

Davyhulme Primary School EYFS Policy



This document is a statement of the aims, objectives and strategies for teaching and learning in the Early Years Foundation Stage at Davyhulme primary School

Will be reviewed Autumn term 2027

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Foundation Stage Policy

Policy Aims

This policy document has been written to provide staff in school with guidance and support for the teaching of the Early Years Foundation Stage (EYFS). It establishes the importance of curriculum guidance and the key objectives for the statutory delivery of the EYFS.

Introduction

The Foundation Stage is a statutory stage of education. It has its own legal status and responsibilities, its own curriculum aims, structure and guidance. These can be found in the Early Years Foundation Stage Statutory Framework. High-quality interactions with children form an integral part of the practice in EYFS alongside well planned out learning opportunities.

Intent

At Davyhulme Primary School, we believe that the EYFS is crucial in securing the solid foundations that children in our care will continually build upon - we are always, 'Reaching for the Stars.'

It is our intent that the children who enter our EYFS develop physically, verbally, cognitively and emotionally while also embedding a positive attitude to school and learning. We believe that all children deserve to be valued as an individual and we are passionate in allowing all children to achieve their full, unique potential. With all of this in mind, we begin each year by assessing the children and looking at their individual needs - taking into account their different starting points. In Reception, an integral part of the assessment process is the Reception Baseline Assessment - as set out by the government. These assessments run alongside our own discrete assessments where we use questioning and playing alongside the children to understand where on their development journey the children are. In Nursery, the children are assessed in a similar manner (see appendix 3). We then carefully develop our flexible EYFS Curriculum which enables the children to follow the path of their learning journey at a stage that is suitable for their unique needs and phase of development.

The Foundation Stage applies to children from three years of age to the end of the Reception year when they will be five. At Davyhulme Primary School, there is an option for children attend part-time or full-time Nursery before starting in Reception. Children also start in Reception from other settings within Trafford.

According to the Statutory Framework for EYFS, there are seven areas of learning and development that set out what we must teach in our setting at Davyhulme Primary School. All areas of learning and development are important and inter-connected. Three prime areas are

particularly important for learning and forming relationships. They build a foundation for children to thrive and provide the basis for learning in all areas.

Prime Areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

We must also support children in four specific areas, which help strengthen and develop the three prime areas, and ignite children's curiosity and enthusiasm.

Specific Areas:

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

Throughout all of these areas of learning, and at the foundation of the EYFS Curriculum are the 'Characteristics of Effective Learning.'

The 'Characteristics of Effective Learning,' describe behaviours that children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations.

At Davyhulme Primary School, we strive to develop these key characteristics of, 'Playing and Learning,' 'Active Learning,' and, 'Thinking Critically,' in order to give the children the skills that they will continue to draw upon throughout their development. All of the crucial skills, knowledge and vocabulary that we teach, are presented to the children throughout the year by following their lead which is encompassed in a range of topics. A vital part of the Curriculum is therefore the transition period when the children enter our classrooms and we get to know more about them and their interests.

Our learning environments, both inside and outside are also adapted regularly to meet the differing and developing needs of the children in our care. We aim to ensure that these areas are stimulating and exciting. It is paramount that all activities are accessible to all children, regardless of where they are on their learning journey. The environments are developed to promote independence within our children and allow them to access the curriculum confidently - with the necessary level of support and challenge.

Within our EYFS Curriculum, children are assessed continuously through observations, questioning

and playing alongside the children. In Reception, Read Write Inc. assessments are also carried out half-termly and Welcomm assessments are carried across EYFS for those children that would benefit from additional support with their language needs. Leuven Scales are also used as a way of gaining an insight into the children's well-being and involvement. Seesaw is also an assessment tool, alongside our Floor Books and Learning Journeys as evidence of what has been achieved. Through these interactions, EYFS practitioners are provided with information for future planning, not only for our individual classes but also for individual children's next steps in their learning. This allows staff to ensure that learning is embedded and consistent and that all children continue to make outstanding progress within our EYFS setting. Davyhulme Primary School strongly believe that EYFS is the beginning of our children's educational journey, igniting the flame for learning which is imperative when, 'Reaching for the Stars.'

Vision

In the Early Years at Davyhulme Primary School, the staff work together towards a shared vision of always, 'Reaching for the stars.' We guide the development of children's experiences with a view of ensuring that all children are ready to fully benefit from the opportunities ahead of them and are able to access all learning opportunities.

