

EYFS Policy

School Tier: EYFS

Related Policies:

Policy Aims: This policy gives a holistic view of the Early Years Foundation Stage provision in accordance with the Statutory Framework for Early Years, September 2025.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of Reception year. Children can join us on or after their second birthday in our Kindergarten, on or after their third birthday in the Nursery class, and at the beginning of the school year in which they are five for our Reception class.

EYFS Aims

To provide an education which will:

Enable children to make an effective transition from home/playgroup/nursery to school.

Secure a broad and balanced curriculum which fosters the emotional, social, physical, moral, cultural, spiritual, intellectual and creative development of all children.

Ensure that all children have access to the curriculum and make progress proportionate with their developing abilities, irrespective of their gender, ethnic or social background or special educational needs.

Enable children to learn and develop skills, attitudes and understanding to reach the Early Learning goals.

Ensure a smooth transition for pupils moving from Foundation Stage to Year 1.

Principles

The EYFS is based upon four principles:

- ***A unique child***
- ***Positive relationships***
- ***Enabling environments***
- ***Learning and development***

A Unique Child

At Ranby House, we recognise that children develop in individual ways, at varying rates. We aim to develop a positive attitude to learning, using praise and encouragement. We aim to support each child in order that he/she becomes a skilful learner and communicator.

We meet the needs of our children through:

- ***Careful planning which aims to build upon and extend knowledge, experience and interests and develop their self-esteem and confidence.***
- ***Providing a safe and supportive learning environment in which the contributions of all children are valued.***
- ***Carefully monitoring children's progress and taking action to provide support as necessary.***
- ***Use of 'growth mindset' language and attitudes to learning.***
- ***Use of our school's 'Learner Profile'***

Positive Relationships

At Ranby House, we aim to develop caring, respectful, professional relationships with children and their families. Positive relationships and good behaviour and self-discipline are essential in any

community and at Ranby House we have high expectations of the Kindergarten, Nursery and Reception class in these areas.

We aim to:

- Recognise socially acceptable behaviour
- Promote positive self-image and self-esteem by the encouragement of respect for self, others, property and environment.
- Encourage children to take increasing responsibility for and accept the consequences of their words and actions.

We celebrate success using a growth mindset attitude. We talk about these in assembly and in PSHE sessions. We recognise that children's attitudes to learning are influenced greatly by positive feedback from others. Assessment for learning is used whenever possible.

Enabling Environments

In the EYFS Centre, we recognise that the environment plays a key role in supporting and extending the children's development. We aim to offer stimulating environments offering experiences and activities that are challenging but achievable, enabling children to have the confidence to explore and learn in a safe and secure space.

We provide a stimulating and safe environment both indoors and outdoors. Classrooms are set up into learning areas where the children are able to find and locate equipment and resources independently.

We aim to ensure the indoor environment is:

- **Neutral, calming and inviting.**
- **Suitable for quiet learning, focussed individual or paired /group learning, relaxation, investigation, creativity and construction.**
- **Organised to encourage children to take pride in and responsibility for their environment and to develop independence in the selection, care and return of resources and equipment.**

In kindergarten we use a curiosity approach style which gives children a sense of awe and wonder in a purposeful enabling environment. We use authentic resources where appropriate. We use calm, neutral backgrounds for our displays.

We aim to ensure the outdoor environment:

- **Offers opportunities for fresh air and exercise in a secure environment.**
- **Promotes physical development, health and general well being.**
- **Provides shaded areas.**
- **Has a variety of features, different surfaces, texture and levels.**
- **Offers a range of opportunities and challenges for independent and supervised exploration and experiences in all areas of learning.**

Learning and Development

At Ranby House, the Kindergarten, Nursery and Reception classes work as part of the Pre-Prep Department. The Early Years Foundation Stage curriculum is delivered through seven areas of learning. The Kindergarten, Nursery and Reception class follows the Early Years Foundation Stage (EYFS) framework which covers the following areas of learning:

Areas of Learning

The EYFS is made up of seven areas of learning and development. Children should mostly develop the 3 prime areas first. These are;

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

As children grow, the prime areas will help them to develop skills in 4 specific areas. These are;

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

These 7 areas are used to plan pupils learning and activities. Children will learn by playing and exploring, being active and through creative and critical thinking that takes place both indoors and outdoors. In Nursery and Reception we use Cornerstone's ILP's as a basis and develop these to include activities from the children's interests.

Prime Areas

Communication and Language including:

Listening, attention and understanding
Speaking

Personal, Social and Emotional Development including:

Self-regulation
Managing self
Building relationships
Managing feelings and behaviour – making friendships/care and respect of others;
take part in PSHE, RE and assemblies.

Physical Development including:

Gross motor skills
Fine motor skills

Specific Areas

Literacy:

Word Reading
Comprehension
Writing

Mathematics:

Number
Numerical Patterns

Understanding the World:

Past and Present
People, Culture and Communities
Natural World

Expressive Arts and Design:

Creating Materials Being imaginative and expressive

All areas are delivered through a balance of adult led and child initiated activities. We use 'Development Matters - Non statutory curriculum guidance for the early years 2021' to help inform our early years curriculum. In each area there are Early Learning Goals that define the expectations for most children to reach by the end of EYFS.

Planning

In Kindergarten 'in the moment' planning is embedded into the day-to-day activities ensuring children's interests are pursued.

The three characteristics of 'in the moment' planning are:

- The child's spark – child shows an interest in something
- The teachable moment – teacher will extend their interest
- The documentation – document the observation (Tapestry) including spark and teachable moment and what happened next.

In Nursery and Reception teachers planning includes:

- Long term plan of ILPS's.
- Medium term Plan based on ILP's and Development Matters statements
- Weekly plans: including enhanced provision.

From Nursery, staff follow Cornerstones Imaginative Learning Projects (ILP's). In Reception these usually last for a half term, whilst in Nursery they can last a full term. Staff observe the children and assess their interests, development and learning before planning the next steps for the children offering challenging but achievable activities and experiences.

- **The children follow a carefully planned curriculum that helps them work towards the Early Learning Goals.**
- **There is provision for children to take part in activities that build on and extend their interests.**
- **The children are encouraged to communicate and talk about their learning, and to develop independence and self-management.**
- **Careful assessments of the children's learning and the planning for the children's next steps.**
- **Ranby House 'Learner Profile' is used to encourage, resilience, independence and adaptability within our children.**

Assessment

An initial assessment is made during the first few weeks of the children entering kindergarten, through observation of their play and teacher led activities. Once the key worker and child have formed a good relationship, then their two year check will start to be written, At points throughout the year the children will revisit these assessments to show developmental progress. Each term a summative assessment is carried out which is to evaluate how the children's learning is progressing in all areas.

Kindergarten progress checks at age two

Practitioners will review a child's progress and provide parents with a summary of their development in three prime areas of the EYFS.

Reception and Nursery

In house baseline assessments are carried out in Nursery and Reception during the first few weeks of term. Records are kept showing progress in phonics, maths and reading. Parent's comments, tapestry and reading records etc. are all added to support the child's record of learning achievements.

