floor area.
- Hand washed items wash should be washed in hot water and detergent and left to air-dry. If a tea towel is required, then it should be discarded for washing after use.

Inclusion Policy

At Redbrook Hayes, we believe that every child deserves equal opportunities and experiences. We value each child as an individual and welcome all children into our warm, caring and inclusive environment, where they can thrive and develop at their own pace. Our resources, displays and learning environment reflect diversity and promote equality throughout the setting.

We are committed to inclusion through our attitudes, language, environment and overall ethos. Explorers follows the SEN Code of Practice, ensuring that planning and provision meet the needs of all children with Special Educational Needs and Disabilities.

Children with SEND are admitted to the nursery following a discussion between parents, the EYFS Lead and the school Inclusion Lead. During this meeting, we gather important information about the child's routines, preferences, medical or equipment needs, and any relevant risk factors. Together, we identify how best to support the child and family from the outset.

Within EYFS, we adopt a high-quality teaching first approach and aim for learners to have equal access to the curriculum, teaching and learning. Learning experiences are adapted where necessary so that every child can participate fully. We are proud of our additional provision, 'The Nest' which allows children who are not yet able to access the full EYFS curriculum to thrive in our care. Please find more information here:Information_Report_2025_-_2026.pdf

We recognise the importance of early identification and regular, effective intervention to support progress and positive outcomes. While some children's needs are evident early on, others may emerge over time. Staff remain vigilant to any developing concerns and respond promptly, seeking advice and support as needed. Ongoing professional development ensures staff are confident in recognising and meeting a wide range of needs.

We value parents as partners and understand that they know their children best. We actively listen to their concerns and work collaboratively to provide appropriate support.

Early Identification

Regular observations and assessments form part of our daily practice and help us identify children's needs early. These observations inform our planning and next steps, ensuring that learning is tailored to each child.

Every child is supported by a key person who builds a strong, trusting relationship with the child and their family. This approach enables staff to provide consistent care and individualised support.

Where additional needs are identified, staff work with the SENCo team, parents, and relevant professionals to develop a targeted plan. If necessary, referrals are made to external agencies to ensure the child receives appropriate support.

Progress Check at Age Two

Staff complete a progress check for children who join after their second birthday, usually within their first term in Preschool. This written summary, shared with parents, highlights the child's development in the areas of:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The progress check identifies strengths and any areas where progress may be slower than expected. Where significant concerns arise, a targeted support plan is developed with input from parents and professionals such as the SENCo, Educational Psychologist, or Speech and Language Therapist.

If additional support is agreed, a Personal Learning Plan is created, outlining specific adaptations and clear outcomes. Progress is reviewed regularly with parents, ensuring the child's and family's views remain central to the process.

Weekly planning also reflects individual needs, with activities modified or differentiated to ensure accessibility for all learners.

Working with Other Agencies

We work closely with a range of professionals and agencies, including Family Support, Speech and Language Therapists, and Educational Psychologists. Parental consent is always sought before contacting external professionals.

Where a child may benefit from long-term support, and with parental agreement, we refer to the Early Years Forum, who advise on appropriate funding and resources.

In line with the Equality Act 2010, we make reasonable adjustments to reduce barriers for children with disabilities, ensuring no child is disadvantaged.

Our environment is flexible — furniture and layout can be adjusted to meet the needs of individual learners. All rooms are on one level and are accessible from both the plaza and playground. We encourage independence, confidence and active participation for all.

The designated Special Educational Needs Co-ordinator (SENCo) for the Nursery is Miss A. Cunnington.

Intimate Care Policy

"Intimate care is a term used to describe activities involved in meeting the personal care needs of a child. It includes providing care which requires direct or indirect contact with, or exposure of, private parts of the body, such as:

- changing nappies, underwear, continence pads or sanitary wear
- helping a child use the toilet.
- bathing, showering or washing.
- providing some forms of specialist medical care (such as inserting suppositories or pessaries).