As part of a child's journey through EYFS at Davyhulme Primary school we aim to:

- Make the child's first experience of school happy, positive and fun.
- Foster a love of learning and develop enquiring minds
- Instil the Characteristics of Effective Learning such as independence, resilience and confidence
- Promote emotional well-being
- Build positive relationships and work in partnership with families (recognising that parents are their child's first and foremost educator), carers and professionals to support every child to develop and learn

All staff deeply care about the children in our school. We treat all children as individuals and promote positive relationships. We make it a priority to form close relationships with families and the wider community to promote the best outcomes for all children.

'All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.'

EYFS Statutory Framework 2024

Staff members use boundaries consistently across the department and praise is at the forefront of our behaviour management. Through the use of a 'Board of Recognition,' stickers, verbal praise and pom - poms, we highlight the positive behaviour that we see - the behaviours that encompass our Golden Rules and our school values. We recognise and value individual's strengths and talents and believe in praising effort and valuing the little steps that really make a difference to a child's progress. We know that by doing this, we are building happy and secure children, who feel safe. Praise and clear boundaries contribute to the confidence and resilience of our children. Supporting children to become independent, not only in their organisational skills, but also in their learning, is a high priority for us. We believe that all children are intrinsically capable of amazing things and we develop this through having high expectations of all children. We pose challenges, build confidence and self-esteem, show children how capable they are and support them to reach their potential. Taking risks is an important part of learning and we have developed our environments and our teaching and learning strategies to promote children measuring and assessing risks for themselves and in having confidence and resilience to attempt challenges. Confidence and resilience are key skills for a developing learner. We explicitly teach children to understand the learning process and help them to understand mistakes are valuable learning experiences.

Through the Characteristics of Effective Learning, we develop children's active learning skills and help them to understand and respond to feedback. Perseverance is highly valued and praised. We strongly believe that in order to develop resilience, we must teach children to be independent learners who problem solve for themselves; it is vital that children know when to keep trying and when to ask for help. Excitement and motivation for learning are developed through well-planned lessons that are fun, engaging and challenging - based on the needs of the children. We follow the fascinations and interests of the children and teaching and learning is fast paced to respond to the changing needs of individuals. We have long-term and medium-term planning in place for both Nursery and Reception to ensure progression and coverage - these are adapted to suit the interests of our children. We provide new and interesting experiences, building on and adding to, the range of activities children will have had at home or through pre-school experience. We make learning purposeful and rooted in real-life contexts (where possible) so that children have motivating reasons to learn and to help them to apply their knowledge to a range of situations.

We set social development at the core of our learning and understand the value of relationships, friendship and kindness. Children are encouraged to become well-rounded and sociable through the modelling of our school values - staff initiate positive interactions at every possible opportunity. We employ a child-led problem solving approach to conflict resolution and hold children responsible for their actions and behaviour. We teach about honesty, co-operation and respect and our school values of being, 'Caring, Courageous, Ambitious and Collaborative,' are at the core of everything that we do. While teaching children to be assertive, we balance this with empathy and understanding for others and support children to solve their friendship problems independently, where possible.

A Unique Child

At Davyhulme Primary 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 (Reception children) and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

All children and their families are valued within our school. We embrace the diversity of individuals and do not discriminate. We give all children the opportunity to keep, 'Reaching for the Stars' and achieve their best.

We meet the needs of all our children by:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Monitoring children's progress and taking action to provide support as necessary.

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well being of all children. (See Whole School Safeguarding Children Policy)

Welfare

'Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.'

EYFS Statutory Framework 2024

At Davyhulme Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the EYFS Statutory Framework. All staff within the EYFS have relevant safe-guarding training in line with the rest of the school.

We understand that we are required to:

- Safeguard children.
- Ensure the adults who have contact with children are suitable.
- Promote good health.
- Support and understand behaviour.
- Maintain records, policies, and procedures.

We endeavour to meet all these requirements.

There is always a member of staff available, when children are present, who has completed full paediatric first aid training.

Parents as Partners

Parents and Carers are Children's first and most enduring educators and the contribution they make is highly valued by us at Davyhulme Primary School.