Towards the end of the Reception year, a meeting is held to discuss the children's progress towards achieving ELGs, this is called The Early Years Foundation Stage Profile. The information is based on what they and other staff have observed over a period of time. All the information collected is used to judge how well each child is doing in the 7 areas of learning and development. This profile will reflect; on-going observations; all relevant records held by the setting; discussions with parents/carers, and any other adults whom the teacher, parent/carer judges can offer a useful contribution. This EYFS profile will indicate whether children are: meeting the expected level of development (expected); not yet reaching the expected levels (emerging).

Reporting

Each term parents receive a written update on the child's progress. Parents of children in the EYFS are given the opportunity to meet with staff to discuss their child's progress during the Autumn, Spring and Summer terms and parents of Reception children are invited to discuss their child's end of EYFS 'Profile' in the summer term of the Reception year. In the Summer term a written report is given to the parents.

In Kindergarten the parents will receive a summary of the child's development in three prime areas – progress check at age two, as well as termly updates.

Play

Children explore and develop learning experiences through play. We aim to provide structured play experiences in order for our children to:

- ***Begin to make sense of the world.***
- ***Understand the need for agreed codes of behaviour.***
- ***Have the opportunity to think creatively.***
- ***Communicate with others and develop their independence.***
- ***Investigate and solve problems.***
- ***Work alongside other children as well as on their own peer group.***

Inclusion

All children in EYFS at Ranby House are treated fairly regardless of race, creed, colour, religion or abilities. All children and their families are valued within our school. We give our children every opportunity to achieve their best. We set realistic and challenging expectations that meet the needs of our children. Through careful monitoring and assessments, we plan for the needs of our children, children with special educational needs and children from all social and cultural backgrounds. Less able children require activities at a level at which they can achieve success in order to develop and maintain their confidence and self-esteem. A wide range of activities ensure consolidation of skills and understanding before moving on to new challenges. More able children require activities at a level which will extend and challenge their thinking and deepen their knowledge and understanding in order to motivate and extend them at all times. Thus encouraging 'mastery' of the curriculum.

Parents as Partners

In the EYFS department we encourage communication between the parents and the staff. Parents are always welcome to contact us by email. We also make ourselves available for longer meetings, which can be arranged at mutually acceptable times. Parents complete a questionnaire, prior to children starting at Ranby House. Home visits are offered to all new starts. Children starting school attend taster sessions as part of the admissions process. These include the parents, and allow time

for them to see the classrooms in action. We recognise that parents are children's first and most enduring educators and we value the contribution they make.

At the start of the Autumn term parents are invited to an EYFS information meeting where the daily routines, curriculum, after school activities and other EYFS issues are explained.

Parents are asked to complete observations of their child in their home environment. This is added to the child's online learning journal by the parent on Tapestry.

Parents are asked to support the development of reading on a daily basis and to comment in their child's reading diary.

Termly Letters are sent out to parents of Nursery and Reception children explaining the ILP and what topics are being taught that term.

A weekly newsletter is sent out from Nursery and Reception informing parents what their children have been learning each week.

EYFS Key Person

The Key Person is a designated member of EYFS staff who takes special responsibility for a child's learning, development and well-being. This practitioner will build a strong, unifying relationship with both parents and child. As we are a small department, all children are known to all members of staff.

Reception to Year 1 transition

In the summer term Reception children spend a session with their new teacher in Year 1 and enjoy several visits from the Year 1 teacher in their own classroom. The children will enjoy several playtimes in the quad and practice lunch time routines. Reception and Year 1 teachers analyse EYFS data together and discuss pupil's progress and needs.

Collective Worship

The Nursery and Reception classes attend the Chaplain's weekly assembly. The Nursery and Reception classes meet for a growth mindset assembly each week. During celebrations, we attend Chapel Services and Whole School Assembly. In the summer term Reception children will attend celebration assembly and weekly Chapel services.

Welfare and Safeguarding

The EYFS is included in the whole school's child protection and safeguarding policy.

It is important to us that all children at Ranby House EYFS are safe. We provide a stimulating environment where children are allowed to take risks but are taught to recognise and avoid hazards. We aim to educate the children on boundaries, rules and limits. From their first day in school, safety issues and safe practices within all areas of the curriculum are taught and consistently reinforced in order that children are encouraged to:

- Know and respond to the boundaries of the indoor and, outdoor play areas and school boundaries.
- Move safely and appropriately both in and out of doors.
- Have regard for their own safety and that of others.
- Use tools and equipment safely.
- Develop caring and empathetic friendships.
- Tell an adult immediately, if they feel worried, frightened or in any way bothered by a situation at school or at home.

We understand that we are required to:

- **Promote the welfare of children**
- **Promote good health, including oral health, preventing the spread of infection and taking appropriate action when children are ill.**
- **Manage behaviour effectively**
- **Ensure all adults who look after the children or who have unsupervised access to them have an enhanced disclosure, DBS.**
- **Ensure that furniture and equipment is safe and suitable for purpose.**
- **Maintain records, policies and procedures required for safe, efficient management of the setting and meet the needs of the children.**
- **Undertake first aid training (Paediatric First Aid training).**
- **Ensure we maintain the correct pupil to adult ratios**
- **Promote healthy eating and good oral health.**

Ranby House take responsibility for safeguarding children within the EYFS setting and liaising with local statutory children's agencies as appropriate: DSL – Mr Dan Simpson; DDSL – Mrs Helen Clark.

The DSL provides support, advice and guidance to all practitioners on an ongoing basis and on any specific safeguarding issues as required. Training is reviewed every 2 years. "What to do if you're worried a child is being abused: advice for practitioners" is available in the staff room for staff to read. We take necessary steps to safeguard and promote the welfare of children by complying with the specific legal requirements.

Risk Assessments

The Kindergarten, Nursery and Reception Class has a long term risk assessment highlighting any possible hazards. EYFS staff complete a daily risk assessment to ensure that both the indoor and outdoor environments are safe. Forest sessions are risk assessed on the day of the visit. Trips and visitors are fully risk assessed prior to the activity. If needed risk assessments are carried out on an individual child to ensure safety of self and others.

Safer Eating

Prior to starting at Ranby House EYFS we request information about any special dietary requirements, preferences, food allergies and intolerances that the child has, and any special health requirements. This information is shared with the enhanced first aider who provides a information sheet with child's photograph, detailing the child's requirements and health issues. This is also shared with staff involved with preparing and handling of food and classroom teachers. EYFS creche staff are also notified. Catering staff are responsible for checking that the food being provided meets all the requirements for each child.

All EYFS staff are within sight and hearing of children whilst eating. The staff sit facing the children whilst they eat to ensure children are eating in a way to prevent choking, food sharing and to be aware of any unexpected allergic reactions.

All staff in EYFS have a current paediatric first aid certificate. This is reviewed every 3 years. All EYFS staff have Level 2 Food Hygiene and Safety Certificate.

UNCOLLECTED CHILDREN

Where possible EYFS staff at Ranby House will ensure that all children are collected by a parent or carer at the end of each session. If a child is not collected at the end of a session, and the parent or carer has *not* notified us that they will be delayed, we will use the following procedures:

Up to 10 Minutes Late

- The child will be put in EYFS creche
- When the parent or carer arrives they will be reminded that they must call the school to notify us if they are delayed.

