Chilvers Coton Community School and Nursery

Early Years Foundation Stage (EYFS) Policy

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Agreed by the Full Governing Body on 16/09/26

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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them a secure foundation for learning, development and good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS), effective from 1 September 2026.

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

EYFS Provision, Structure and Funded Hours

Our Early Years Foundation Stage (EYFS) provision comprises of a Nursery and two Reception classes. The Nursery provides education and care for children aged 3–4 years, and the reception classes provide education for children aged 4–5 years.

We are committed to providing an inclusive, high-quality EYFS provision that meets the individual needs, interests and developmental stages of all children. We work in partnership with parents and carers to ensure that children have access to their entitled early education provision and are supported to make a positive transition into school.

Nursery Provision:

The Nursery provides eligible children with either 15 or 30 funded hours of early education and care per week, in accordance with current Government early education funding arrangements. If you are eligible for the 30 hours of funded childcare, please make sure you apply for your eligibility code in good time and provide it to us before the term in which your child starts nursery. This will help us make sure your funding is in place and ready for your child's start date.

Funded hours are provided within the Nursery's normal operating hours which are from 8.30 – 11.30 for the morning session and then from 12.30 – 3.30pm for the afternoon session.

If your child attends nursery for 30 hours, parents/carers are responsible for the cost of their child's lunch. You can choose to purchase a school lunch for your child or provide a healthy packed lunch from home.

Reception Provision:

Children in Reception attend school from **8:45am until 3:30pm**, Monday to Friday, during term time. Reception education is provided free of charge as part of the child's statutory school place.

School meals are also provided free of charge for Reception children in accordance with the school's arrangements for infant school meals.

4. Curriculum

Our Early Years Foundation Stage (EYFS) curriculum is designed to provide a broad, balanced and ambitious programme of learning for all children from Nursery through to the end of Reception. The curriculum is underpinned by the principles and requirements of the **EYFS Statutory Framework** and is designed to support every child to develop the knowledge, skills, understanding and characteristics they need to become confident, independent and successful learners.

Our curriculum recognises that children develop at different rates and that learning takes place through a combination of carefully planned adult-led experiences, purposeful play, exploration and interactions with knowledgeable and responsive adults.

The EYFS curriculum is organised around the seven areas of learning and development as well as the characteristics of effective learning.

Seven areas of learning and development:

Prime Areas:

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

Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The three Prime Areas are particularly important in supporting children to develop the foundations for their learning. These areas are strengthened throughout Nursery and Reception and support children's development across all aspects of the curriculum. The Specific Areas provide opportunities for children to build on these foundations and develop a wider range of knowledge and skills.

Characteristics of Effective Teaching and Learning:

We recognise the importance of the three characteristics of effective teaching and learning:

- **Playing and Exploring** – children investigate, experience things and 'have a go'.

- **Active Learning** – children concentrate, keep trying and enjoy achieving what they set out to do.
- **Creating and Thinking Critically** – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

These characteristics are embedded throughout our provision and support children to become motivated, resilient and independent learners.

Learning Through Play and Experiences:

We believe that Play is an essential part of our EYFS curriculum. Children are provided with a range of high-quality indoor and outdoor learning experiences that encourage them to explore, investigate, solve problems, communicate and develop their ideas.

The adults carefully observe children's learning and use their knowledge of each child to identify appropriate next steps. They extend learning through effective questioning, modelling, vocabulary development and sustained shared thinking.

The children are provided with opportunities to learn through real-life experiences, visitors, the local environment, nature, celebrations, stories and topics that are meaningful to them. These experiences support children to develop their understanding of the world and make connections between their learning.

Curriculum Progression from Nursery to Reception:

Our EYFS curriculum is carefully planned to ensure that learning builds progressively from Nursery into Reception. In Nursery, children develop the foundations of learning through play, exploration, relationships and first-hand experiences. Staff focus on developing children's communication and language, physical development, independence, social skills and early knowledge and understanding.

As children move into Reception, they build on the knowledge, skills and experiences developed in Nursery. Learning becomes progressively more challenging, with increased opportunities for children to apply their knowledge, develop independence and make connections between different areas of learning.

The curriculum is planned to ensure that children experience a balance of adult-led teaching and child-initiated learning. Staff use children's interests and prior experiences to enhance learning opportunities, while ensuring that key knowledge and skills are systematically taught.