The role parents and carers play, and will continue to play, is recognised through:

- Talking to parents about their child before they start our school (Home visits in Nursery)
- The opportunity for children to meet their teacher before starting school (Stay and Play sessions)
- Welcome meeting for all parents and carers
- Regular opportunities to talk about children's progress
- Regular contact with class teacher, teachers are the first port of call for any concerns to be raised.
- Parents Evenings
- Regular communication via the Seesaw app
- A range of activities throughout the year to encourage collaboration between child, school and parents eg Sports Day, Mystery Reader sessions, Read and Relax sessions, Stay and Play sessions, picnics.
- Parents and carers contributions to their child's Learning Journey
- Regular newsletter

All EYFS staff develop good or excellent relationships with all children, interacting with them and taking time to listen to them.

We have excellent links with the private day nurseries and childcare providers in our catchment area and have our own school Nursery onsite. The EYFS practitioners meet with staff from other settings to discuss the individual children and share information.

Health and safety

There are clear procedures in place for assessing risk (see whole school risk assessment policy) which include keeping children safe on outings (Evolve and OE6) and for any aspects of the environment or provision that may require further risk assessment. In addition to this half termly daily risk assessments are conducted (see appendices). In the staff handbook, safeguarding and child protection policies there is detailed information and procedures to ensure the safety of the children. The EYFS risk assessment must be read in conjunction with the other relevant whole school policies.

In line with the EYFS statutory Framework 2024, at Davyhulme Primary School we ensure that:

- We promote the good health, including the oral health, of the children we look after.
- Children's dietary requirements/needs are recorded and acted upon
- Each classroom/learning environment has a snack and sink area that can provide healthy snacks and drinks
- A first aid box is accessible at all times and a record of accidents and injuries are kept (see First Aid Policy). As of January 2020, all EYFS practitioners are Paediatric First Aid trained.
- We follow the health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- We follow the fire and emergency evacuation and lockdown procedure and policy
- We follow the safeguarding policy

Review of the Foundation Stage policy

This policy is a statement of our intent to deliver an appropriate curriculum to the Foundation Stage. We will assess our management of the curriculum as we work in school. Both formal and informal discussions between Nursery and Reception Staff contribute to the ongoing review of work in the Foundation Stage. Any changes deemed necessary in light of further government guidelines or advice from the Local Authority could be implemented before a further review is carried out.

A written review of this policy will be implemented during the academic year 2027

Reviewed by Curriculum Committee on 31/1/2024

Committee Chair

Appendices

Appendix 1: Half- Termly Risk Assessment Checklist

Appendix 2: Daily Risk Assessment Checklist

Appendix 3: Nursery Baseline Observation Sheet

Appendix 1: DPS EYFS Half -Termly Risk Assessment

Carpeted Areas						
What are the Hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary	Action by who?	Action by when?	Completed
<i>Exits impeded by toys</i>	<i>Children + Adults Fire hazard</i>	<i>Keep the exits as clear as possible</i>	<i>Staff and Children made aware of need to keep exits clear and safe</i>	<i>T/TA</i>		
<i>Toys left on floor</i>	<i>Children + Adults Tripping hazard</i>	<i>Children are encouraged to put toys they have been using away when they have finished with them</i>	<i>Adults to regularly check area for toys on floor in the thoroughfare</i>	<i>T/TA</i>		
<i>Tripping / injury due to trailing wires and cables</i>	<i>Children + Adults Tripping hazard Electrical shock</i>	<i>Ensure cables are safely secured and out of reach</i>	<i>Daily checks. Reinforce message that children are not to touch cables</i>	<i>T/TA</i>		
<i>Tripping / slipping due to poor flooring</i>	<i>Children + Adults Tripping hazard</i>	<i>Daily risk assessment of flooring and issues reported to site manager</i>	<i>Tears, rips or uneven flooring to be reported to site manager</i>	<i>T/TA</i>		
<i>Tripping on step in between two rooms (Reception)</i>	<i>Children + Adults Tripping hazard</i>	<i>Area is kept clear and clutter free</i>	<i>Children are made aware of the step and not to run in classroom areas</i>	<i>T/TA</i>		