Over 10 Minutes Late

- If a parent or carer is more than 10 minutes late in collecting their child, a member of EYFS staff will ask the office to contact them.
- If there is no response from the parent or carer, messages will be left requesting that they contact the school immediately. A member of office staff will then try to contact the emergency contacts listed on iSAMs – where possible we hold two or more emergency contacts for each child.
- While waiting to be collected, the child will be supervised by staff in EYFS Crèche.
- When the parent or carer arrives they will be reminded that they must call the school to notify us if they are delayed.

Over 30 Minutes Late

- The child will remain in the care of the Crèche staff, until collected by the parent or carer.
- If the child has not been collected by the end of Crèche and no contact has been made with parents or carers the Crèche staff will inform the Deputy Head or Headmaster. They will contact the social care team for advice.
- After 6.30pm a note will be left on the door of the EYFS Centre informing the child's parent or carer who to contact for further information regarding the whereabouts of their child. This would be a member of staff who lives on site. As several members of staff live on site they would all be informed.
- The recommendations of the social care team would be followed. A further message will be left on the parent or carer's telephone explaining events.

USE OF PERSONAL SMART TECHNOLOGY INCLUDING MOBILE PHONES

Ranby House School recognises that mobile phones, cameras, smart watches and digital devices are now an integral part of our culture and can be of considerable value. We are however, aware of the mis-use of technology, specifically wearable devices. With the evolution of mobile and wearable technology including camera facilities as standard it is of the utmost importance the way we deal with mobile phones and wearable devices is planned for.

At Ranby House, staff who teach EYFS must ensure that their mobile phones/devices are left inside their bag. Staff bags should be placed in the staff room. Any visitors to the EYFS must not have their phones out.

We allow staff to bring in personal mobile telephones and devices for their own use. Staff bringing personal devices into the building must ensure there is no inappropriate or illegal content on the device.

Mobile phone calls may only be taken at staff breaks or in staff members' own time. If staff have a personal emergency, they are free to use the school's phone or make a personal call from their mobile either in the car park or in the staff room (where no children are present).

If any member of staff has a family emergency or similar and require to keep their mobile phone to hand, prior permission must be sought from the Head of Pre-Prep.

Staff need to ensure that the school has up to date contact information and that staff make their families, children's schools etc., aware of emergency work telephone numbers. This is the responsibility of the individual staff member.

Photographic equipment

EYFS does not allow any images to be taken on personal phones/cameras/devices at any time.

Photographs/videos are taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements

It is an effective form of recording their progression in EYFS. They are used to inform their 'tapestry' journal. They may also be used on our website, social media and/or by the local press with permission from the parents. However, it is essential that photographs/video are taken and stored appropriately to safeguard the children in our care.

Only the designated school cameras, iPads, ProBooks and sim card free mobile phones are to be used to take any photographs or video clips within school or on outings. Images taken on these devices must be deemed suitable without putting the children in any compromising positions that could cause embarrassment or distress.

All equipment should be stored overnight within the building.

Images taken and stored on the device must be downloaded as soon as possible, ideally once a week. It is the joint responsibility of all EYFS staff to do this. Photographs should then be stored on the T drive of the network to ensure only staff members have access to them. These files should be clearly labelled for effective use. These images will be monitored by the ICT department. At no time should images be removed from the school.

Under no circumstances must cameras of any kind be taken into the washrooms. If photographs need to be taken in a bathroom, i.e. photographs of the children washing their hands, then the Head

of Pre-Prep must be asked first and staff be supervised whilst carrying out this kind of activity. At all times the camera must be placed in a prominent place where it can be seen.

Smart Watches and Fitbits

Smart watches and fitbits are permitted to worn by staff but only as a watch when working with children. Therefore other functions, especially cameras must be disabled when staff are with the children. This includes volunteers, visitors, contractors and peri staff.

Failure to adhere to the contents of this policy will lead to disciplinary procedures being followed

WOODS SESSIONS

We aim to give all children and practitioners the opportunities to explore the woods area, working safely, taking calculated risks.

Woods Sessions at Ranby House maximise the benefits of learning in the outdoors for our children. It provides opportunities for the children to achieve and develop confidence and self-esteem through hands on experiences within our grounds.

Woods sessions build on a child's innate motivation and positive attitude to learning, offering them the opportunities to take risks, make choices and initiate learning for themselves.

The learning environment provides opportunities for children to develop self-esteem, self-confidence, to form positive relationships with others, to develop a growing awareness of their emotional needs and the needs of others, to learn to co-operate and work with their peers and adults and to develop strategies in order to take risks within the boundaries of safety.

Woods Sessions are about exploring and experiencing the natural world through practical activities. The children go out in all weathers, all year round, exploring and learning from the seasons and environment changes. Appropriate clothing is worn.

Risk assessments are made prior to each session. During high winds (Beaufort Scale 5 and above) it will be considered unsafe to go into the woods.

The children's interests along with the varied natural resources in our woodland are used to stimulate creative thinking, problem solving and skill development, all in the guise of play.

Environmental Considerations and Conservation

One of the principles of our woods sessions is to promote environmental awareness and encourage sustainability. The children are taught respect and responsibility for the world around them. Both the children and adults are encouraged to respect their environment and to be aware of conservation issues. The staff will promote respect for wildlife. If appropriate, reclaimed, recycled and sustainable resources will be used to maintain and develop our forest.

Health and Safety Considerations

The health and safety of the children and adults is paramount at all times throughout any activity and session. Safe practice is reinforced through regular reminders.

Woods sessions provide the children with opportunities to develop independence and to take responsibility for their own learning. Whilst being independent in their learning, they develop early risk assessment strategies and understanding that their actions have consequences. In the beginning sessions this is complimented by staff observations and support.

All adults and children going into the forest will be made aware of particular risks for that session.

Equality and Inclusion Considerations

In the woods everyone should be treated equally.

We aim to provide a secure environment in which children can flourish and in which all contributions are valued.

We aim to include all children by differentiating the activities at during weekly woods sessions.

The Role of the Session Leader

- It is the leader's responsibility to promote good practice with health and safety in the forest sessions. The site is maintained by all staff involved in outdoor learning and is supported by the grounds staff.
- They must ensure that all risk assessments are up to date including; risk assessments for each session. They must then manage these risks and ensure that all adults are aware of the risks and how to control them; ensuring that everyone is safe at all times.
- The session leader must ensure that a well-equipped first aid kit is taken to the site and restocked after use.
- The session leader must follow safeguarding procedures to ensure that the children are safe.
- The session leader will ensure that the personal needs of the children and adults are met.
- The session leader will ensure that food preparation, cooking and eating is hygienic and that the participants have the opportunity to eat or drink where appropriate.
- The leader must establish clear rules and boundaries, both concerning behaviour and use of the site.
- It is the leader's responsibility to cancel the sessions in bad weather (storms and winds Beaufort Scale 5 and above) when it would put people in danger to attend.
- The leader will act as a good role model and always demonstrate best practice to ensure that all participants are kept safe at all times.
- The session leader will plan small, achievable tasks that promote the development of the children's self-esteem and sense of self-worth.
- The session leader will ensure time is allowed for free play.

