

Acorn Trust Early Years Foundation Stage (EYFS) Policy



Written by: EYFS team

Date Written: September 2018

Review Date: September 2019

Chair Signature:

Mission Statement

The Acorn Trust is a Multi-Academy Trust established with the aim of providing outstanding learning and opportunities for the children within its care.

Children are our nation's most precious resource. Their school life and learning experience will shape them for the whole of their lives

1.1.1 Safeguarding Statement

At the Acorn Trust we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in the Safeguarding Policy apply to all staff, volunteers and governors.

Early Years Foundation Stage (EYFS) Policy

Contents:

[Statement of intent](#)

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [Aims](#)
4. [Learning and development](#)
5. [Inclusion](#)
6. [The learning environment and outdoor spaces](#)
7. [Assessment](#)
8. [Safeguarding and welfare](#)
9. [Mobile phones and devices](#)
10. [Health and safety](#)
11. [Staff taking medication or other substances](#)
12. [Staffing](#)
13. [Information and records](#)
14. [Parental involvement](#)
15. [Transition periods](#)
16. [Monitoring and review](#)

Statement of intent

The Acorn Trust greatly values the importance of the Early Years Foundation Stage (EYFS) in providing a secure foundation for future learning and development. This policy has been developed in conjunction with the relevant DfE guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's 'school readiness' and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We seek to provide:

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

1. Legal framework

- 1.1. This policy has due regard to statutory legislation, including, but not limited to, the following:
 - Childcare Act 2006
 - The Safeguarding Vulnerable Groups Act 2006
 - The GDPR
 - Data Protection Act 2018
- 1.2. This policy has due regard to statutory guidance including, but not limited to, the following:
 - DfE (2017) 'Statutory framework for the Early Years Foundation Stage
 - 'DfE (2018) 'Keeping children safe in education'
 - DfE (2018) 'Working together to safeguard children'
 - DfE (2015) 'The prevent duty'
- 1.3. This policy is intended to be used in conjunction with the following Trust and schools' policies:
 - Special Educational Needs and Disabilities (SEND) Policy
 - Teaching and Learning Policy
 - Child Protection and Safeguarding Policy
 - Allegations of Abuse Against Staff Policy
 - Drug and Alcohol Policy
 - Whole-School Food Policy
 - Equal Opportunities Policy
 - Supporting Pupil's with Medical Conditions Policy
 - Health and Safety Policy
 - Recruitment Policy
 - Data Protection Policy
 - Acceptable IT Usage Policy for Staff
 - Mobile Phones Policy
 - Complaints Procedures Policy
 - Intimate Care Policy

2. Roles and responsibilities

- 2.1. The Trustees have the overall responsibility for ensuring there is a policy in place to safeguard children that includes an explanation of the action to be taken when there are safeguarding concerns about a child, the use of mobile phones and cameras, and staff safeguarding training requirements. These issues are addressed in part in this policy and in further detail in the Trust's Child Protection and Safeguarding Policy and Acceptable IT Usage Policy for Staff.
- 2.2. The Trustees have the overall responsibility for ensuring there is a policy in place in the event of an allegation being made against a member of staff. These issues are addressed in the school's Allegations of Abuse Against Staff Policy.
- 2.3. The Trustees have the overall responsibility for the implementation of this policy.

- 2.4. The Trustees have overall responsibility for ensuring that this policy does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 2.5. The Trustees have responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- 2.6. The EYFS lead, in conjunction with the Executive Headteacher, has responsibility for the day-to-day implementation and management of this policy.
- 2.7. Staff, including teachers, support staff and volunteers, are responsible for familiarising themselves with, and following, this policy.
- 2.8. Staff, including teachers, support staff and volunteers, are responsible for remaining alert to any issues of concern in children.

