Godstone Primary & Nursery School

Early Years Foundation Stage (EYFS) Policy

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1. Aims of the policy

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the 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 children who need extra support receive it.
- 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 to guide the staff, governors and parents within the Early Years Foundation Stage team and within the school as a whole. It explains how the EYFS works and how it is structured at Godstone Primary and Nursery School.

It is based on requirements set out in the Statutory framework for the early years foundation stage.

Every child is entitled to a safe and caring environment which enables them to learn. Diversity is celebrated and respected. No child is discriminated against (see Equal Opportunities, SEND and Equality policies).

3. Structure of the EYFS

Godstone Primary and Nursery School has two classes in the EYFS. The Nursery class takes children for either 15 hours at the beginning of the week (all day Mondays and Tuesdays and Wednesday mornings); 15 hours at the end of the week (Wednesday afternoons, all day Thursdays and Fridays) or 30 hours (all week). The Nursery takes a maximum of four two-year-olds and 24 three or four year olds at any one time. In exceptional circumstances the headteacher may allow five two-year-olds if staffing ratios can still be met. Children may start in Nursery the term (September, January and April) after their second or third birthday, or any term after that.

The Nursery day is from 8:45am to 2:45pm (6 hours), however, parents may choose to pay for an additional 30 minutes at the end of the day to tie in with the main school hours. Two-year-old children are either funded as Early Learning for Two Year Olds (previously known as FEET), working parent entitlement or parents may pay. Three and four year olds are either funded for 15 or 30 hours depending on parents' eligibility. Parents may pay for the additional 15 hours if they are not entitled to the 30 hours. See the Nursery Admissions Policy for more details on admissions and charging.

The Reception class takes children from the September after their fourth birthday. Children are encouraged to attend full time after the initial staggered entry of up to three weeks.

4. Teaching and learning

The early years at Godstone Primary and Nursery School follows the educational programmes as outlined in the latest version of the Statutory framework for the early years foundation stage. The educational programmes have been developed into a curriculum that is taught through topics, routines, direct teaching and the continuous provision of an enabling environment.

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. However, three 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 four specific areas:

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

The school vision of *Inspirational Learning for Life* lies at the heart of the EYFS curriculum at Godstone Primary and Nursery School. It is designed to provide the foundational knowledge and understanding the children require for key stage one, the rest of their schooling and their lives as adults. The learning is built sequentially from the children's starting points in Nursery or Reception

and is built on by the learning that takes place in years one to six in the national curriculum subjects. However, it is also recognised that children learn in fluid and flexible ways which staff skilfully support to ensure the children make secure links and take the next steps in their learning.

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the three 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, liaising with the SENDCo and relevant services from other agencies, where appropriate.

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

The Nursery and Reception classes follow a long-term yearly plan (curriculum map) that details the topics, key texts, core learning and enrichment activities for each term or half-term. Nursery follow a two-year plan as some children may be attending the nursery for more than one year.

The Nursery and Reception teams follow a medium-term half-termly plan detailing the focus for each week's whole class, group and independent activities across the seven areas of learning. The teaching to take place in routines is also identified and continuous provision plans are in place for different areas of the learning environment both inside and outside.

Weekly and/or daily plans are created in response to previous learning and shared with the relevant team. These include specific learning objectives for whole class and group activities. Specific group activities, challenges or provocations in the environment are planned to enable staff to encourage and strengthen the learning taking place.

The oldest children in Nursery (those in their final year of Nursery) are taught 'Foundations for Phonics' using the Little Wandle Letters and Sounds Revised resources. Reception use the Little Wandle Letters and Sounds Revised planning for the teaching of phonics and reading practice groups. Reception use the Mastering Number materials as a basis for whole class mathematics teaching, group mathematics and some independent activities.

4.2 Teaching

Play underpins all development and learning for young children. It is through play that they develop intellectually, creatively, physically, socially and emotionally. Through their play, children learn at their highest level, because they are enjoying what they are doing and are in control of their learning.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Staff understand the children's starting points and plan the next steps in their learning based on these. They address gaps in their experiences and plan a wide range of activities to develop the children's cultural capital.

