



EYFS

Policy

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WOOD END INFANT & PRE-SCHOOL Early Years Foundation Stage Policy

1. Introduction

“Every child deserves the best possible start in life and support to fulfil their potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up.” (Statutory Framework for the Early Years Foundation Stage)

The Early Years Foundation Stage (EYFS) seeks to provide:

- Quality and consistency in all early years settings, so that every child makes good progress and no child is left behind.
- A secure foundation through learning and development opportunities, which are planned around the needs and interests of each individual child and are assessed and reviewed regularly.
- Partnership working between practitioners and parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

At Wood End Infant & Pre-School, we aim to achieve this by:

- Setting the standards for individual learning, development and care to enable each child to fulfil their potential.
- Providing equality of opportunity and anti-discriminatory practice (refer to Equality Action Plan).
- Creating a framework for partnership by working with parents, professionals and other outside agencies.
- Ensuring that learning and development is planned around the individual needs and interests of the child and informed by the use of ongoing observational assessment.
- Laying a secure foundation for future learning through the provision of a key person and enabling environments.

The EYFS applies to children from birth to the end of the Reception year. The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

This policy explains how our practice is underpinned by these principles.

2. A Unique Child

At Wood End, we believe every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured. We give every child the opportunity to achieve their best by having realistic and challenging expectations that meet the needs of all our children across the areas of learning and development. We have high aspirations for all our children.

We achieve this by planning to meet the needs of boys and girls, children with disabilities, children with additional educational needs, more able children, children with medical needs, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. We meet the needs of all our children by:

- Using regular and ongoing assessment and observation of the children.
- Writing a One Page Profile for all children in Foundation in conjunction with parents, Pre-School and the child that gives information on how the child can be supported, and what people like and admire about that child. In Pre School, one page profiles are written for a selected number of children.
- Planning opportunities that build upon and extend children's knowledge, skills, experience and interests.
- Planning opportunities to develop their well-being, self-esteem and confidence, including experiences that provide risk and challenge.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a secure and supportive learning environment in which the contribution of all children is respected and valued.
- Using resources which reflect diversity and are free from discrimination or stereotyping.
- Planning challenging and appropriate experiences for higher-achieving children.
- Monitoring children's progress and providing additional support when identified.
- Using age-appropriate ways to seek the views of all children through observing, listening and sensitive discussion.
- Seeking advice from specialist agencies where appropriate.

3. Inclusion

Our whole school ethos, as well as that of the Foundation Stage, embraces inclusion. We recognise and respect the abilities and strengths of our children at all levels of development and the wealth of knowledge and experience that they bring from their differing backgrounds and cultures. We are very proud of our diverse community.

We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning and we set realistic and challenging expectations that meet the needs of individual children, so that children are able to reach their full potential. We aim to

build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence using a wide range of teaching strategies based on children’s learning needs.

4. Play

Learning through play underpins our approach to teaching and learning in Early Years. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn.

Children have opportunities, through their play, to think creatively and critically alongside other children as well as on their own. They are able to practise skills and build upon and revisit prior learning and experiences at their own level and pace. Play gives our children the opportunity to pursue their own interests, inspire those around them and consolidate their understanding and skills. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions.

Our adults take an active role in child-initiated play through observing, modelling, facilitating, teaching and extending play, skills and language.

5. In the Moment Planning

Planning in the moment – *Our Vision*

‘In the moment Planning’ (ITMP) is all about seizing the moment for children to progress. Based on what the children are already deeply involved in, this way of planning relies on skilled practitioners using quality interactions to draw out the children’s knowledge and build on it there and then (in the moment). This means that the practitioner needs the skills to be able to see the *teachable moment* from the child’s perspective and be skilled enough to know when to intervene and when to stand back and observe. ITMP allows every child at preschool to be engaged in purposeful activity, feeling in control as they choose their own activity. Therefore, every interaction that a child has with an adult is a meaningful one.