It can also involve other forms of physical care, sometimes referred to as 'personal care,' including:

- feeding
- changing outer layers of clothing
- applying or administering external or oral medication
- hair care
- washing non-intimate body parts
- prompting children to go to the toilet

(NSPCC July 2024)

At Redbrook Hayes, we recognise and respect every child's right to:

- Has their dignity protected during care?
- Feel safe and comfortable while receiving care.
- Be involved in the care process and understand what is happening.
- Have their feelings acknowledged and respected?
- Be supported to develop independence at their own pace.

When children join our Early Years settings, we gather information from parents about their child's individual care needs and ensure plans are in place to support them. During transition visits, children are shown the toilet areas and are reassured they may use them whenever they need to. They are taught that toilets are private spaces, not for play, and that only one child may use a cubicle at a time.

For children in pull-ups or nappies, staff remind and support regular toilet use. Nappies are changed as needed, with children in Explorers changed at least once per 3-hour session and Reception children twice a day. Parents are asked to provide clean nappies, wipes, and cream, which are used only for their child.

If a child is heavily soiled and requires bathing, parents will be contacted to come into school. This ensures the child's comfort and minimises disruption to the setting. For children with medical needs, a Care Plan is written in consultation with parents and the Inclusion Lead. Staff always follow Moving and Handling guidelines for children with physical needs.

While staff support children's toileting routines, parents remain responsible for toilet training. We encourage regular toilet visits throughout the day as part of our routine. If a child's clothing becomes soiled, we will provide spare clothing where possible or contact parents to send some in.

Nappy Changing Procedures

- Nappies are changed in the designated Preschool or Nursery changing area.
- Children are encouraged to climb steps to the unit independently.
- Changing mats are cleaned after each use.
- Staff wear gloves and aprons, which are disposed of after each change.
- Used nappies are double-bagged and disposed of appropriately.
- Only one member of staff changes a child unless the child's Care Plan requires two.
- Another adult is always present in the room and able to see the changing area.
- Cleaning charts are followed and checked daily.

Other Aspects of Intimate Care

- **Feeding:** Children are encouraged to feed themselves; permission is always sought before assisting.
- **Changing clothes:** Practitioners ask permission and handle clothing changes gently.
- **Medication:** Staff follow the whole-school medicines policy, seeking consent and explaining the process to children.
- **Washing:** Children are encouraged to wash independently, with adult support if needed and with the child's permission.
- **Toileting reminders:** Staff discreetly remind children to use the toilet and respect their response.

Only staff who have successfully completed recruitment checks, including DBS clearance, are permitted to assist with intimate care. Children are taught and regularly reminded about good hygiene, including thorough handwashing.

Manual Handling Policy

In the EYFS, nurturing and supporting young children often involves appropriate physical contact. This may include comforting, assisting with care routines, or helping children regulate their emotions. Touch is always respectful and purposeful, and children's consent is sought whenever possible (e.g., "Would you like to hold my hand?" or "May I help you?").

At Redbrook Hayes, we maintain high expectations for our children from the age of two, encouraging independence and positive behaviour within a warm, safe environment.

Examples of appropriate positive touch include:

- Holding hands
- Offering a hug for comfort
- Allowing a child to sit on your lap when distressed
- A hand on the shoulder or back for reassurance
- Helping with dressing, feeding, or toileting (see Intimate Care Policy)
- High fives and interactive games (e.g., clapping or ring games) #

Positive Handling

We operate a *no-lifting* policy except in exceptional circumstances. Physical intervention is only used when absolutely necessary to prevent harm or serious disruption and always in line with our **Behaviour Policy** and legal guidance on reasonable force.

Reasonable force may be used only to:

- Prevent injury to a child or others.
- Prevent serious damage to property.
- Stop dangerous or disorderly behaviour.
- Any intervention is minimal, proportionate, and consistent, taking into account the individual needs of the child, including those with SEND. Staff are Team Teach trained and use de-escalation techniques before any physical intervention.

Media and E-Safety Policy

As part of our Safeguarding policy, the following practice relating to the use of media and technology is adhered to within the setting. Safeguarding children is everyone's responsibility, so it is of paramount importance to ensure the safety and wellbeing of children at all times, and this includes their online safety.