3. Aims

- 3.1. Through the implementation of this policy, we aim to:
 - Give each child a happy and positive start to their school life in which they can establish a solid foundation for a love of learning.
 - Enable each child to develop socially, physically, intellectually and emotionally.
 - Encourage children to develop independence within a secure and friendly atmosphere.
 - Support children in building relationships through the development of social skills such as cooperation and sharing.
 - Work alongside parents to meet each child's individual needs to ensure they reach their full potential.
- 3.2. Four guiding principles shape our practice:
 - Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
 - Children learn to be strong and independent through positive relationships.
 - Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between the school and parents.
 - Children develop and learn in different ways and at different rates.
- 3.3. To put these principles into practice, each school:
 - Provides a balanced curriculum which takes children's different stages of development into account.
 - Promotes equality of opportunity and anti-discriminatory practice.
 - Works in partnership with parents.
 - Plans challenging learning experiences, based on individual needs, which are informed by observation and assessment.
 - Implements a key person approach to develop close relationships with children.
 - Provides a safe and secure learning environment.

4. Learning and development

- 4.1. The EYFS curriculum is based on an observation of children's needs, interests and stages of development.
- 4.2. In partnership with parents, each school promotes the learning and development of pupils to ensure they are ready for the next stage of education.
- 4.3. There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two sections – prime and specific; however, all the sections are interconnected and important.
- 4.4. The 'prime' areas of learning and development are:
 - Communication and language
 - Listening and attention
 - Understanding
 - Speaking
 - Physical development
 - Moving and handling
 - Health and self-care
 - Personal, social and emotional development
 - Self-confidence and self-awareness
 - Managing feelings and behaviour
 - Making relationships
- 4.5. The 'specific' areas of learning and development are:
 - Literacy
 - Reading
 - Writing
 - Mathematics
 - Numbers
 - Space, shape and measure
 - Understanding the world
 - People and communities
 - The world
 - Technology
 - Expressive arts and design
 - Exploring and using media and materials
 - Being imaginative
- 4.6. Activities are planned to reflect children's interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

- 4.7. The child's keyperson and/or the EYFS lead will discuss any cause for concern in a child's progress, especially in the prime areas of learning, with the child's parents. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have a special educational need or disability which requires additional support.
- 4.8. Each school takes reasonable steps to provide opportunities for children with EAL to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to reach a good standard of English. During assessment, if a child is found to not have a strong grasp on English, the child's keyperson and/or the EYFS lead will contact the child's parents to establish their home language skills to assess if there is cause for concern about a language delay.
- 4.9. Each area of learning and development will be implemented through a mix of adult-led and pupil-initiated activity.
- 4.10. Each school will respond to each child's emerging needs and interests, guiding their development through friendly and positive interaction.
- 4.11. Play is important to learning and development and we therefore do not make a distinction between work and play.
- 4.12. Activities are planned with regard to three characteristics of effective teaching and learning in the EYFS:
 - Playing and exploring – children investigate and experience things.
 - Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
 - Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

5. Inclusion

- 5.1. All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.
- 5.2. The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.
- 5.3. The Equal Opportunities Policy ensures that the needs of all children are met, regardless of any protected characteristics they have.
- 5.4. Each school's Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible.
- 5.5. SEND in the EYFS setting will be monitored and managed by the school's SENDCO and EYFS lead.

6. The learning environment and outdoor spaces

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

- 6.2. Children have access to an enclosed outdoor play area, and daily outdoor activities are planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.
- 6.3. There are toilet facilities in each EYFS classroom and there are hygienic changing facilities containing a supply of equipment and spare clothes.

7. Assessment

- 7.1. Assessment plays an important part in helping each school to recognise children's progress, understand their needs, plan activities, and assess the need for support.
- 7.2. Parents will be kept up-to-date with their child's progress and development, and the child's key person and/or the EYFS lead will address any learning and development need in partnership with parents.
- 7.3. Formative assessments are used to assess the learning and development of children in the EYFS. Staff members will observe children to understand their level of achievement, interests and learning styles. This information will then be used to shape learning experiences for each child.
- 7.4. Assessment evidence is recorded via electronic and paper methods which are limited to that which is absolutely necessary to promote children's successful learning and development. Parents wishing to access the Tapestry parent postcard facility are requested to sign a usage agreement prior to receiving an invitation to join the service.
- 7.5. Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.