So, you pull me from my play, my all consuming play to *learn* maths with brightly coloured bits of plastic. Whilst I sit there *learning* with you, all I can think about is getting back to my play...my all consuming play where I was measuring, using shapes, making patterns, counting, solving problems and THINKING – until I got pulled away to come and *learn* maths with you – Elaine Bennett

Progress and Development

When children show high levels of involvement, that is when there is no progress and development occurring – when the brain is at its most active. High level involvement occurs most often when children are able to pursue their own interests in an enabling environment supported by skilled staff. Planning in the moment helps to make this possible.

We work in this way because ...

Babies and young children are experiencing and learning in the here and now, not storing up their questions until tomorrow or next week. It is in that moment that curiosity, puzzlement, effort or interest – the ‘teachable moment’ – that the skilful adult makes a difference. By using this cycle on a moment-by-moment basis, the adult will be always alert to individual children (observation), always thinking about what it tells us about the child’s thinking (assessment), and always ready to respond by using appropriate strategies at the right moment to support children’s well-being and learning (planning for the next moment).”

From National Standards Document Learning, Playing and Interacting P.22-23. The revised EYFS advises us to continue to use this document.

We have focus children **NOT** focus activities. **The adult goes to the child.** The child is NOT called to come to the adult.

We work this way because high-level involvement occurs in child initiated activity.

Impact... we believe adopting ITMP will promote children to be:

- Highly engaged and independent learners (concentration, creativity, energy and persistence)
- Problem solvers
- Risk takers
- Learn to emphasise and self-regulating
- Master key skills across EYFS
- Confident to tackle challenges and enjoy achieving next steps
- Organised and show respect for their learning

Ofsted definition of Teaching (2015)

The Ofsted definition of teaching (2015) fits exactly with our way of planning and teaching – in the moment.

‘Teaching should not be taken to imply a ‘top down’ or formal way of working, it is a broad term which covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child initiated play and activities: communication and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and settling challenges. It takes account of the equipment they provide and the attention to physical environment as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do as well as take account of their interests and dispositions to learning (Characteristics of effective learning), and use this information to plan children’s next steps in learning and monitor their progress.’

An Enabling Environment

We have a *workshop style environment* indoors and outside. *Nothing is set out* on the tables. The children select what they want to do in each area. The children select what they want to do in each area. The

principal is that resources are accessible to the children and they are varied, open-ended and high quality. This gives children the opportunity to select resources to support their chosen activity.

We aim to establish an environment that is:

- Accessible to all
- Organised and clearly labelled
- Flexible resources, that can be used in a variety of ways
- Reflective of the needs and interests of all learners
- Open ended high quality activities

The role of the Adult

The adults are there to facilitate learning. They do this through observations and interactions.

Our adults know the children very well and have a sound understanding of child development. This ensures that the adults enhance and extend the learning at the appropriate level.

key characteristics of a highly effective practitioner:

- Highly engaged and involved with the children interacting, not interfering (levels 4/5 Leuven scale)
- Calm effective voice, consistent, fair
- Maintain high expectations of learning, promoting care of the learning environment
- Use open ended, high level questions
- Add provocations to extend learning when opportunity arise
- High quality interactions i.e. sustained, 2 ways, agenda led by child involving commentary, suggestions, modelling
- Great impact on children's progress
- Body language reflect that of child

Planning in the moment

The cycle of observation, assessment, planning, observation is carried out on a moment by moment basis. We have focus children each week (approximately 10% of the group). The focus children are given extra attention, but all the children are busy and learning all the time. The planning sheets are a record of the activities that have occurred.

Activities that occur are recorded when the cycle is complete. These records are on the learning journeys for the focus children and on "planning in the moment" sheets for activities in which a group have become involved.

It is particularly important that the adults' input (teaching) is recorded. The symbol "T" indicates "adult". Adult input is high-lighted yellow: - "T suggests ...encourages ...models...ponders...demonstrates...facilitates...offers resources...etc."

The "Planning sheets" are blank at the start of the week. They are then filled in gradually during the week. All adults contribute to these sheets. When possible, photos are printed and added to the records.

In addition, “wow” moments are recorded for all the children as and when they occur.

6. Positive Relationships

Children learn to be strong and independent through positive relationships. At Wood End, we respect that parents are the child’s first and future educators. We believe that the positive relationships we build are the key to effective partnerships between all practitioners, parents, carers and families.

