



Harlow Green Community Primary School Early Years Policy 2015-2016

Harlow Green Community Primary School

Early Years Policy

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Section 1 – About Harlow Green’s Early Years

Harlow Green’s EY is a provision set up to ensure high quality teaching and learning for children aged 3-5 years.

Harlow Green Nursery is for children aged 3-4 years old. Children either attend a morning or an afternoon session. Nursery also has its own garden where the children free flow outdoors.

Harlow Green Reception takes children from the age of 4-5 years old. There are two Reception classes in an open plan unit. These children attend all day. Reception also has its own outdoor area where the children are able to access through free flow opportunities throughout the day.

1.1 Head Teacher

Mrs Alison Stephenson is nominated by the Governing Body and has overall Leadership responsibility for the school and setting.

1.2 Early Years Leader

Miss Catherine Coatsworth is responsible for the Early Years provision within school.

1.3 Early Years Teachers

Reception Teachers: Miss Catherine Coatsworth and Mrs Emma Reeves

Nursery Teacher: Miss Jayne Bradshaw

1.4 Early Years Teaching Assistants

Nursery: Mrs Debbie Cunningham

Reception: Mrs Janine Anderson

Mrs KellyAnne Williams

EY staff are responsible for the day to day running of the setting. The EY teachers plan and prepare activities for the children following the Development Matters Framework under the direction of the school’s Early Year’s Leader. The Head Teacher on behalf of the Governing Body is responsible for the administration of admissions and the provision and maintenance of the premises.

1.5 Security Procedures

The EY setting is within the main building of the Primary school and general security systems are in place. The external doors and gates into the building are locked once the normal entry time of children is passed and then entry to school is only through the main school office. Visitors to the

school must sign in and it is a requirement of the Local Authority that any contractors on site have been police checked by their employers.

1.6 Size and Layout of Premises

The setting is housed in a purpose built EY setting with toilet facilities within the Nursery and Reception units. Nursery and Reception both have access to their own outdoor play areas on a daily basis. They will also sometimes access the school playground or field e.g. for climb time, to use the Muga (Multi Use Games Area) for Physical Development activities and the field for Outdoor Learning/Forest School opportunities. EY children will visit the School Hall once a week for Music and Movement sessions.

We ensure that our premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises. We comply with the requirements of health and safety legislation (including fire safety and hygiene requirements). Inspections take place regularly.

1.7 Admission of Children

The Nursery children are admitted once they turn three or the term after their third birthday depending on spaces available.

The Reception children are admitted to compulsory education in the September after their fourth birthday.

1.8 Staff: Child Ratios

Staffing arrangements meet the needs of all children and ensure their safety. Our EY Leader ensures that children are adequately supervised and decides how to deploy staff to ensure children's needs are met.

Only those aged 17 or over are included in ratios (and any staff under 17 are supervised at all times). Students on long term placements and volunteers (aged 17 or over) and staff working as apprentices in early education (aged 16 or over) are included in the ratios if we are satisfied that they are competent and responsible.

1.9 Arrival and Departure Times

Morning Nursery 8.45am – 11.45am

Afternoon Nursery 12.30pm – 3.20pm

Reception – 8.50am – 3.20pm

1.10 Incoming Children

The children and parents are greeted on arrival at their Nursery door or Reception door depending on which part of the setting they attend. The parents leave the children to enter their class. The entrance is closely supervised during this period and also at the end of the school day.

1.11 Register

The register is taken within 15 minutes of the start of the session and returned to the office in line with the schools emergency procedure. A total number of children for each session is written on the whiteboard in the room so that the number can be checked at times of moving around the building or in cases when we need to evacuate the building. In the case of a fire or emergency drill the school admin staff take the register out to the field where registers and children are checked

Section 2 - Learning and Development

2.1 Learning and Play Opportunities

The characteristics of learning underpin the ethos and values of our EY Curriculum. These include: Children's attitudes to learning, their participation and willingness to make choices and decisions, and the extent to which children are active and inquisitive learners who are creative and think critically.

The children are highly motivated, very eager to join in and consistently demonstrate the characteristics of effective learning with high levels of curiosity, imagination and concentration. They listen intently and are highly responsive to adults and each other.

The EY provision plans topics on a half-termly or termly basis depending on the children's needs. Planning meetings are held weekly during PPA to ensure a balanced and coherent set of activities are prepared for the children. All activities are based around a thematic approach throughout our EY. There is a mixture of child initiated and adult led activities. These are all focused around the seven areas of learning. The children have their own input into topics and staff follow the children's interests. Daily EY team meetings ensure observations and assessments underpin and support the activities implemented to facilitate the children's interests, flowing through into daily planning. Our children are active and inquisitive learners who are creative and think critically. We ensure our teaching is of high quality and meets the needs of the range of children in Early Years. Our teaching nurtures, engages and motivates children, includes a broad range of educational activities and is based on accurate assessments of children's learning and development, so that activities and experiences meet their individual or collective needs.

Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking

part in play, which is guided by adults. There is an on going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

Our timetable changes termly depending on the children's needs and abilities. We record in Literacy Busy Books and a Mathematics Busy Books, initially we record once a week and as the year progresses we record at more given opportunities.

We do encourage Plan, Do and Review as part of the weekly timetable as this promotes the characteristics of learning.

2.2 The areas of Learning and Development

There are seven areas of learning and development that must shape educational programmes in Early Years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas are:

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

Children are also supported in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Understanding The World
- Expressive arts and design

We provide activities and experiences for children, as follows.

- Communication and Language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- Physical Development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- Personal, Social and Emotional Development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- Understanding the World involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

2.3 Planning, Delivering and Recording

The quality of teaching overtime is Outstanding and never less than good and highly responsive to children's needs.

All staff are involved in the whole planning process. Long term planning takes place to balance coverage and progression. Medium term planning is done each term and short term plans are prepared for each week. The plans incorporate early learning goals and learning outcomes based on age bands and are informed by the progress the children are making.

The setting contributes to children's physical and emotional health, safety and well-being, including their spiritual, moral, social and cultural development.

In planning and guiding children's activities, practitioners reflect on the different ways that children in the setting learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

- Playing and exploring - children investigate and experience things, and 'have a go';
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Practitioners consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development. Throughout the Early Years, if a child's progress in any area gives cause for concern, staff discuss this with the child's parents and/or carers and agree how to support the child. The child's teacher with the support and advice from the SENCO must consider whether a child may have a special educational need or disability, which requires specialist support. They then would link with, and help families to access, relevant services from other agencies as appropriate.

2.4 Phonics

In Reception the children receive small group phonics every day appropriate to their level of development. We primarily use the RWI (Read, Write, Inc.) Phonics Programme and also use aspects of Jolly Phonics and Letters and Sounds to support the children's learning. From their starting point on entry they make exceptional progress.

2.5 Leadership

We judge our leadership as outstanding. The pursuit of excellence by the EY Leader and EY staff is demonstrated by an uncompromising, highly successful and well-documented drive to improve achievement, or maintain the highest levels of achievement, for all children over a sustained period of time. The training and development of staff is highly focussed and has a significant impact on improving outcomes for children.

The EY Leader is a key leader in the whole school Senior Leadership Team. There is a strong emphasis on leadership and self evaluation the rigour and effectiveness of systems drive improvement, including: Monitoring the quality of provision and children's outcomes; the professional development of staff; evaluation of the impact of actions taken; and setting challenging targets.

Section 3 - Assessment

Children make consistently high rates of progress in relation to their starting points and are extremely well prepared academically, socially and emotionally for the next stage of their education.

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. On going assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, staff respond to their own day-to-day observations about children's progress and observations that parents and carers share.

Assessment does not entail prolonged breaks from interaction with children, nor require excessive paperwork. Paperwork is limited to that which is absolutely necessary to promote children's successful learning and development. Parents and/or carers are kept up-to-date with their child's progress and development. Practitioners should address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.

Accurate assessments, including high quality observations is rigorous, sharply focused and included all those involved in the child's learning and development. Provision across all areas of learning is well planned and based on regular precise assessments of children's achievements so that every child undertakes highly challenging activities.

Daily EY team meetings ensure assessments are discussed and next steps planned.

3.1 Assessment at the end of the EY

In the final term of the academic year, the EY Profile is completed for each child. The EY Profile provides parents and carers and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The EY Profile reflects: on going observations; all relevant records held by Harlow Green; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the early learning goals. Teachers indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('Emerging'). This is the EY Profile.

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. These informs a dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in Year 1.

Harlow Green shares the results of the Profile with parents and/or carers, on an end of year report. Parents/carers are then given the opportunity to come and discuss and areas they wish with the class teacher.

The Profile will be completed for all children, including those with special educational needs or disabilities. Reasonable adjustments to the assessment process for children with special educational needs and disabilities are made as appropriate. Children will have differing levels of skills and abilities across the Profile and it is important that there is a full assessment of all areas of their development, to inform plans for future activities and to identify any additional support needs.

