

BENTLEY HIGH STREET PRIMARY SCHOOL



SCHOOL POLICY STATEMENT

Early Years Foundation Stage Policy

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Contents

1. Aims.....	2
2. Legislation.....	2
3. Structure of the EYFS.....	2
4. Curriculum.....	3
5. Assessment.....	5
6. Working with parents.....	5
7. Safeguarding and welfare procedures	6
7a. Use of mobile phones and cameras.....	6
7b. Intimate Care procedures	6
7c. End of the day procedures.....	6
8. Food and drink	7
9. Monitoring arrangements	7
Appendix 3. List of statutory policies and procedures for the EYFS	Error! Bookmark not defined.

1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for 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
- Close partnership working between practitioners and with 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 2019 statutory framework for the Early Years Foundation Stage (EYFS).

3. Structure of the EYFS

Bentley High Street Primary school's EYFS comprises of three settings:

Setting	No1.	F1 – nursery	F2 - Reception
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Age	Term after 2 nd birthday	Term after 3 rd birthday	Term after 4 th birthday
Availability	AM and PM sessions 15hr funded places Paid places	AM and PM sessions Beginning of the week End of the week 30 Hrs funded places	Full time Monday – Friday
MAX. places	8	104	60

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2020 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children’s capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children’s activities, practitioners reflect on the different ways that children learn and include these in their practice.

In line with the rest of the school, knowledge organisers are used to plan mathematics which ensure a clear sequence of learning.

Read, write inc is taught from F2 with aspects introduced from the Summer term in Nursery.

A weekly extended write lesson is taught based on the EY2P literacy progression over a 2 or 3 week period of time.

Immersion curriculum

Children are taught through immersion topics. Children spend two weeks immersed in an area of learning, this will be based on coverage of the 7 areas, gaps in children's learning and building links in knowledge and understanding across nursery, reception and year 1. There is also flexibility to follow children's interests and adapt around cohort need.

Over the two weeks every afternoon session will focus on the identified area.

During the first week children are taught explicit skills which they then apply during the second week. This results in a final product linked to a real life motive.

Immersion topics allow for staff to differentiate across areas of learning so individual needs are met.

All areas of provision will have enhancements linked to the theme but opportunities for child-initiated learning will still be promoted.

Over the course of the year children will have been immersed in all areas of learning, staff track this closely to ensure even coverage.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Key workers respond to each child's emerging needs and interests, guiding their development through positive interaction.

Outdoor learning is viewed as an integral part of children's learning and Bentley High Street ensure this is a daily part of a child's routine.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Transition

Prior to starting at Bentley High Street primary school, the EYFS team use a number of strategies to promote a smooth transition for children, parents and staff and ensure children's needs are communicated clearly prior to starting.

- Staff will conduct home visits prior to children starting in our Nursery setting.
- Works closely with EYFS providers to ensure a smooth transition for children who are coming from different settings to including key worker visits to setting and multiple transition day held in their new setting.
- 'Welcome to ...' meetings are held to inform children of school rules and routines prior to starting.
- Staggered start in F2 to ease children into their new routine and giving extra time for children who might benefit from a gradual transition.

Year 1 readiness

Reception staff work closely with the year 1 team to identify clear expectations of 'year 1 readiness'. This is shared with parents and built on throughout the year.

A transition timeline is started from Spring term with individual consideration for SEND and identified children.

This consists of:

Year 1 staff interacting with reception children in their setting.

Year 1 staff leading small whole class sessions for example story time.

Reception children spend allocated time in their new classrooms building from storytime to a whole day.

5. Assessment

At Bentley High Street Primary, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Key workers also take into account observations shared by parents and/or carers.

At assessment points key workers complete personal lines of development (PLODs) which are used to identify children's next steps in all the 7 areas. These are then used to create PLOD trackers which show gaps across the cohort which in turn informs planning.

When a child is aged between 2 and 3, practitioners review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

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

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Parents are able to share progress at home by:

- Completing 'wow' moment slips which celebrate children's successes at home
- Completing half term questionnaire based on children's needs.