Each child has a key person, i.e. the person with whom they form a special attachment. The key person for the children in Foundation Stage at Wood End is the class teacher. In Pre School, each child has an identified key person. This key person is responsible a smaller group of children. The key person is responsible for ensuring that the child feels safe and cared for, in order to develop a positive sense of well-being and achievement. However all adults in the Early Years team have a responsibility to ensure this happens for every child.

We meet the needs of all of our children by:

- Developing positive relationships with parents during the induction programme and home visit.
- Working with parents / carers right from the start to find out about their child’s needs, feelings and interests.
- Developing effective partnerships with families throughout the year by offering regular opportunities for them to talk about their child’s progress through our open door policy – open lessons, Stay and Learn and Structured Conversations – and encouraging them to contribute to their child’s ‘Learning Journey’.
- Encouraging families to talk to their child’s key person, as well as other staff members to foster two-way communication with parents / carers and families.
- Helping parents to support children’s learning and development, providing them with guidance and advice where required.
- Recognising that friendships and relationships are an important part of a child’s development from birth.
- Encouraging parents to help in school and become involved in a range of enrichment activities.
- Supporting parents and families through the use of a teaching assistant who acts as a family support worker, helping to develop and foster the principles of Restorative Practice.

7. Child Protection

The Early Years Foundation Stage staff follow the school’s Child Protection Policy.

8. Electronic Devices

The use of personal mobile phones or any other personal electronic devices is strictly forbidden around children. In particular, photographs or recordings of children on personal devices is not allowed. There are school cameras and iPads that can be used to document school activities and events, these are not allowed to be removed from the premises. Mobile phones should be locked away in lockers and only used in the

staff room or work room. Personal mobile phones may be used by teaching staff when out on school trips in order to contact parents or school staff.

9. Active Learning

“Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.” Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

10. Creativity and Critical Thinking

“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.” Children should be given the opportunity to be creative through all areas of learning, not just through the arts. Adults can support children’s thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

11. Characteristics of Effective Learning

Three Characteristics of Effective Learning (revised EYFS)

Playing and exploring – Do they investigate and experience things, and ‘have a go’?

Learning Actively – Do they concentrate and keep on trying if they encounter difficulties, and enjoy achievements?

Creating and thinking critically – Do they have and develop their own ideas, make links between ideas, and develop strategies for doing things.

With a system of focus children, a workshop style environment and records kept on planning in the moment sheets and learning journeys, the children are learning effectively all the time!!

12. Enabling Environments

At Wood End, we recognise that the environment plays a key role in supporting and extending children’s development and learning. Enabling environments encourage children to play because they feel relaxed, comfortable and ‘at home’ in them. When children feel safe and secure, they are able to explore and find out about the place they are in and the things they can see, touch, manoeuvre or manipulate. In the Early Years Foundation Stage, the environment is described in terms of three aspects: the emotional environment, the outdoor environment and the indoor environment. These three aspects of the environment together make up the requirements for play and learning in the Early Years Foundation Stage at Wood End. Our indoor and outdoor environments are carefully planned to meet the needs of the children.

12.1. Emotional Environment

“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.”

The environment is more than physical space, because it contains the emotions of the children who spend time in it, the staff that work there and the parents who leave their children there. The emotional environment is an invisible measure of ‘feelings’. Maintaining positive feelings is important for staff, children and parents, but equally if they feel safe in the emotional environment, children can express their feelings safely, knowing that staff are nearby to help them if they feel overwhelmed by these. Teaching children ways to talk about and express their feelings allows them to externalise them safely, rather than to cover them up and leave them hidden away. At Wood End, we follow the principles of Restorative Practice - this approach encourages developing relationships and communities. We hold daily ‘check in’ circles for children, this is an ideal opportunity to establish how children are feeling and setting them up ready for the day ahead.

At Wood End, we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. We understand that we are required to:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children’s stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment are safe and suitable for purpose (see Appendices 1 and 2 – Outdoor/Indoor Risk Assessments for Early Years).
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe, efficient management of the setting and to meet the needs of the children.