The Role of Teaching Assistants in the Woods

- To support the Session Leader with the planning of the sessions.
- To assist with the delivery of Woods Sessions.
- To follow all the policies and procedures for Woods sessions and model good practice.
- To make careful observations of the children and to comment on the impact of their development and learning.

The role of the Headmaster

- The Headmaster, along with support from the advanced first aider, must ensure that staff receive sufficient training in relation to first aid. This is recorded on the Critical Training Log.

Monitoring and Review

- Formative assessment will be made during each Woods session.
- This policy will be reviewed in line with the school's monitoring and review cycle.

References:

Legal Framework: Statutory Framework for Early Years, September 2025

General Guidance: Development Matters Non-statutory curriculum guidance for the Early Years Foundation Stage (EYFS)

Technological:

Boarding Schools:

Appendix 1: Ranby House EYFS Staffing

Name	Position	Qualification Held
Mrs Stephanie Payne	Head of Pre-Prep & EYFS coordinator Reception Class Teacher	PGCE
Miss Rebecca James	Reception Class Teacher	PGCE
Miss Sophie Parnell	Nursery 2 Practitioner	BA Hons Early Childhood Studies (2025)
Miss Kaitlin Sipson-Heath	Nursery 1 Practitioner	BA Hons Early Childhood Studies (2025)
Miss Rebecca Draycott	Kindergarten Practitioner	BA Hons Early Childhood Studies
Mrs Rebecca Swannack	Nursery 1 Class Teaching Assistant	BA Hons Early Childhood Studies
Miss Lauren Neal	Kindergarten Teaching Assistant	BA Hons Early Childhood Studies NCFE CACHE Level 3 Dip in Childcare and Education (VRQ) 2015
Miss Alice Hammond	EYFS Teaching Assistant	PGCE
Mrs Courtney Blagg	EYFS Teaching Assistant	NCFE CACHE Level 3 diploma in Childcare and Education (Early Years educator)
Mrs Rachael Grist	EYFS Teaching Assistant	Level 2 in Introducing Caring for Children and Young People

The teacher and teaching assistant in each year group plan together. This planning is overseen by Mrs Stephanie Payne, Head of Pre-Prep Department and Mrs Helen Clark, Deputy Head. The heads of department support teaching and learning in their subject area.

During morning playtimes, the children in the EYFS are supervised by a rota of EYFS Staff and during lunchtime playtime, by Prep Staff.

Appendix 2: Key Person Letter

Dear Parents and Carers,

Your Child's Key Person in EYFS

We are delighted to welcome your child to our Early Years Foundation Stage setting at Ranby House School. As part of our commitment to providing the best possible care and education for your child, we operate a Key Person system, which is a statutory requirement under the EYFS framework.

Your child's Key Person is a designated member of our qualified staff team who will take special responsibility for your child's learning, development, and wellbeing during their time with us. This practitioner will build a strong, nurturing relationship with both you and your child.

The Role of Your Child's Key Person

- Building relationships - Developing a secure attachment with your child to help them feel safe, confident, and ready to learn
- Observation and assessment - Carefully observing your child's play and learning to understand their interests, strengths, and next steps
- Planning activities - Creating meaningful learning experiences tailored to your child's individual needs and interests
- Record keeping - Maintaining your child's Learning Journey and development records
- Communication - Being your main point of contact for day-to-day information about your child's progress, wellbeing, and any concerns
- Partnership with families - Working closely with you to ensure consistency between home and our setting

Supporting Your Child's Wellbeing

The Key Person relationship helps your child to feel emotionally secure and supported, which is essential for their learning and development. Your child's Key Person will be particularly attentive during settling-in periods, meal times and when your child needs comfort or reassurance.

Your Child's Key Person

Your child's Key Person is **Mrs Payne**

They are looking forward to getting to know you and your child better. Please feel free to speak with them at drop-off and collection times or arrange a longer conversation if needed.

While your child's Key Person takes the lead role, please remember that all our staff work as a team to support every child. If your Key Person is not available, other team members will be fully informed about your child's needs and routines.

We look forward to working in partnership with you to support your child's wonderful journey of learning and development.

Kindest regards,

Appendix 3: Biting Policy

At **Ranby House** we promote positive behaviour at all times. However, we understand that children may use certain behaviours such as biting as part of their development.

Why does biting happen?

Biting is a common behaviour that some young children go through and can be triggered when they do not have the words to communicate their anger, frustration or need.

The most common reasons for biting are:

- Teething and painful gums.
- Physical exploration
- Seeking attention
- Expressions of frustration.

The EYFS team will work with parents/carers to discover why a child is biting. Once a possible trigger has been identified, staff will, where possible, make changes to reduce or remove the cause.

Procedure following a biting incident:

- Comfort any child who has been bitten and check for any visual injury. Administer any first aid where necessary. The bite wound will be washed thoroughly and cleaned with an antiseptic wipe. If the wound is bleeding, it will be allowed to bleed further, before a waterproof dressing is applied.
- Tell the child who has caused the bite, in terms that they understand, that biting (the behaviour not the child) is unkind and makes people sad and where possible explain to the child that there are other ways to express themselves.
- Where appropriate, ask the biting child to apologise or show that they are sorry, e.g. through hugging.
- Record the incident on ISAMS and in the accident book. The bitten child will have a copy of the accident slip to take home.
- If the bite has broken or bruised the skin, parents/carers of the bitten child will be contacted.
- Inform Parents/carers of the biting child.
- If a child continues to bite, observations will be made to identify any triggers e.g. tiredness or frustration.
- In certain cases we may seek professional advice. This will always be initiated with the permission of the parents/cares.
- If a child or member of staff sustains a bite wound where the skin has been severely broken arrange for urgent medical attention after initial first aid has been carried out.

Staff cannot disclose to parents who has bitten their child or who has been bitten.

Key messages

Staff should acknowledge that biting incidents can cause parents a great deal of distress and worry, and staff need to be sensitive and supportive at all times. Working in partnership with parents/carers is a key factor of any successful Behaviour Management Strategy. Staff should involve parents/carers every step of the way and explain that this should be implemented in the home as well as in the nursery.

Appendix 4: Risk Assessment: Daily EYFS Environment Checks

Week Beginning _____

Area Assessed	M	T	W	TH	F	
Forest trolley neat and tidy						
Free of trip hazards						
Exit routes unobstructed						
Electrical sockets free from damage						
Electrical sockets covered						
Clean and tidy						
External doors closed						
Lights switched on						
Does layout of equipment allow free movement						
Electrical wires positioned safely						
Toys and play equipment/materials in good order						
Bins lined						
Phone working						
First Aid kit accessible classroom/staff room						
Room temperature suitable						
Cloakroom clear of obstacles						
Waterproofs hung up						
Clean and tidy						
Accessible to all						
Cleared of cleaning products						
Sufficiently stocked with toilet roll, soap and hand towels, hand washing posters in place						
Aprons hung up						
Baby changing unit – Clean and in good working order						
Baby changing unit steps away						
Check aprons, gloves and nappy sacks						
Cupboards with spare clothes closed and tidy						
Cleared of obstructions						
In working order						
Clearly identified						
Time and signature						

Appendix 5: EYFS Staff Supervision Policy

POLICY STATEMENT

Supervision will support and strengthen the safeguarding culture we are committed to for our setting. Our Early Years setting aims to provide appropriate, responsive and flexible services for all the children in our care.

