



Love~Respect~Shine

**EYFS
Policy**

Version	Approved By	Approval Date	Review Date	Changes Made
1	FGB	Autumn 2019	Autumn 2020	Updates to safeguarding
2	FGB	Autumn 2020	Autumn 2021	Updates to welfare
3	FGB	Autumn 2021	Autumn 2022	Updates to EYFS curriculum
4	FGB	Autumn 2022	Autumn 2023	Changes to staffing
5	FGB	Autumn 2023	Autumn 2024	Changes to staffing
6	FGB	Autumn 2024	Autumn 2025	Changes to staffing

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

“Statutory Framework for the Early Years Foundation Stage”,
Department for Education, 2012

The EYFS is from birth to 5 years of age. The final year of the EYFS is referred to as the Reception Year.

At Cheadle Catholic Infant School, we are committed to providing a high quality early years’ education, which gives children a secure and confident start to their school life and nurtures a lifelong love of learning. We are fully committed to the purpose and aims of the Early Years Foundation Stage Framework.

Early childhood is the foundation on which children build the rest of their lives. At Cheadle Catholic Infant School we greatly value the important role that the EYFS plays in laying secure foundations for future learning and development as preparation for life.

All children begin at Cheadle Catholic Infant School with a variety of experiences and have already learnt a great deal. It is essential in Nursery and Reception that we build upon that prior learning and experience. This is done through ensuring that parents/carers, support staff and teachers work together effectively to support children’s learning and development. This is achieved by the sharing of information with pre-schools and parents/ carers and ensuring that each child’s learning is a continuous journey.

Responsibilities

The Governing Body has overall responsibility for the implementation of the Early Years Policy of Cheadle Catholic Infant School.

The Governing Body has overall responsibility for ensuring that the physical Early Years Policy, as written, does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender or disability.

The Headteacher will be responsible for the day-to-day implementation and management of the Early Years Policy of Cheadle Catholic Infant School. Staff, including teachers, support staff and volunteers, will be responsible for following the Early Years Policy.

It is every child’s right to grow up:

- Safe
- Healthy
- Happy

- Achieving
- Positive

Through implementation of the EYFS we aim to help young children achieve these five 'Every Child Matters' outcomes.

The EYFS principles which guide the work of all practitioners are grouped into four distinct but complementary themes:-

A Unique Child

At Cheadle Catholic Infant School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration /sharing assemblies and rewards, to encourage children to develop a positive attitude to learning. We also educate children about 'Growth Mindset' and encourage them to grow their brains!

Positive Relationships

At Cheadle Catholic Infant School we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Enabling Environments

At Cheadle Catholic Infant School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their development and learning before planning challenging but achievable activities and experiences to extend the children's learning.

The Learning Environment.

*"A rich and varied environment supports children's learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces."
(EYFS 2007)*

Learning and Development

The Early Learning Goals are the knowledge, skills and understanding which young children should have acquired by the time they reach the end of the Foundation Stage.

Cheadle Catholic Infant School is organised in a way that encourages children to explore and learn safely.

There are areas for activities and play and others for quiet time and rest.

The setting is designed to enable children to learn and play independently.

There are three prime areas of learning:-

- Personal, Social and Emotional Development (PSED)
- Communication and Language (CL)

- Physical Development

Additionally there are 4 Specific Areas of learning

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

Achievement of these Prime and Specific Areas of Learning is by:

- Playing & exploring
- Active learning
- Creating and thinking critically

Phonics

At Cheadle Catholic Infant School, we use **Read Write Inc** as our phonics/ reading scheme.

Read, Write Inc is a phonics programme for children aged 4 to 7 who are learning to read and write. It teaches children how to both decode and understand written language to become confident and enthusiastic readers and writers. This is achieved by a structured approach to teaching phonics that is consistent across the school using the Read, Write Inc phonics resources and fully decodable reading books.

Children are grouped according to their ability in Foundation Stage and Key Stage 1 to ensure that teaching is matched to their level.

Phonics in Foundation Stage and Key Stage 1 takes place on a daily basis.

Teaching of phonics begins in Nursery. Phonics sessions are taught daily and consist of a range of practical activities where children explore letters and the sounds they make and are given opportunities to apply these skills

Reading:

Reading is prioritised to allow pupils to fully access the full curriculum. Learning to read is the most important skill children will learn at our school. Everything else depends on it, so we put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible. We want our children to love reading – and to want to read for themselves. This is why we put our efforts into making sure children develop a love of books as well as simply learning to read.