Appendix 1: DPS EYFS Half -Termly Risk Assessment

ALL INSIDE ROOMS						
What are the Hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary	Action by who?	Action by when?	Completed
<i>Injury from electric sockets</i>	<i>Children + Adults Electrical shock</i>	<i>Talking to children about safety. Observing chn to ensure they are not learning near plug sockets</i>	<i>Daily room checks</i>	<i>T/TA</i>		
<i>Trapping hazard from hinges on doors</i>	<i>Children + Adults Physical injury</i>	<i>Finger guards are fitted</i>	<i>Children informed of correct way of opening doors and not to put hands near hinges</i>	<i>T/TA</i>		
<i>Fire signage</i>	<i>Children + Adults Personal safety</i>	<i>Ensuring adequate signage and regular evacuation practices</i>	<i>Continue with evacuation practices and inform site manager if signage unclear/damage/need replacing</i>	<i>T/TA</i>		
<i>Tripping / slipping due to poor flooring</i>	<i>Children + Adults Physical injury</i>	<i>Flooring checked regularly and issues reported to site manager</i>	<i>Tears, rips or uneven flooring to be reported to site manager</i>	<i>T/TA</i>		
<i>Ineffective heating / ventilation</i>	<i>Children + Adults Unhygienic</i>	<i>Monitor heating and level of ventilation</i>	<i>Inform site manager of any problems r concerns</i>	<i>T/TA</i>		
<i>Tripping / injury due to trailing wires and cables</i>	<i>Children + Adults Physical injury</i>	<i>Cables and wires are secured/safely stored</i>	<i>Checks to be made regularly to ensure there is no tripping hazard</i>	<i>T/TA</i>		
<i>Contractors working on the premises</i>	<i>Children + Adults Physical injury</i>	<i>Areas to be cordoned off and children and Adults informed to keep away from areas where work taking place</i>	<i>Workers to have signed in at reception and wear identification</i>	<i>T/TA</i>		

Appendix 1: DPS EYFS Half -Termly Risk Assessment

Outdoor Play Area						
What are the Hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary	Action by who?	Action by when?	Completed
<i>Gates , locks and hinges</i>	<i>Children + Adults Trapping hazard , physical injury</i>	<i>Gates , hinges and locks checked daily by site manager</i>	<i>Children to be supervised outside at all times and encouraged to stay away from gates</i>	<i>T/TA identified on rota</i>		
<i>Poor condition of tarmac /rubber floor surfaces</i>	<i>Children + Adults Tripping hazard</i>	<i>Surfaces regularly checked</i>	<i>Surfaces to be cleared and checked and issues reported</i>	<i>T/TA identified on rota</i>		
<i>Grassed area swept for unwanted objects, sticks, broken glass, animal faeces , small holes etc.</i>	<i>Children + Adults Tripping hazard , physical injury</i>	<i>Checks of grassed areas carried out daily by designated T & TA</i>	<i>Children to be supervised outside at all times and grassed areas maintained in good condition</i>	<i>T/TA identified on rota</i>		
<i>Poor maintenance of garden furniture</i>	<i>Children + Adults Physical injury</i>	<i>Garden furniture condition checked on regular basis</i>	<i>Condition checked and maintenance issues reported to site manager</i>	<i>T/TA identified on rota</i>		
<i>Poor location of garden furniture</i>	<i>Children + Adults Tripping , falling hazard , physical injury</i>	<i>Play equipment stored safely and checked on a regular basis</i>	<i>Safe location of equipment to be considered</i>	<i>T/TA identified on rota</i>		
<i>Sand pits, digging pits, texture kitchen</i>	<i>Children + Adults Physical injury Hygiene</i>	<i>Sand changed on regular basis and checked for sharp/foreign objects Children encouraged to wash hands after working in sandpit. Covers placed overnight in pits.</i>	<i>Children to be supervised outside at all times and continued to be informed of the need for hygiene procedures after use</i>	<i>T/TA identified on rota</i>		
<i>Water containers/water wall/barrel</i>	<i>Children + Adults Hygiene Physical injury</i>	<i>Water in container to be changed daily and container checked for sharp/foreign objects before use. Drained overnight and refilled.</i>	<i>Children to be supervised outside at all times and continued to be informed of the need for hygiene procedures after use</i>	<i>T/TA identified on rota</i>		
<i>Storage of outside tools and equipment (container)</i>	<i>Children + Adults Tripping hazard Physical injury</i>	<i>Maintenance of container to be checked regularly , equipment and tools stored safely within it Equipment to be stored safely in storage shed and children to have no access to it</i>	<i>Children to be made continually aware of hazards within container and to be reminded that they are not allowed into this storage area</i>	<i>T/TA identified on rota</i>		
<i>Use of outside tools and equipment</i>	<i>Children + Adults Physical injury</i>	<i>Tools and equipment to be stored safely in container and children to be supervised when using them, children are only to use sticks during a focused activity or when being closely monitored by a staff member.</i>	<i>Ensure children shown and reminded about correct use of tools and equipment to prevent injury/accidents eg not running or using a bike/scooter whilst using a tool</i>	<i>T/TA identified on rota</i>		
<i>Music area</i>	<i>Children + Adults Physical injury</i>	<i>Piano secured to wall, instruments securely fastened to music wall and all checked daily</i>	<i>Children to be supervised outside at all times and reminded of safe use.</i>			