We can only do this if our staff:

- Understand what is expected of them
- Have the skills, knowledge, behaviours, values and attitudes necessary to carry out their role
- Are fully supported in their work and managed effectively.

Supervision is one of the ways that this can be achieved.

Supervision will always keep a focus on the best interests of the children in the setting and promote their safety and wellbeing.

PROCEDURES

Supervision meetings are regular one to one meetings for all staff working directly with Early Years children. Supervision is compulsory and must take place regularly through the school year (once a term). If there is an on-going issue (identified by either supervisee or supervisor) it may be deemed desirable to hold more frequent supervision meetings. The structure and purpose of supervision meetings should be discussed during induction with new members of staff.

The main functions of supervision are:

- Safeguarding – ensuring that opportunity is given to raise and discuss any concerns regarding a child, family or member of staff, and that these concerns will be shared appropriately.
- Roles and Responsibilities – ensuring that the work the supervisee carries out is of a satisfactory standard, and that the work reflects the philosophy of the early years.
- Learning and Development (staff member) – to encourage and assist staff to reflect on their own performance and to identify and address developmental needs.
- Support – supervisees are given the opportunity to reflect on the impact of their work and obtain support with any problems or difficulties.
- Mediation – to ensure the relationship between the supervisee, the EYFS team and the wider school are effective.
- Learning and Development (children) – provide a forum to discuss learning and development of any child.
- Supervision will always keep a focus on the best interests of the children in the setting and promote their safety and well-being.
- The content and action points of each session will be recorded by the supervisor and signed and dated by the supervisor and supervisee. The supervisee will receive a copy of the supervision notes.
- Records should detail any decisions that have been made and any agreed actions.
- Supervision does not form a part of the appraisal system.
- While supervision meetings normally take place on a planned 1:1 basis, it may be appropriate to hold a group supervision in addition to individual ones, or to hold additional ad hoc meetings.
- Supervisions are recognised as being a private but not necessarily confidential process. The records are the property of the school, not the individual. Supervisors may, from time to time, discuss the content of supervision meetings with others (members of SLT, inspectors). This should always be with the knowledge of the supervisee.

- Supervision records should be held by the school in accordance with the Confidentiality and Data Protection policy.

Supervision Meeting Record

Name of supervisor: _____

Name of staff member(s): _____ Date: _____

What is going well?

Discussion: *Children and families, relationships and engagement, liaison with other professionals and services, meeting outcomes, professional development, additional responsibilities*

-

Actions: *Support, training, guidance, mentoring, decisions to be made, escalation*

-

What has been a challenge?

Discussion: *Children and families, relationships and engagement, liaison with other professionals and services, meeting outcomes, professional development, additional responsibilities, potential future challenges*

-

Actions: *Support, training, guidance, mentoring, decisions to be made, escalation*

-

Workload and wellbeing

Discussion: *Work-life balance, time constraints, impact*

-

Actions: *Support, training, guidance, mentoring, decisions to be made, escalation*

-

Individual cases

Pastoral, behaviour, parent/carer

<p>Initials:</p> <p>Summary:</p> <p>Actions:</p> <p>Support required:</p>	<p>Initials:</p> <p>Summary:</p> <p>Actions:</p> <p>Support required:</p>
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Problem-solving, advice and referral

<p>Discussion: <i>Professional support, colleague coaching and mentoring, referral to support services, strategies</i></p> <p style="text-align: center;">•</p>
<p>Actions: <i>Additional support, training, guidance, mentoring, escalation, referral to support services</i></p> <p style="text-align: center;">•</p>

Reflection

<p><i>General reflection on your role and responsibilities, any other areas for discussion</i></p>

Signature (supervisor): _____ **Date:** _____

Signature (staff member): _____ **Date:** _____

Appendix 6: EYFS Centre Risk Assessment

This risk assessment is for use of the EYFS as a teaching facility which includes Kindergarten, Nursery and Reception class and the EYFS Centre Outdoor environments.

The EYFS indoor and outdoor environments are risk assessed daily and throughout the day by staff. Any issues pertaining to the safety of the children and staff will be dealt with in a prompt and efficient manner. If the risk can be removed this will be the first course of action. If the risk cannot be removed the children will be moved to a safe area. Where appropriate the area of risk will be corded off until the risk can be removed.

The outdoor environment is used for all aspects of learning. The children have planned outdoor activities which are supervised by staff. We pride ourselves on the fact that the children access the outdoor environment throughout the year. Children are required to wear appropriate clothing outside. Summer hats are part of the school uniform. The outside environment has a mixture of shaded and non-shaded areas. Children are advised to play in the shade during the midday sun. Children's water bottles are easily accessible.

Staff are aware of the blind spot in the playground and thus move around the area to maintain sight of the children. Both the front door to the EYFS Centre and the back and side gates to the playground have manual keypad/padlock systems. All outdoor activities have adult supervision to ensure that everyone is safe and that the children are playing appropriately.

Identified/Potential Hazards	Risk L,M, H	Preventative Action/Measures to reduce risk	Risk L,M, H	Further Considerations/Measures necessary to reduce risk
VENUE EYFS playground				
Climbing Frame- falls	H	The member of staff on duty will be close by the climbing frame during playtime duty, wherever possible. The climbing frame will not be used when wet/icy. Children will not wear gloves when on the climbing frame. The children will be told not to use the frame as a seat.	M	Grounds staff/ staff make regular checks on the condition of the climbing frame and the surface surrounding it. Any defects will be reported immediately to repairs and the area will be out of bounds for the children until repairs have been carried out and it is deemed fit for purpose.
Low Level Adventure Play Equipment – falls	H	Staff will be close by the adventure play equipment when being used by children. The children will be shown how to use the equipment regularly.	M	Grounds staff/ staff make regular checks on the condition of the climbing frame and the surface surrounding it. Any defects will be reported immediately to repairs and the area will be out of bounds for the children until repairs have been carried out and it is deemed fit for purpose.