Parents receive copies of children's PLODs at each assessment point so they are aware of children's next steps and targets.

Key Person

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

7. Safeguarding and welfare procedures

- Our safeguarding and welfare procedures are outlined in our whole school safeguarding policy.

7a. Use of mobile phones and cameras

The use of mobile by staff in our Early Years is outlined in our whole school 'Use of mobile phones' policy.

7b. End of the day procedures

We follow the whole school 'pick up and drop off' policy but in addition include the following:

All parents must create passwords for their children prior to them starting at one of Bentley High Street's foundation stage settings on the event another family member or adult is asked to collect their child.

Any adults not known by staff who ask to collect a child will be asked their individual password.

If the adult does not know the child's password, the staff member must speak directly to the child's parent before letting the child go.

7c. Intimate Care procedure

As outlined in our whole school 'intimate care policy':

EYFS

Due to the age related development of the children a care plan is not required for day to day changing of the child wearing nappies unless the child has specific SEN needs.

Parents will sign a consent form to give written permission for staff to change/assist their child. Policies and Procedures must still be adhered to in the changing of the children.

All children must be changed minimum of once per session.

7d. Risk assessment

As outline in the DfE EYFS statutory requirements:

Providers must ensure that they take all reasonable steps to ensure staff and children in their care are not exposed to risks and must be able to demonstrate how they are managing risks.

Providers must determine where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how they are managing risks if asked by parents and/or carers or inspectors.

Risk assessments should identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.

Appendix 2: Bentley High Street Primary School's EYFS risk assessment.

8. Food and drink

All children will be offered a healthy snack during their day and/ or session.

Children attending for 30 hours will be offered a healthy snack during the morning and afternoon.

Children can bring their own, named, water bottles. We ask children bring water or flavoured water.

If children do not bring their own bottle they will be given a cup to ensure they have access to water during the day.

Children have access to water throughout the day.

9. Monitoring arrangements

This policy will be reviewed and approved by Madeleine Davey, the early years lead every year.

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

Appendix 1

Year 1 readiness

Literacy

- To know set 1 & 2 sounds
- To write a simple (phonetic) sentence independently
- To form letters correctly
- To be on red books (RWI) – although children should be green and

Maths

- To count reliably to 20
- To recognise numbers to 20.

Transition	Timescale
Year 1 readiness document shared at parents evening Spring 1	Spring 1
'Year 1 readiness' parents meeting	Spring 2
Year 1 teachers to visit F2	Week 3 onwards Summer 2
Year 1 teachers to do story time twice a week F2	Week 4 onwards Summer 2
F2 join KS1 playtime AM (Summer 2)	Start beginning of July – Monday 1 st July
'Welcome to Year 1' parents meeting	Summer 2

Appendix 2: EYFS Risk Assessment

1. EYFS learning environment risk assessment 2020 – 21

Part 1: F1 and F2

Location of hazard	Nature of hazard	Group/individuals at risk	Action taken	Further action	Hazard monitor and timescale
F1 and F2					
Indoor Area					
Blind chords	Children putting them around neck	Children	All blind chords to be fastened up high-out of child's reach. F1 – blind chords to be fastened to the wall using appropriate child safety clips.	Broken blind strings to be fixed by caretaker.	Staff to check the actions have been put into place- no loose chords at the start of and throughout the day.
Plug sockets	Children putting fingers/ objects in.	Children	Close supervision at all times to ensure children are not playing with sockets.	Discuss with children if needed.	Regularly by staff
Water tray	Slipping on wet floor Children falling in tray	Children/staff/ parents/visitors	Mop close by to mop up spills immediately. Children encouraged not to splash water on floor. Safety mat to be used under the water tray to soak up spills. Ensure water tray isn't over filled (2 buckets is sufficient). Safe number of children at one time around the water tray (not exceeding 4).	Use caution signs where the spillages are to alert everyone.	All staff throughout the day.
Sand tray	Slipping on sandy floor Sand in children's eyes	Children/staff/ parents/visitors	Brush kept close by regularly sweep floor. Encourage children to sweep own spillages with small dustpan and brush.	Remove sand with clean dry paper towel- affected child to close eyes.	All staff throughout the day.