Appendix 1: DPS EYFS Half -Termly Risk Assessment

Outdoor Play Area cont.						
What are the Hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary	Action by who?	Action by when?	Completed
<i>Plastic crates, pallets</i>	<i>Children and Adults Tripping hazard , physical injury</i>	<i>The ground is firm and free of loose items that may give way The crates are selected to ensure there are no holes in the sides or base that would cause fingers to become stuck in them. The resource is checked prior to and during use for wear and tear. There is adequate space to move around freely. Pallets are checked to ensure they are sturdy, no broken wood</i>	<i>Children are discouraged from climbing on stacked crates more than two high. Children are discouraged from building towers taller than themselves. Pallets are not lifted – used only as a stage</i>	<i>T/TA</i>		
<i>Sand and Water resources trolley</i>	<i>Children and Adults Tripping hazard , physical injury</i>	<i>Ensure that the children are informed not to run or climb on/with the trolley Ensure good practise is modelled by peers and staff.</i>	<i>Equipment checked prior to and during use for wear and tear</i>	<i>T/TA</i>		
<i>Pegs</i>	<i>Children Physical nips</i>	<i>Ensure good practise is modelled by peers and staff.</i>	<i>Children are aware of the expectations of how to use the equipment safely.</i>	<i>T/TA</i>		
<i>Wooden planks and tyres</i>	<i>Children and Adults Tripping hazard , physical injury</i>	<i>Weather conditions monitors and acted upon. The resource is children prior to and during use for wear and tear. There is adequate space to move around freely</i>	<i>Children discouraged from carrying planks horizontally. Children to play with the planks in designated areas only.</i>	<i>T/TA</i>		
<i>Climbing frame and other structures</i>	<i>Children physical injury</i>	<i>Weather conditions monitors and acted upon. The resource is children prior to and during use for wear and tear. There is adequate space to move around freely and placed on a suitable safe surface. Adult to be within sight or hearing of children at all times when it is in use.</i>	<i>Children will only be able to climb safely at a level that they and staff who are supervising are comfortable with. Children will be encouraged to manage their own risk, but will only be allowed to use the equipment if they follow the instructions from the adult outside. Climbing frame not to be used if slippery and wet.</i>	<i>T/TA</i>		
<i>Plants/Allotment</i>	<i>Children + Adults Poisoning, eye contamination, skin irritation, faeces</i>	<i>Checks to be made regularly on plants growing in outside areas Soil checked for faeces before chn work there</i>	<i>Children told not to touch plants. Identification of plants – ensure all are safe Chn not to touch anything – wear gloves</i>	<i>T/TA</i>		