Photographs

- Parental permission is sought to take photographs of their child for their Dojo Profile and Dojo whole class story.
- We will respect the wishes of any parent who does not wish their child to be photographed.
- Staff are only permitted to use the Nursery devices (iPads) to take photographs of the children, and these remain in school at all times.
- Photographs of the children are displayed within the classrooms and will be included in the child's learning journey.

Mobile Phones

Staff/Students are not permitted to use their personal mobile phones during their working hours or when children are present. Staff may use their phones in the staffroom during their official break time and lunch break. All phones are to be either left at home or turned off and stored in a locked cupboard in school. Staff are not permitted to use their mobile phones to photograph children.

- Parents are requested not to use their mobile phones within the setting and whenever possible not bring them into the Nursery.
- All visitors to the setting are asked to place their mobile phones, tablets etc, in the locked cupboard until they are ready to leave the premises.

Use of Computer and iPads

Please see whole school E Safety policy Online_Safety_Policy_2024-25.pdf

At Redbrook Hayes, we recognise that the use of technology and digital media plays an important role in children's learning and development. We are also committed to ensuring that all staff, volunteers, and students use technology safely, responsibly, and professionally.

All staff are fully aware that any illegal, inappropriate, or harmful material or incidents must be reported immediately to the Designated Safeguarding Lead (DSL). An incident log sheet must be completed without delay.

Early Years practitioners support children's emerging understanding of e-safety by providing a range of age-appropriate resources, including the use of cameras, iPads, tablets, and computers, in a safe and supervised environment.

Staff Conduct and Internet Use

Staff must not create unnecessary risk to the setting through misuse of the internet or technology. Due to the increasing use of social networking sites, all staff, volunteers, students, and agency workers at Explorers must remain mindful of the impact their personal online activity may have on their professional reputation and the reputation of the setting.

Practitioners are expected to maintain high standards of personal and professional conduct when using social media to ensure that confidentiality is upheld at all times and that Explorers is not brought into disrepute.

Use of Social Media

To safeguard both children and staff, the following rules must be observed:

- No reference to the nursery, its staff, children, or parents should be made on social media sites.
- No photographs taken on nursery devices may be published on personal social media pages.
- Staff must not accept friend requests from parents or carers of children attending the nursery.
- Social media must not be accessed during working hours.
- Photographs of staff wearing nursery uniforms must not be posted on social media.
- Staff must not make disparaging or negative comments about the setting, colleagues, or the employer.
- All staff are expected to understand and uphold professional standards of conduct online and are reminded of these expectations during regular training and supervision.
-

Any inappropriate use of technology, breach of confidentiality, or unprofessional online conduct will be treated as a serious matter. Allegations or concerns relating to misuse must be reported immediately to the Designated Safeguarding Lead, and disciplinary action may be taken where appropriate.

Outdoor Play Policy

The Department of Health highlights the importance of active outdoor play for children aged 1–5, recommending around three hours of outdoor activity each day. Research shows that regular time outdoors supports healthy brain development, strong muscles and bones, good sleep, and vital social and coordination skills.

At Redbrook Hayes, children enjoy at least one hour of outdoor play each session (weather permitting). Our outdoor provision is thoughtfully planned to complement indoor learning and to build the physical and cognitive skills needed for future success in Key Stage 1. Careful observation helps us tailor experiences to each child's stage of development.

The outdoor environment supports children by:

- Promoting well-being and all-round development
- Encouraging self-regulation and executive function
- Strengthening the physical foundations for writing and learning
- Offering opportunities to explore on a larger scale
- Providing first-hand experiences of nature, weather, and the seasons
- Inspiring curiosity, imagination, and active exploration

Some learning experiences can only happen outdoors — from watching insects under a rock to building with large boxes or painting on the playground. These moments spark creativity, problem-solving, and joyful engagement.
At Redbrook Hayes, we see the outdoors not just as extra space, but as an essential learning environment — one that gives children the freedom to move, explore, and thrive.

