



RYDES HILL

PRE-PREP & NURSERY SCHOOL

EYFS Handbook

Tiny hands, big discoveries



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Introduction

Welcome to Rydes Hill, where every child is known, valued and nurtured to become the very best version of themselves.

Our warm and inspiring environment is grounded in a strong sense of family and ambition. From the moment children join us, they are supported and celebrated through every step of their learning journey.

We offer a broad and balanced curriculum, enriched with specialist lessons in P.E., Music, Outdoor Learning, and Art. Small class sizes and experienced teachers ensure that every child is challenged, engaged and inspired, whatever their starting point.

Beyond the classroom, children enjoy a wealth of enrichment opportunities that spark curiosity and build confidence. From performing on stage to exploring nature, they develop independence, character and a lifelong love of learning.

Our close-knit community, often described as the Rydes Hill family, is built on genuine relationships between staff, pupils and parents. Together, we create a nurturing space where every child can thrive.

Faye Messinger, Head

Aims and Principles of the Early Years Foundation Stage

At Rydes Hill, we follow the strands of the Early Years Foundation Stage Curriculum and concentrate our learning opportunities on the three Prime Areas and the four Specific Areas of Learning as well as the Characteristics of Effective Learning. The curriculum of the Early Years Foundation Stage underpins all future learning by supporting, fostering, promoting and developing in the pupils:

- positive attitudes and dispositions towards their learning;
- self-confidence, self-esteem and self-awareness;
- respect for others as well as themselves;
- social skills, self-regulation and emotional well-being;
- language for speaking, understanding, listening and attention
- physical skills (gross motor and fine motor development);
- literacy skills (comprehension, reading and writing);
- mathematical skills (number and numerical patterns);
- understanding of the world (past and present, people, culture and communities, and the natural world);
- imaginative, creative and expressive skills;
- exploration and use of media and materials;
- preparation for Key Stage 1 and beyond.

To achieve our aims, we provide a broad and balanced curriculum ensuring that all children experience the seven areas of learning as outlined by the Department of Education, and we work towards the Early Learning Goals for children's learning.

There are seven areas of learning. The three prime areas are:

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

The prime areas are strengthened and applied through four specific areas:

- Literacy (L)
- Mathematics (M)
- Understanding the World (UTW)
- Expressive Arts and Design (EAD)

The Principles of the Early Years Foundation Stage

We believe that:

- every pupil is a unique, competent learner who can be resilient, capable, confident and self-assured;
- the pupils learn to be strong and independent from a base of secure relationships with others;
- the environment plays a key role in supporting and extending development and learning;
- the pupils develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.

Strategies for Teaching the Early Years Foundation Stage

We are committed to providing a wide range of play activities, both indoor and outdoor, planned and child-initiated, which will promote developmental learning in all areas of the curriculum. Through play, the pupils explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas and learn how to self-regulate and understand the need for rules. They have the opportunity to think creatively alongside others as well as on their own. They communicate with others as they investigate and solve problems. They express fears or act out anxious experiences in controlled and safe situations. We reflect on the different ways the pupils learn and adapt our practice accordingly. We nurture children's development, ensuring they are always ready for the next step in their learning journey.

Pips

Children from six months begin their nursery journey in our Pips class, where we place a strong emphasis on creating a home-from-home environment. At this age, babies are forming their earliest relationships, building trust, and learning about the world through their senses, movement, and interactions with caring adults.

Our approach is rooted in the Early Years Foundation Stage, which recognises that every child is unique and develops at their own pace. We provide a nurturing, calm, and responsive environment where babies feel safe, valued, and confident to explore.

Strong, warm relationships are at the heart of everything we do. Each baby is supported by familiar adults who respond sensitively to their cues, routines, and emotional needs. Through consistent care, cuddles, eye contact, and comforting interactions, babies develop secure attachments that form the foundation for all future learning.

For babies aged 6–12 months, learning happens naturally through everyday experiences. Care routines such as feeding, nappy changing, and sleep times are viewed as valuable opportunities for one-to-one interaction, communication, and emotional connection.