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 one.

Teaching in the early years is a broad term that covers many different types of interactions including:

- Whole class learning e.g. music, phonics, circle time, dance.
- Group activities led by an adult e.g. art, science, reading.
- Group activities led by the children e.g. bingo games, puppet shows.
- Independent activities initiated by the children or by an adult with an enabled environment to support learning with or without an adult present e.g. play dough with ten cake cases and a selection of matchsticks for candles to support and develop mathematical understanding; obstacle course to develop physical strength and coordination with a stopwatch to time each other.
- Routines e.g. counting the children whilst lining up for lunch; washing hands before snack.
- Adult led and child led play e.g. retelling stories; exploring gravity with water and cars.
- Setting challenges and provocations for the children to explore e.g. maths investigations; natural materials.

The role of the adult is to promote and develop the children's learning through modelling, questioning, explaining, demonstrating, encouraging, exploring, recalling and providing a narrative to what the child is doing. This is teaching in the early years.

The use of language and the development of vocabulary is crucial for the children's development. Adults model the everyday language that the children should be using whilst introducing new language that the children should acquire within the next two years, alongside more ambitious vocabulary that they will learn to use over many years.

Teaching takes place inside and outside. Both areas are seen as equally important and all adults teach the children inside and outside. The outside area is used to teach on a bigger scale with resources that may not be practical inside e.g. tyres, large-scale water play.

Screens are only used to support clear learning and development. They are not used for more than one hour a day.

Behaviour

Personal, Social and Emotional Development (PSED) is one of the core areas of learning in the early years. The children are taught to interact with their peers and adults both in and out of school appropriately, showing good behaviours. The early years follow the whole school policy for behaviour, adapting it where necessary to reflect the age and abilities of the children. The school core values (respect, responsibility, compassion, ambition and pride) are used as a basis for positive recognition, however, the vocabulary may be simplified. The children are praised for showing the right behaviours and any inappropriate behaviours are addressed sensitively with the child to enable them to develop their PSED learning.

The Wider Context

The Nursery and Reception classes are an integral part of the whole school.

The Reception children join the rest of the school for some assemblies from January onwards. They also join the rest of the school outside at lunchtimes once they have settled into school. They do not

join the school for playtimes mid-morning as they have access to the outside during their morning learning activities.

The local area is used as an important learning environment including visits to the local shop, churches and library. Reception go on a half-day trip in the spring term and a full day trip in the summer term, linked to their learning e.g. Oxted library, Kent Life. A wide range of visitors also come into the early years to share their knowledge and experiences including musicians, fire fighters, police officers and health care professionals.

Key Person

At Godstone Primary and Nursery School the children in the Nursery are assigned a key person. The children work in key person groups for some groups activities. This enables them to be with a consistent member of staff and develop appropriate attachments to an adult who knows them well.

The key person may also support the 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.

See Appendix 2: Nursery Key Person Policy.

In the Reception class, the class teacher(s) is/are the child's key person. It is acknowledged that some children will naturally develop stronger relationships with one adult within the class and therefore regular communication between all the adults is crucial to enable each child to reach their full potential whilst feeling safe and secure.

5. Assessment, feedback and marking

At Godstone Primary and Nursery School, 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 and to develop the child's next steps. Staff also take into account observations shared by parents and/or carers.

Children are observed throughout the day in a range of contexts. When the adults are teaching the children, through direct adult-led teaching and through play, they are observing what the children are doing, saying and demonstrating. This enables the adults to identify what the children can do and their next steps. Only significant learning is recorded to help prompt the class teacher in their assessments and future planning and to share with the parents.

Staff ensure all children are making good progress by knowing more, remembering more and being able to do more.

At Godstone Primary and Nursery School, the online learning journal 'Tapestry' is used to record the children's learning and 'wow' moments. Tapestry allows the adults to take photographs and videos that are then annotated to record the significant learning that has taken place. The comments may be made by the adult observing or by the child themselves. The child may explain their learning to the adult during the session or they may share it with the whole class at the end of the session whilst an adult records what they say. When a child reviews their learning at the end of a session this can cement their learning, inspire others and allow others to ask questions to help the child think more deeply about their learning.