As children develop into lifelong readers we provide a range of reading books to develop skills and excite our young readers. We subscribe to the Cheshire



Library Service which ensures that we have a wealth of exciting fiction & non-fiction books and artefacts for our children to handle, read and learn from.

Mrs Nelson is our school librarian who co-ordinates our, 'Reading for Pleasure,' activities as well as supporting teachers in their teaching of reading.

Welfare

Safety and security is a high priority at Cheadle Catholic Infant School and it is important that all children in our care are safe. Our requirements as stated in the Statutory Framework for Early Years for Early Years Foundation Stage 2012 are as follows:

- To promote the safety and welfare of the children in our care.
- To promote good health and prevent the spread of infection by taking appropriate action when children are ill.
- To manage the behaviour of children in our care in a way that is appropriate for their individual needs and stage of development.
- To ensure that adults who have access to children, or who look after children are suitably vetted and trained.
- To ensure that the setting is fit for purpose and that furniture and equipment is safe.
- To maintain record, policies and procedures required for safe and efficient management of the setting.

Planning

Our planning has a sharp focus on the children's needs, their interests and their stages of development. We recognise that the seven areas of learning cannot be delivered in isolation and seek opportunities to make links between them. We aim to deliver the curriculum through planned, purposeful play and present new concepts in meaningful contexts that enable the children to build on what they already know.

Long Term Planning

Our long term planning shows our aims and values, demonstrates how our continuous provision meets the EYFS requirements and promotes learning within the areas of learning and development, tracks the learning objectives that have been covered and highlights any key events to be included.

Medium Term Planning

We deliver a creative curriculum, which is based around a new topic each half term. Medium term planning shows the key learning experiences for each area of the curriculum. Practitioners use this flexibly, choosing learning experiences to meet the needs of the children. At the beginning of each topic, practitioners lead the children in discussion to identify areas that they are particularly interested in. These ideas are incorporated into the medium term plan.

Short Term Planning

Short term planning shows the learning opportunities that will be available over the week. It includes differentiated adult led experiences for all curriculum areas.

Effective Teaching and Learning

We encourage the children to play an active role in shaping their learning experiences. Adults engage in discussion with the children about what they are interested in, which skills they would like to develop further and which resources they need to support their learning

We aim to provide an attractive, challenging learning environment that offers high quality opportunities for the children to learn through play, both indoors and outdoors. There is a range of “continuous provision” available in the classroom, that is designed to offer open-ended, practical learning opportunities. Children are supported to think creatively and imaginatively and explore how resources can be adapted. Each week, the provision is enhanced with additional resources, based on the previous week’s observations.

Adult led activities are practical in nature and based on first hand experiences wherever possible. The children are supported to develop problem-solving skills through open-ended tasks and opportunities to share their thinking with others. The number of adult led activities that the children take part in increases throughout the year, as their concentration develops.

Learning Environment

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first hand experience.

The classroom is organised in such a way that children can explore and learn in a safe environment.

Equipment and resources are accessible and can be located and used independently by children.

The enclosed outdoor space is secure and offers children the ability to explore a different environment, presenting them different challenges and experiences. Activities are planned throughout the learning environment to help the children to develop in all areas of learning.

Community Links and the Wider World

Over the year, we arrange visits from members of the local community to support our topic work. Eg, dentists, Fire fighters, Police and Police dogs.

The children take part in several educational visits linked to their topic work eg Manchester Transport Museum, Jodrell Bank..

Film clips, non-fiction texts and artefacts are also used to introduce new concepts in real-life contexts. We aim to develop the children’s awareness of other cultures by exploring different countries and celebrations.

Observation and Assessment

We use a range of strategies to gather information about the children’s learning and development and use this information to ensure that our planning meets the needs of all learners. During child initiated activities, practitioners make ‘snapshot’ observations using the Tapestry observation app. Notes about guided activities are recorded in children’s books

Each child has a Learning Journey and all observations are gathered here along with examples of work and parental contributions. During the year there are two parent consultation evenings where assessments and targets are shared.

Through Baseline Assessments at the beginning of the Autumn Term the Reception teachers use their knowledge of each child to decide which band of 'Development Matters' they are working on in each area of the curriculum. This allows learning opportunities to be pitched appropriately and also provides a baseline of the children's attainment. This information is closely monitored to ensure that all children are making good progress.