8. Safeguarding and welfare

- 8.1. All necessary steps are taken to keep the children in our care safe and well, promoting good health, managing behaviour, ensuring that the premises, furniture and equipment are safe and suitable for purpose.
- 8.2. Staff will ensure that records are maintained, policies and procedures are adhered to and the setting is managed to meet the children's stage of development and individual needs.
- 8.3. Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy, and all members of staff in the EYFS are required to read this policy as part of their induction training.
- 8.4. Designated Safeguarding Leads and deputies are listed in the appendix.
- 8.5. The DSL is responsible for safeguarding children and liaising with local children's services as appropriate.
- 8.6. The deputy DSLs will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL.
- 8.7. The DSL and deputy DSLs will undertake child protection training as required.
- 8.8. Staff will receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

9. Mobile phones and devices

- 9.1. For the purposes of this policy, the term 'mobile phone' refers to any electronic device that can be used to take images or record videos, including tablets.
- 9.2. Photography policies and procedures are addressed in full in our Acceptable IT Usage Policy for Staff.

Use of mobile phones by staff members

- 9.3. Staff members must not use personal mobile phones or cameras when children are present.
- 9.4. Staff may use mobile phones on school premises outside of working hours when no children are present.
- 9.5. Staff may use mobile phones in the staffroom during breaks and non-contact time.
- 9.6. Mobile phones should be safely stored and in silent mode whilst children are present.
- 9.7. Staff must take school mobile phones on trips which may be used in emergencies and should not be used when children are present. Personal mobile phones must not be used to take images or videos at any time during trips.
- 9.8. Staff who do not adhere to this policy will face disciplinary action.
- 9.9. Staff may use their professional judgement in emergency situations.
- 9.10. Staff must report any concerns about another staff member's use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy and the Allegations of Abuse Against Staff Policy.

Use of mobile phones by parents, visitors and contractors

- 9.11. Posters are used around the school to indicate that it's a mobile free zone.
- 9.12. Parents, visitors and contractors are not permitted to take photographs or record videos without prior permission.
- 9.13. Parents may take photographs and videos only containing their own child during school events.
- 9.14. Parents may take group photographs at school events but only with the informed consent of the parents of the children involved.
- 9.15. The school strongly advises against the publication of any photographs or videos taken at the school or school events on social media
- 9.16. Staff must report all concerns about parents, visitors and contractors to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

Use of the school's mobile phones and cameras

- 9.17. Staff are provided with a school device to ensure that only school devices are used to take photographs and videos.

- 9.18. School devices must have passcode protection.
- 9.19. School devices must only be used for work related matters.
- 9.20. School devices must only be used to take photographs in the presence of another staff member and only with the consent of the child's parent.
- 9.21. Staff must not take photographs of bruising or injuries for child protection reasons. Instead, recording concerns forms and body maps are used to record observations relating to child protection concerns – these can be acquired from the DSL or Deputy DSLs.
- 9.22. Where staff members have concerns over material on a school device, they must report all concerns to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

10. Health and safety

- 10.1. First-aid boxes are located in all EYFS classrooms.
- 10.2. Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered. Prescription medicines, and non-prescription paracetamol suspension, are only administered to a child where written permission for that particular medicine has been obtained from the child's parent or carer. A written record is kept on consent forms each time a medicine is administered to a child and we inform the child's parents and/or carers on the same day.
- 10.3. Training is provided for staff where the administration of medicine requires medical or technical knowledge.
- 10.4. The Trust's Supporting Pupil's with Medical Conditions Policy outlines the procedures for administering medicines.
- 10.5. The child's keyperson or EYFS lead will report any accident or injury involving a child to their parents on the day it occurs, and any first-aid treatment administered to a child will also be reported to their parents.
- 10.6. Accidents and injuries will be recorded in an accident book, located in all EYFS classrooms.
- 10.7. The Executive Headteacher will report any serious accident, illness, injury, or death of a child whilst in the school's care to Ofsted as soon as is reasonably practicable, but within 14 days of the incident occurring. Local child protection agencies will also be notified.
- 10.8. The schools have a Fire Evacuation Plan in place.
- 10.9. Any food or drink provided to children is healthy, balanced and nutritious as outlined in the Food and Allergens Policy.
- 10.10. The Executive Headteacher will notify Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident.
- 10.11. Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded.
- 10.12. Fresh drinking water is available at all times.
- 10.13. Smoking is not permitted on the school premises.
- 10.14. The Health and Safety Policy outlines the full health and safety policies and procedures.