Preparing Reception Children for Year 1:

Throughout the EYFS, we aim to nurture children to become confident, curious, courageous, caring and collaborative learners. We provide children with a supportive and engaging environment where they can develop the knowledge, skills and positive attitudes they need to thrive. By the end of Reception, our children are well prepared for a successful and confident transition into Year 1.

Transition is carefully planned and supported through effective communication between EYFS and Year 1 staff. This ensures that children's individual strengths, needs and achievements are understood and that learning continues to build as they move into the next stage of their education.

4.1 Planning

We are ambitious for every child and believe that all children can flourish when they feel safe, valued, nurtured and supported. Our caring and knowledgeable staff take the time to get to know each child as an individual, recognising their unique interests, experiences, strengths and developmental needs. We provide rich and meaningful experiences that inspire children to explore, wonder, question and develop a lifelong love of learning.

Our approach to planning reflects the principles of the Early Years Foundation Stage (EYFS). Learning is carefully considered but remains flexible and responsive to the children in our care. Staff use their knowledge of each child to provide experiences and opportunities that build on what children already know and can do, while gently encouraging them to take their next steps in learning.

Nursery

In Nursery, we recognise that young children learn best through play, exploration, first-hand experiences and warm, positive interactions with caring and knowledgeable adults. Our curriculum therefore places a strong emphasis on the three prime areas of learning:

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

Children are given opportunities to learn through a balance of adult-led experiences, small-group and whole-class activities, as well as through self-directed play and exploration.

Our staff carefully observe and listen to children, using what they see and hear to extend learning in a natural and purposeful way. We value children's ideas and interests and use these to create engaging experiences that encourage curiosity, confidence and independence.

Reception

As children move into Reception, our curriculum builds on the strong foundations established in Nursery. The three prime areas continue to underpin children's learning and development, while there is an increasing focus on the four specific areas:

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

Through a carefully planned and nurturing curriculum, children are supported to make meaningful connections between their learning. High-quality interactions, purposeful play, rich experiences and carefully considered provision enable children to develop their knowledge, skills and understanding while becoming increasingly confident, independent and motivated learners.

We recognise that children develop at different rates and in different ways. Our aim is to provide the right balance of support and challenge, allowing every child to feel successful and develop a positive sense of themselves as learners. We celebrate children's achievements and encourage them to have a go, persevere, ask questions and learn from their experiences.

Supporting Every Child:

We are committed to ensuring that every child is included, valued and supported to reach their full potential. Where a child has a special educational need or disability (SEND), staff work closely with families to understand the child's individual needs and put appropriate support in place. Where necessary, we work in partnership with the Special Educational Needs Coordinator (SENDCO) and relevant outside agencies and professionals to ensure that children receive the support they need to thrive.

The Learning Environment

We recognise the learning environment as an important part of our curriculum. The environment should be carefully organised and thoughtfully resourced to encourage children to explore, investigate, communicate, create, problem-solve and develop independence.

Resources should be accessible to children wherever appropriate, supporting them to make choices and become increasingly independent. Practitioners should model how resources are used while allowing children the freedom to explore and use them in their own ways.

4.2 Teaching

Teaching in the Early Years is underpinned by the understanding that young children learn through a combination of play, exploration, adult-led experiences and high-quality interactions with knowledgeable adults**.** This approach is consistent across Nursery and Reception, while recognising that teaching and expectations become increasingly structured as children progress through the EYFS.

In Nursery, practitioners place a strong emphasis on developing the three prime areas of Communication and Language, Physical Development, and Personal, Social and Emotional Development**,** providing children with rich opportunities to develop vocabulary, communication, relationships, independence and confidence through play and carefully planned experiences.

In Reception, teaching builds on these foundations, with an increasing focus on the four specific areas of Literacy, Mathematics, Understanding the World, and Expressive Arts and Design. Children experience a balance of whole-class teaching, small-group activities, individual support and purposeful play. Teaching is carefully sequenced to introduce new knowledge and skills, while children are given opportunities to practise, apply and deepen their learning through continuous provision and child-initiated experiences.

Across both Nursery and Reception, practitioners use modelling, demonstration, questioning, discussion, storytelling, repetition and sustained shared thinking to extend children's learning. Adults actively develop children's vocabulary and language, encourage children to explain their thinking, and provide appropriate challenge and support.