Planning Outdoor Play

Planning for outdoor provision mirrors indoor planning, responding to the needs, interests, and curiosities of our learners. However, outdoor planning tends to be more flexible and ongoing, allowing for teamwork, collaboration, and the evolving nature of children's play.

When planning outdoor learning, staff consider:

- The specific focus and purpose of play
- Opportunities for individual, cooperative, and parallel play
- Skills, knowledge, and attitudes to be developed.
- Effective use and adaptation of resources over time
- The level of staff interaction, guidance, and support
- The quality of play experiences

To ensure breadth and balance, adults plan with clear learning goals while remaining responsive to children's ideas, enthusiasm, and natural exploration.

<u>The Role of the Adult Outdoors</u>

Adults play an active and purposeful role in children's outdoor learning, using their knowledge of each child to extend understanding and support development. This includes:

- Engaging in high-quality interactions (SHREC)
- Scaffolding learning to help children problem-solve and build confidence.
- Extending play with new ideas, challenges, and resources
- Initiating or joining in games when appropriate
- Observing, assessing, and reflecting on learning (not all observations need to be written)
- Supporting safe risk-taking and guiding children's understanding of sensible play
- Ensuring equal access to a rich, inclusive outdoor curriculum for all learners
- Evaluating observations to inform future planning and provision

Safety in the Outdoor Setting

We have a robust outdoor risk assessment that is reviewed regularly, and outdoor provision is part of our daily safety checks. Staff carefully inspect the area before and during sessions, removing any potential hazards.

The outdoor area is always supervised, with at least two staff members present when larger groups are outside to ensure appropriate ratios and full visibility of all children.

A shaker or tambourine signals tidy-up time, and children help clear resources to keep the area safe. Learners are taught to handle and store equipment safely, to climb and balance independently, and to recognise their own capabilities.

All staff are qualified paediatric first aiders and respond to minor injuries immediately. More serious incidents are managed indoors by a designated first aider, with accident and incident forms completed in every case.

Parental Partnership

Parents are the primary educator in a child's life, influencing thoughts, feelings and experiences within the world. If parents support and encourage their child's learning at home and nursery, it will have a positive effect on their development. It is important that we, as practitioners, work in collaboration with parents to support the child and ensure we are both working towards the same outcomes.

Parental Involvement

Research shows that the influence of parental involvement can have a major impact on school readiness and attainment levels from birth all the way up to sixteen years of age. The Early Years Foundation Stage (EYFS) supports parental involvement in their child's development, bridging the link between the setting and home learning.

Within the Early Years at Redbrook Hayes, we strive to build and maintain strong and effective relationships with each and every parent. We aim to work closely with parents, complementing your approach to childcare whilst offering support and new opportunities to participate in your child's learning. We invite and encourage parents to become involved in every stage of their child's learning and development which enable us, as practitioners, to draw further on your child's interests, home experiences and relationships.

Throughout your child's time in the Early Years, you will be invited to take part in the following activities which promote parental involvement and develop home school links further:

- Home learning - sharing stories, *daily practice of flashcards and reading to support the development of early reading.*
- Family art competitions
- School trips
- Special assemblies
- Class dojo updates on daily teaching and learning and curriculum.
- Mother's and Father's Day Events
- Parent-teacher meetings
- Sports Day
- Class assemblies and celebrations
- The Nativity production or Christmas Celebrations
- Interactive Parent Workshops
- Sharing photos or memories

We pride ourselves on being an open-door Early Years setting which encourages parents and families to share information freely with us, as we do with them. At both entry and dismissal, members of staff are actively available to pass on any messages to parents and the adults collecting your child. As with all elements of the school, we ask that if parents have any suggestions or concerns that they contact us immediately as staff will be more than happy to help.

Policy for Lost Children

At Redbrook Hayes, robust systems and procedures are in place to ensure that children are never left unsupervised or go missing. In the unlikely event that a child cannot be located, the following actions will be taken immediately:

- The Headteacher, Deputy Headteacher, or Inclusion Lead (DSL/DDSL) will be informed.
- Staff will ensure all other children are safe, registers are checked, and ratios are maintained.
- Members of the Senior Leadership Team will search the school site and surrounding areas, ensuring searchers have appropriate communication (e.g. walkie-talkies or mobile phones).
- If the child is not found within 10 minutes, the Local Police, parents/carers, and the Local Safeguarding Children Board will be contacted. Parents will be kept informed throughout.