11. Staff taking medication or other substances

- 11.1. The Trust implements a zero-tolerance approach to drugs and alcohol misuse, as outlined in the Drug and Alcohol Policy.
- 11.2. The use of alcohol or any other substance that may affect the ability to care for children by a member of staff will not be tolerated. If there is a reason to believe a member of staff is under the influence of alcohol or any other substance, they will not be allowed to work directly with children and further action will be taken.
- 11.3. Any member of staff taking medication which may affect their ability to care for children will seek medical advice. Staff will only be allowed to work directly with the children if it is confirmed that the medication is unlikely to impair their ability to look after children properly.
- 11.4. Any medication used by staff is securely stored in the school office.

12. Staffing

- 12.1. A robust Recruitment Policy is in place, which aims to ensure that members of staff employed in the EYFS are suitable.
- 12.2. Upon employment, all EYFS staff receive induction training to ensure that they understand their roles and responsibilities, including information about emergency evacuation procedures, safeguarding, child protection and health and safety.
- 12.3. Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.
- 12.4. All members of staff who have contact with children and families will be supervised by the EYFS lead. The supervision will provide opportunities for staff to:
 - Discuss any issues, particularly concerning the development or wellbeing of children, including any child protection concerns.
 - Identify solutions to address issues.
 - Receive coaching to improve their effectiveness.
- 12.5. The EYFS lead holds at least a full and relevant level 3 qualification alongside at least two years' experience working in an early years setting. At least half of the other EYFS staff hold a full and relevant level 2 qualification.
- 12.6. Another member of the Senior Leadership Team will provide cover for the EYFS lead in their absence and is deemed fully qualified to do so by the EYFS lead and executive headteacher.
- 12.7. There will be at least one member of staff on the school premises at all times who has a current paediatric first-aid (PFA) certificate.
- 12.8. Any member of staff who has sole responsibility for looking after a group of children will also hold a PFA certificate.
- 12.9. All newly qualified staff with a level 2 or 3 qualification will be PFA trained.
- 12.10. The Trust will organise PFA training to be renewed every three years.

- 12.11. The list of staff who hold PFA certificates can be found in the school's staffrooms.
- 12.12. The school provides a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory framework for the Early Years Foundation Stage'.
- 12.13. Only members of staff with level 2 English and maths qualifications will count towards the staffing ratios at level 3.
- 12.14. The Trust adopts the following staffing ratios:
- For children aged two, there is one member of staff for every four children. At least one staff member holds a full and relevant level 3 qualification, and at least half of the other staff members hold full and relevant level 2 qualifications.
 - For children aged three and over:
 - Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is working directly with the children, there is one member of staff for every 13 children, and at least one other member of staff holds a full and relevant level 3 qualification.
 - Where a member of staff does not hold QTS, early years professional status, or another suitable level 6 qualification, there is one member of staff for every eight children. At least one staff member holds a full and relevant level 3 qualification, and at least half of all other staff hold a full and relevant level 2 qualification.
- 12.15. Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios.
- 12.16. Parents will be informed about staffing arrangements and, when relevant and practical, will be involved in staffing arrangement decisions.
- 12.17. Each child is assigned a key person whose role it is to help ensure that every child's care is tailored to meet their individual needs.
- 12.18. The EYFS lead will inform parents of whom their child's key person is and will explain the role of the key person when their child begins attending the school.