3.2 Information to be provided to the Local Authority

Harlow Green send EY results to the Local Authority – Gateshead. Teachers attend a morning or afternoon of moderation with other teachers in Gateshead prior to submitting the EY early learning goal data. Schools can also undergo the full moderation process before submitting data.

3.3 Gateshead’s SIMMS Early Years Tracker

All children in EY will be assessed on the Gateshead’s SIMMS Early Years Tracker. This will be updated on a termly basis. We measure the proportion of children who have made at least typical or better progress from their starting points, including those with special educational needs, pupil premium and the more able. We ensure that all children all children are ready for the next stage of their education.

3.4 Tapestry

Nursery Children and Reception children will each have an online Tapestry Learning Journal. This will ensure a two way partnership for parents and staff to report on a child’s progress and share their journey in Nursery and Reception. On Tapestry observations, Parents/Carers have the opportunity to see where that observation is judged against for development. This is hosted on a secure server and fully password protected. Each observation added by staff is linked to the development matters age band and characteristics of effective learning.

Section 4 – Learning Environments

4.1 Physical Environment

We judge our EY as Outstanding with a highly stimulating and exceptional organisation of the educational programme reflects rich, varied and imaginative experiences that meet the needs of all children exceedingly well.

4.2 Welcoming Environment

The EY operates on the best practice for Early Years and ensures that procedures are in place for the EY to be an attractive working environment and offers a warm and welcome to the children and their carers. The school has adaptations for children and carers with disabilities.

4.3 Clean and Well-Maintained

The EY is covered by the caretaking and cleaning contract of the school and therefore satisfies all health and safety requirements. General clearing up after activities is taken care of by the staff in the EY.

4.4 Sole use of the Premises

The premises are used solely as EY classrooms and never used for any other activities. Any external visitors or contractors have gone through the required police checks and sign in and out through the school's Main Office area.

4.5 Planning and Building

The EY is housed in a purpose built Early Years Unit.

4.6 Telephone

All administration and contacting of carers is taken care of by the school office once EY staff have informed the school office of their requirements.

4.7 Storage

Equipment is stored safely and easily accessible. Outdoor equipment is stored in an outside container.

4.8 Space

The area used for the EY is a designated early years classroom with clearly identifies activity areas to ensure full use of the whole room. Cupboards are used to store resources that are not needed on a day-to-day basis. Any cleaning equipment is stored in the cleaner's secure cupboard.

4.9 Outdoor Place Space

The EY has access to their own outdoor areas and often use the school playgrounds. Daily risk assessments are carried out before using the outdoor space.

When we feel the children are ready we engage the children in morning break times as part of the transition ready for Year One.

4.10 Toilet Facilities

There are three toilets and basins available within the Nursery environment. If a child needs to be changed there is an area designated for this where changes of clothes are available. Reception has three toilets (one of which is a disabled toilet) and basins within the Reception environment. If a child needs changing, spare clothes are available. Staff follow health and safety guidelines for ratio for changing children.

4.11 Staff Facilities

The staff have access to all the school's staffroom and toilet facilities.

4.12 Kitchen Facilities

EY has its own kitchen next to Nursery and Reception. Risk Assessments are displayed in the kitchen at all times for staff to follow. Health and Safety notices are also displayed. Doors to the kitchen must remain closed at all times.

4.13 Toys and Play Equipment

The toys and play equipment used in the EY are chosen carefully to provide opportunities for developing the seven areas of learning. It is changed regularly. The books used in the EY are chosen for their quality and appropriateness to the age of the children and vetted for bias. Every effort is made to represent the cultural diversity of our world. Toys and play activities used in the EY setting offer equal opportunities and represent a range of cultures. A race relations policy is in operation in the school and is appropriate to the EY also.

4.14 Furniture

Furniture used in the EY is early years furniture belonging to the school and is appropriate to the size and age of the children.

4.15 Safety issues Regarding Equipment

The EY staff are very aware of maintaining safe equipment and any broken equipment is disposed of or repaired when needed.

Section 5 - Safeguarding and Welfare Requirements

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. The safeguarding and welfare requirements, specified in this section, are designed demonstrate how we create high quality and safe, stimulating and welcoming setting children are able to enjoy learning and grow in confidence.

Harlow Green take all necessary steps to keep children safe and well. The requirements in this section explain what we do:

- safeguard children; ensure the suitability of adults who have contact with children;
- promote good health;
- manage behaviour;
- maintain records, policies and procedures.

5.1 Child Protection

Harlow Green is alert to any issues for concern in the child's life at home or elsewhere. We have implement a policy, and procedures, to safeguard children. The Safeguarding policy and Procedures

includes an explanation of the action to be taken in the event of an allegation being made against a member of staff, and cover the use of mobile phones and cameras in the setting.