Teaching is responsive to children's needs and interests. Practitioners use their professional judgement to decide when to lead learning, when to provide

guidance and when to step back and allow children to explore and develop their own ideas. We recognise the importance of giving children sufficient time to become deeply involved in their play and learning.

Our aim is for children to develop the knowledge, skills, confidence, independence and attitudes to learning that will provide them with a strong foundation for their future education.

Indoor and Outdoor Learning

Both the indoor and outdoor environments are integral to our EYFS provision and are viewed as equally valuable spaces for learning and development. Children are provided with regular opportunities to explore, investigate, play and learn across both environments.

Our outdoor provision supports children to develop their physical skills, communication, problem-solving, creativity and imagination, while providing rich opportunities to explore the natural world and develop an understanding of their environment.

Staff ensure that resources and learning opportunities are available across both indoor and outdoor spaces, enabling children to make choices, develop independence, revisit their learning and transfer and extend their knowledge and skills in different contexts. The environments are carefully planned and adapted to reflect children's interests, needs and current learning, while providing opportunities for all seven areas of learning and the Characteristics of Effective Teaching and Learning.

5. Assessment

Assessment is an integral part of our approach to learning and development. Our staff observe children carefully as they play, explore and engage in learning experiences. These observations help us to understand each child's progress, development, interests and individual needs, and are used to inform and shape future planning.

We value the knowledge and understanding that parents and/or carers have of their child. We welcome observations and information shared by families, as this helps us to build a complete picture of each child's development. We work closely with parents and/or carers to keep them informed about their child's progress and to celebrate their achievements.

Where a child may need additional support with their learning or development, staff will work in partnership with parents and/or carers and, where appropriate, relevant professionals. Together, we will identify appropriate strategies and support to help each child make progress and reach their potential.

Nursery Progress Check:

In Nursery, staff regularly review each child's progress and development. Parents and/or carers will receive a written summary of their child's development in the three prime areas of learning:

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

This progress check highlights the areas in which a child is progressing well, as well as identifying where additional support may be beneficial. It also provides an opportunity to consider any areas of concern that may indicate a possible special educational need, disability or developmental delay.

Where additional support is identified, staff will work closely with parents and/or carers to agree appropriate activities and strategies to support the child's development. Where appropriate, advice and support may also be sought from relevant professionals.

Reception Baseline Assessment:

During the first six weeks of starting Reception, children will complete the **Reception Baseline Assessment (RBA)**. This is a statutory assessment which provides a starting point for measuring children's progress during their time at primary school.

The requirements for the Reception Baseline Assessment are set out in **Annex B of the EYFS Statutory Framework**.

The RBA is administered to Reception children within the first six weeks of starting Reception. It is an age-appropriate assessment that focuses on two areas:

- **Literacy, Communication and Language**
- **Mathematics**

The assessment is administered on a one-to-one basis by a suitably qualified member of staff who is familiar with the child. Staff responsible for administering the RBA must follow the current DfE administration guidance and complete the required preparation and training.

The school will make appropriate arrangements to support children with additional needs and will follow the DfE guidance regarding accessibility and reasonable adaptations. Children learning English as an additional language will be supported in accordance with the RBA guidance. The RBA is administered in English.

RBA outcomes are used by the Department for Education to establish a baseline measure for calculating progress at the end of Key Stage 2. The results are not used as a standalone measure of a child's attainment or development and do not replace the school's ongoing formative assessment or the EYFS Profile.

In the final term of the academic year in which the child reaches age 5, staff complete the EYFS profile for each child (before 30 June in that term). Each child is assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

We share the EYFS profile the child's year 1 teacher. This helps to inform a discussion between reception and year 1 teachers about the child's stage of development and learning needs, and helps with planning activities in year 1.

The school shares the results of each child's 'progress check' and EYFS profile (but not the reception baseline assessment) with their parents and/or carers.

In exceptional circumstances, after discussion and only in agreement with parents and/or carers, a child might stay in EYFS provision beyond the end of the academic year in which they turn 5. In these exceptional cases, we will continue to assess the child throughout their time in EYFS provision and complete their profile at the end of the year before they move into year 1.

The profile is moderated internally and in partnership with other local schools, to ensure consistent assessment judgements. We submit EYFS profile data to the local authority on request.