13. Information and records

- 13.1. Information is stored in line with the GDPR and the Data Protection Act 2018, and with regard to the school's Data Protection Policy.
- 13.2. The following information is recorded for each child:
- The child's name and date of birth
 - The name and address of every parent or carer who is known to the school, and which parent or carer the child normally lives with
 - The emergency contact details of the child's parent or carer
- 13.3. The following information about the school is recorded:
- The school's name, address and telephone number
 - The school's certificate of registration

- The name, address and telephone number of anyone who will regularly be in unsupervised contact with the children
- A daily record of the names of the children being cared for in the school, their hours of attendance, and the names of each child's key person

13.4. The following information is made available to parents:

- The school's privacy notice for parents and pupils
- How the school delivers the EYFS and how parents can access more information
- The daily routine and the activities offered in the school's EYFS and how parents can assist their child's learning at home
- How the school's EYFS supports children with SEND
- Details of the food and drink provided to the children
- Information about the policies and procedures in place in the school's EYFS

13.5. Ofsted will be notified if there are any changes to the following:

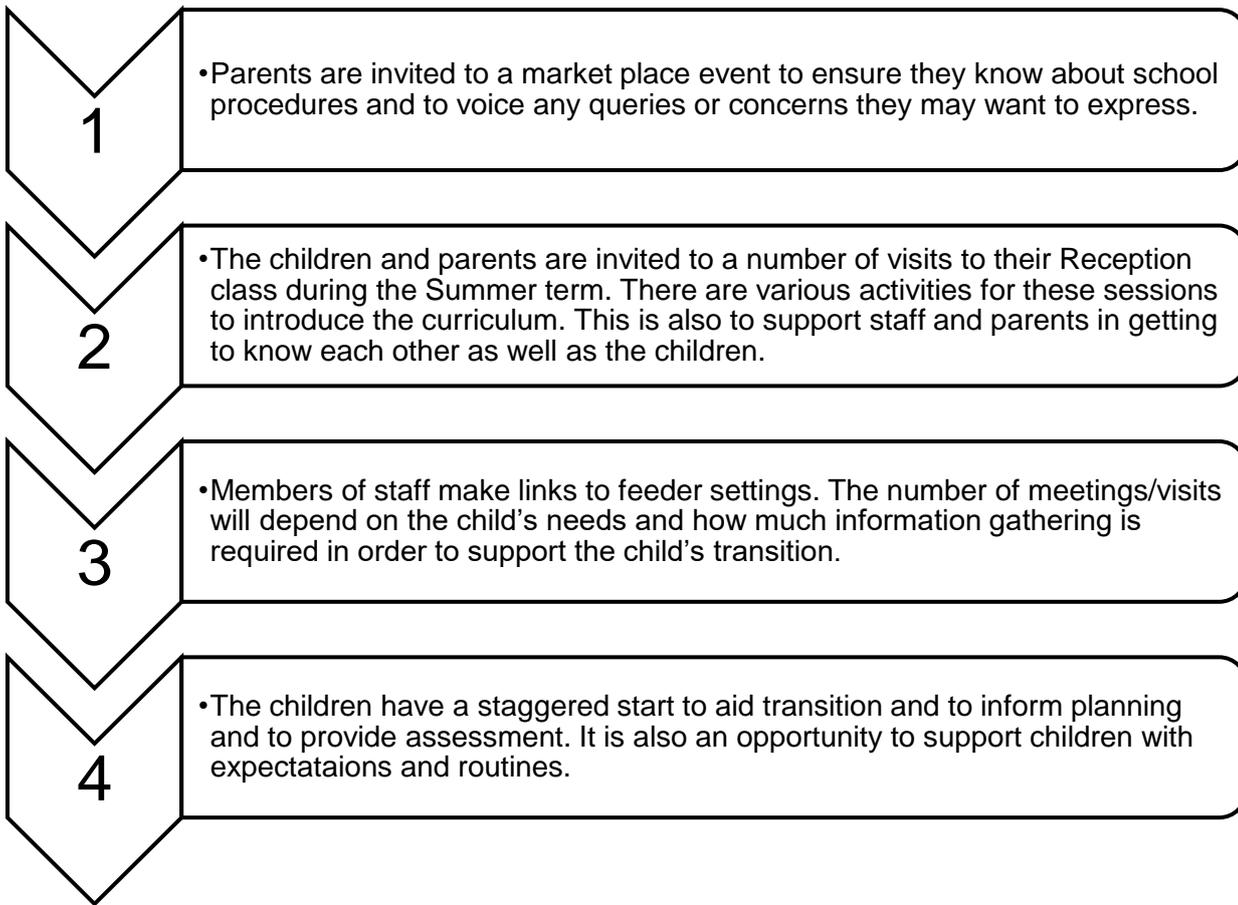
- The address of the school
- The school's contact details
- The hours during which care is provided
- Any significant event which is likely to affect the suitability of the school or any person who cares for, or is in regular contact with, children to look after children