Mud kitchen – soil contamination, ingesting/absorbing contaminated soil	L	Soil should be checked for contaminants (animal faeces, debris) daily. Children will wash hands after playing in this area. Children told not to ingest the mud. Children to wear protective bibs.	L	
Mud Kitchen – stagnant water, consumption/absorption of contaminants.	M	Water containers are checked for contaminants regularly and emptied at the end of the day. Children are made aware of the hazards of stagnant water. Staff to monitor the area during/after prolonged periods of rain and will empty equipment of excessive water.	L	Staff will deep clean containers and equipment when necessary.
Mud Kitchen – moving the kitchen utensils I e pots and pans.	L	Low storage is provided for the pots and pans.	L	
Mud kitchen - Choking on pebbles, gravel or other natural materials.	M	Any children who are likely to explore putting things into their mouths are identified and given greater supervision in this area.	L	
Mud Kitchen –ingesting or absorption of poisonous plants/ fungus Allergies.	M	Children encouraged to wash their hands after play. Children are regularly reminded not to put things in their mouths.	L	Any identified poisonous plants will be removed
Tree stumps, wooden planks, tyres – slips trips and falls.	M	Children are regularly reminded about how to use the equipment safely. Equipment is check prior to use to ensure all parts are safe and secure. Equipment checked for stagnant water daily.	L	
Wheeled toys –knocking into other children, clothing trapped in moving parts.	M	Children are reminded about safety rules using bikes, trikes, scooters and cars. Numbers of children on wheeled toys will be monitored. No scarves are allowed when on the wheeled toys to avoid tangling in wheels. Wheeled toys are only to be used on the concrete area of the playground. The children are reminded to go one way round.	L	



		All wheeled toys are regularly checked for damage and are replaced when necessary.		
Sticks –poked eyes and stabbing.	M	Children are reminded to keep any sticks low down and reminded that there is no running whilst holding sticks. The children are reminded to be aware of others around them. Children are reminded that sticks are not to be used for play fighting.	L	
Outside classroom – slips trips and falls.	M	Children are reminded not to stand on the wooden seats. The children are reminded that it is not a climbing frame.	L	
Sand pit – sand in eyes and mouth, contaminated sand.	M	The children are reminded about playing together in the sand, 'The sand stays low or out you go!' The number of children playing in the sand is monitored and regulated if necessary. Adults to monitor and clear buildup of sand around the sand pit. The sand pit is covered at the end of the day. The sandpit and surrounding area is checked daily for any contaminants, animal droppings etc.	L	
Water tray – children becoming wet and cold.	L	Water tray is emptied at the end of the day. Staff consider the temp outside before having the water tray out. If children are playing in the water, aprons and towels will be made available to the children	L	
Water tray – water is dirty or contaminated.	L	All water trays are emptied at the end of the day. The trays will be cleaned as necessary. Staff ensure all water toys are drained and left to dry each night. Toys will be replaced when necessary.	L	

Identified/Potential Hazards	Risk L, M, H	Preventative Action/Measures to reduce risk	Risk L, M, H	Further Considerations/Measures necessary to reduce risk
SUPERVISION OF PUPILS				
Poor supervision of children leading to problems/accidents.	H	Children will be supervised by at least 2 members of staff at playtime.	L	
Child escapes, abduction, unwanted access to the playground.	M	<p>Boundaries including 'out of bounds' will be established.</p> <p>The playground is surrounded by a high fence. There is a padlock on the gate on the back fence. There is a keypad on the entrance into the playground. A whistle will be blown to gather the children quickly inside when necessary.</p> <p>Duty staff will be informed of the numbers of children in each class prior to them going out to play. A headcount of children will be done at the end of playtime once the children have lined up.</p> <p>Retrieval of balls -A member of staff will unlock the gate and collect the ball. The gate will be locked on their return into the playground</p> <p>If a child enters the building to go to the toilet the member of staff on inside duty will manage them and ensure they return to the playground</p>	L	<p>Check boundary fences. Ensure gates are locked. Change the code on a termly basis or if visitors know the code.</p>
Bike accident	M	If bikes are being used during the morning playtime a member of staff will be responsible for ensuring the bikes and helmets are in good working order. The member on staff on duty will check that the helmets fit and are fastened correctly.	L	Bikes are routinely checked and serviced.
Lack of awareness of Medical conditions.	H	<p>For any child who has a medical condition there are information sheets in the main staffroom</p> <p>Children's Medical conditions are discussed at the start of term with all members of staff.</p>	L	

Identified/Potential Hazards	Risk L,M, H	Preventative Action/Measures to reduce risk	Risk L,M, H	Further Considerations/Measures necessary to reduce risk
ENVIRONMENTAL FACTORS				
Weather conditions: sun burn, heat exhaustion, dehydration, cold.	H	The wooden boat, climbing frame and outside classroom will not be used during wet weather. A member of staff will check the suitability for use at the start of playtime.	M	Issues to be considered: fluids, sun cream etc. depending upon the time of year. If playing in the sand during wet/cold weather the children will be asked and reminded to squat and not sit on the wet sand.
Sun Burn/dehydration	H	Parents are requested to apply sun cream prior to the school day. Sun hats are to be worn during playtime during hot weather. Water bottles will be available for the children outside during hot weather. The outside classroom and shaded areas of the playground may be used during hot weather.	L	If no hat, children to stay in the undercover area.
Cold/Snow/Ice	M	During cold weather the children will have their coats done up. Parents are asked to bring in hats and gloves during the winter months. During periods of snow fall the children will be allowed to play in the snow if they have the correct clothes (full water proofs/ski suit gloves, hat and wellington boots/snow boots.)	L	
Slips/trips/falls on wet/icy surfaces	M	The children will be told of any areas that they must not play on due to the risk of slipping on wet/icy surfaces. These areas will be coned off where possible.	L	



Identified/Potential Hazards	Risk L, M, H	Preventative Action/Measures to reduce risk	Risk L, M, H	Further Considerations/Measures necessary to reduce risk
MEDICAL/FIRST AID/DIETARY				
Minor injuries, cuts and grazes	M	Most EYFS staff are 1 st aid trained. The child will be sent in to be seen by a member of staff.	L	The nurse will be called for more serious injuries. If a child has a large graze to their face staff will phone the child's parents to inform them. All accidents are recorded in the EYFS Centre accident book. A slip of paper informing parents of the incident/accident is taken home.
Falling off bike	H	All children will be assessed by staff to ascertain their proficiency when cycling on flat terrain and turning corners. Training should be given in the following areas when appropriate: <ul style="list-style-type: none"> • Negotiation of small obstacles. • Stopping under control/controlling speed. • Staying on the bike track. 	M	Bikes that have been involved in significant 'crashes/falls' should be labelled as 'Out of Order' and reported to the <i>Head of the Pre-Prep</i> .
Sand in eyes.	H	Children are instructed not to throw sand.	M	Medical assistance will be called on if a child has sand in their eyes. All accidents are recorded in the EYFS Centre accident book.
Bumped head	H	Children are reminded to look where they are going and to look out for trip hazards such as toys on the floor. No running in congested areas, children are to walk around the raised beds and in the undercover areas.	M	Any child with a bumped head will be looked by a member of staff. Treatment will be issued as necessary and it will be reported in the accident book. Any known bumps to the head will be reported to the child's parents via a telephone call. The child will take the accident form slip home to parents. The school nurse will be called to check on the child and EYFS staff will be informed of the incident.
EQUIPMENT & MATERIALS USED				
Clothing & Footwear	L	Children will wear their school uniform or their PE Kits.	L	
Protective Clothing	H	Cycle helmets must be worn and must contain the approved standard of 'CE En1078' Children will not wear scarves when on bikes. Aprons for use in mud kitchen – hung on nursery door	L	Bike helmets are fitted to all children to ascertain the correct size for each child. The helmets are checked and fastened by a member of staff supervising the activity.
Storage sheds	M	The children are not allowed access into the sheds. The sheds are tidy where nothing is balanced or stacked on high (above child's shoulder height)	L	
Gardening Tools	H	Gardening tools are to be used under adult supervision. Children are shown how to use the tools safely. Tools are checked for damage and replaced as necessary.	L	