			<p>Promote good practice when playing with sand.</p> <p>Discuss safety issues with children before they use sand tray (during planning time).</p> <p>Safe number of children at one time around the sand tray (not exceeding 6).</p>	<p>If needed, inform parents and seek further medical advice.</p>	
Painting easel	<p>Finger's caught in clips</p> <p>Slipping on aprons left on floor</p> <p>Paint in children's eyes</p>	<p>Children</p> <p>Children/staff/parents/visitors</p>	<p>Discuss safety issues with children before they enter the painting area (during planning time).</p> <p>Encourage children to press the clips at the top with heel of hand or ask a staff member to help them.</p> <p>Encourage children to hang their aprons - model how to/ refer them to other children who are confident with this.</p> <p>Only use poster paints when children are painting unsupervised.</p> <p>Promote good practice when painting.</p> <p>Discuss safety issues with children before they enter painting area (during planning time).</p> <p>Safe number of children at one time around the painting easel (not exceeding 3).</p>	<p>Remove paint with clean damp paper towel- affected child to close eyes. If needed, inform parents and seek further medical advice.</p>	<p>All staff throughout the day.</p>
ICT	<p>Overuse may trigger epilepsy/fits</p>	<p>Children</p>	<p>Monitor time spent on computer, daily and throughout the week. Use of timer to indicate end of session.</p>	<p>Seek medical advice.</p>	<p>All staff throughout the day.</p>
Toilets/ sink area	<p>Trapping fingers in door</p> <p>Slipping on floor.</p> <p>Risk of infections – common cold etc...</p>	<p>Children</p>	<p>Show how to open and close doors by pushing from left hand side/right hand side once in toilet.</p> <p>Mop available in the toilets.</p> <p>Use when needed.</p> <p>Wet floor signs clear.</p>	<p>Apply first aid if needed.</p>	<p>All staff throughout the day.</p>

			Discuss with children regularly how to use sinks properly. Encourage good hygiene practices at all times throughout the day- washing hands after visiting toilet, before eating etc...		
Creative area	Cutting fingers/clothing/hair with scissors	Children	Promote safety when using scissors by modelling good practice as soon as children start FS1 and throughout the year during work time and additional EAD activities.	Apply first aid if needed. Inform parents if needed.	All staff throughout the day.
Number area/ Small world area/Natural art area/ Investigation area/play doh area/ sticking area/ Funky fingers area	Choking hazard; small equipment put in mouth	Children/ Siblings/No 1 children	Discuss safety issues with children before they enter area (during planning time).	Apply first aid if needed. Contact parents/ emergency services if needed.	All staff throughout the day.
Sharp corners on edge of window seat steps and whiteboard legs.	Bumps/cuts to head/face if children fall against them.	Children	Sharp corners to have suitable protectors on them.	Keep areas clear to minimise trip hazards. Children to walk when inside the nursery.	All staff throughout the day.
Sliding doors	Risk of trapped fingers/children opening doors to go out.	Children	Doors to be opened/closed by adults. Explain safety aspect to children regularly. Doors to be locked when children are all inside.	Doors to be monitored by staff.	All staff throughout the day.
Kitchen cooking areas	Risk of children getting burnt/scolded	Children	Children are not allowed in the kitchen area. Children are not allowed near ovens or hobs that are on.	Apply first aid if needed. Contact parents/ emergency services if needed.	All staff need to be aware Staff leading cooking sessions