14. Parental involvement

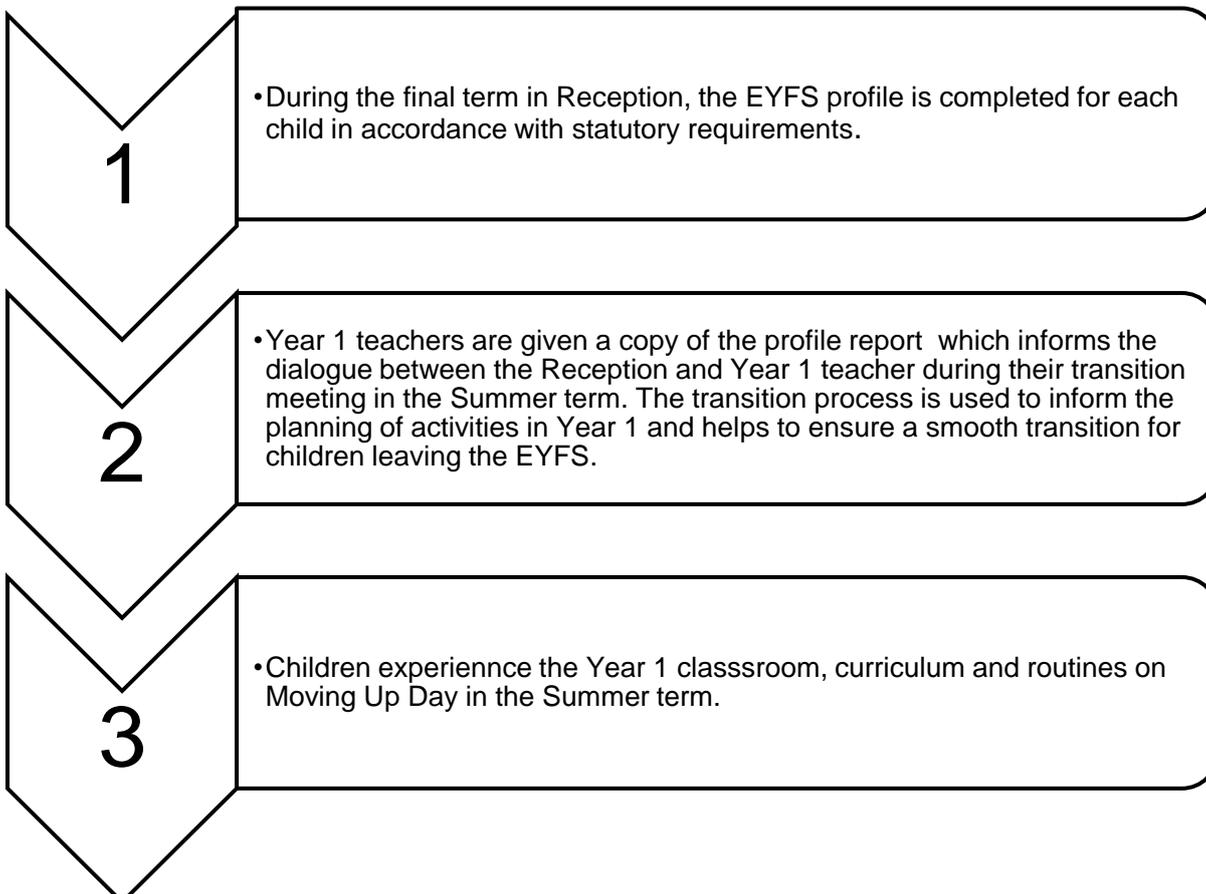
- 14.1. We firmly believe that the EYFS cannot function without the enduring support of parents.
- 14.2. Before a child starts in our school or nursery we invite parents to talk about their child and offer the child the opportunity to spend time in the setting
- 14.3. Parents are invited to two parents' evenings; however, the school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day.
- 14.4. Parents are asked to sign permission slips for any visits out of school, use of photographs of their child and using the internet at school.
- 14.5. Parents are asked to complete admission forms, a medical form and to write a brief synopsis about their child to help the school to understand their character and personality.