In Foundation Stage

- Provide at least one adult for every 13 children when the class teacher is present.
- Provide at least one adult for every eight children when the class teacher is not present, at least one member of staff will hold a full and relevant level 3 qualification and at least half of all other staff will hold a full and relevant level 2 qualification (see Appendix 3 – Current Foundation Team Staff). There is always a member of staff with a paediatric First Aid qualification available.

In Pre School

- Provide at least one adult for every 4 children who are 2 years old
- Provide at least one adult for every 8 children who are 3 and 4 years old
- Ensure at least one member of staff with a full and relevant level 3 qualification
- Ensure at least half of all other staff must hold a full and relevant level 2 qualification
- There is always a member of staff with a paediatric First Aid qualification available.

12.2. Indoor Environment

Rich environments indoors have an immediate effect on the quality of children's learning and development. At Wood End, we endeavour to create a rich environment by:

- Creating a setting that is comfortable, interesting, attractive and appropriate for the children who use it.
- Providing an indoor space that is carefully planned to be flexible to accommodate children's changing interests and needs.
- Ensuring that resources are of the highest quality.
- Ensuring that books are attractive and well-maintained and reflect children's fascinations.
- Ensuring that resources are accessible by the children themselves.

At Wood End, we support learning through play by dividing the room into activity areas – children can make their own natural transitions in their own time, as they would in a home environment. Adults should observe over time and make changes as needed – creating a motivational environment is an ongoing process.

12.3. Outdoor Environment

Children gain enormous benefits from learning outdoors. They should have access to outdoor space on a daily basis – regardless of the weather (see Appendix 2 – Outdoor Risk Assessment for Early Years). Being outdoors allows them to move around without many of the restrictions of being inside. They can fill their lungs with clean air and use all of their senses to appreciate the colours, different noises, and the sense of space and of scale. Being outdoors supports confidence and allows opportunities for big scale play, problem-solving and creativity in the company of other children. Physical activity is enhanced; so is calculated risk-taking. In the outdoors, children's use of language is five times greater than indoors. The Foundation class takes part in a Forest Schools session every week. Pre School has two Forest School sessions per week, one in the morning and one in the afternoon

13. Learning, Development and Assessment

Children develop and learn in different ways and at different rates. The EYFS framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

The EYFS is made up of seven areas of Learning and Development. All areas are important and interconnected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

Children should mostly develop the three prime areas first. These are:

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

These prime areas are those most essential for a child's healthy development and future learning. As children grow, the prime areas will help them to develop skills in the four specific areas. Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. These are:

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

All of the seven areas are delivered through planned, purposeful play, with a balance of adult-led (child working with the adult) and child-initiated (child-chosen) activities. Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

At Wood End, we ensure that the requirements of the EYFS are met through all seven areas of learning and development, in order for children to make progress towards the early learning goals, which are the established expectations for most children to reach by the end of the Foundation stage. Progress is tracked termly and parents are encouraged to contribute to their child's assessment. At the end of the academic year, this information is then passed on to Year 1 to inform future planning.

Implemented: March 2020

Review date: September 2021 (New Early Years Framework being implemented)



HEALTH AND SAFETY RISK ASSESSMENT FORM
Early Years Indoor Area

Risk area: Shared area		Carried out by: Amanda Beaumont			Date: March 2020
Hazard:	Risk:	Who is at risk?	Level of risk:	Control measures:	Level of risk after controls put in place:
Construction area	Tripping over toys on floor	Children and adults	Medium	Remind children to keep toys contained on carpet area. Tidy up at regular intervals. Position furniture to protect walkway. Mat stuck to the floor.	Low
	Swallowing small objects	Children	Low	Remind children not to put objects in mouths. Supervise children in play area.	Low
Maths area	Swallowing small objects	Children	Medium	Remind children not to put objects in mouths. Supervise children in play area.	Low
	Hooks that they could catch themselves on		Medium	Cover with foam. Point out hazard to children, supervise play in the area.	Low
	Bead strings, tape measures and hoops - risk of strangulation		Medium	Model to children how to use correctly. Supervise play in the area.	Low
Water tray	Drowning	Children	Medium	Water tray is never filled to capacity. Water tray is on a stand so children could not easily slip into the tray. Children are supervised near the water tray at all times. Brakes are applied to the water tray at all times.	Low
	Slipping on wet floor	Children and adults	High	Brakes applied at all times to keep water tray stationary on mat. Absorbent safety mat under the water tray at all times. Area monitored by adult supervising in the shared area and floor mopped and dried as necessary. Talk to children about importance of keeping water play in the tray and reporting spillages to adults.	Low
	Children's clothes becoming wet	Children	High	Children must wear an apron when playing in the water tray. Spare clothes are available if necessary.	Medium
Sand tray	Sand thrown into eyes	Children	Medium	Paediatric trained first aider available at all times to deal with any incidents. Remind children of safe sand play - no throwing! Use non-toxic play sand.	Low
	Children eating sand	Children	Medium	Remind children we do not eat sand and follow safe play rules. Supervise children in this area.	