We encourage development through:

- Sensory play using natural, safe, and age-appropriate resources
- Floor-based exploration to support rolling, crawling, sitting, and early standing
- Songs, rhymes, and stories to promote early communication and listening skills
- Treasure baskets and heuristic play to encourage curiosity and independent exploration

Our Pips room is thoughtfully designed to feel calm, welcoming, and familiar, while offering a wide range of experiences. Babies are given opportunities to explore both indoors and outdoors, supporting their physical development and natural curiosity.

We carefully observe each child to understand their interests and developmental stage, allowing us to plan meaningful experiences that gently extend their learning.

We recognise that babies develop at different rates and in different ways. Our practitioners closely observe and track each child's progress, ensuring that support is tailored to their individual needs. We celebrate every milestone, from first smiles and babbles to sitting, crawling, and early attempts at communication.

We value parents as a child's first and most important educators. By working closely with families, sharing observations, and maintaining consistent routines where possible, we ensure that babies feel secure and supported both at home and in nursery.

Seeds

Children typically move into our Seeds room between the ages of one and two. This transition is carefully planned to be seamless and reassuring, ensuring that children feel secure and confident as they continue their learning journey. Familiar routines, consistent expectations, and strong relationships with staff support children during this important stage of development.

Our practice in the Seeds room continues to follow the Early Years Foundation Stage, with children benefiting from the care and guidance of qualified, experienced practitioners who support their development every step of the way.

At this age, children are becoming more aware of themselves and others. Our staff focus on nurturing children's emotional wellbeing by responding sensitively to their needs, offering reassurance, and encouraging independence in a supportive way. Strong relationships remain central, with practitioners continuing to build close bonds with both children and their families.

We support children to:

- Feel confident separating from parents and carers
- Express their emotions through words, actions, and play
- Begin making simple choices and developing a sense of independence

Toddlers learn best through active, hands-on experiences. Our Seeds room offers a stimulating environment where children are encouraged to explore, investigate, and make sense of the world around them at their own pace.

Learning opportunities include:

- **Physical play** to support walking, climbing, balance, and coordination
- **Sensory and messy play** to encourage curiosity and creativity
- **Songs, stories, and role play** to develop early communication and language
- **Practical life experiences**, such as self-feeding and tidying away, to build confidence and independence

Rydes Hill staff are passionate about early years development and continuously plan and deliver exciting, age-appropriate curricula based on children's interests and next steps in learning. Through careful observation and assessment, practitioners tailor experiences that support progress across all areas of the Early Years Foundation Stage.

Children are offered a balance of child-led and adult-guided activities, ensuring learning is both enjoyable and purposeful.

We recognise the importance of strong partnerships with parents and carers. Staff maintain open communication, sharing updates on children's development, routines, and achievements. By working closely together, we create a consistent and supportive approach that helps children thrive.

Acorns

Children typically progress to the Acorns classroom in the term after they turn two. Acorns continues to offer a warm, nurturing environment where children feel safe, valued, and inspired to explore. At this stage, children become increasingly curious and confident learners, eager to engage with new experiences and routines.

As children move into Acorns, they begin to integrate more fully with the wider school community, while still receiving the close support and care expected in the early years.

The daily routine in Acorns introduces more structure, helping children develop a sense of predictability and security while remaining flexible and responsive to individual needs. Children benefit from a thoughtfully planned day that supports their growing independence and readiness for more formal learning.

Children in Acorns enjoy a range of enrichment opportunities taught by specialist teachers, including:

- **Physical Education (P.E.)** and Games, supporting physical development, coordination, and teamwork
- **Outdoor Learning**, encouraging exploration, resilience, and a connection with the natural world
- **Music**, fostering creativity, rhythm, listening skills, and self-expression

These sessions are carefully integrated into the EYFS curriculum and delivered in an age-appropriate and engaging way.

We continue to support children's development across all areas of the Early Years Foundation Stage. As children grow in confidence and understanding, additional focus is given to early phonics and mathematical development, delivered through playful, practical, and meaningful experiences.