Appendix 1: DPS EYFS Half -Termly Risk Assessment

Outdoor Play Area cont.						
What are the Hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary	Action by who?	Action by when?	Completed
<i>Den building equipment</i>	<i>Children + Adults Tripping hazard , physical injury</i>	<i>There is adequate space to move around the den building area. Equipment is checked regularly. Weather conditions are monitored and acted upon. i.e. if it is windy/rainy the den area is not used</i>	<i>Children's behaviour to be monitored closely and children have the safe use of equipment explain regularly.</i>	<i>T/TA</i>		
<i>Ropes, washing lines den making ropes</i>	<i>Children and Adults Tripping hazard , physical injury</i>	<i>Weather conditions are monitored and acted upon. There is adequate space to move around freely.</i>	<i>Children's behaviour is managed in line with schools policy. Children told of how to use safely</i>	<i>T/TA</i>		
<i>Tyre park, loose tyres</i>	<i>Children and Adults Tripping hazard , physical injury</i>	<i>Ensure not wet/slippy, checked daily - part of daily risk assessmnet</i>	<i>Check for splits tell children not to stack tyres more than 2 high</i>	<i>T/TA</i>		
<i>Cycle track</i>	<i>Children and Adults Tripping hazard , physical injury</i>	<i>Check surface – not slippery. Asses weather – track not used in wet or icy/snowy conditions. Check for leaves on track. Ensure kept swept.</i>	<i>Ensure site manager informed if need to pressure wash rubber surface</i>	<i>T/TA</i>		
<i>Bikes, scooters, wheeled vehicles</i>	<i>Children and Adults Tripping hazard , physical injury</i>	<i>Daily check on pedals, tyres, grips handles, steering. Staff to give each vehicle a daily 'test drive' to ensure in good working order.</i>	<i>Check for debris around the track.</i>	<i>T/TA</i>		
<i>Grass area/hill</i>	<i>Children and Adults Tripping hazard , physical injury</i>	<i>Ensure grass is kept clear, check for litter, animal faeces, uneven surfaces. Assess length of grass – children not allowed wheeled toys on hill.</i>	<i>Children encouraged to be aware of own space and safety of others – not pushing others down the hill.</i>	<i>T/TA</i>		

Appendix 1: DPS EYFS Half -Termly Risk Assessment

Inside Areas/Continuous Provision						
What are the Hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary	Action by who?	Action by when?	Completed
<i>Injury from electric sockets</i>	<i>Children + Adults Electrical shock</i>	<i>Children informed not to touch sockets and not asked to switch appliances on or off</i>	<i>Children to made aware of the dangers of electricity</i>	<i>T/TA</i>		
<i>Trapping hazard from hinges on doors</i>	<i>Children + Adults Physical injury</i>	<i>Finger guards are fitted</i>	<i>Children informed of correct way of opening doors and not to put hands near hinges</i>	<i>T/TA</i>		
<i>Tripping / slipping due to poor flooring</i>	<i>Children + Adults Physical injury</i>	<i>Flooring checked regularly and issues reported to site manager</i>	<i>Tears, rips or uneven flooring to be reported to site manager</i>	<i>T/TA</i>		
<i>Ineffective heating / ventilation</i>	<i>Children + Adults Unhygienic</i>	<i>Monitor heating and level of ventilation</i>	<i>Inform site manager of any problems or concerns</i>	<i>T/TA</i>		
<i>Tripping / injury due to trailing wires and cables</i>	<i>Children + Adults Physical injury</i>	<i>Cables and wires are secured/safely stored</i>	<i>Checks to be made regularly to ensure there is no tripping hazard</i>	<i>T/TA</i>		
<i>Slipping injury due to sand/water/paint or play dough on floor</i>	<i>Children + Adults Physical injury</i>	<i>All spillages are swept/mopped up as soon as they occur</i>	<i>Checks to be made regularly to ensure there is no slipping hazard</i>	<i>T/TA</i>		
<i>Unsuitable storage of equipment not accessed by children</i>	<i>Children + Adults Physical injury</i>	<i>Equipment stored safely in boxes or cupboards</i>	<i>Checks to make sure equipment is safely stored and not at height</i>	<i>T/TA</i>		
<i>Unhygienic use of sand, water, malleable materials</i>	<i>Children + Adults Unhygienic</i>	<i>Sand and water changed regularly and checked for sharp/foreign objects , containers cleaned regularly</i>	<i>Children to be informed of the need for hygiene procedures such as washing hands Children encouraged to be responsible for own cleanliness</i>	<i>T/TA</i>		
<i>Insecure doors</i>	<i>Children + Adults Personal safety</i>	<i>Door kept shut/secure at all times and checked regularly</i>	<i>Problems with locks/security to be reported to site manager</i>	<i>T/TA</i>		
<i>Poor Cleanliness of fabrics and cushions</i>	<i>Children + Adults</i>	<i>Covers washed regularly</i>	<i>Covers to be replaced when worn out/ripped</i>	<i>T/TA</i>		
<i>Protruding objects at eye level</i>	<i>Children + Adults Physical injury</i>	<i>Checks made to identify hazards</i>	<i>Check to be done daily as part of daily assessment and hazard removed</i>	<i>T/TA</i>		
<i>Sharp edges / corners</i>	<i>Children + Adults Physical injury</i>	<i>Children made aware of edges and corners</i>	<i>Check to be done daily as part of daily assessment and hazard removed</i>	<i>T/TA</i>		
<i>Scissors and other sharp tools and equipment (cellotape dispenser etc.)</i>	<i>Children + Adults Physical injury</i>	<i>Children are shown safe ways to handle and store scissors/dispensers and usually under supervision when in area</i>	<i>Staff encourage safe storage and scissors /dispensers checked that they are fit for purpose</i>	<i>T/TA</i>		