Identified/Potential Hazards	Risk L, M, H	Preventative Action/Measures to reduce risk	Risk L, M, H	Further Considerations/Measures necessary to reduce risk
VENUE Indoor Activities in EYFS Centre				
Malleable activities – possible allergic reaction to ingredients. Consumption of malleable material.	M	Check information on children’s allergies. Avoid allergens. Children are reminded not to consume the material. Children to wash their hands after using malleable materials	L	
Toy Boxes – heavy boxes being moved unsafely, trapped fingers or drops on feet.	M	Ensure boxes and baskets are not overloaded. Provide low storage for boxes – no higher than a child’s shoulders. Adults to model safe techniques to move boxes.	L	
Scissors/tools – children cut or stab themselves or others.	H	Talk to the children about the use of scissors. Explain to the children that they do not use the scissors to cut hair or clothes. Model how to use scissors and tools, and carry them safely.	M	
Door – trapping fingers	M	Adults to open and shut the doors. Finger guards are in place. Cupboards and gates are fitted with catches to prevent children opening unaided.	L	Children told not to open and shut the internal doors. Integrity of the finger guards checked.
Trips and slips due to poor flooring – raised carpet, torn lino	M	Daily checks of flooring and any issues reported. Rug in Kindergarten has a non – slip mat	L	
Trips and slips due to toys left on the floor	M	Any objects on floor that could be a trip hazard to be picked up. Encourage children to tidy up what they are no longer playing with.	L	Limit play areas into zones to prevent uncontrollable spread of toys.

Identified/Potential Hazards	Risk L,M, H	Preventative Action/Measures to reduce risk	Risk L,M, H	Further Considerations/Measures necessary to reduce risk
Trips and slips due to spilt water in classrooms and toilets	M	Any spills on the floor to be mopped up immediately.	L	Water in water trays are changed daily.
Trips/injury due to trailing wires and cables.	H	Ensure cables are safely secured and out of reach. Daily checks.	L	Reinforce message that the children are not to touch cables. Tie/tape cables down where necessary.
Slipping hazard -Sand on the floor	M	Floor swept regularly. Children are encouraged to be aware of safety when playing in the sand (no throwing)	L	Sand not returned to the container after spillage.
Unhygienic surface	M	Surfaces are cleaned regularly and sprayed with anti-bacterial spray before cooking/eating.		Staff have Food and hygiene level 2 qualification when carrying out cooking tasks
Sinks – hot water – risk of scolding	H	The temperature of the hot water is taken regularly by an outside agency.	M	If the water is too hot then the sink will be out of use for the children until the problem is fixed..
Blinds – pull cords – risk of strangulation	H	Blind cords are positioned out of reach of the children and have pull cord safety fixings fitted to walls to stop them swinging around.	L	
Cleaning products- burn, inhalation and ingestion	H	Cleaning products are kept in locked cupboards	L	
Changing unit – steps as a fall hazard.	M	After use the steps are put away.	L	
Nappy bin- contamination from dirty nappies	H	The nappy bin is out of reach of the children. This is emptied daily.	L	

Potty – trips and spills	M	The potty is cleaned immediately after each use and is tucked away when not in use. Any spills are cleaned up immediately.	L	
Toys –contamination from others	M	Toys are regularly cleaned	L	
Sleeping mats- contamination from others	M	The sleeping mats are cleaned with anti-bacterial spray each day. Any sheets used will be laundered daily.		

Identified/Potential Hazards	Risk L,M, H	Preventative Action/Measures to reduce risk	Risk L,M, H	Further Considerations/Measures necessary to reduce risk
Tortoise enclosure.- splinters from the wooden enclosure	L	Remind the children not to touch the enclosure.	L	See separate RA for Tortoise
Snack time- choking on snacks	H	Children are seated when eating. All children are supervised at snack and lunch time. Food is cut up for the children in a way to help prevent choking.	M	
MEDICAL/FIRST AID/DIETARY				
Allergic reaction	H	All staff are made aware of children's allergies. Photo cards of children with allergies are on the staffroom and kitchen walls.	M	

Appendix 6: Risk Assessment for Forest Sessions

Identified/Potential Hazards	Risk L,M,H	Preventative Action/Measures to reduce risk	Risk L,M,H	Further Considerations/Measures necessary to reduce risk
TRIP DETAILS				
Poor supervision of children, silliness, rudeness, leading to problems/accidents.	H	Pupil/Teacher Ratio must be adhered to. This should be assessed bearing in mind the age and predictability of the children. Please check the policy for details. Pupil teacher ratio is: 1:13 for teachers and Level 6 suitably qualified person and 1:8 for teaching assistants; 1:5 for Kindergarten Practitioners	M	Increase the staff: pupil ratio if possible.
Missing pupil/pupils Lost Abduction	M	A head count of the party will be done before, at regular intervals during and on return to the EYFS Centre. Children will not walk around alone. Children are aware of the boundaries of the session	L	<u>Lost Children:</u> Whilst it is hoped that the level of supervision is such that this will not occur, it is important that they should be traceable easily. Smaller children will need close adult support Abduction is a risk that we all fear and regular checks of the presence of every member of the group should be carried out.
Possible contact with members of the public.	L	Pupils must not have unsupervised contact with members of the public.	L	Where ever possible the group should sit together or have designated teaching rooms without public access.
VENUE				
Hazardous areas on site, e.g. pond, Car Park, road, maintenance department buildings, low branches, rabbit holes, animal faeces.	M	Upon exiting the playground there will be a teacher at the front and back of the group. Children are made aware of the dangers of crossing roads and supported to do so carefully. Children's attention is drawn to the ground and possible hazards. Pupils will be supervised at all times.	L	Risks Inherent in the Venue It is important that these are looked for weekly by the leader of each group. This separate risk assessment should include details which could change due to weather conditions. These can be small or large risks. If the risks are perceived to be such that serious injury or death could result then it has to be assessed whether the session is appropriate.
Fire Pit	H	Children are taught how to enter the fire pit from behind the seats and to leave in the same manner	L	Children taught to walk out and around the pit at all times (fire lit or not) Fire safety glove worn when coming close to the fire ie toasting marshmallows Water carrier next to fire pit at all times Burns kit carried in trolley
Fire/Evacuation	L	Pupils will be taken to the assembly point as is highlighted in the schools policy. The group leader will carry a walkie talkie, so that they can be contacted should an emergency happen and they should NOT return to the school building.	L	Register taken and carried with the group leader. Group leader has walkie talkie for contact with colleagues.
TRAVEL & TRANSPORT				
Slips, Trips & Falls whilst walking	H	Children are to walk in a controlled manner and will be reminded about conditions under foot, especially if conditions are wet. Children should stick to designated footpaths whenever possible.	M	A pre-visit inspection should pay particular attention to the routes to be taken so that the risks are minimised by using only Pelican Crossings and working out the safest approach.
RTC – child hit by a vehicle.	L	When crossing roads, zebra/pelican crossings should be used if possible. The teacher will pick a straight open stretch of road, check the road is clear, enter the middle and guide the pupils across when it is safe to do so.	L	