15. Transition periods

- 15.1. The following process is in place to ensure children's successful transition to Reception class:



The following process is in place to ensure children's successful transition to Key Stage 1:



16. Monitoring and review

- 16.1. This policy is reviewed annually by Trustees and the Executive Headteacher
- 16.2. Any changes made to this policy will be communicated to all members of staff.
- 16.3. All members of staff directly involved with the EYFS are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.
- 16.4. The next scheduled review date for this policy is September 2019.

Appendix 1

The Acorn Trust recognises that pupils should be rewarded for their display of good behaviour. Praise is paramount and the Trust has a robust and effective Behaviour Policy to ensure children in our care are encouraged and rewarded.

In our EYFS classes, we will use the following rewards for displaying good behaviour:

- 'Apples' on the tree or 'Monster points' on the monster throughout sessions including Dojo points in Reception
- Effort o meter
- Certificates/ notes home
- Communication to parents via Tapestry
- Verbal praise shared with child and other children
- Stickers

Sanctions are consistent and in line with the Trust Behaviour Policy but adapted to suit the age and stage of children in the setting.

Step-System for Behaviour (Nursery)

Initial low level disruption. A good strategy to use is to reward the child(ren) sitting next to the disruptive child for sitting and listening so well and not being distracted and initially ignoring the poor behaviour. Should the disruptive child change his/her behaviour as a result of this, he/she should be praised. If the child does not change their behaviour a verbal warning should be given (Step 1)

Step 2 (name written amber face)



- Stop the child
- Go down to the child's level, make eye contact and ensure they are listening. Explain what they have done wrong.
- Write their name/ photograph on the amber sad face.
- Explain to the child what they need to do to get it right and ask "Do you understand?" Encourage a signal "thumbs up" from the child.
- Let them demonstrate this to you.
- Praise the child for following the request.



Step 3 (name written on red face)



- If the child fails to carry out your instruction or continues to make the wrong choices, explain again what they need to do to get it right. Explain that if it is not carried out, they will need 5 minutes time out.
- Write their name/ photograph on the red sad face.



Step 4 (Time Out)



- If the child continues to make the wrong choices, sit the child on the thinking chair for 5 minutes and do not speak during this time.
- After 5 minutes, remind the child why they were on the thinking chair and how they can make it right.
- Praise the child for following the request.
- Wipe their name/ remove their photograph from the amber and red sad faces together.

Record the names of children who have been sanctioned with Time Out on CPOMS.

Westleigh Methodist Sanctions (Reception)

Initial low level disruption. A good strategy to use is to reward the child(ren) sitting next to the disruptive child for sitting and listening so well and not being distracted and initially ignoring the poor behaviour. Should the disruptive child change his/her behaviour as a result of this he/she should be praised.

Step 1	Verbal warning	If the child does not change their behaviour a verbal warning should be given.
Step 2	Name written/ photograph on amber face 	<ul style="list-style-type: none"> • Stop the child • Go down to the child's level, make eye contact and ensure they are listening. Explain what they have done wrong. • Write their name/ photograph on the amber sad face. • Explain to the child what they need to do to get it right and ask "Do you understand?" Encourage a signal "thumbs up" from the child. • Let them demonstrate this to you. • Praise the child for following the request.
Step 3	Name written/ photograph on red face and time out  	<ul style="list-style-type: none"> • If the child fails to carry out your instruction or continues to make the wrong choices write their name/ photograph on the red sad face and sit the child on the thinking chair for 5 minutes and do not speak during this time. • After 5 minutes, remind the child why they were on the thinking chair and how they can make it right. • Praise the child for following the request. • With the child, wipe their name/ remove their photograph from the amber and red sad faces. • Record the names of children who have been sanctioned with Time Out on CPOMS.
Step 4	Buddy Class (Year 1)	<ul style="list-style-type: none"> • If the child continues to make the wrong choices and the 3 steps above have been repeated twice (i.e. time out twice) send the child to have time out in Year 1. After 5 minutes, remind the child why they were sent to another class and how they can make it right. • Praise the child for following the request.
Step 5	Pastoral Team	<ul style="list-style-type: none"> • If the child continues to make the wrong choices and continues once back in class, ask for Mr Rudge or Mrs Waterworth to speak with the child.
Step 6	SLT	<ul style="list-style-type: none"> • SLT will be contacted in Pastoral Team's absence or if deemed necessary after following the steps above.