	Children contract infections e.g. threadworm	Children	Medium	Change sand regularly (once a half term). Encourage children to wash hands at regular intervals. If any infections are reported by parents, close sand tray to children and deep clean.	
Tinkering table	Injuries by tools - cuts, scrapes, bruises	Children	High	Teach children the rules of the tinkering table. How to hold the tools correctly. The hand not holding the tool must be covered with a glove (have a visual reminder of this for children) Supervision in the area of the Tinkering Table when it is in use.	Low
Art trolley	Swallowing small craft materials	Children	Medium	Remind children craft materials are for art and not for mouths. Supervise children using this area.	Low
	Cuts from scissors	Children	Medium	Support children with scissor skills, teach and model how to use scissors correctly. Have different levels of scissor available for children as well as left and right handed scissors. Scissors specifically for children are provided.	Low
Plug sockets	Children putting fingers into the sockets and causing electric shock	Children	Medium	Warn children of the dangers of electricity. Use socket safety plug covers. Plugs in use to have furniture in front of them where possible so that children can't access the plug sockets.	Low
Cupboards	Children hurting themselves by trying to reach items in cupboards	Children	Low	Keep cupboard doors closed.	Low
Fire extinguisher	Children could set off fire extinguisher	Children	Low	Remind children it is not to be touched.	Low
Bin	Children picking things out of the bin	Children	Low	Only throw rubbish in to the bin that is non-harmful to children, dispose of other rubbish in areas away from children (outside skips). Have a lid for the bin. Teach children the bin is for rubbish and throwing things away.	Low
Sink area	Slipping	Children and adults	High	Teach children safe hand washing. Regularly check sink area and mop and dry as required.	Low
	Hot taps	Children	Medium	Taps are set to a maximum temperature.	Low
Doors	Children leaving the setting	Children	Medium/ High	Explain to children where they are allowed to play, the boundaries of the setting. Supervision in each area that contains children. Stop sign on doors that lead out of the setting.	Low
	Trapping fingers	Children	High		Low

				<p>Safety hinge guards applied to doors. Door into classroom held open with a bungee cable, other door kept locked. Door to outside area has a door guard on it so the door cannot shut - door guard to be placed high where children cannot reach it.</p> <p>Locked gate on the play area so children cannot leave.</p> <p>High level handle/button on exit doors around school.</p>	
Chairs	Falling back on a chair, falling off a chair and hitting head	Children	Medium	<p>Teach children rules about chairs, reminder if children are seen doing this that we must have '4 legs on the floor'. Paediatric first aider available at all times in the event of an accident.</p>	Low