The children's learning during adult directed activities may also be recorded on group assessment sheets during or after an adult has been working with a child in a group. These specifically relate to the learning objective for that group activity. Whole class assessment sheets are used where comments or shorter notes, usually in a whole class or large group situation, are recorded. Tick sheets may also be used when a child is being assessed against specific criteria e.g. number, phonics or shape recognition.

Evidence of the children's learning will come from a range of sources including the teacher, parents, child, teaching assistants, mid-day supervisors and other adults in school. The teacher's knowledge of the child from all of these sources is used to record the stage that the child is working at on the school's assessment system on entry to the class and at the end of each term. This data is analysed and a report is submitted to the head teacher and governors.

All children are assessed within six weeks of starting in Nursery or Reception and their attainment is recorded as 'on entry'. Children are assessed, using a 'best fit' approach three further times a year (end of Autumn, Spring and Summer terms). Children who are in their final year of Nursery or in Reception are assessed against all seventeen aspects. Children who will remain in Nursery for another year are only assessed in the prime areas.

Children who have specific needs may be assessed against the SEND profile of need document or other specific SEND assessments e.g. occupational therapy, Early Language Child Monitoring Tool, WellComm.

Children in Reception are also assessed half-termly using the Little Wandle Letters and Sounds Revised assessments.

Marking and Feedback

Marking and feedback on the children's learning is always given verbally. Written or recorded learning may be 'marked' with a tick, stamp or initials to show which adult they have been working with but to enable feedback to be meaningful and relevant it is always given to the child verbally. This enables them to see the positive things they have done and also areas to develop whilst they are learning.

Where appropriate, the school's policy of 'Purple Praise and Green for Growth' is used to mark learning that has been recorded on paper. Purple ticks are made against the learning objective, and areas to be worked on are underlined in green. Stamps are also used to show children what they need to remember in their written work towards the end of the Reception year e.g. finger spaces, full stops.

Statutory assessments

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

Within the first six weeks that a child **starts Reception**, staff will administer the Reception Baseline Assessment (RBA).

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 ('expected')
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

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

6. SEND support and intervention

At Godstone Primary and Nursery School the unique nature of every child is understood by all staff. The children are observed and assessed throughout the day and any child who may require additional support is identified early. Support may be given in a variety of ways:

- Adult support to understand and use language or complete tasks.
- Adult support to develop PSED skills and/or behaviour.
- Specific interventions to support identified needs e.g. occupational therapy, speech and language, phonics.
- Visuals to support routines or tasks e.g. individual timeline.
- Visuals to support transitions e.g. now and next boards.
- Additional resources e.g. fiddle toys.
- Developmentally appropriate resources e.g. easy grip scissors.
- Adaptations for physical impairment e.g. supported chairs.
- Sensory support e.g. quiet space.

Any children identified as requiring ongoing additional support are given an individual provision map with targets identified to support their next steps. The SEND profile of need is used to identify the support in place and areas for additional support.

Children are discussed with the SENDCo and referred to additional services and support as appropriate. Parents are partners and any additional support is discussed with parents.

7. Working with parents

The school recognises 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 both informally and formally. All parents have a consultation in the autumn and spring term. At the end of the academic year, the teacher produces a written report and at the end of Reception this also includes the child's progress against the Early Learning Goals. The two-year-old progress check and EYFS profile, alongside meetings and Tapestry, helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, progress, understanding and abilities.

'Tapestry' is an online learning journal that enables parents to have access to all of their child's observations. Parents are encouraged to comment on these observations and to add their own observations to share their child's learning at home with the school. Parents receive a weekly

update on the learning that has taken place at school. It gives suggestions for activities that parents may like to do at home to secure, continue or expand the learning.

All children in the Nursery and Reception classes are given an orange home link book. This is where both school and home adults can share any messages. In Nursery, it may be used to record how long the child slept for or any toileting needs they may have had. In Reception, it is also used as a reading record book for parents and school staff and to record reading that has taken place with the child.