Children are supported to:

- Develop listening skills and an interest in sounds and words
- Explore numbers, counting, and simple problem-solving through play
- Build language, confidence, and social skills through interaction and shared activities

Learning in Acorns is a carefully balanced combination of child-initiated and adult-led experiences. Practitioners observe children's interests and use these to plan purposeful activities that extend learning, while also providing structured sessions to introduce new skills and concepts.

Our experienced and passionate staff continue to form strong relationships with both children and their families, ensuring consistency, reassurance, and continuity of care as children progress through the early years.

Oaks

The Oaks classrooms support children aged three to four in the year before they begin school. This is an exciting and important stage of their early years journey, where children develop greater independence, confidence, and readiness for the transition to Reception.

Children in Oaks continue to benefit from familiar staff, ensuring continuity of care and strong, trusting relationships. Alongside this, children are supported by a dedicated class teacher, as well as key workers who know each child well and support their individual learning and wellbeing.

As children move into Oaks, they become increasingly integrated into the wider school community. The daily routine offers a clear structure, helping children develop focus, independence, and an understanding of classroom expectations, while still allowing flexibility and play-based learning in line with the EYFS.

Children continue to enjoy a range of specialist lessons, carefully tailored to their age and stage of development. These include:

- **Physical Education (P.E.)** and Games, promoting physical confidence, coordination, and teamwork
- **Outdoor Learning**, encouraging curiosity, resilience, problem-solving, and a love of the outdoors
- **Music**, supporting creativity, rhythm, listening skills, and self-expression

These sessions enrich the curriculum and support learning across all areas of the EYFS.

In Oaks, children continue to work towards the Early Learning Goals through a curriculum that supports all areas of the EYFS. Learning is engaging, purposeful, and adapted to meet individual needs, ensuring every child is supported and challenged appropriately.

In preparation for school, there is increased focus on:

- **Early phonics**, including listening skills, sound awareness, and early blending
- **Mathematical understanding**, such as number recognition, counting, shape, and simple problem-solving
- **Communication, social skills, and emotional resilience**, supporting confidence and independence

Learning in Oaks is delivered through a **balanced combination of child-initiated and adult-led activities**. Practitioners carefully observe children's interests and plan experiences that extend their learning, while structured sessions support the development of key skills needed for the transition to school.

We continue to work closely with families, recognising the importance of open communication and partnership during this important year. By working together, we ensure children feel confident, supported, and ready for the next stage of their education.

Reception

Whole class teaching sessions take place from the very start of Reception. We want to ensure that the pupils are provided with interesting and challenging activities, so that they work towards achieving their full potential and develop into independent learners.

Teachers ask higher order questions which promote a growth mindset and the characteristics, values and attitudes of more able learners. We foster pupils' curiosity and encourage them to be engaged and to become active learners. Teachers will often use small-group sessions to extend and encourage a particular aspect of learning. The teacher may introduce a particular material, skill, or idea and presents differentiated tasks.

Year 1

During the Summer Term of Reception, a more formal approach to teaching takes place preparing the pupils for the transition to Year 1. Staff work alongside pupils across Key Stage 1 for creative, physical, and expressive activities. A reading book is sent home each day, and more able readers have access to the Key Stage 1 books. Teachers continue to hear children read throughout the week and focus on developing fluency, prosody, and comprehension.

Key Person

The Key Person helps the child to become familiar with the daily routines in our Nursery and to feel confident and safe whilst at School. The Key Person aims to develop a genuine bond with the child and the parents, and offers a settled, close relationship. The Key Person should meet the needs of each child in their care and respond sensitively to their feelings, ideas, and behaviour.

As pupils move into Reception and Year 1, the Key Person will be their Class Teacher.

The role of the Key Person

The Key Person aims to establish a good relationship with the parents, as well as the child, so that parents feel confident about leaving their child at Rydes Hill Nursery.

The Key Person will spend time each day with their key children and will make written observations about them. These observations help the Key Person to plan developmentally appropriate activities for the child, based on their knowledge of the child's interests and preferred learning styles.

The Key Person will update the child's developmental records and communicate with the child's parents about the progress the child is making. This may be either informally at handover time or during a longer conversation arranged at a mutually convenient time.