6. Working with parents and carers

We recognise that parents and carers are children's first and most enduring educators and that strong, positive relationships between children, families and staff are fundamental to children's wellbeing, learning and development. We are committed to developing trusting, respectful and open relationships with parents and carers and to working collaboratively to ensure that every child is supported to reach their full potential.

We recognise the importance of children developing secure and consistent relationships with the adults who care for them. All staff work to create a warm, welcoming and nurturing environment where children feel safe, valued and confident. Positive relationships are promoted through sensitive interactions, consistent routines and responsive support for each child's individual needs.

Key Person:

In Nursery a key person is responsible for developing a secure and trusting relationship with the child and supporting them to feel safe, settled and confident within the setting.

The key person works closely with the child's parents and carers to develop a shared understanding of the child's individual needs, interests, experiences and development. They support parents and carers to contribute to their child's learning and development and encourage families to share information about their child that may help staff to provide appropriate care and learning opportunities.

Communication with Parents and Carers:

We value regular communication with parents and carers and provide a range of opportunities for families to share information and contribute to their child's learning and development. Communication may take place through:

- daily conversations with staff at the beginning and end of the school day;
- meetings with the child's key person or class teacher;
- parents' evenings and individual progress meetings;
- written reports and updates on children's learning and development;
- school newsletters, communications and information shared through the school's agreed communication systems;
- meetings to discuss specific concerns, additional needs or individual support;
- transition meetings and opportunities for parents and carers to share information when children join or move through the setting.

Parents and carers are encouraged to speak to their child's key person or class teacher whenever they have information, questions or concerns. Staff will respond sensitively and professionally and will ensure that relevant information is shared with appropriate members of the EYFS team.

Reporting on Children's Progress:

Parents and carers are kept informed about their child's learning, development and wellbeing throughout their time in the EYFS. Staff share

information about children's achievements, interests and areas for development and provide opportunities for parents and carers to discuss their child's progress.

Parents' evenings provide an opportunity for staff and families to discuss children's development, celebrate achievements and identify ways in which learning can be supported both at home and within the setting.

At the end of the Reception year, parents and carers are provided with a written report outlining their child's progress and attainment against the Early Learning Goals, in accordance with EYFS requirements.

7. Staff

7.1 Staff training

We will:

- Ensure all staff receive safeguarding training in line with Annex C of the most recent EYFS Statutory Framework and Keeping Children Safe in Education (KCSIE) guidance.

- Ensure all staff feel supported, confident and able to implement our safeguarding policy and procedures effectively.

- Provide regular safeguarding training and refresher training when needed to maintain staff knowledge and skills, respond to safeguarding concerns, and ensure staff are kept up to date with any changes to safeguarding procedures, legislation or statutory guidance.

- Monitor changes to the **EYFS Statutory Framework** and other relevant statutory guidance. Where changes are introduced, our policies, procedures and staff training will be reviewed and updated accordingly. Staff will be made aware of any significant changes to ensure our safeguarding practice remains current and compliant with statutory requirements.

Our designated safeguarding lead (DSL) will:

- Provide ongoing support, advice and guidance to all staff
- Attend a training course consistent with the criteria set out in Annex C of the most recent EYFS framework
- Liaise as needed with local statutory children's services agencies and our local safeguarding partners

7.2 Safer recruitment

When recruiting staff, we will follow the procedures set out in the latest EYFS framework guidance on checking the suitability of new recruits, including:

- Obtaining a reference for any member of staff (including students and volunteers) before they are recruited
- Recording information about staff qualifications and identity checks, vetting processes and references

See our safeguarding policy on the website for details of our safer recruitment procedures.

7.3 Whistleblowing

We make sure that all staff are aware of our whistleblowing procedures; feel able to raise concerns about any poor or unsafe practice; and know that such concerns will be taken seriously by the senior leadership team.

In the event that a member of staff feels that they need to blow the whistle on misconduct, they should report their concern to the headteacher. If the concern is about the headteacher or it is believed they may be involved in the wrongdoing in some way, the staff member should report their concern to the chair of governors.

8. Safeguarding and welfare procedures

We recognise that children learn best when they are healthy, safe and secure; when their individual needs are met; and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children can enjoy learning and grow in confidence.