			<p>If children are supporting with baking/ cooking they are not to handle any equipment that has been on/ in the oven/ hob/ microwave.</p> <p>If children are making pancakes they cannot be involved in the cooking aspect.</p>		
Throughout the setting	Broken equipment could cause injury	Children/staff/parents/visitors	<p>Check all equipment before children enter the setting and after they leave.</p> <p>Throw away broken equipment and replace if necessary.</p>	<p>Apply first aid if needed.</p> <p>Contact parents/ emergency services if needed.</p>	All staff throughout the day.
Throughout the setting	Cleaning equipment left out- spraying disinfectant in eyes/ tasting	Children	<p>Check all areas before children enter the setting and ensure that cleaning equipment hasn't been left out.</p>	<p>Apply first aid if needed.</p> <p>Contact parents/ emergency services if needed.</p>	All staff throughout the day.
Outside Area					
Outside area	<p>Unwanted intruders</p> <p>Children going out of door without an adult/without correct adult.</p> <p>End of the day – collection procedure.</p>	Children/staff/parents/visitors	<p>Ensure all access points are locked when not in use.</p> <p>Ensure doors are closed correctly during the school day.</p> <p>All children to return inside immediately if there is an intruder.</p> <p>Discuss with children that adults only can open the doors.</p> <p>Adult to hold door open onto playground during extreme weather- high winds etc.</p> <p>Teacher and support staff to stand at front and end of the line at the end of the day.</p> <p>F1 to stay on carpet at the end of the day supervised by staff until their parent is at the door and their name has been called.</p>	<p>Contact emergency services if needed.</p> <p>If staff member doesn't know adult/ hasn't been informed by phone call from parent/ in</p>	All staff throughout the day.

			<p>Children only to go when staff has seen their parent/ adult collecting the child. Discuss daily with children not to go until they have told a member of staff they have seen their adult.</p> <p>Parents reminded to approach staff once all children have been collected.</p> <p>Password for unknown family members- not met before. Staff are made aware by parents of any legal matters- court injunctions etc.</p>	<p>person/ or by message board then staff member should ring parent before letting child go.</p>	
Trim trail	<p>Children fall/ bump to the head.</p> <p>Static shock</p>	<p>Children</p> <p>Children and staff</p>	<p>Discuss safety expectations with children before they enter the area (during planning time)</p> <p>A member of staff to be in the area during time of use.</p> <p>During the summer term – the trim trail must be wet before use.</p> <p>Children must be supported back into the school and not touch the metal door frame of the French doors. Staff must avoid touching the metal frame on entry/ exit.</p> <p>Parents made aware that children are their responsibility when using the trim trail before and after school.</p>	<p>Apply first aid.</p> <p>Contact parents if a bump to the head.</p>	
Willow castle and wooden frame.	<p>Bumps on the head.</p> <p>Splinters.</p>	Children	<p>Discuss safety expectations with children before they enter the area (during planning time)</p> <p>A member of staff to be in the area during time of use.</p>	<p>Apply first aid.</p> <p>Contact parents if a bump to the head.</p>	All staff throughout the day.

Construction equipment	Children carrying equipment (wooden planks/ crates)- bump/cut to head/splinters	Children/staff/visitors	Discuss safety issues with children before they enter area (during planning time). Promote safety when using construction equipment by modelling good practice as soon as children start and throughout the year during work time and additional activities.	Apply first aid if needed. Contact parents if bump to the head.	All staff throughout the day.
Sand tray	Slipping on sandy floor Sand in children's eyes	Children/staff/parents/visitors	Brush kept close by regularly sweep floor. Encourage children to sweep own spillages with small dustpan and brush. Encourage children to report to staff member ensuring correct disposal (in dustbin) of dirty sand. Promote good practice when playing with sand. Discuss safety issues with children before they enter sand tray (during planning time). Safe number of children at one time around the sand tray (not exceeding 6).	Remove sand with clean dry paper towel- affected child to close eyes. If needed, inform parents and seek further medical advice.	All staff throughout the day.
Writing area	Putting pens in mouth/ swallowing lids	Children	Promote safety when using pens by modelling good practice as soon as children start and throughout the year during work time and additional activities.	Apply first aid If needed.	All staff throughout the day.
Emergency services access.	Emergency services unable to access provision.	Children/ parents/ staff.	Key for the gate kept in a communal area with easy access (changing room across from F2 entrance to outdoor area) Gate to outdoor area to be kept clear.	Staff to clear gate if blocked. Staff to ensure key is returned after use.	All staff throughout the day.
Throughout the setting	Broken equipment could cause injury	Children/staff/parents/visitors	Check all equipment before children enter the setting and after they leave. Throw away broken equipment and replace if necessary.	Apply first aid If needed.	All staff throughout the day.

