



EYFS Suitable Premises, Environment and Equipment



A Health and Safety Policy is in place which includes procedures for identifying, reporting and dealing with accidents, hazards and faulty equipment.

Risk Assessment

At Doxey we understand the importance of ensuring that systems are in place for checking that our setting is a safe and secure place for children, staff and other visitors (see the Health and Safety Policy). Our risk assessment procedures are part of a continuous process to prevent any dangerous incident taking place. They are responsibility of all staff as part of their daily duties. A risk assessment of our Foundation Stage unit will be conducted yearly or immediately when the need arises. A visual inspection of both the equipment and the entire premises – both outdoor and indoor – will be carried out daily and recorded in writing if any issues arise.

During the session, practitioners will be vigilant and continuously aware of any potential risks to health and safety arising from:

- The settings environment both indoors and outdoors
- All surfaces both indoors and outdoors
- All equipment used by children or staff

On discovering a hazard staff will take all steps necessary to making themselves and any other people potentially affected safe. They will then notify the EY's Manager who will ensure the necessary action is taken.

There is a risk assessment for the outdoor area and is reviewed regularly. The risk assessment identifies the aspects of the environment that needs to be checked on a regular basis such as:

- the outdoor area floor
- the gates are closed
- the equipment
- supervision

A record is made of these particular aspects and when and by whom they have been checked.

The practitioners at Doxey understand their roles and responsibilities in the event of a fire. The fire exits are clearly identifiable; the fire doors are always free from obstructions and are easily opened from the inside. We have regular evacuation drills so the children are aware of how to behave and where to walk to in case of a fire. All the children file out of the classroom and line up on the playground. An adult checks the toilet areas and close the doors after them. The register is then taken.

Outdoor and indoor spaces, furniture, equipment and toys, must be safe and suitable.

The outdoor play area and facilities, equipment and access to the classroom are suitable for children with disabilities. The classroom is clean, adequately ventilated and well lit. There are windows all around 2 sides of the classroom so the children have adequate access to daylight.

The children have access to an outdoor play area with adequate space to give scope for free movement and well-spread activities. We have an outdoor store to store the children's toys and equipment, which is locked. The children have a separate room for the toilets and a nappy changing area. In the event of a child having a toilet accident i.e. wetting themselves a member of the reception staff will change them. However if they soil themselves their parent is called in to change them.

Organisation

At Doxey we promote equality of opportunity and anti-discriminatory practise and ensure that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability.

All information regarding the children's full name, address, parents, contact details are kept in the school office in a suitable secure filing cabinet. Records on staff and children are only accessible to those who have a right or professional need to see them. All staff is aware of the need for confidentiality.

The Key Persons in each setting are::

Sparkles
Miss Myhill,
Mrs McCaughtrie and,
Mrs Ryan.

Little Stars - Nursery
Mrs Clarke,
Mrs Monaghan and,
Ms Thomson.

Bright Stars - Reception
Mrs Cliffe and,
Mrs Kanwal.

All adults help the children to become familiar with the classroom and school and they develop a genuine bond with the child and the child's parents. The teacher meets the needs of each child in her care and responds sensitively to their feelings, ideas and behaviour.

Talking to the parents to make sure the child is being cared for appropriately for each family. The parents have the opportunity every morning and afternoon to talk with the teachers when they collect their child. Parent's evenings and a weekly newsletter are another way of communication.