Assessment and Progression

Regular formative assessments, based on observations, discussions and interactions with EYFS staff, photographs and examples of work, inform everyday planning as well as provide 'learning priorities' for each pupil. An individual profile/ learning journey is compiled for each Nursery pupil, with staff knowledge of the child remaining a priority within the process. This is recorded digitally via an online journal in Nursery, and written observations are kept in their individual folders when the child is in Reception. Observational assessments are then matched against the scales on the EYFS Profile. The pupil's progress is monitored by making best-fit judgements using the Early Years Outcomes and written observations.

When pupils enter Reception, they are assessed by the class teacher. This baseline assessment deals with language, reading/phonic knowledge, problem solving, reasoning, and numeracy skills. The results enable us to plan appropriately and effectively. Assessments are carried out at the end of the year, which, alongside the EYFS Profile, informs the planning for the following year. These also highlight any strengths and weaknesses for individuals/groups as well as areas of the curriculum which need to be addressed. EYFS Profile results are reported to the local authority upon request.

At the end of Reception, this information is reported to the Year 1 teacher to inform the Year 1 planning and ensure a smooth transition that will support and extend children's learning as they move into KS1.

Assessment procedures are an integral part of our teaching and learning process. The focus of assessment is to find out what each child knows and what they can do, based on age-appropriate criteria. The purpose of our assessment procedures is to have a record of each pupil's development across all seven areas of learning at the end of the Foundation Stage, known as the Early Years Foundation Stage Profile.

- On entry, a personal profile is compiled on each child by the class teacher.
- Throughout the Foundation Stage, systematic and on-going assessments of each child's achievements are made by practitioners covering all areas of learning in line with the Surrey Early Years Foundation Stage Learning Goals and "Early Learning Journey" which are assessed at the start and end of the year using a baseline assessment tool.
- Samples of pupils' attainment in writing are assessed against National Curriculum criteria and form the baseline for determining progression and continuity throughout the School.
- Ongoing assessment takes place in all seven areas of the curriculum to inform teachers of positive progress.
- Assessments in all areas of learning are used to inform annual written reports for pupils.
- Assessments are used to inform long, medium- and short-term curriculum planning.

A typical day in the Nursery (Acorns and Oaks)

7.30am - 8.00am	Breakfast club
8.00am - 8.45am	Outside time
8.45am - 9.00am	Registration
9.00am - 10.00am	Continuous provision and group work
10.00am-10.15am	Morning snack
10.15am - 10.45am	Specialist lesson
10.45am - 11.45am	Continuous provision and group work
11.45am - 1.00pm	Lunch and play
1.00pm - 2.30pm	Nap / continuous provision
2.30pm - 2.45pm	Afternoon snack
2.45pm - 3.00pm	Story and songs
3.00pm - 4.00pm	Carpet time and play

Absence

We are required to promptly follow up on pupil absences.

If a child is absent for a prolonged time or if their parents/carers have not told us about the absence, we will attempt to contact the parents/carers and alternative emergency contacts.

For further information, please see our Attendance Policy, including our expectations of parents/carers to report child absences.

Communication with Parents

The first point of contact is your child's Key Person or Room Leader. Their email addresses are available in the Welcome to Nursery booklet you will receive after your child's first settling-in session. Staff are available at the classroom door at the beginning and end of the day for a short conversation. For longer conversations, we ask that you arrange a time to speak with either your child's Key Person or Room Leader so they can dedicate the time to your conversation.

At Rydes Hill Nursery we use an 'online learning journal'. This enables staff to take photographs, videos, and make written observations of the activities that your child does at nursery. You will then have access to this information (using your email address and a secure password to log in) so that you can celebrate their learning at home too. Parents/carers can also add their own photos and comments

The journal is hosted in the UK on dedicated, secure servers. These servers conform to very high safety standards and are proactively managed by a central security team. The safeguarding of our children is very important to us. Everything that is added to the journal will be added to our school account and can only be viewed by the school staff that use the system, and parents/carers using their own login details.

Special Educational Needs

We aim to provide a happy, stimulating, and secure environment for all children, where individual abilities are recognised.