The Head Teacher is designated to take lead responsibility for safeguarding children in every setting.

All staff are trained to understand their safeguarding policy and procedures, and ensure that all staff have up to date knowledge of safeguarding issues. All staff have received child protection training and are aware of signs linked to possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. These may include:

- significant changes in children's behaviour;
- deterioration in children's general well-being;
- unexplained bruising, marks or signs of possible abuse or neglect;
- children's comments which give cause for concern;
- any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or

5.2 Suitable People – Volunteers

Harlow Green ensures that people looking after children are suitable to fulfil the requirements of their roles. Effective systems are in place to ensure that practitioners, and any other person who is likely to have regular contact with children (including those living or working on the premises), are suitable.

Any volunteer or person working in the premises must obtain an enhanced criminal records disclosure in respect of every person aged 16 and over who:

- works directly with children;
- lives on the premises on which the childcare is provided; and/or
- works on the premises on which the childcare is provided (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).

Staff make volunteers or anybody working on site that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting).

We hold in a Single Record all staff qualifications and checks and vetting processes that have been completed (including the criminal records disclosure reference number, the date a disclosure was obtained and details of who obtained it).

5.3 Behaviour

We judge our behaviour to be good or better. Children's good behaviour shows they feel safe. They gain an understanding of risk through activities that encourage them to explore their environment. Children are learning to respect and celebrate each other's differences and to build their understanding of diversity beyond their immediate experiences.

5.4 Behaviour Statement

The behaviour policy forms the basis of behaviour management in the EY. The children behave, cooperate and share with each other. Make friends, respect each other's differences and build their understanding and respect for different families, people and communities beyond their immediate experiences.

5.5 Encourage Positive Behaviour

Good behaviour is encouraged and praised. Special award stickers are used to reward good behaviour.

5.6 Adult Role

Adults act as good role models by using and encouraging good manners and behaviour.

5.7 Physical Punishments and Interventions

Children are warned about unacceptable behaviour and given time out when it is necessary. No physical punishments are used. Behaviour issues are discussed with parents when they occur.

As part of the curriculum children are encouraged to behave in ways which are safe and understand how to safe and show that they feel safe.

5.8 Learning Right from Wrong

The school's behaviour policy is used as guidance in the nursery. Children are introduced to the school rules through circle time. Children are clearly told what is and what is not acceptable behaviour. After being warned if their behaviour is unacceptable they may be given time out by being asked to sit on a particular chair in a quiet area of the classroom until they are once again settled. They are encouraged to apologise to other children or adults if this is appropriate. The reason for the time out is explained clearly to the child and they are questioned to see if they have understood why what they did was wrong and how they may put it right.

Good behaviour is praised and used as an example to other children. Good manners are encouraged. Children are encouraged to promote good behaviour with each other.

5.9 Equal Opportunities Policy

Policies for equal opportunities and race relations exist in the school and followed by the EY.

5.10 Implementing the SEN Code of Practice.

The SENCO supports the EY setting with advice and information as necessary. The SENCO, Mrs Kirsty Hamilton will speak to parents if concerns raised about their child's progress

5.11 EAL

For children whose home language is not English, Staff take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. Staff ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EY: ensuring children are ready to benefit from the opportunities available to them when they begin Year 1. When assessing communication, language and literacy skills, staff must assess children's skills in English. If a child does not have a strong grasp of English language, practitioners must explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay. Outside agencies are brought in to support with any language barriers.

5.12 Health

We judge our health, safety and wellbeing as outstanding. Children's health, safety and well-being are significantly enhanced by the vigilant highly consistent implementation of robust policies, procedures and practice.

5.13 Hygiene- General Cleaning and Care of Equipment, Washing Hands etc

The setting cleaned on a daily basis by contact cleaners and is always ready for use. However the staff do check that everything is in order during their setting up time. The dressing –up clothes and aprons are washed weekly. Toys are washed regularly and discarded or repaired if broken.

5.14 Spare Clothes and Arrangements for Changing Children

Spare clothes are available in the EY if a child needs to be changed. Two staff members will be present if a child needs to be changed.

5.15 Teaching Hygiene

The children are encourage to flush the toilet when they have been and to wash their hands. If necessary they are shown how to do this. They wash their hands before having fruit and milk, following creative activities, after sand and water play and following outdoor sessions.

5.16 Sandpits

Only sand from approved educational suppliers is used. Our outdoor sandpit is covered and checked before used.