The school will fully cooperate with any police or safeguarding investigations.

Once the child is found:

- The DSL will notify parents and any emergency services involved.
- The child will be comforted and reassured.
- All staff involved in the search will be informed.
- A full debrief will take place between the DSL and Nursery Manager with parents.
- An incident form will be completed, and Ofsted and the Local Safeguarding Board will be notified.
- A review will follow to identify lessons learned and prevent reoccurrence.

If the child was injured, a report will be made under RIDDOR to the HSE.

Procedure for Non-Collection of Children

At the start of each year, we collect up-to-date **names and contact details** for all parents and carers. Families are reminded to inform us immediately of any changes to these details to ensure we can always reach them in an emergency.

In the event that a child is not collected at the end of their session, **Explorers staff will follow the procedure below** to ensure the safety and wellbeing of the child at all times:

- The child will be reassured and encouraged to continue engaging in calm, familiar activities. Staff will ensure that the child is **unaware of any problem** and remains comfortable.
- The child will be offered **food and drink** as appropriate, depending on the length of the delay.
- The **parent or carer** will be contacted immediately and asked to collect their child as soon as possible.
- If the parent or carer cannot be reached, the **second or third emergency contact** listed on the child's registration form will be contacted and arrangements made for collection.
- The child will **remain supervised by at least two members of Nursery staff** until an authorised adult safely collects them.
- If no authorised contact can be reached **30 minutes after the original collection time**, staff will contact:
    - **First Response** on *0800 1313 126*
    - **Ofsted** on *0300 123 1231*

Staff will then follow the advice and guidance given by the relevant authorities and take appropriate next steps.

A written record of the incident will be completed, including details of attempts to contact parents or carers and any advice received.

Safeguarding Policy

The safeguarding of the children in our setting is our greatest priority. All members of staff in setting have annual Level 1 safeguarding training and are fully aware of how to report any concerns they have about a child.

At Explorers, the same safeguarding processes and principles are used as the rest of the school. The Safeguarding policy can be found online at www.redbrookhayes.staffs.sch.uk.

Designated Safeguarding Lead: Mrs Lucy Turner (Headteacher)

Deputy Designated Safeguarding Lead: Mrs Vicki Edkins (Deputy Headteacher)

Deputy Designated Safeguarding Lead: Miss Abigail Cunnington (Inclusion Lead)

Safer Sleep

Sleep Equipment and Environment

- A designated sleep area is provided (the dome in Explorers and the book corner in Reception).
- Purpose-made sleep mats are provided from a regulated company.
- A thin cellular blanket, or their own blanket provided by parents, can be used.
- Cushions and soft toys are removed when children are sleeping.
- The sleep area remains within sight and hearing of staff at all times.
- Children are not allowed to play in the dome whilst another child is sleeping.
- Outdoor coats, shoes and hoods will be removed before children sleep (or removed if they fall asleep) to prevent overheating.
- Room temperature is checked daily, aiming for the room to be between **16–20 degrees Celsius**. During periods of very hot or cold weather, the temperature will be checked regularly throughout the day.

If a child has a regular sleep in Explorers, they will be guided to the designated sleep area on a cushioned mat with a thin blanket at their usual sleep time. If a Reception child has a regular sleep, their individual needs will be outlined within a personal plan.

In Explorers and Reception, if a child communicates that they are tired, they will be supported to decide whether they would like to have a sleep. If they choose to sleep, they will be supported to access the designated sleep area on a cushioned mat with a thin blanket.

If a child falls asleep in another area of the classroom, staff will consider the child's individual needs and wellbeing. Where appropriate, they will be gently supported to wake and move to the designated sleep area. If this is not possible, staff will ensure the area is safe by removing clutter and where possible, support them onto a sleep mat. Parents will be informed if this happens.