Throughout the setting	Cleaning equipment left out- spraying disinfectant in eyes/ tasting	Children	Check all areas before children enter the setting and ensure that cleaning equipment hasn't been left out.	Apply first aid if needed. Contact emergency services/ parents if needed.	All staff throughout the day.
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Part 2: No.1

No1 at Bentley High Street					
Location of hazard	Nature of hazard	Group/individuals at risk	Action taken	Further action	Hazard monitor and timescale
Indoor Area					
Plug sockets	Electrocution; putting fingers/ objects in.	Children	Close supervision at all times to ensure children are not playing with sockets.	Discuss with children if needed.	Regularly by staff
Fire exits blocked	Adults and children unable to escape in an emergency.	Adults, children, visitors	All fire doors to be unlocked, all exits to be kept clear. Staff knowledge of fire plan; escape route. Termly practise fire alarm.	Regular tidying, picking up toys obstructing exits.	Regular observation by all staff.
Nappy change area	Children accessing area. Opening the sanitary disposal bin	Children, adults	Child gate to be kept closed at all times. Sanitary bin disposal kept behind a locked gate; no child access. Adults to wear PPE and use PPE to protect child. Cleaning takes place after every child changed	Adults to have knowledge of Intimate Care Policy. Hygiene taught to children	All staff
Kitchen area	Children entering the kitchen; dangerous items such as kettle, hot drinks. Cleaning products	Children	Children are not allowed in the kitchen area. Children are not allowed near ovens or hobs that are on. If children are supporting with baking/ cooking they are not to handle any equipment that has been on/ in the oven/ hob/ microwave. If children are making pancakes they cannot be involved in the cooking aspect.	Apply first aid if needed. Contact parents/ emergency services if needed.	All staff need to be aware Staff leading cooking sessions

Stairs	Falling on the stairs. Children climbing the stairs	Adults and children	Adults to walk carefully on the stairs, use the hand rails. Stairs to be free of clutter at all times. Gate to be kept locked at all times to ensure children cannot access.	Check stairs are clutter free Check lock is safe and secure. Signage in place	All staff
Trip hazards	Excessive toys on the floor causing trips and falls	Adults, children, visitors.	Regular clearing of toys if excessive mess which could cause trips and falls. Children taught play, pick up, tidy up	Model good tidying to children. Children taught; play, pick up, tidy up! What tidy looks like photos	Regular observation by all staff.
Water tray	Slipping on wet floor Children falling in tray Drowning Children with wet, cold clothes	Children/staff/parents/visitors	Mop close by to mop up spills immediately. Children encouraged not to splash water on floor. Ensure water tray isn't over filled (2 buckets is sufficient). Adult supervision at all times during water play. Change children asap when their water play has ended.	Use caution signs where the spillages are to alert everyone. Request to parents to bring in change of clothes.	All staff throughout the water play.
Painting easel	Finger's caught in clips Paint in mouths, eyes, ears Paint on walls and furniture Slipping on aprons left on floor	Children Children/staff/parents/visitors	Paint only on the easel during adult supervision. Clear language supporting children to paint on the paper. Adult support with paint clips. Encourage children to hang their aprons. Promote good practice when painting.	First Aid applied! Remove paint by gently pouring water across the affected eye/s. Inform parents and seek further medical advice.	All staff throughout painting sessions.
Toilets	Injury to self/others; Trapping fingers in door Children playing in toilets and sink. Slipping on floor. Toilet training	Children	Adult supervision when using the toilet. Toilet doors to be kept shut. Support children with washing hands and ensure they are not playing in the sinks as this causes flooding which could lead to slips.	Mop up puddles of water regularly to prevent slips. Wet floor sign displayed	All staff throughout the day.