During the Summer term, practitioners consider the 17 Early Learning Goals (ELGS) in the EYFS Profile to decide whether each child is working at the expected levels, exceeding the levels or have not yet met the levels. Judgements against the ELGs are based on ongoing observation; all relevant records; discussions with parents/carers, and any other adults whom the teacher, parent/ carer judges can offer a useful contribution.

The results of the Profile are shared with parents and/or carers, and there are opportunities for them to meet their child's class teacher to discuss this information.

At the end of the year, Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. Reception teachers meet with Year 1 teachers to share this information. This helps to create a smooth transition and assists with the planning of activities in Year 1.

The EYFS profile results are reported to the local authority, who monitor and moderate the judgements made.

Being Active

The children have access to an outdoor area, which provides a range of physical activities; including soft play blocks, large balls, bats and balls, climbing frame. The children take part in 2 PE sessions each week. We are a 'Smile for a Mile' school and our children run a mile a day.

Being Healthy

We provide fruit in the afternoon which is supplied by "The School Fruit and Vegetable Scheme".

Fresh drinking water is available at all times and in hot weather it is also provided in a seated location in the outdoor area.

Staffing and Organisation

At Cheadle Catholic Infant School this year, we have 2 Reception classes, a Reception/Nursery class and a 40 place Nursery which has a mixture of part time children and full time children. In the Reception classes there is a full time equivalent teacher per class supported by a teaching assistant.

In the Nursery class there is a full time equivalent teacher supported by a Nursery Nurse.

Staff are organised to support the children in a balance of adult led and child initiated experiences throughout the day. Practitioners are aware of the need to be flexible in order to respond to unplanned events that the children are interested in.

Inclusion

We value the diversity of individuals within the school and do not discriminate. All children in Cheadle Catholic Infant School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

Inclusion and Equal Opportunities

We have a responsibility to ensure positive attitudes to diversity and difference. We can support each child's needs by:

- Removing or helping to overcome barriers where these already exist;
- Being alert to the early signs of needs that could later lead to difficulties and responding quickly and appropriately, involving other agencies as required;
- Stretching and challenging all children.

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

Working in Partnership

We recognise that children may access EYFS provision through other providers throughout the week and that all providers have an equally important role to play in their early years experiences. We seek information about the other settings that our children attend so that we can establish communication about their learning and development.

Working with Parents

We value the contribution that our parents and carers make to their child's learning and take every opportunity to work in collaboration with them. Each half term, we publish a newsletter to inform parents of what their child will be learning and how they can support them at home. There is a parent consultation meeting for parents/carers twice a year at which parents/carers have an opportunity to discuss the child's progress with the teacher. Parents/ carers also receive a report on their child's attainment and progress at the end of each school year. We operate an open-door policy.

All staff in the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school the class teacher acts as a 'key person' to all the children in their class supported by their teaching assistant.

We welcome contributions from home and provide 'wow' sheets for parents and carers to complete. The children take reading books home to share.

Information about the children's dietary needs is sought when they enter the setting. A list of the children's dietary needs is available in the classroom and all practitioners have regard to this when putting out food and drink in the snack area or when leading a cooking or food tasting activity.

There is a link to the school dinner menus on the school website so that parents and carers can support their children to choose their food.

Information for Parents and Carers

We provide a pack for new parents and carers that includes information about our daily routines, the types of activities provided, staffing and food and drink. .

Safeguarding

Please refer to the school's 'Safeguarding Children' policy.

Premises and Security

All access to the school is through the main school door, which is kept locked. Staff use a fob to gain access to the building and sign in and out. The office staff are responsible for verifying the identity of any visitors before they enter school. Visitors are asked to sign in to the school visitor's log and are given a visitor sticker to wear. Staff are aware of their role in challenging anyone who is not recognised and asking for identification from anyone claiming to be from an outside agency.

The external classroom doors are kept locked, except when the children enter and leave the setting at the beginning and end of their sessions and when the children access the playground for outdoor sessions.. The door to the outdoor area is kept locked when this area is not in use.

The external doors are closely monitored by staff when children are entering or leaving the setting, to ensure that they cannot leave unaccompanied. All staff are aware of the need to monitor the external doors to ensure that they are secure during the session. The register is used to check how many children are present. When moving from one area school to another, head counts are used to check that all children are present before leaving.