Reading for pleasure and a love of books is encouraged in Nursery and Reception with all children being invited to take a sharing book home each week. The children can share this book with their families and return it for a new one the following week.

Children in the Reception class are given a reading book to take home and share with an adult (usually just before the autumn half-term). The children also take the tricky words home to practise with. Parents are advised of phonics cards they can purchase. These are purchased by the school for disadvantaged children. During the year, the parents are advised on how they can support their child's learning in parent meetings e.g. phonics and reading, wider curriculum.

Parents in Reception are invited into school for monthly reading or maths mornings/afternoons. The parents are given the opportunity to work with their child on reading or maths activities, which enables the parents to see how the children are learning in these areas.

Parent helpers are welcomed into the Reception class from the second half of the autumn term. They are encouraged to join in with child-initiated sessions as well as working with groups and individuals.

Transitions into Nursery

The wellbeing of a child is key to their learning and the most effective learning takes place when children feel secure, valued and confident. At Godstone Primary and Nursery School we understand the importance of visiting every child at home to meet both the parents and children in a familiar setting. At this meeting we find out the needs and interests of the child and answer any questions the parents may have.

Alongside a home visit, the children and parents are also invited to a 'stay and play' session to get to know the environment and adults in the Nursery. Children may begin with a staggered start and build up to their full hours if this is deemed appropriate by parents and staff for individual children.

Parents are welcome to come into the Nursery classroom at the beginning of the day to enable informal discussions about their child's development and learning. This also allows any small worries or concerns to be shared.

See Nursery Admissions Policy.

See Appendix 4: Nursery Settling in Policy.

Transitions into Reception

Attending the Nursery at Godstone Primary and Nursery School does not have any bearing on whether a place in the Reception class will be gained.

The majority of children transfer from the school's Nursery class into the Reception class at Godstone Primary and Nursery School. This smooth transition between Nursery and Reception

enables the children to continue their learning in an environment that is familiar to them and with adults that they already know, and that know them. In the summer term, the children engage in activities and story time sessions with the Reception teacher(s) and in the Reception classroom.

Children who attend a different nursery or pre-school setting are visited by the Reception teacher(s) in their pre-school setting to enable them to meet their teacher(s) in a setting they are familiar with. The teacher(s) also meets with the child's key person to ensure all information is shared before the child starts school. Children who have not attended Godstone Primary and Nursery School Nursery class also receive a home visit during the first week of the autumn term to meet the new teacher(s) and teaching assistant in their own home. This helps the child to get to know the teacher(s) and gives the parents an opportunity to meet the staff and share important transition information.

There is a full induction programme into Reception for both children and parents. This includes:

- A tour of the school.
- A general meeting about the school and EYFS curriculum, with the headteacher, EYFS lead and class teacher(s). Other key members of the school community are also introduced.
- Taster sessions for children to visit the class to play and meet the teacher and other children who will be in their class.
- Home visits for children who are new to Godstone Primary and Nursery School.
- Meetings in school for children who attended the school's nursery class.

We understand that parents are the first and most enduring educators and aim to work with them to ensure their child develops in the best way possible.

8. Safeguarding and welfare procedures

Every member of staff is fully trained in safeguarding children and child protection. There is always a member of staff in the EYFS who has a two-day paediatric first aid qualification. First aid kits are available in the classrooms. Further trained staff are available in the school office. A telephone is available in the Nursery and Reception classes to gain assistance if necessary.

Every child has a free piece of fruit or vegetable available to them at snack time and the children bring water to school to drink throughout the day. Nursery children may also be offered toast as a mid-morning snack. Milk is available free to three and four year olds and subsidised once the child turns five. The children wash their hands throughout the day and always before snack times and lunch.