A designated member of staff will check on children who are sleeping at least every ten minutes, and a sleep chart will be completed. This includes checking that they are comfortable, that their breathing is not restricted, that no objects have been placed in the sleep area by other children, and that they do not appear overheated or too cold (touching them if needed to check their temperature).

Staff Code of Conduct

Our Early Years staff will always:

Follow all policies and procedures diligently and keep up to date with changes and amendments.

Show endless enthusiasm for their job role and ensure the complete wellbeing of children

Provide a safe and secure environment that encompasses loyalty, trust and respect for all.

Aspire to be the best practitioner you can be, using high-quality interactions to maximise outcomes for our children.

Be welcoming, open and honest to colleagues, parents and pupils, demonstrating a caring, friendly and understanding nature

Be proactive in the organisation and planning of the learning environment, engaging in daily reflective practice discussions with colleagues

Follow our exceptional behaviour policy closely, supporting the development of a positive sense of self and emotional regulation for our children

Show an interest in our children and their individual interests and needs, communicating appropriately and supportively to encourage progress and growth

Show empathy and patience towards individual situations involving colleagues, children and parents, providing a supportive and reassuring environment.

Ensure children's basic needs are met, encouraging independence and self-care.

Ensure all school policies, particularly Safeguarding and Health and Safety, are observed and promoted at all times.

Reviewed: September 2026 by all EYFS Team Members
To be next reviewed: September 2027

Screen Use Policy

EYFS Screen Use Policy

At Redbrook Hayes, we believe that children learn best through play, talk, movement, exploration and high-quality interactions with adults. Digital technology has a place within our curriculum, but it is used sparingly, purposefully and only where it enhances children's learning.

Our Approach

We follow the Department for Education's guidance on screen use in early years settings and take a precautionary approach to the use of screens.

It is important to understand the difference between screen time and screen use.

- Screen time is simply the amount of time a child spends looking at a screen.
- Screen use considers *how*, *why* and *when* a screen is used. High-quality screen use is purposeful, interactive and supports children's learning, rather than replacing it.

Our focus is always on meaningful experiences led by skilled adults, with screens used only when they add value to learning.

How We Use Screens

Children in EYFS do not have free access to tablets or digital devices.

The only screen routinely used with children is our interactive whiteboard, which is used to support carefully planned teaching and learning, for example:

- Numberblocks to develop mathematical understanding as part of the NCETM Mastering Number programme.
- Carefully selected National Geographic videos to enrich children's understanding of the wider curriculum.
- Occasional high-quality visual resources that help children understand real-life people, places, animals or events that cannot easily be experienced first-hand.

Screens are never used as entertainment, to fill time, to occupy children during transitions or to manage behaviour.

Safe and High-Quality Content

Any digital content used with children will always:

- be viewed and checked by the teacher before use.
- be age-appropriate, purposeful and directly linked to learning intentions.
- be slow-paced, predictable and free from fast flashing images, excessive scene changes or overstimulating content.

- be advert-free and suitable for young children.
- be watched together with an adult, who will encourage discussion, questioning and interaction.

Children are never left to watch screens independently.

What You Will See in Our Setting

If screens are used, they will always be:

- for short periods of time.
- part of an adult-led learning experience.
- balanced with plenty of opportunities for conversation, outdoor play, physical activity, creative experiences, stories and hands-on exploration.

Technology will never replace the rich interactions between children and adults that are essential for language development, thinking and emotional wellbeing.

Working in Partnership with Parents

We recognise that children may already spend time using screens at home. Our approach aims to complement, not add to, children's overall daily screen exposure.

We seek to actively discuss healthy screen use with families and share current guidance and support.

This policy has been created using the DFE guidance which can be found here: Help for early years providers: Screen use

Children's individual needs are carefully considered when planning all aspects of learning, including the use of digital technology. Where it is appropriate to make adjustments to this policy to support a child's individual needs, these will be clearly documented within the child's individual learning plan. The plan will outline the agreed adjustments, the reasons for them, and how they support the child's learning, development and wellbeing.