Appendix 2

Staffing and Qualifications

Bedford Hall Methodist Primary School 2018-2019

2 Year Old Nursery Provision

Mrs Sophie Tague

- Nursery Manager

Miss Nicola Graham

- Deputy Nursery Manager

Miss Rebecca Handley

Miss Rachel Dootson

- Teaching Assistant Level 2

3 and 4 Year Old Nursery

Mrs Kat Nixon

- Teacher

Mrs Gayle Taylor

- Teaching Assistant Level 3

Miss Julie Merga

- Teaching Assistant Level 2

Reception Class

Mrs Victoria Hailwood

- Teacher

Mrs Tracy Young

- Teaching Assistant

DSL – Mrs Amy Burkes

DSL Deputies – Miss Lisa Whittaker, Miss Anna Ganley, Mrs Leann Russell, Mrs Angela Conduit, Miss Sam Keane, Miss Karen Aspinal

Staffing and Qualifications

Westleigh Methodist Primary School 2018-19

3 and 4 year old Nursery Manager

Mrs Jane Mulqueeny

- Teacher (BA Hons, PGCE and QTS)
- Early Years Lead

2 year old Nursery Deputy Manager

Miss Sarah McCole

- Teaching Assistant Level 4
- Paediatric First Aider

Miss Sam Kelly

- Teaching Assistant Level 4

Reception Class

Miss Rebecca Holden

- Class Teacher

Mrs Kirsten Bate

- Teaching Assistant Level 4

Mrs Sarah Cassidy

- Teaching Assistant Level 2

DSL – Mrs Amy Burkes

DSL Deputies – Mrs Xanthe Moragrega, Mrs Jane Mulqueeny, Mrs Sarah Williams, Mr Andrew Rudge.

Appendix 3

Children accessing a sleeping mat: A Good Practice Guide (Created June 2016)

(Incorporating Safe Sleep and Cross infection):

- Sleeping mats should be positioned 15–18 cm apart and be of good quality. Any ripped mats should not be used to avoid cross infection.
- Each child should have individual sheets and blankets or be laundered on a daily basis to support good practice cross infection advice.
- Children's clothing should be clean dry and comfortable. Any clothing with hoods/ cords/ bibs should be removed before the child is settled to sleep/ rest.
- Practitioners should ensure that the room temperature is between 16°-20°.
- Pillows should not be used.
- Sleep Check Logs must be completed for any sleeping child, minimum of every 10 minutes.
- Sleeping mats should be wiped with a detergent solution and dried, this should be included in routine cleaning schedules
- <https://www.wigan.gov.uk/Docs/PDF/WSCB/Safe-sleep-guidance.pdf>

Sleep is very important to a child's wellbeing. There's no set amount of sleep that all children of a particular age need, but here's a guide to the approximate hours of sleep they should aim for. These are hours of sleep based on age, as recommended by NHS Choices (Millpond) Children's Sleep Clinic:

6 months

- daytime: 3 hours
- night time: 11 hours

9 months

- daytime: 2 hours, 30 minutes
- night time: 11 hours

12 months

- daytime: 2 hours, 30 minutes
- night time: 11 hours

2 years

- daytime: 1 hour, 30 minutes
- night time: 11 hours, 30 minutes

3 years

- daytime: 0 to 45 minutes
- night time: 11 hours, 30 minutes to 12 hours

<http://www.nhs.uk/Livewell/Childre Sleep/Pages/howmuchsleep.aspx>