All the pupils are given the opportunity to develop skills to the very best of their ability. We believe in early intervention and provide equipment, resources, and learning activities to meet individual needs.

We aim to work with parents/carers to identify learning needs, to respond appropriately to any area of difficulty, and to formulate an effective strategy to meet these needs.

For further information, please see our Special Educational Needs and Disability (SEND) Policy.

Resources

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the pupils come from and the wider world. We regularly encourage the pupils to make their own selection of the planned activities, as we believe this encourages independent learning. This is balanced with more formal learning, as directed by the teacher, to ensure pupils are ready for life in Reception and Year 1.

We benefit from daily access to specialist teachers, the Friends Hall, the Urnfield Sports Ground and a large school site, which includes generous outdoor spaces.

Staff to Pupil Ratios

We ensure that the appropriate statutory staff to pupil ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged under 2, we have at least 1 member of staff for every 3 children.
- For children aged 2, we have at least 1 member of staff for every 5 children.

- For children aged 3 and over, we have at least 1 member of staff for every 8 children.

Where there is a person with Qualified Teacher Status, Early Years Professional Status, or Early Years Teacher Status, an instructor or another suitably qualified, overseas-trained teacher:

- For classes where the majority of children will reach the age of 5 or older within the school year, we have at least 1 member of staff for every 30 children.
- For all other classes, we have at least 1 member of staff for every 13 children.
- At least 1 other member of staff holds an approved Level 3 qualification or has received approval to be included in the ratios at Level 3 after attaining experience-based route status.

Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children

- At least 1 member of staff must hold an approved Level 3 qualification or have received approval to be included in the ratios at Level 3 after attaining experience-based route status.
- At least half of all other staff hold an approved Level 2 qualification.

Outings

Children must be kept safe while on outings. There is a written risk assessment for all off-site educational visits. Our Risk Assessments include a consideration of staff to pupil ratios.

If a child is missing

Pupils' safety is the School's top priority, both on and off the premises. We have implemented thorough systems and procedures to prevent children from going missing. By following our policies, the risk is minimal. To ensure safety:

- Children are always supervised carefully.
- Appropriate staff to pupil ratios are maintained throughout the school day.
- Registration takes place both in the morning and afternoon with regular head counts in between. Line partners also ensure quick checks that all children are accounted for.
- Children entering and leaving the premises out of normal dismissal times are signed in and out at the School Office.
- Visitors are supervised around the School site.
- Risk assessments are conducted daily in all Early Years classrooms.

For more information, please see the Missing Child policy on our website.

Non-collection of a child

Very occasionally a child may not be collected at the usual or pre-arranged collection time. If this occurs during the main part of the school day, it is rarely a problem. The School Office will try to contact the parents or other named adults to see if there is a reason why they are late and reassure them that the child will be looked after. A problem only arises if a child is not collected by 6.00pm when the School closes.

Please note that a late charge will incur for any child collected beyond 6.00pm at a cost of £27 for every 15 minutes or part thereof.

Up-to-date contact details

It is essential for parents/carers to ensure that the contact details given to the School Office are updated regularly. Parents are requested to list the names of people they are happy for the child to go home with and the order in which we should try to make contact, should an emergency arise whilst the child is at School. This information is recorded on a specific form and then stored in your child's file.

Procedure

In the event that a child is not collected by one of the five nominated people on the list within an hour, then the Head will be informed and they will make the decision as to when to contact the Local Authority Children's Services Department on 0300 470 9100 or 01483 517898 (for out-of- hours Emergency Duty Team). A social worker will then collect the child.

A full report is written recording the details, and this will be filed and saved online, with copies sent to the Head, who will then forward it on to Ofsted if children's services or the police have been contacted.

Biting

Biting can happen for many reasons in Early Years and can be a concern or an uncomfortable subject for parents. Biting can often be painful and frightening for the child who has been bitten. It can also be frightening for the child who bites, because of the reaction it may elicit from those around them. Biting happens for many different reasons, with different children and under different circumstances.