HEALTH AND SAFETY RISK ASSESSMENT FORM
Outside Early Years Area

Risk area: Outside play area		Carried out by: Amanda Beaumont			Date: March 2020
Hazard:	Risk:	Who is at risk?	Level of risk:	Control measures:	Level of risk after controls put in place:
Weather	Toys being blown at children	Children	Low	Outdoor area is closed during lightning and high winds. Adults secure toys where possible by putting away in shed.	Low
	Lightning strike	Children and adults	Low	"	Low
	Being blown over	Children	Low	"	Low
	Dehydration	Children	Medium	Provide extra drinking water at all times. Encourage children to go inside to cool down and to drink at regular intervals.	Low
	Sunburn	Children	Medium	Parents to be asked to place sunscreen on children and to provide sun hats. Adults to ensure children are wearing hats and playing in the shade when appropriate.	Low
Climbing frame	Slippery when wet	Children	Medium	Don't allow children on climbing frame when it is very wet. If slightly wet, lots of adult supervision is needed. Adult supervision.	Low
	Banging heads on the beams	Children	Medium	There are signs on the beams to make children more aware that they are there.	Low
	Splinters	Children	Medium	Check once a week for rough wood and sand or pass information onto caretaker. See rota.	Low
	Falling when climbing up the rope net, slipping and getting caught	Children	Medium	Encourage children to climb up the net carefully. Adult supervision.	Low
	Falling off bridge	Children	Medium	The bridge has safety bars to stop children falling. Children are not allowed to climb on the safety bars. Adult supervision at all times.	Low

	Banging back on bottom of slide, coming down slide head-first and banging heads	Children	Medium	Adult supervision to make sure children come down the slide correctly, which is feet-first, one at a time.	Low
Wooden train	Slippery when wet – children falling off and getting hurt (two accidents already happened: children slipping off train)	Children	High	Water tray has been removed from train area to the other side of the outside area: children are to be reminded not to paint the train with water and to avoid the train in rain. We do not allow children to climb on the high bits of the train. Children are not allowed on the train when it is wet and slippery following wet weather. Adult supervision.	Low
Sand	Sand thrown or blown into eyes	Children	Low (dry)	Keep sand wet to minimise blowing into eyes.	Low / Medium
	Sand on floor can be slippery and could cause falls	Children and adults	High (wet) Medium	First aid kit, trained staff on site to deal with any accidents. Encourage safe playing in the sand – rules. Any spilt sand is cleaned up as soon as possible.	Low
Digging area, plants in pots and troughs	Soil and stones in eyes, mouth, ears, etc. Putting dirty fingers in mouth that could cause illness	Children	Medium	Encourage safe play. Adult supervision. When plants are purchased, we check that they are not poisonous. Encourage hand-washing after playing in the digging area. Remind children not to put hands around face and mouth when playing in soil.	Low
Fence	Putting arms through the bars and getting stuck	Children	Low	Adult supervision to ensure children do not put their arms through the fence, or climb up the fence.	Low
	Climbing up the fence and falling off		Medium	"	
Gate	Very heavy, could cause injury if closes too quickly and a child gets stuck	Children	Medium	No children operate the gate. Adults only open and close the gate. Staff are aware of how heavy the gate is.	Low
Grass bank	Risk of falling and slipping over when going up or down the grass bank when it is wet or icy	Children and adults	Medium	No adults or children are allowed to go up or down the bank in wet and/or icy conditions. Long-term: steps to be made to make the hill safer.	Low

Safety flooring	Slippery when it is frosty, snowy or wet	Children and adults	Medium	Senior staff to assess area and decide whether it is safe to play out, or which areas are safe to play in. Running is only allowed on the grass when part of a game.	Low
Tables	Running or walking into tables	Children and adults	Medium	All tables have round corners. As it is a quiet area, no running is allowed under the canopy.	Low
Water tray	Drinking dirty water which could cause illness. Climbing in and drowning	Children	High	Always adult supervision at the water tray. Children follow rules and are not allowed to climb into the tray.	Low
Sheds	Going inside the shed	Children	Medium	Sheds are kept shut when adults are not going inside.	Low
Bird/Squirrel Boxes	Seeds falling out, being dropped by birds etc. and falling onto ground, where children could pick them up and eat them – allergies	Children	Medium	Adults are careful when re-filling the boxes not to spill any seeds. Areas are checked on a daily basis and any seeds found are picked up and thrown away. Remind children that we don't put anything in our mouths that we find on the floor.	Low
Den-making equipment	Strangulation	Children	High	Adults supervising at all times in outside area.	Low
Wooden bricks	Wooden bricks are very heavy, and children could drop them onto their toes or fingers. Swinging the planks around and hitting the other children. Slipping when balancing on the blocks. Building the blocks too high Adults pulling muscles or back when lifting and putting away bricks	Children	Medium	Children encouraged to only build to a safe height, and to be aware of the other children playing around them. Adult supervision.	Low
		Adults	Medium	Adults are required to follow the safe lifting procedure. See Manual Handling Policy.	Low
Large sand pit	Animal faeces in the sand	Children	Medium	Sand pit to be checked daily before children go into the sand. A cover will be placed over the sand pit at the end of each day.	Low