Staffordshire Early Help Assessment

The Staffordshire Early Help Assessment (EHA) is to identify, at the earliest opportunity, a child or young person's additional needs which are not being met by the universal services they are receiving and to provide timely and co-ordinated support to meet those needs. The use of a standard form helps practitioners to record information which can be shared with others to find an appropriate response to unmet needs.

When a child needs extra support, we want to find the best way forward as soon as possible. Sometimes the people who work with your child need to spend more time with you, thinking carefully about what help your child needs. We might also need to involve other services to enable the best support available to you and your child.

The Staffordshire Early Help Assessment is a way of working with children and young people. It involves listening to parents and the child to find out a child's needs. It puts the family at the heart of deciding what help a child needs and how best to get this help. The EHA can help when there are problems which cannot easily be sorted out by one person, it will ensure that a child receives the right support as early as possible and will make sure that everyone involved - such as Nursery Practitioners, Teachers, Health Visitors - works together.

The Staffordshire Early Help Assessment is the tool for the County and practitioners are encouraged to use it when they feel that they need to discuss concerns with a child and their family. The form guides a discussion and should prompt recognition of the strengths and resources in families and the communities in which they live. It will inform a plan of action that draws on those resources to achieve improvement for the child or young person.

Every Child Matters is all about improving the life chances of all children, reducing inequalities and helping them achieve. The five outcomes are:

• Being Healthy

• Staying Safe

• Enjoying and achieving

• Making a positive contribution

• Achieving economic wellbeing

If we feel a child needs extra support in any of these five outcomes from the Every Child Matters, where other services are required to offer help, we will do the following:

• The Staffordshire Early Help Assessment is a universal tool for practitioners from Explorers and Redbrook Hayes staff to use with the child/young person and their family to summarise and clearly record their current circumstances including areas of need and of strength. This then forms the basis for an agreed way to work together to achieve the improvements in the life of that child and family.

• Practitioners must always obtain consent from a family/child or adult before the Early Help Assessment process starts. Once consent is given, the practitioner will lead a discussion with the child and family/adult to reflect upon and record their strengths and needs, and this information will be captured-on the Early Help Assessment document.

• The family must confirm their consent by signing the form and they will then be given a copy. The practitioner will also retain a copy. At this point, the family and the practitioner will decide which services may be invited to become part of the "Team Around the Child/Family" and contributors to the Early Help Action plan.

• The Local Support Team will be contacted. They will set up the EHA procedures and offer support, advice and guidance.

• A meeting will be set up with parent, child (where necessary) and other services to work together to meet the needs of the child.

• Once other services have resolved the initial concern this is the end of the EHA process.

• If further actions are required this will be arranged.

How will information be kept confidentially?

All records will be stored securely in the Headteacher's office in a locked cabinet. Only information which is relevant will be shared and children/young people and their parents/carers can ask for information shared to be limited. Information will only be shared with the informed consent of the child/young person, or their parent/carer. The exception would be if the information gathered led to concern that the child/young person was at risk of harm or a risk to others.

What happens if consent is refused?

If consent to carry out an Early Help is refused it cannot be undertaken. In these circumstances, the practitioner will deploy a persistent approach to engage the family. Practitioners will need to consider the risks presented to children and young people and refer to the SSCB threshold model which can be used to support decision making.

Useful contact information

www.staffsscb.org.uk

www.staffsfsd.org.uk

Staff Training/ Supervision & Performance Management Policy

At Redbrook Hayes, we are committed to supporting our staff in their professional growth and well-being, enabling them to develop their careers at a pace that suits them. Annual appraisals, led by the Senior Leadership Team and EYFS Lead, help identify both individual and organisational training needs, with targets reviewed termly. In addition, half-termly supervision meetings provide opportunities for reflection, professional dialogue, and policy review. We believe that continuous development and effective performance management strengthen both our practitioners and the quality of education we provide.

Research into motivation has shown consistently that excellent managers do three things with their staff:

1. Communicate with their staff regularly, discussing achievements and problems.
2. Set specific, achievable but challenging objectives or targets.
3. Ensure opportunities for learning and development.