All practitioners are alert to any issues of concern in children's lives at home or elsewhere.

See our child protection and safeguarding policy for more information which can be found on the website.

8.1 Responding to allegations or concerns

If we have concerns about children's safety or welfare, we will immediately notify the parents and we will have a discussion first and the if more support needs to be in place, we will contact Warwickshire family connect and we can carry our a family help assessment. In emergencies, we will also inform the police.

If any allegation is made of serious harm or abuse by anyone living, working or looking after children at the premises or elsewhere, we will inform LADO immediately. See our whistleblowing policy for more information.

8.2 Staffing ratios

We make sure that the appropriate statutory staff: child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

For children who are 3 years and over in maintained nursery schools:

- We have at least 1 member of staff for every 13 children
- At least 1 member of staff is a school teacher as defined by section 122 of the Education Act 2002
- At least 1 other member of staff holds an approved level 3 qualification, or has received approval to be included in the ratios at level 3 after attending experience – based route status.

For children who are in reception aged 4-5 years in a maintained school:

- We comply with infant class size legislation and have at least 1 teacher per 30 pupils

8.3 Paediatric first aid (PFA)

The safety and wellbeing of our children is of the highest importance. We ensure that appropriate first-aid arrangements are in place throughout the EYFS and that staff are aware of the procedures to follow should a child become unwell or require first aid.

We have at least one member of staff with a current Paediatric First Aid qualification in both Nursery and Reception. This ensures that a suitably qualified member of staff is available to support children during the EYFS day.

In addition, there are several other appropriately trained members of staff within school who can be called upon to provide first aid if the designated Paediatric First Aid trained member of staff is absent or temporarily unavailable. This provides additional reassurance and ensures that appropriate first-aid support remains available when needed.

All staff are familiar with our first-aid procedures and know how to respond appropriately to accidents, injuries and illnesses. Parents and/or carers will be informed of any significant accident, injury or first-aid treatment involving their child, in line with our school procedures.

Our first-aid arrangements are reviewed regularly to ensure that qualifications remain current and that there is appropriate cover within the EYFS setting.

8.4 The designated safeguarding lead (DSL)

We also have a DSL who has lead responsibility for safeguarding children. They are also responsible for:

- Liaising with local statutory children's services agencies, and with the LSPs (local safeguarding partners)
- Providing support, advice and guidance to all other staff on an ongoing basis, and on any specific safeguarding issue as required
- Attending a safeguarding training course that complies with the criteria set out in annex C of the latest EYFS framework

8.5 Absence

Regular attendance is important for children's learning, development and wellbeing. We are required to follow up promptly when a child is absent from Nursery or Reception.

Parents and/or carers are asked to report their child's absence through Studybugs as soon as possible, including the reason for the absence. This helps us to maintain accurate attendance records and, most importantly, ensures that we know where children are when they are not in school.

If we have not received a reason for a child's absence, or if a child is absent for a prolonged period, we will contact parents and/or carers to establish the reason for the absence. Where we are unable to make contact with parents and/or carers, we may contact the alternative emergency contacts provided.

We work closely with families to support regular attendance and understand that children may occasionally be unable to attend due to illness or other circumstances. If you have any concerns about your child's attendance, please speak to a member of the EYFS team.

Please see our Attendance Policy for further information about attendance expectations and the procedures we follow when a child is absent.

8.6 Oral health and tooth brushing

We promote good oral health as part of our wider focus on children's health and wellbeing. Through everyday conversations, activities and experiences, we help children understand how to look after their teeth, including the importance of regular toothbrushing and the effects of eating too many sugary foods and drinks.

We also work with the Care and Community Team and Connect for Health Team in Warwickshire, who visit our setting to talk to the children about healthy teeth and making positive choices for their health

8.7 Safer eating and sleeping

While children are eating, there will always be at least 1 member of staff in the room with a valid Paediatric First Aid certificate. All children will be within

sight and hearing of a member of staff while eating, and seated safely in an appropriate chair where possible, in a designated eating space.

To minimise the risk of choking and in line with the recent EYFS framework guidance any stones and pips will be removed from fruit. Hard fruits such as apples and carrots will be sliced and so will large fruits such as melon. Small fruits such as grapes, strawberries and cherry tomatoes will be cut lengthways and into quarters. Children will not be given popcorn, marshmallows or jelly cubes as part of a snack or for messy play as these can also cause choking.