Arrival and Collection of Children

Children can enter school from 8:50am. School starts at 9am

Each child is marked in on the day's register by the class teacher. Parents/ Carers collect their children from the classroom external door at the end of the school day. If a child needs to be collected during the school day, parents report to the school office.

The school day is from 9am-3.25am.

The Nursery hours are; 9am -3.25pm.

Under no circumstances is a child allowed to leave with anyone other than those named on the child's registration form, unless the parent has given written / verbal permission to the school office.

Parents write a list of people who are able to collect their child. If there are queries regarding a child's collection, the class teacher will contact the child's parent/guardian to discuss the situation with them.

Health & Safety

Our full Health & Safety Policy is available on request.

Our full Supporting Pupils with Medical Conditions Policy is available on request.

The following health & Safety safeguards are in place:

- A supply of fresh drinking water is available on the premises at all times.
- Children's dietary needs are acted upon.
- A first aider is accessible at all times.
- Accidents and injuries are recorded in an accident book.
- A fire and emergency evacuation procedure and policy are in place.
- A Photographs and Images is in place which states that cameras that are used in school must not be used for staff member's own personal use.

Behaviour Management

Please refer to the school's 'Behaviour Management' policy.

Transition

Pre-school to Nursery and Reception

We hold an open evening for new parents in the Summer term, where we outline daily routines and expectations. Children are invited to attend a 'taster' session in July.

There is a gradual admission for the first two weeks of the Autumn Term. The children come in on a part-time basis. Routines in class and the whole school are built up gradually.

By the third week the children are in full time.

Transition from Reception to Year One

In the Summer term, we begin a programme of transition to support the children with their move to Year One. This involves visits to the Year One classroom, discussion with current Year One children, walks to look at where they will enter school and opportunities to ask any questions about the next year. The school hold 'Class swap' sessions, giving the children a taste of their new class and also arrange a transition meeting for parents in the form of an open afternoon.

EYFS SAFEGUARDING & WELFARE REQUIREMENTS

CHILD PROTECTION	YES/NO
<p>A policy and procedures for safeguarding children is in place which covers:</p> <ul style="list-style-type: none"> Action to be taken where there are safeguarding concerns about a child Action to be taken in the event of allegations against staff The use of mobile phones and cameras in the setting 	Yes
The policy and procedures are in line with the guidance and procedures of Stockport LA	Yes
A staff member has been appointed as the designated safeguarding lead (DSL), with responsibility for liaison with local statutory children's service agencies and with Stockport LA. They provide support, advice and guidance to other staff on an ongoing basis and on any specific safeguarding issue as required	Yes P.Glynn D.Dixon C.Lees
The designated safeguarding lead (DSL) has attended DSL training that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect	Yes
All staff have received training on the school's safeguarding policy and procedures	Yes
All staff have up-to-date knowledge of safeguarding issues, and have received training that enables them to identify signs of possible abuse and neglect at the earliest opportunity, and to respond quickly and appropriately	Yes 1.9.24 Weekly Briefing questions
<p>The school has regard to the following statutory guidance documents:</p> <ul style="list-style-type: none"> Working Together to Safeguard Children Keeping Children Safe in Education Prevent Duty Guidance for England and Wales 	Yes
Social services – and, in emergencies, the police – are notified where the school has concerns about children's safety or welfare	Yes
Ofsted is informed where allegations of serious harm or abuse by staff or volunteers are made, and notified of the action taken in respect of the allegations, within 14 days of the allegations being made	Yes

SUITABLE PEOPLE	YES/ NO
Systems are in place to ensure that staff and others who have regular contact with children are suitable for their roles (for example, safer recruitment policies and procedures)	Yes
<p>Staff have been told that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings (except protected convictions and cautions) that may affect their suitability to work with children (whether received before or during their employment at the setting)</p> <p>Note: you shouldn't ask for self-disclosure during the recruitment process, due to UK GDPR restrictions – see this article for more information</p>	Yes
<p>Enhanced DBS checks, with barred list checks as appropriate, have been obtained for all individuals aged 16 and over who:</p> <ul style="list-style-type: none"> Work directly with children Live on the premises; and/or Work on the premises (unless they do not work on the part of the premises where the childcare takes place, or do not work there at times when children are present) 	Yes
An additional criminal records check (or checks, if more than one country) has been carried out for anyone who has lived or worked abroad	Yes
Individuals who have not undergone suitability checks are not allowed unsupervised contact with children	Yes
<p>Information about staff qualifications, identify checks and vetting processes is recorded, including:</p> <ul style="list-style-type: none"> Criminal records check reference number Date the check was obtained Details of who obtained the check 	Yes
A referral is made to the Disclosure and Barring Service (DBS) where a member of staff is dismissed (or would have been, had they not left first) because they have harmed a child or put a child at risk of harm	Yes
Procedures are in place to ensure that anyone who is disqualified from working in childcare is not employed to work at the setting	Yes
Appropriate action is taken to ensure the safety of children where information is found that may lead to the disqualification of an employee	Yes
Ofsted is informed of any significant event (including disqualification) which is likely to affect the suitability of any person who is in regular contact with children on the premises	Yes