Good health, including good oral health, is promoted in the early years in a range of ways including:

- Using the 'Catch it, Kill it, Bin it' approach.
- Instructing children to cough or sneeze into their elbows when no tissue is immediately available.
- Frequent handwashing.
- Hygienic food handling e.g. snack time, cooking.
- The effects of eating too many sweet things.
- The importance of brushing your teeth e.g. through role-play and non-fiction texts.
- The importance of exercise and the effects it has on our bodies.
- Role-play e.g. looking after babies.

The children are taught to take care of their own health when toileting and the importance of washing their hands after specific activities e.g. gardening, handling minibeasts, painting.

See Appendix 3: Nursery Nappy Changing Policy for details around self-care.

A visual risk assessment and check of equipment is made daily by a member of staff. There are risk assessments for both the indoor and outdoor learning environments. These are annotated with near misses and any accidents that may occur.

The school's safeguarding and welfare procedures are outlined in the school safeguarding policy.

9. Links with other policies

This policy links to the following policies and procedures:

- Allergy Safety Policy
- Assessment, Feedback and Marking Policy
- Curriculum Policy
- Educational Visits Policy
- Equality and Equal Opportunities Policy
- Individual Subject Policies
- SEND Policy
- Teaching and Learning Policy
- Nursery Key Person Policy
- Nursery Nappy Changing Policy
- Nursery Settling In Policy
- Nursery Admissions Policy
- Admissions Policy

10. Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See first aid policy

Statutory policy or procedure for the EYFS	Where can it be found?
Emergency evacuation procedure	See health and safety and emergency procedure policies
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy and attendance policy (first aid)
Procedure for dealing with concerns and complaints	See complaints policy

Appendix 2: Nursery Key Person Policy

Aim

Godstone Primary and Nursery School aims to develop independent, happy children who are keen to explore and learn. We understand that the relationships between the children and staff are vital in creating an atmosphere where the children are cared for and inspired to take the next steps in their learning. Each child is allocated a key person, and together with the class teacher, that key person plans and assesses their children's learning and development.

Godstone Primary and Nursery School employs staff to fit the attendance patterns of the children i.e. 2 ½ days or 5 full days. This ensures that every child's key person is available for the majority of the child's time in Nursery.

What is a key person?

The safeguarding and welfare requirements section of the Statutory framework for the early years foundation stage (EYFS) 2026 paragraph 3.42 states that:

"Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents and/or carers. They should also help families engage with more specialist support if appropriate."

The key person should meet the needs of each child in their care and respond sensitively to their feelings, ideas and behaviour. The key person, along with the class teacher, should be talking to parents to make sure that the child is being cared for appropriately for each family.

'This is a way of working in nurseries in which the whole focus and organisation is aimed at enabling and supporting close attachments between the individual children and individual nursery staff. The key person approach is an involvement, an individual and reciprocal commitment between a member of staff and a family.' Elfer.P, Goldschmeid.E,and Selleck. D. (2003) 'Key Persons in the Nursery' London: David Fulton.

Management

- A full induction programme is implemented for all new staff. They meet with the Nursery teacher, EYFS lead and headteacher.
- The Nursery team meet at the end of every day for training, planning and assessment. The role of the key person is developed in this time.
- Parents are given information about the role of the key person at the home visit.
- Key children are allocated according to the child's needs with consideration to the sessions that they attend and the members of staff who work those hours. Godstone Primary and Nursery School operates a 2½ day or 5 day attendance model and the staff work to fit this pattern.
- All members of staff have a good knowledge of all the children which enables continuity when a member of staff is absent due to breaks, sickness or training.

- The class teacher is responsible for updating the child's developmental records in discussion with the key person. The key person updates parents informally about their child's progress e.g. at the end of the day, however, the class teacher updates parents formally at parent consultation meetings and/or written report each term. Two-year-old checks are completed by the child's key person and class teacher. The meeting with parents is undertaken by the class teacher and key person wherever possible.
- The key person must maintain clear professional boundaries, in line with whole school policies. The key person is a friendly professional, not a friend. Where a member of staff is already friends with a family at Nursery, the child would be allocated a different key person.
- Staff have time at the end of every day to talk through any difficult issues or feelings that may arise as part of the role with the class teacher or EYFS lead.