Supervision

3.28 Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching, and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork, and continuous improvement, which encourages the confidential discussion of sensitive issues.

3.29 Supervision should provide opportunities for staff to:

• Discuss any issues – particularly concerning children's development or well-being, including child protection concerns.

• Identify solutions to address issues as they arise.

• Receive coaching to improve their personal effectiveness.

(EYFS Statutory framework, DFE, January 2024

At Redbrook Hayes, supervision is a regular meeting between the EYFS Lead (supervisor) and practitioners (supervisees) to support professional, personal, and organisational development. It is a key part of our quality assurance, providing space to discuss safeguarding, health and safety, review policies, and reflect on practice. Supervision also underpins induction for new staff and offers ongoing coaching and support linked to performance management targets.

Through supervision, practitioners are able to:

- Share safeguarding or health and safety concerns.
- Review policies and procedures.
- Reflect on and evaluate their practice.
- Discuss performance, priorities, and workload.
- Review progress against appraisal targets.
- Explore methods of working and professional development.
- Identify training needs and raise work-related concerns.

- Discuss children's progress and well-being.

Supervision meetings are recorded, with copies shared and stored in each practitioner's personal development file. Both supervision and appraisal meetings are open, reflective conversations designed to promote staff growth, well-being, and continuous improvement across the EYFS provision.

Staff Responsibilities During a Fire Alarm

In line with whole school policy, the below procedure will be conducted in the event of a fire alarm being heard:

- Staff to stop activities immediately.
- All staff must evacuate the children and any other adults in their room in a calm and sensitive manner. During this, staff encourage learners to stay calm and direct them to walk sensibly, ushering them to the fire assembly point.
- Learners who have been identified as significant risk will have their own risk assessment in place and staff will be aware of this.
- A designated member of staff will stay behind to check the classroom, toilets, and dens to ensure that everybody has evacuated.
- When leaving the building, all doors and windows will be shut, and the designated staff member will take the daily register outside with them.
- If the usual fire exit is blocked, the staff must direct the children to use the nearest available safe route.
- Designated member of staff to take a key in case needed.
- Fire assembly point is on the nature playground down the ramp to the right of EYFS outdoor area. When learners have arrived there, they will be counted and lined up along with the other classes.
- The room leader will take the register using the daily register and raise their hand to indicate to the headteacher that all learners and staff are present.
- The headteacher will report to room leaders when it is safe to enter again.
- When back inside, play activities will re-commence.

Fire drills are conducted once every term so that learners are aware of what they need to do in an emergency when the fire alarm sounds.

Transition Policy

Starting nursery or moving into a new class is an exciting milestone for children — but we know it can also bring a few nerves for both children and parents. At Redbrook Hayes, we put each child's well-being first, working closely with families and professionals to make every transition calm, positive, and personal.

Starting Preschool or Nursery

We want the move from home to nursery to be as smooth and happy as possible. Families are invited for an informal visit to meet the staff, explore the setting, and join in with activities. We then offer settling-in sessions so children can get used to their new environment at their own pace, while parents have time to ask questions and share any worries.

If your child is joining us from another nursery, we will talk with both you and their previous setting to make sure we have everything we need to support them fully. When your child starts, they will be greeted by a familiar face, and we'll keep in touch daily — either at the door or by phone if needed.

We understand that every child is unique, so we will work with you to help your little one settle gently and confidently into their new routine.

Moving Between Preschool and Nursery

At Explorers, children of all ages learn and play together, with focused times in smaller home groups. Because of this, children already know the staff and setting well before moving rooms. Parents are invited to a short meeting to hear about curriculum changes and meet the new team, helping everyone feel ready for the next step.

Transition to Reception

Children moving from Explorers to Reception take part in our school transition programme, including shared sessions with both their current and new teachers. This helps them build confidence, feel secure, and enjoy getting to know their new classroom before they start full time.

Transition to Other Settings

Sometimes children move on to other nurseries or schools. When this happens, we share key information with the new setting and encourage parents to arrange settling-in visits to help their child feel supported and ready for the change.

We review our transition processes every year to make sure they continue to meet the needs of every child and family.