Before a child joins our setting, we will get information on their:

- Dietary requirements and preferences
- Food allergies and intolerances
- Health requirements
- Children with allergies are identified by wearing a purple lanyard and purple wristband. This provides a clear visual reminder to staff and helps ensure that children receive the correct meal. The kitchen staff also double-check each child's allergy information when they collect their lunch to ensure that the correct food is provided.

We will share this information with all staff involved in food preparation and handling. At each mealtime and snack time it will be clear which staff member is responsible for checking that the food meets all the requirements for each child.

We will make sure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis; the differences between allergies and intolerances; and that children can develop allergies at any time, especially during the introduction of solid foods.

We will consult with parents/carers to:

- Create allergy action plans for their child – with the help of health professionals, where appropriate
    - We will also keep this information up to date and share it with all staff
- Discuss their child's progress with solid foods
- Work with them to move on to the next stage at a pace that's right for their child

We will prepare food in a way that:

- Prevents choking
- Meets each child's individual developmental needs
- Is in line with the DfE's Early Years Foundation Stage nutrition guidance

In the event of a choking incident that requires intervention, we will record details of the incident and make the child's parents/carers aware. We will periodically review the records to identify whether we can change anything in our practice to make eating safer, and then take action as appropriate.

Safer sleeping

We follow the safer sleeping requirements set out in the Early Years Foundation Stage (EYFS) Statutory Framework and current government guidance.

Where a child needs to sleep or rest in Nursery or Reception, they will be provided with a safe and appropriately supervised space. In Nursery, the designated rest areas are carpeted areas, and in Reception, the book area will be used. These areas will be kept clear of unnecessary items and potential hazards. Children will be placed on a flat floor with no coverings over face or head.

Staff will follow the school's safer-sleep procedures and ensure that children are appropriately supervised while resting or sleeping.

If a child falls asleep during the nursery or reception day, staff will contact their parent/carer to make them aware and discuss whether they would like to collect their child. If the child remains asleep for 20 minutes or longer, parents/carers will be contacted again and asked to collect their child so that we can ensure they are well and that there are no underlying concerns.

All staff will be familiar with our safer-sleep procedures, which will be reviewed regularly to ensure they remain in line with current EYFS requirements and government guidance.

8.8 Accident or injury

We have a first aid box in Nursery and in both Reception classrooms, containing appropriate first aid supplies for children. First aid equipment is easily accessible to staff at all times.

All accidents, injuries and first aid treatment are recorded on Medi-Tracker. Parents and/or carers are informed of any accident, injury or first aid treatment involving their child through Medi-Tracker.

Parents and/or carers will be informed on the same day, or as soon as reasonably practicable, of any:

- Accident or injury sustained by their child
- First aid treatment provided

Parents and/or carers will always be contacted immediately if their child has a head injury or a serious accident, so that they are aware of what has happened and can take any appropriate action.

8.9 Safety of premises

We make sure that our premises, including overall floor space and outdoor space, are fit for purpose and suitable for the age of children we care for and the activities provided on the premises.

We comply with requirements of health and safety legislation, including fire safety and hygiene requirements.

8.10 Toileting and privacy

We make sure that there are:

- Enough toilets and hand basins available for the children
- Suitable and hygienic nappy changing facilities
- An adequate supply of necessary items such as clean bedding, towels and spare clothes
- Separate toilet facilities for adults

During nappy changing and toileting, we ensure that every child's privacy, dignity and personal needs are respected and supported. Staff provide care in a warm, sensitive and reassuring manner, while maintaining appropriate safeguarding procedures at all times.

We ensure that parents fill out a permission sheet to give us permission to help their child get changed if they have a toilet accident or if they need help changing from becoming wet due to playing with the water.

If more intimate care is needed a meeting with the parents/carer will take place and an intimate care plan form will be filled in along with parent's signatures. This would happen if the child needs either a nappy or pull up change.

We also ensure that 2 members of staff are present when changing children for both the adults and children's safety. An intimate care log is also filled in where the date and times and signatures of both adults changing the child. Please refer to our intimate care policy for further information.

9. Monitoring arrangements

This policy will be reviewed and approved by Kerry Reeve (EYFS Leader) every year.

At every review, the policy will be shared with the governing board.