Parents

- Parents are usually informed of their child's key person at the home visit. Wherever possible the key person and class teacher attend the home visit together to enable the key person to meet the child in an environment that is familiar, safe and secure for the child. This enables the relationship to be established before the child begins at Nursery.
- The key person and/or class teacher talks to the parents to ensure the child is being cared for appropriately.
- The key person works closely with the parents to ensure that the relationship between the child and key person does not undermine the child's ties with their own parents. The key person talks positively about the child's parents and follows the parents' rules and routines for parenting wherever possible.
- If a parent would like to change their child's key person they would be invited to speak to the class teacher about their reasons why the existing relationship has broken down. The parent may also ask to speak to the early years lead or headteacher if necessary.
- Parents are informed about transitions to school, whether it be Godstone Primary and Nursery School or another school through informal discussions and letters.
- Parents are reassured that the children spend more time at home than they do at Nursery so it is unlikely that their child will become more attached to Nursery staff than their own parents. If necessary, the class teacher will meet with parents to reassure them and address any concerns they may have.
- Parents are encouraged to share what their child has been doing at home on the child's Tapestry account. Parents may also comment in the home link books to share what they know about their child with the key person and class teacher.

Children

- The key person develops a genuine bond with the children and offers a settled, close relationship.
- The key person helps the child to become familiar with the setting and to feel confident and safe within it.
- The key person meets the needs of each child in their care and responds sensitively to their feelings, ideas and behaviour.

- Specific opportunities for attachment are planned for. The key person plays closely with the new children to develop these attachments. The children regularly spend time in their key person groups e.g. talk groups.
- The key person for the two-year-olds is responsible for carrying out the personal care routines with their key children such as nappy changing, meal times and sleep times wherever possible. The key persons for the three- and four-year-olds support all the children with their personal care routines in discussion with their key persons.
- The key person, and class teacher, are available at the beginning of the day to greet the child and their parents. They have the opportunity to share information about the child verbally and in the home school link book. The key person is also available at the end of the day to share information with parents.

Appendix 3: Nursery Nappy Changing Policy

This policy covers all children in the Nursery from 2 to 5 years old. Our aim is to foster independence in all children with regard to toilet training. We work with parents to ensure a consistent approach to nappy changing and toilet training. We understand that all children develop at different rates and this must be respected. We understand that some children may have medical conditions and may not be ready to be toilet trained.

Godstone Primary and Nursery School has a separate space for the two-year-old children and a changing table. Children are positioned so that the wall and the member of staff can shield the child from view to ensure privacy whilst ensuring that the member of staff is not alone whilst changing a child.

Parents are asked about their child's nappy changing needs at the home visit before the child starts in the Nursery. Parents are asked to provide all the necessary wipes, cotton wool, nappies and creams that their child may need. Staff ensure that the same procedures as home are used wherever possible to ensure continuity for the child. Each nappy change is recorded in the child's home link book including the time and whether the child was wet, dry or soiled.

Children wearing nappies or pull-ups are checked at least every two hours. It is normally the responsibility of the key person to change a child's nappy to ensure continuity for the child, however if the key person is not available e.g. having lunch, then another member of staff who is well known to the child would change the nappy. Every child's individual needs are shared with all members of staff. The child is made aware of the need to change his/her nappy before being taken to the changing table.

When a child is being potty trained, the children's toilet area will be used to support children to try using the potty. Where appropriate, the child's nappy may be changed with the child standing in the toilet area.

Procedure

- All the necessary items needed before each nappy change are gathered, for example, nappy, wipes, nappy sack, cream if necessary (each child has their own named cream). Each child has their own named bag containing these items and spare clothes in case of accidents. Parents may also choose to provide spare nappies and wipes which are named and stored in the nappy changing table.
- Staff wash and dry their hands.
- Staff put on gloves and apron. A new set of gloves and apron is used for each nappy change.
- The child is placed on a nappy changing mat or, if they are able to use steps, supported by staff if necessary to climb up the steps.
- The child's clothing is removed to access the nappy. The nappy is removed and placed inside the nappy sack.
- If the child's clothes are soiled, they are bagged separately and sent home. Clothes are not rinsed by hand.
- Using the wipes, the child is cleaned from front to back and the wipes are placed in the nappy sack. The nappy sack is tied and put in a pedal operated nappy bin.
- Cream is applied if necessary, and a clean nappy is put on.
- The gloves and apron are taken off and placed in a pedal operated bin. The child is dressed.