Biting is more common under the age of two due to teething and exploration but is not uncommon in older children. Reasons for biting may be:

- **Attention:** If a child feels that they are not receiving enough attention, they often find a way to make others take notice. Biting is a quick way to become the centre of attention, even if it is negative attention.
- **Independence:** Making choices and needing control over situations are part of growing up, and biting is a powerful and quick way to control others and enables the child to get what they want.

- **Frustration:** Young children often experience a lot of frustration and cannot always express themselves or find the words to express their feelings. This can often result in hitting, pushing, or biting.
- **Stress:** Children sometimes experience events in their lives, such as bereavement, moving to a new home, a new sibling or even starting a new nursery. Biting is one way to express feelings and relieve tension.

When a child is bitten:

Staff need to establish which children were involved in the incident and what the circumstances were leading up to it, so that it can be dealt with effectively.

For the child who has been bitten:

The child needs to be comforted by a nursery staff member. Appropriate first aid should be administered to the bite area. An incident report form should be completed detailing what happened and leaving children's names undisclosed. When the child is collected, a member of the nursery staff should speak to the parent about the incident and reassure them that the incident has been dealt with. The name of the child involved is not shared with the parents/carers.

For the child who has bitten:

A nursery staff member should remove the child from the situation and explain to them that biting is unacceptable behaviour. If the child has good language, the staff member should ask them why they bit the other child, to obtain a greater understanding of the reasoning behind it and deal with it more effectively. The child should apologise to the other child and if necessary or relevant, they should be moved onto another activity away from the child who was bitten. A staff member should encourage the child in the future to speak to a nursery member of staff if they are feeling frustrated rather than bite again. Appropriate behaviour should be reinforced.

Prevention if biting continues:

If a child continually bites, the child should be observed closely to monitor patterns, establishing when and why they are biting, and to see if certain conditions or situations trigger the behaviour.

A meeting will be held with the child's Key Person, Nursery Manager and parents/carers to discuss appropriate and consistent techniques and the strategies to be used, which may include help and advice from the family Health Visitor or other outside agencies.

Sleep

Daytime Rest and Sleep Procedure

To ensure that children have enough sleep for them to develop and for staff to promote best practice for all children and infants in a safe environment.

Method

The Nursery adopts a policy of practice recommended by The Cot Death Society and The Lullaby Trust to minimise the risk of Sudden Infant Death (SIDs). The safety of babies and children is paramount in the nursery, and we promote good practice and ensure that we work in partnership with the parents/carers.

Babies should sleep:

- On their backs.
- At the bottom of the cot.
- Without cot bumpers.
- All cots with wheels need to remain stationary when babies are in them to sleep (brakes on, no rocking).
- In a well-ventilated room where the temperature is between 16-20 degrees.
- With no duvets or pillows.
- With sheets or blankets that cannot become tangled.
- Without any large toys that have the potential to smother the baby.
- With a comforter if they normally have one.
- With mobiles that are out of reach.

Procedure

A child's sleep or rest routine will be discussed with the parent and Key Person when the child attends their settling-in session at the nursery. Staff should be aware of individual needs of babies and children at the nursery. Sleep routines are a very intimate part of a baby's day. Babies/children should not be left to cry themselves to sleep or be left for long periods to 'drop off' to sleep. If a child is not asleep after 15 minutes, then staff should allow them to get up and play for a while before returning to sleep.

We recognise parents' knowledge of their child with regard to sleep routines and will, where possible, work together to ensure each child's individual sleep routines and well-being continues to be met. However, staff will not force a child to sleep or keep them awake against his or her will. They will also not usually wake children from their sleep.

Staff will discuss any changes in sleep routines at the end of the day and share observations and information about children's behaviour when they do not receive enough sleep.

Time restrictions on sleep are often a parent preference and should be discussed before the settling in sessions take place.