	Risk of infections – common cold etc...		Encourage good hygiene practices at all times throughout the day- washing hands after visiting toilet, before eating etc...	Apply first aid if needed.	
Creative play	Cutting fingers/ clothing/hair with scissors	Children	Promote safety when using scissors by modelling good practice as soon as children start FS1 and throughout the year during work time and additional EAD activities.	Apply first aid if needed. Inform parents if needed.	All staff throughout the day.
Small world area/ construction play/ continuous provision	Injury to self Choking hazard; small equipment put in mouth	Children/ siblings	Close adult supervision encouraging children the correct use of play equipment.	Apply first aid Contact parents/ emergency services.	All staff throughout the day.
Throughout the setting, broken furniture, equipment, building structure	Injury to self/ others	Children/staff/ parents/visitors	Check all equipment before children enter the setting and after they leave. Dispose of broken equipment and replace if necessary. Report hazards to site manager, office manager.	Apply first aid. Contact parents/ emergency services	All staff throughout the day.
Throughout the setting; hazardous cleaning materials	Cleaning equipment left out- spraying disinfectant in eyes/ ingesting, poisoning, burns	Children and adults	Ensure all cleaning stored away behind locked gates and stored in high cupboards. Only use authorised cleaning products Check all areas before children enter the setting.	Apply first aid if needed. Contact parents/ emergency services if needed.	All staff throughout the day.
Outside Area					
Outside area	Debris, needles, foreign objects thrown in to grounds. Unwanted intruders. Intruders access through fencing bars MAIN ROAD	Children/staff/ parents/visitors	Staff to check the front perimeter before outdoor play commences and to remain vigilant. Ensure the outside gate is locked before letting children outside.	Contact emergency services if needed. Report incidents immediately to SLT	All staff throughout the day.

	<p>Children going out of door without an adult/without correct adult.</p> <p>Arrival drop off/End of the day collection procedure.</p>		<p>Ensure all access points are locked when not in use.</p> <p>Ensure doors are closed correctly during the school day.</p> <p>All children to return inside immediately if there is an intruder.</p> <p>Discuss with children that adults only can open the doors.</p> <p>Adult to hold door open onto playground during extreme weather- high winds etc.</p> <p>Staff to ensure they physically see each child's parent/carer when collecting.</p> <p>Password for unknown family members- not met before.</p> <p>Staff are made aware by parents of any legal matters- court injunctions etc.</p> <p>Staff to remain vigilant when using outdoor area</p>	<p>If staff member doesn't know adult/ hasn't been informed by phone call from parent/ in person/ or by message board then staff member should ring parent before letting child go.</p>	
Loose parts, pallets, crates, planks, tree stumps.	Children, staff, visitors fall/ bump to the head.	Children	<p>Adult support and supervision when building, climbing and balancing. Holding hands when necessary but also allowing children to take necessary risks to build upon physical skills. Encourage to build to below head height and carry planks etc. pointing to the ground</p>	<p>First aid applied.</p> <p>Contact parents if a bump to the head.</p>	All staff when outside
Mud Kitchen	Children putting mud in their mouths, ears, nose; dirty hands and infections.	Children	<p>Adults model good practise.</p> <p>Children to wash their hands when finished playing and before they're eating.</p>	<p>First Aid.</p> <p>Wash mouths if needed, model and support with hand washing</p>	All staff when outside.
Sand tray	Slipping on sandy floor	Children/staff/parents/visitors	<p>Promote good practice when playing with sand.</p> <p>Sweep up sand spillages to prevent slips, encourage children to monitor and sweep.</p> <p>Ensure children walk in the environment.</p>	<p>Remove sand with clean dry paper towel- affected child to close eyes.</p>	All staff throughout the day.