- The member of staff washes his/her hands using liquid soap, warm water and paper towels.
- The child is helped to wash their hands if this is age appropriate, using liquid soap, warm water and paper towels.
- The child is returned to an appropriate activity.
- The member of staff returns to the nappy changing area and using anti-bacterial spray and paper towels cleans the changing mat, surrounding area and underneath the mat before leaving to dry.
- The member of staff washes and dries his/her hands.

Items Needed

- Pedal operated/ hands free bin specifically for nappy disposal.
- Yellow bags for clinical waste.
- Nappy changing mat / nappy changing unit (including steps).
- Bag for each child's nappies, wipes, spare clothes etc.
- Disposable aprons.
- Disposable gloves.
- Nappy sacks.
- Anti-bacterial spray.
- Paper towels.
- Liquid soap.
- Pedal operated bin for paper towels.

Personal protective equipment (PPE).

Disposable non-powdered vinyl or latex-free CE-marked gloves and disposable plastic aprons are always worn where there is a risk of splashing or contamination with blood/ body fluids (for example, nappy or pad changing).

PPE must be worn when handling soiled linen. Children's soiled clothing should be bagged to go home, never rinsed by hand.

Clinical waste

Domestic and clinical waste is always segregated, in accordance with local policy. Used nappies/ pads, gloves, aprons and soiled dressings are stored in clinical waste bags in foot operated bins.

All clinical waste is removed by a registered waste contractor. All clinical waste bags should be less than two-thirds full and stored in a dedicated, secure area while awaiting collection.

Disabilities and medical needs

For any children with disabilities and medical needs the school will seek external advice and individual care plans will be written where necessary.

Appendix 4: Nursery Settling in Policy

Aim

Our aim is to make sure the children in the Nursery class of Godstone Primary and Nursery School feel safe, secure and comfortable in their new environment and with all staff. We aim to make a welcoming environment where children settle quickly. We always consider the child's individual needs and the parent's wishes.

Procedure

Parents are welcome to visit the Nursery before the child starts. Before the child starts, parents are informed about the settling in process through letters and an information brochure. Policies are available on the school website or through the school office.

Once a place has been offered, parents and the child are invited to a 'stay and play' session the term before their child starts. This enables the parents and child to meet the staff and familiarise themselves with the environment.

Every child is visited at home before they start at Nursery. Parents are sent an 'All About Me' factsheet to complete and return to the school prior to the home visit. The Nursery class teacher and a teaching assistant visits the parent/s and child in their home to meet the family in an environment that is familiar to them. This enables the child to feel safe, secure and comfortable whilst meeting the Nursery staff. The child is also able to show the staff toys and people that are important to them. Staff discuss the information shared in the 'All About Me' factsheet and the role of the child's key person is explained to the family. The settling process is discussed on the home visit to decide the best approach for their child together. Parents are asked whether any health and social care agencies are involved e.g. speech and language.

For the first week, parents are welcome to stay until they feel that their child is ready for them to leave. After the first week, parents are invited to help their child put their things away on arrival and then say goodbye. If a parent or member of staff feels that this time needs to be extended, then a discussion will be had between parents and staff to ensure the best approach for the child.

All children start by attending for half days, usually for the first few days, unless the parents and Nursery staff are confident that the child has extensive experience of full days in a nursery setting and will cope with the change of setting. It may be necessary for some children with additional needs to continue attending for shorter sessions to enable the child to settle. This decision will be made through discussions with the Nursery staff and parents. The EYFS lead and attendance staff will then be notified.

It is explained to parents that younger children may take longer to settle. All staff know how to recognise insecure attachments and work to support the child and parents.