<p>The registered provider gives Ofsted the following information about themselves or any person who lives or is employed in the same household as the registered provider:</p> <ul style="list-style-type: none"> • Details of any order, determination, conviction, or other ground for disqualification from registration under regulations made under section 75 of the Childcare Act 2006 • The date of the order, determination or conviction, or the date when the other ground for disqualification arose • The body or court which made the order, determination or conviction, and the sentence (if any) imposed • A certified copy of the relevant order (in relation to an order or conviction) <p>This information is given to Ofsted within 14 days of the date the provider became aware of the information or ought reasonably to have become aware of it if they had made reasonable enquiries</p>	Yes
Staff are not under the influence of alcohol or any other substance that may affect their ability to care for children	Yes
Staff seek medical advice where they are taking medication that may affect their ability to care for children, and are only allowed to work directly with children if medical advice confirms the medication is unlikely to impair their ability to do so	Yes
Staff medication is securely stored and out of reach of children at all times	Yes

STAFF QUALIFICATIONS, TRAINING, SUPPORT AND SKILLS	YES/ NO
All staff are treated fairly and equally, regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation	Yes
<p>All staff receive induction training which covers:</p> <p>Emergency evacuation procedures</p> <p>Safeguarding and child protection</p> <p>Health and safety issues</p>	Yes
Staff are supported to undertake appropriate training and professional development opportunities	Yes
<p>Arrangements are in place for the supervision of staff working with children and families, which provides opportunities for them to:</p> <p>Discuss any issues, particularly concerning children's development or wellbeing</p> <p>Identify solutions</p> <p>Receive coaching to improve their effectiveness</p>	Yes

Supervision provides support, coaching and training for staff, promotes the interests of children, and fosters a culture of: Mutual support Teamwork Continuous improvement Encouraging confidential discussion of sensitive issues	Yes
The EYFS co-ordinator has: At least a full and relevant level 3 qualification; and 2 or more years' experience working in an early years setting, or 2 or more years' other suitable experience	Yes Liz Allwright is a qualified teacher and member of the SLT. Every Reception class is taught by a qualified teacher and supported by a level 3 TA
At least 1 person with a current paediatric first aid (PFA) certificate is on the premises and available at all times children are present, and accompanies children on outings	Yes there are 3 members of staff with a current PFA within the EYFS dept
The PFA training is renewed every 3 years and is relevant for workers caring for young children	Yes
PFA certificates or a list of staff with a current certificate is on display or made available to parents	Yes. Information is available on our website
Staff have sufficient understanding and use of English to ensure the wellbeing of children	Yes

STAFF RATIOS	YES/ NO
Staffing arrangements meet the needs of all children and ensure their safety	Yes
Children are adequately supervised, including while eating, and staff are deployed in a way that ensures children's needs are met	Yes
Children are always within sight or hearing of staff (and usually within sight <i>and</i> hearing)	Yes
Only those aged 17 or over are included in ratios (though staff working as apprentices in early education who are aged 16 or over can be included in ratios if the provider is satisfied that they are competent and responsible)	Yes
Staff aged under 17 are supervised at all times	Yes

In reception classes there are never more than 30 children per teacher, except where permitted exceptions apply (teaching assistants (TAs), higher level teaching assistants (HLTAs) and other support staff do not count as teachers)	Yes
For children aged 3 and over (below reception class) the following ratios are always followed (including outings) There is at least 1 member of staff for every 13 children At least 1 member of staff is a school teacher At least 1 other member of staff holds a full and relevant level 3 qualification	Yes