Appendix 1: DPS EYFS Half -Termly Risk Assessment

Snack Area						
What are the Hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary	Action by who?	Action by when?	Completed
<i>Choking on fruit – snack</i>	<i>Children</i>	<i>Staff in EYFS have attended paediatric first aid training and are aware of how to treat a choking child.</i>	<i>Inform children of what to do if someone chokes. Ensure staff know how to deal with choking incidents</i>	<i>T/TA</i>		
<i>Foods/allergens</i>	<i>Children who are allergic to specific foods</i>	<i>List of children who are allergic to specific foods are identified in setting Photo/name and specific allergies listed. All staff are informed including Catering staff.</i>	<i>Inform children of children who can't eat certain foods as well as staff.</i>	<i>All staff</i>		
<i>Fridge</i>	<i>Adults Physical injury/ Unhygienic</i>	<i>Fridge stored in separate area children have no access to this. Regularly cleaned</i>	<i>Ensure daily cleaning of fridge. Removal of foodstuff/milk</i>	<i>T/TA</i>		
<i>Tripping / slipping due to spillages</i>	<i>Children + Adults Physical injury</i>	<i>Flooring checked regularly and all spillages mopped up immediately</i>	<i>Children to be informed that they must clean up after they have eaten and report all spillages to a member of staff.</i>	<i>T/TA</i>		
<i>Unhygienic/ dirty equipment</i>	<i>Children + Adults Unhygienic</i>	<i>Children informed of correct use of equipment and it's changed/cleaned regularly</i>	<i>Equipment to be replaced when damaged. System in place for cleaning used plates/cups</i>	<i>T/TA</i>		
<i>Water bottles</i>	<i>Children + Adults Unhygienic</i>	<i>Ensure water bottles are taken home every day and bottles washed/fresh water</i>	<i>Check no old water bottles have been left in snack area</i>	<i>T/TA</i>		
<i>Milk out of date</i>	<i>Children + Adults Physical injury</i>	<i>Check to be done daily as part of daily snack</i>	<i>Ensure all 'used' milk containers are removed from snack area when finished with</i>	<i>T/TA</i>		
<i>Food/fruit storage/perishable foods/unrefrigerated foods</i>	<i>Children + Adults Unhygienic</i>	<i>Food is only out for rolling snack session. Non perishables in appropriate air tight containers, fruit checked daily, checking of use by dates</i>	<i>Clean fruit containers, food storage containers, perishables (eg margarine) put back in fridge after rolling snack</i>	<i>T/TA</i>		
<i>Protruding Chairs, snack table</i>	<i>Children + Adults Physical injury</i>	<i>Children limited to 4 at snack table at a time. Chn told to push chairs in after use</i>	<i>Staff to ensure snack area kept clear and no protruding chairs. Children encouraged to push in chairs</i>	<i>T/TA</i>		