	Sand in children's eyes, mouths, ears			If needed, inform parents and seek further medical advice.	
Mark making, chalks, paintbrushes and water	Putting equipment in mouth/ swallowing lids	Children	Promote safety when using pens by modelling good practice as soon as children start and throughout the year during work time and additional activities.	Apply first aid if needed.	All staff throughout the day.
Wheeled toys, pushchairs, bikes	Injury to self /others; Children falling off bikes, trapping injuries	Children /staff/ parents/visitors	Support children with balancing when needed	First aid. Inform parents	All staff
Water play	Slipping on wet muddy floor Children falling in Water containers Drowning Children with wet, cold clothes	Children/staff/ parents/visitors	Adult supervision at all times during water play. Change children asap when their water play has ended. Move water area if it becomes water logged, muddy	Block area until it dries out if muddy for slippage. Encourage water play on path or rubber surface	All Staff
Mini beast area	Children putting fingers in their mouth after handling mini beasts. Mini beasts entering orifices	Children	Use a spoon to scoop bugs, observe in a pot. Ensure children wash hands after handling or before eating.	First Aid. Model and support with washing hands	All staff
Emergency services access.	Emergency services unable to access provision.	Children/ parents/ staff/visitors	Emergency services to go to main office for access/ staff to meet services at the main gate. Gate to outdoor area to be kept clear.	Staff to clear gate if blocked.	All staff throughout the day.
Throughout the setting; broken furniture, equipment, building structure	Injury to self/others	Children/staff/ parents/visitors	Check all equipment before children enter the setting and after they leave. Dispose of broken equipment and replace if necessary. Report hazards to site manager, office manager.	First Aid Inform parents Emergency Services	All staff throughout the day.
Throughout the setting; hazardous cleaning materials	Children gaining access to cleaning materials	Children	Ensure all cleaning stored away behind locked gates and stored in high cupboards. Only use authorised cleaning products	Apply first aid if needed.	All staff throughout the day.

		Check all areas before children enter the setting.	Contact parents/ emergency services if needed.	
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Appendix 3. List of statutory policies and procedures for the EYFS

STATUTORY POLICY/PROCEDURE	
X	<p>Safeguarding policy and procedures (to be reviewed at least annually), in line with the arrangements agreed and published by our 3 local safeguarding partners, and which must:</p> <ul style="list-style-type: none">• Explain the action to be taken when there are safeguarding concerns about a child and in the event of an allegation being made against a member of staff• Cover the use of mobile phones and cameras in the setting• safeguarding-policy-2020.pdf (primarysite-prod-sorted.s3.amazonaws.com)• mobile-phone-policy-parents.pdf (primarysite-prod-sorted.s3.amazonaws.com)
X	<p>Procedure for responding to children who are ill or infectious (which must be discussed with parents/carers)</p> <p>protocols-for-if-a-child-becomes-unwell.pdf (primarysite-prod-sorted.s3.amazonaws.com)</p>
X	<p>Administering medicines policy, which must include systems for:</p> <ul style="list-style-type: none">• Obtaining information about a child's needs for medicines• Keeping this information up to date <p>2020-bhsp-school-medical-policy.pdf (primarysite-prod-sorted.s3.amazonaws.com)</p>
X	<p>Emergency evacuation procedure</p> <p>fire-safety-procedure-during-covid.pdf (primarysite-prod-sorted.s3.amazonaws.com)</p> <p>bhsp-lockdown-procedure-2018-update-002-covid.pdf (primarysite-prod-sorted.s3.amazonaws.com)</p>
X	<p>Procedure for checking the identity of visitors</p> <p>Visitor information Bentley High Street Primary School</p>
X	<p>Procedures to be followed in the event of:</p> <ul style="list-style-type: none">• A parent or carer failing to collect a child at the appointed time• A child going missing at, or away from, the setting <p>pick-up-and-drop-off-policy.pdf (primarysite-prod-sorted.s3.amazonaws.com)</p>
X	<p>Procedure for dealing with concerns and complaints from parents or carers</p> <p>compliments-and-complaints-policy.pdf (primarysite-prod-sorted.s3.amazonaws.com)</p>