ENVIRONMENTAL FACTORS				
Sun burn, heat exhaustion, dehydration	H	Children will avoid direct contact from the sun if possible. Sun cream will be used to protect exposed skin – administered by parents at home. Sun hats to be worn when needed.	M	Individual children asked to tell the teachers if they are feeling hot/thirsty. Teachers monitor behaviour. Ensure all children are drinking and staying in shaded areas.
Weather cold and/ or wet: causing shivering loss of feeling and collapsing.	H	Children will be dressed appropriately for the weather, wellie boots, waterproofs etc. If temperatures are particularly cold, session time may be reduced. Shelter will be made available to the children.	M	Individuals asked to tell teachers if they are cold. Teachers monitor behaviour. If children become uncomfortable and cannot be warmed, cut the session short and return to building.
Wet and muddy ground – possible slip or fall.	H	Children will be dressed appropriately for the weather. Their attention will be drawn to the conditions underfoot.	M	Session leader will do a pre-visit check prior to the session; if the conditions are not deemed safe the session will not take place in this part of the grounds. The children may visit another area where the risks are not in evidence.
Windy weather- debris in eyes.	M	Staff will conduct a weather check on the day of the session prior to the children going into the woods.	L	All staff have first aid training. Health Care Centre is available if needed.
Very windy weather- falling branches.	H	Staff will conduct a weather check on the day of the session prior to the children going into the woods. IF THE WEATHER IS SEVERE DO NOT HOLD SESSION.	M	
Uneven ground- specifically when carrying items such as wood/sticks.	H	The children will be supervised at all times. Their attention will be drawn to the uneven ground.	M	The adults will ensure that they are carrying items which do not impair their vision.
Large branches and logs	H	The children will be supervised at all times. Their attention will be drawn to the hazard.	M	Adults will show the children how to travel around/ over these obstacles and therefore heighten their skills and reduce accidents.
Rope/sisal/string- possible trip hazard or rope burn	H	The children will be supervised at all times. Their attention will be drawn to the hazard.		Ensure gentle pulling of ropes. Remind group about safe use of ropes etc.
When entering shelters- falling branches, sticks and debris, possible injury.	H	Explain to the group that the weather can change if a shelter is safe or not. Show the children how to test a shelter before they enter.		Act out testing the shelter and make a decision if it is safe to enter.
Stinging nettles Brambles poisonous organisms insect bites/stings Pollen and unknown allergies. Consuming berries or other plants	H	The children will be supervised at all times. Their attention will be drawn to these hazards.	M	Adults to show the children how to 'trample' or 'hold back' the nettles/brambles with their wellies. Children will be made aware that we do not eat anything in the forest unless supervised by an adult, i.e. fruit gathering. Hand washing and hand gel used as soon as we return to class. Children asked not to put hands in mouths.

MEDICAL/FIRST AID/DIETARY				
Minor injuries, cuts and grazes	M	A designated first aider must be on the trip to provide basic first aid using an approved first aid kit. Any pupils that may have adverse bleeding or reactions to basic treatment must be identified before departure. The forest session leader will call to school for assistance from the school nurse if needed, or call for the emergency services if required.	L	The majority of EYFS staff have current paediatric first aid
Allergic reactions to stings, bites or consuming vegetation or berries	H	Medical information regarding pupil's medical history will be known to the adults leading the session. Medication will be carried by the staff if needed, such as epi-pens. Children's attention will be drawn to plants which should not be touched or consumed.	L	If a member of the group is bitten and the reaction is severe help will be called for from the school nurse. The forest first aid kit contains after bite cream for minor stings.

		The children will be made aware that it is unsafe to put their fingers in their mouths whilst in the forest.		
Children with pre-existing medical conditions	M	Medical information regarding pupil's medical history will be known to the adults leading the session. If required extra support will be given to a child.	L	If a child requires ongoing medication, this will be included in the planning for the session. The school nurse will be made aware of the session, it's timing etc.
Additional Hazards				
Using tools <ul style="list-style-type: none"> Saws Potato peelers Files Hammers and nails 	H	These items are not regularly used in the forest. However should a visiting forest school leader/staff member use them with the group the children should be fully supervised at all times. Children should be shown how to use them carefully and be aware of their dangers.	M	Staffing ratios may be increased to allow for more support.
Lifting materials, such as rolling logs etc. to find insects, could cause muscle strain.	M	Children will encouraged to do these kinds of activities with a friend or an adult. Adult supervision at all times.	L	Show children how to bend their knees and not their back for lifting activities. Group encouraged to ask for help. Children shown to try a lift first and if they can't manage ask for help.
Signed by Deputy Head		Signed by Trip Leader		All members of staff accompanying the trip must be made aware of the Risk Assessment

Identified/Potential Hazards	Risk L,M, H	Preventative Action/Measures to reduce risk	Risk L,M, H	Further Considerations/Measures necessary to reduce risk
Daily site check for Forest Session				
High level risks				
Canopy				
Branches				
Other				
Medium level risks				
Bushes				

Branches				
Other				
Ground cover risks				
Plants				
Obstacles				
Soil level risks				

Seasonal Site Risk Assessment for Forest session.				
Walkie Talkie				
Boundaries				
Tree layer				
Shrub layer (types of lower branches of mature tree and small trees/large shrubs)				
Field layer (clearings, ground cover, ferns, animal habitats)				
Ground layer (mosses, fungi, leaf mould)				
Others (e.g. ponds/streams, ditches, seating, overhead power cables)				
		Signed by Trip Leader		All members of staff accompanying the trip must be made aware of the Risk Assessment

Appendix 7 : Daily Environment Inspections

Daily Inspection of N and Reception Play Area 2025-2026

Please conduct daily visual and physical inspections of the following areas to ensure they remain safe and well maintained. Initial to confirm the checks have taken place. Return the signed sheet to the file in the EYFS Staff Room. Please add comments if necessary.

Date _____

Date:	M	T	W	Th	F	Comments/Actions
<u>Equipment / Area</u>						
Playboat						
Area surrounding playboat						
Climbing Frame and soft surface						
Seating						
Sand pit and cover						
Pathways						
Steps						
Sheds						



Obstruction from trees/bushes						
Trikes, bikes and other outdoor toys						
Mud Kitchen						
Woodland area						
Astro pitch and goal posts.						
Wooden adventure play equipment						
Dolls and prams/pushchairs						

Daily Inspection of Kindergarten Play Area 2025-2026

Please conduct daily visual and physical inspections of the following areas to ensure they remain safe and well maintained.
Initial to confirm the checks have taken place. Return the signed sheet to the file in the EYFS Staff Room. Please add comments if necessary.

Date _____

Date:	M	T	W	Th	F	Comments/Actions
<u>Equipment / Area</u>						
Kindergarten Steps						
Mud Kitchen						
Pavement and bike track						
Grass Area						
Outdoor classroom						
Sheds						
Bikes and Trikes						