Appendix 1: DPS EYFS Half -Termly Risk Assessment

Entrances and Corridors						
What are the Hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary	Action by who?	Action by when?	Completed
<i>Insecure entrance/exit doors</i>	<i>Children + Adults Personal safety</i>	<i>Door kept shut/secure at all times and checked regularly</i>	<i>Problems with locks/security to be reported to site manager</i>	<i>T/TA</i>		
<i>Injury from electric sockets</i>	<i>Children + Adults Electrical shock</i>	<i>Fitting socket covers</i>	<i>Daily checks to ensure covers are in place</i>	<i>T/TA</i>		
<i>Trapping hazard from doors</i>	<i>Children + Adults Physical injury</i>	<i>Adults to open and shut doors , finger guards in place</i>	<i>Children to be told not to open and shut main doors with access to outside</i>	<i>T/TA</i>		
<i>Fire signage</i>	<i>Children + Adults Personal safety</i>	<i>Ensuring adequate signage and regular evacuation practices</i>	<i>Continue with evacuation practices and inform site manager if signage unclear/damage/need replacing</i>	<i>T/TA</i>		
<i>Tripping / slipping due to poor flooring</i>	<i>Children + Adults Physical injury</i>	<i>Daily risk assessment of flooring and issues reported to site manager</i>	<i>Tears, rips or uneven flooring to be reported to site manager</i>	<i>T/TA</i>		
<i>Ineffective heating / ventilation</i>	<i>Children + Adults Unhygienic</i>	<i>Monitor heating and level of ventilation</i>	<i>Inform site manager of any problems or concerns. Add ventilation by opening windows as required</i>	<i>T/TA</i>		
<i>Tripping / injury due to trailing wires and cables</i>	<i>Children + Adults Physical injury</i>	<i>Ensure cables are safely secured and out of reach</i>	<i>Daily checks. Reinforce message that children are not t touch cables</i>	<i>T/TA</i>		
<i>Contractors working on the premises</i>	<i>Children + Adults Physical injury</i>	<i>Areas to be cordoned off, contractors to be signed in</i>	<i>Prior to visit procedures are put in place with contractors</i>	<i>T/TA</i>		
<i>Protruding coat pegs at eye level</i>	<i>Children + Adults Physical injury</i>	<i>Children are shown how to walk in cloakroom areas, supervision by TA's in areas</i>	<i>Children told to walk in cloakroom areas. Keep cloakroom floors free of clutter/trip hazards</i>	<i>T/TA</i>		

Appendix 2: DPS EYFS Daily Risk Assessment

Davyhulme Primary Daily Safety Checklist

Week beginning (date): _____

Before the day starts have you checked (please tick)

Indoor Areas	Mon	Tue	Wed	Thurs	Fri
cloakroom Area – clean/tidy, floor, lighting, trip hazards, defects					
Windows and doors – secure, defects					
Electrics – sockets, no trailing wires, appliances visual check					
Play equipment – safe, clean and free from defects					
Surfaces- check for trip hazards or defects.					
Check toys for defects					
Check furniture for safety issues- sharp edges, missing parts					
Mobile phones secured and locked away					
Toilets- check if clean, broken or damaged.					
Doors/gates to the walk in cupboards/kitchen are closed					

Outdoor Areas	Mon	Tue	Wed	Thurs	Fri
Play equipment – safe and free from defects					
Surfaces – check for any trip hazards or defects					
Gates – Locked and secure					
Role play shed – check for safety, hazards, defects					
Sand Area checked for foreign objects					
Check for Litter, sticks, bricks, branches, animal excrement's/carcasses, weeds, nettles. (including Grass/ flower beds/planters)					
Canopies- rips, tears, attached securely.					
Check under the veranda, sweep if necessary					
Structure-cracking, breaking, warping, loosening and bending.					
Check drain holes are clear and covered with grill					
Moving parts- bikes/trikes, wooden brick trolley- check if broken or damaged, need lubrication.					
Furniture- broken parts, sharp edges, missing parts					

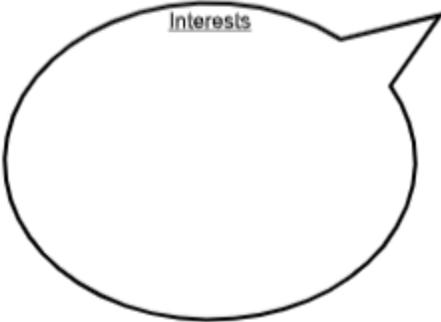
Appendix 2: DPS EYFS Daily Risk Assessment

Please note and date anything of significance, including any remedial action taken (please date):	Signature and Print Name: Teacher and Teaching assistant to sign.
	Monday:
	Tuesday:
	Wednesday:
	Thursday:
	Friday:

Appendix 3: Nursery Baseline Observation Sheet

Nursery Baseline

Name: _____ Week Beginning: _____ Term: _____

	<u>Personal, Social and Emotional Development</u>	<u>Communication and Language</u>
	<u>Physical</u>	<u>Mathematics</u>
	<u>Understanding of the World</u>	<u>Literacy</u>
		<u>Expressive Arts and Design</u>