CURRENT EARLY YEARS TEAM
 (Including additional adults working with the Early Years children)

Staff		Qualifications
<p>Mandy Beaumont</p> <p>Class Teacher SENDCO Deputy Headteacher</p>		<p>BED (Hons)</p> <p>National Award in SEND Coordination (2016)</p> <p>Designated Safeguarding Lead (2018)</p>
<p>Jacqui Zylko</p> <p>Class Teacher</p>		<p>BED (Hons)</p> <p>MA (Special Education Needs)</p>
<p>Donna Cook</p> <p>Teaching Assistant</p>		<p>NVQ Level 5: Leadership for Health & Social Care and Children & Young Peoples services</p> <p>Paediatric First Aid (2020)</p>
<p>Helen Andrews</p> <p>Teaching Assistant</p>		<p>NVQ Level 2 – Health & Social Care (2013)</p> <p>SALT Support for 5-11's (2018)</p> <p>Paediatric First Aid (2018)</p>
<p>Jodie Brucass</p> <p>SEND Teaching Assistant</p>		<p>Level 2 – Teaching Assistant (2018)</p> <p>L2 SEND Diploma (2017)</p>

<p>Christina Lawson</p> <p>SEND Teaching Assistant</p>		<p>TQUK Level 2 Certificate in Understanding Autism (2019)</p> <p>NVQ Level 3 Childcare (Currently studying)</p>
<p>Jan Stone</p> <p>Teaching Assistant</p>		<p>Level 3 NVQ Teaching Assistant (2008)</p> <p>Paediatric First Aid (2020)</p>
<p>Karen Rayner</p> <p>Forest School Leader</p>		<p>Forest Schools Leader – Level 3 (2018)</p> <p>HLTA</p> <p>Paediatric First Aid (2018)</p> <p>Activity First Aid (2018)</p> <p>Safer Food Handling (2018)</p>

Pre School

Staff		Qualifications
<p>Anne O'Donoghue</p> <p>Pre School leader</p>		<p>L3 Diploma – Children and Young Peoples Workforce (2013)</p> <p>L2 Infection prevention & control in an Early Years setting (2018)</p> <p>L2 Providing a healthy food environment in an Early Years setting (2018)</p> <p>Paediatric First Aid (2018)</p> <p>Designated Safeguarding Lead (2020)</p>
<p>Rachel Salmon</p> <p>Deputy Pre School Leader</p>		<p>NNEB (1999)</p> <p>1st Class Honours degree Psychology and Education Studies (2018)</p> <p>Paediatric First Aid (2019)</p> <p>L2 Food Safety in education and early years (2019)</p>
<p>Jeneen Nash</p> <p>Pre School Key Person</p>		<p>NNEB Diploma in Nursery Nursing (2005)</p> <p>Paediatric First Aid (2019)</p> <p>L2 Food Safety in education and early years (2019)</p>

<p>Jade Finch</p> <p>Pre School Key Person</p>		<p>Paediatric First Aid (2019)</p> <p>L2 Food Safety in education and early years (2020)</p>
<p>Heidi Scott</p> <p>Pre School Key Person</p>		<p>Level 3 Diploma in Children's Learning and development (Early Years Educator) – (2020)</p> <p>Paediatric First Aid (2019)</p> <p>L2 Food Safety in education and early years (2019)</p>
<p>Caroline Thompson</p> <p>Pre School Play Assistant</p>		<p>Paediatric First Aid (2020)</p> <p>L2 Food Safety in education and early years (2020)</p>
<p>Stacey Traore</p> <p>Pre School Play Assistant</p>		<p>L2 Food Safety in education and early years (2020)</p>
<p>Faeza Nasser</p> <p>Pre School SEND Support</p>		<p>Teaching Assistant Level 2 (2016)</p>
<p>Gemma Attwood</p> <p>Pre School relief staff</p>		<p>BSC – Psychology & Psychiatric health sciences (2002)</p>