HEALTH	YES/ NO
Good health, including oral health, is promoted	Yes
Procedures are in place for dealing with children who are ill or infectious	Yes
Illness/infection procedures are discussed with parents and carers	Yes
Necessary steps are taken to prevent the spread of infection	Yes
Appropriate action is taken if children are ill	Yes
A policy and procedures for administering medicines, including systems for obtaining and updating information about medical needs, are in place	Yes
Where administering medicines requires medical or technical knowledge, training is provided for staff	Yes
Prescription medicines are not administered unless they have been prescribed for a child by a doctor, dentist, nurse or pharmacist (medicines containing aspirin should only be given if prescribed by a doctor)	Yes
Medicines (both prescription and non-prescription) are only administered where written permission is obtained from a child's parent or carer to administer that particular medicine	Yes
A written record is kept of each time medicine is administered	Yes
Where medicine is administered to a child, their parents or carers are informed on the same day, or as soon as possible	Yes
Meals, snacks and drinks are healthy, balanced and nutritious	Yes
Before a child is admitted to the setting, information about special dietary requirements, preferences, food allergies and special health requirements is obtained	Yes
Information from parents and carers about dietary needs is recorded and	Yes

acted on	
Fresh drinking water is available and accessible at all times	Yes
A first aid box with contents suitable for use with children is accessible at all times	Yes
Written records of accidents, injuries and first aid treatments are kept	Yes
Parents and carers are informed of any accident, injury or first aid treatment on the same day or as soon as possible	Yes

BEHAVIOUR	YES/NO
Written records of physical intervention are kept	Yes
Parents and carers are informed of any physical intervention on the same day, or as soon as possible	Yes
Corporal punishment and any other punishment that could adversely affect a child's wellbeing is never used or threatened	Yes

SAFETY AND SUITABILITY OF PREMISES, ENVIRONMENT AND EQUIPMENT	YES/NO
Health and safety legislation is complied with, including fire safety and hygiene requirements	Yes
Appropriate insurance, including public liability insurance, is in place and in date	Yes
Emergency evacuation procedures are in place	Yes
Appropriate fire detection and control equipment is in place and in working order (for example, fire alarms, smoke detectors, fire blankets and and/or fire extinguishers)	Yes
Fire exits are clearly identifiable, and fire doors are free from obstruction and can be opened easily from the inside	Yes
Smoking is prohibited on the premises	Yes
Staff do not vape or use e-cigarettes when children are present	Yes
Access to an outdoor play area is provided, or outdoor activities are provided on a daily basis	Yes
Legal requirements under the Equality Act 2010 are adhered to, including the duty to make reasonable adjustments for those with disabilities	Yes
An adequate number of toilets and hand basins are available	Yes
Separate toilet facilities for children and adults are available	Yes

Hygienic nappy-changing facilities are available	Yes
Children are only released to their parents or carers, or to individuals who have been approved by their parents or carers	Yes
Children do not leave the premises unsupervised	Yes

SPECIAL EDUCATIONAL NEEDS (SEN)	YES/NO
Arrangements are in place to support children with SEN or disabilities	Yes
The Special Educational Needs and Disability (SEND) Code of Practice is followed	Yes
A SEN co-ordinator (SENCO) has been identified	Yes Deborah Dixon

INFORMATION AND RECORD KEEPING	YES/NO
Records are maintained and are easily accessible and available	Yes
A regular, two-way flow of information between the school and parents or carers, and between providers, is maintained	Yes
Information is shared with other professionals, the police, social services and Ofsted, as appropriate	Yes
The provider is aware of their duties under the Data Protection Act, UK GDPR and the Freedom of Information Act	Yes
All staff understand the need to protect the privacy of children and the legal requirements that exist to ensure confidentiality of information	Yes
Parents and carers are given access to their child's records (provided no legal exemptions apply)	Yes
The following information is recorded for each child: Full name Date of birth Name and address of each known parent or carer Information about any other person who has parental responsibility Which parent(s) or carer(s) the child normally lives with Emergency contact details for parents and carers	Yes

<p>The following information is made available to parents and carers:</p> <ul style="list-style-type: none"> How the EYFS is being delivered, and how parents/carers can access more information What activities and experiences are provided The daily schedule/routines How parents can share learning at home How children with SEN or disabilities are supported Details of policies and procedures Staffing arrangements 	Yes
A written procedure for dealing with concerns and complaints is in place	Yes
Written records of all complaints, and their outcomes, are kept	Yes
Written complaints relating to the EYFS requirements are always investigated	Yes
Parents and carers are notified if the provider becomes aware that the setting is to be inspected by Ofsted	Yes
A copy of the Ofsted inspection report is sent to parents and carers	Yes