5.17 Food Handling

The free flow snack area is kept cleaned. When baking activities are undertaken strict hygiene principles are employed and anti-bacterial spays are used on surfaces. Healthy eating is promoted through the curriculum.

5.18 Medicine

We have a school policy and procedures for administering medicines.

5.19 First Aid

There are 6 trained First Aiders within school. Mrs Debbie Cunningham is the trained First Aider in EY.

5.20 First Aid Boxes

We ensure there is a first aid box accessible at all times in every EY classroom with appropriate content for use with children. This is checked on a regular basis. The first aid boxes are situated in the Nursery kitchen.

5.21 Sick Children

Sick children are taken to the School office and parents are contacted. Advice given to parents depending on the condition.

5.22 Smoking

The school is strictly a 'No smoking' area.

5.23 Food and Drink

Where children are provided with meals, snacks and drinks, they are healthy, balanced and nutritious. Before a child is admitted to our setting we obtain information about any special dietary requirements, preferences and food allergies that the child has, and any special health requirements. Fresh drinking water is available and accessible at all times. We record and act on information from parents and carers about a child's dietary needs.

All children are encouraged to bring in a water bottle. They do receive milk as part of their snack.

5.24 Information from Parents

Daily fruit is provided as part of the Government's scheme. Parents inform school of allergies and children preferences when this is appropriate e.g. for parties, baking activities or when testing a food as part of a topic. Any allergies or dietary needs are recorded on the information board in the classroom and in the School Office.

5.25 Health and Safety Regulations and Information for Parents

The school and consequently the EY operates under the LEA's health and safety policy and regular updates are made available to all the staff. Parents are made aware of issues that directly affect them and their children. The Head Teacher had overall responsibilities for their health and safety in school but individual adults know their responsibilities.

5.26 Risk Assessment

Harlow Green ensure that we take all reasonable steps to ensure staff and children in our care are not exposed to risks and must be able to demonstrate how they are managing risks. We have some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how we are managing risks if asked by parents and/or carers or inspectors. Risk assessments identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.

New activities are considered in terms of assessment of risk and risk assessment follows any unexpected accidents.

5.27 Outings

In the event of outings taking place the procedures already in place for any school trip will be followed. A separate risk assessment will be undertaken using the EVOLVE.

5.28 Supervision Appropriate to the needs of the Children

The ratio in Nursery is 1:13 .

The ratio in Reception is 1:15.

5.29 Water

Water activities consist only of water tray activities these take place normally in the classroom but in good weather these may be taken outside. The water tray is within sight of an adult at all times. The water in the tray is changed daily and is tepid when filled.

Section 6 - Working in Partnership with Parents and Carers

We judge our relationships with parents as outstanding. We have highly successful strategies to engage parents and carers, including those from different groups, in their children's learning and at home.

6.1 Information for Parents

On admission to each phase of the EY the parents receive the school booklet and information relating solely to that phase e.g. Nursery, Reception. Nursery staff carry out home visits and offer a number of drop in sessions to form the induction process. Reception hold parent's meetings and drops ins to get to know their new intake. Questions can be sought and answered. A weekly 'Going Home Letter' is sent home in Nursery and Reception to inform the parents/careers of learning that has taken place that week. There is also a parent information board in the entrance to Nursery.

Parents are able to approach the school for advice about their child and school can support of they are having difficulties. Parents receive information about their child's education in school and how they can support them at home. Parents can access the schools website and app for information. In

order to engage with parents and to ensure they are informed about their children's achievements and progress we have adopted online learning journals 'Tapestry' where parents have access to their child's learning opportunities. Staff work with parents, engage them in their children's learning and keep parents informed about their children's achievement and progress.

6.2 Children's Departure

Children are seated on the carpet at the end of the session and one adult waits at the door to greet carers. The children are called by name to be reunited with their carer as they arrive. Parents are expected to introduce new adults to the staff for the future collection so that no child is passed on to an unknown adult.

6.3 Parent/Carers Drop Ins

Throughout the year parents/carers are invited in to Early Years to take part in a variety of activities/workshops e.g. Rhyme Time, to read a story, Maths meetings, Reading Meetings, Holly Hop In.

We also hold termly Parents Evenings.

6.4 Home/School Learning

In EY each child has a 'My World Book' that goes home weekly for children to record their learning outside school in.

Nursery also take home a weekly Library Book to share and to carry out a little activity linked to their storybook.

In Reception children take home a weekly reading book and a reading diary, they have an activity homework book where tasks can be linked to Mathematics, Literacy or Topic. The children have a full set of letter sounds and action words, which are given out at the start of the year for children to learn at home. Children also take home a weekly Library book to enjoy.