When getting a baby or child ready to sleep, staff need to ensure that they have:

- Changed the baby's nappy or ensured that the child has been to the toilet.
- Fed the baby or child or given them a drink.
- Removed all bibs.
- Provided the baby's/child's usual comforter.
- Ensured that the baby or child is not too warm.
- Staff should prepare the baby or child for a sleep by moving to a quieter part of the nursery or room. Some children or babies like to be soothed to sleep with a gentle rub; the use of patting should be gentle and soothing.
- Staff to sit on the floor when a child sleeps on a sleep mat. Staff work with parents to agree a sleep time.
- Babies and young children will not be forced to sleep by pinning down, restraining or leaving to cry themselves to sleep.
- If a baby or child falls to sleep in somebody's arms, they should be placed in the coracle or sleep mat as soon as possible, so that they can continue to sleep undisturbed. If the baby or child has fallen to sleep unexpectedly and it has not been possible for the nappy to be changed or a visit to the toilet, staff within the room should be made aware that the baby needs its nappy changed or the child taken to the toilet once they have woken up.
- Babies' cots should be cleaned and maintained to a high standard. Cots and mats are wiped down after every use using an antibacterial wipe or spray. Any mats or mattresses that become damaged, ripped or torn must be discarded and replaced.

Older Children

Children need sleep and rest periods to help development. Children develop at different rates, and we must meet their needs throughout the day at the nursery. As they grow, they will usually develop a routine which reduces the length or frequency of their daytime sleeps. As children become school-ready and particularly at the end of their pre-school year, the nursery will work with parents to drop a daytime sleep in preparation for school.

Sun Protection

We want to ensure that children can safely enjoy being outside in the sunshine. Children's skin is sensitive and it is important for us to help them care for their skin and avoid skin damage which might lead to problems in later life.

We ask parents to please:

- Provide a bottle of sun-protection cream, clearly labelled with their child's name, which will be kept safely out of the children's reach.
- Apply sun-protection cream in the morning before they leave their child with us.
- Provide their child with a named, wide-brimmed hat, legionnaire-style hat or Rydes Hill cap which will be kept on the child's coat-peg for use each day.

Early Years staff will:

- Apply the sun-protection cream provided by parents for their child after lunch, or when going outside earlier, if no cream has been applied in the morning.
- Apply individual children's sun-protection cream after swimming lessons or after water-play.
- Keep a record (with initials) of when cream has been applied.
- Ensure children wear a hat when outside in sunny weather.
- Ensure fresh drinking water is always available.
- Encourage children to drink more in hot weather.
- Adapt the timetable on particularly hot and sunny days to ensure children do not have too much exposure to the sun.
- Teach children the importance of keeping safe in sunny weather.

Jewellery

The wearing of earrings or ear-studs is not encouraged, but pupils with pierced ears may wear small, discreet studs. Pupils may wear jewellery items of a religious significance under their school uniform, but all items of jewellery should be removed at home before coming to school on days when they have P.E. or swimming lessons. The wearing of jewellery, earrings and ear studs is not permitted for safety reasons during P.E. and swimming lessons.

Photography

When starting school at Rydes Hill and joining the Nursery class, parents are given a consent form to sign if they give permission for their child to be photographed. Pupils in EYFS must only be photographed with the school's managed devices.

When teaching EYFS in their setting, staff must leave their mobile devices and all other electronic devices with photo imaging and sharing capabilities outside the setting (the setting being anywhere EYFS children are, to include external trips or other locations around the School).

At school events, photographs may be taken, as long as these are for personal use only. It is, of course, inappropriate and distracting to use a camera during dramatic or musical performances; therefore, we provide opportunities for photography at the end of concerts and plays. At major events and performances, a professional photographer may be in attendance; these images will be available for purchase via the parent portal. As before, if purchased, these images should be for personal use only.

Health and Safety

We adhere to the EYFS statutory framework which sets out the legal requirements which cover safeguarding and ensuring children's welfare, staff, premises, environment and equipment, organisation, documentation and reporting. No smoking or vaping is permitted on the premises.

A risk assessment pertaining to the EYFS setting is checked on a daily basis and signed off by the Room Leader. Any issues are dealt with swiftly by a member of School staff or, where appropriate, reported to and rectified by the Premises Team (in accordance with paragraph 3.54 of the Statutory Framework for the EYFS).

Administration of Medicine

Our policy for the administration of medicines states that:

- We require clear written and signed instructions to be sent to School with any medicine.
- The instructions and medicine (in the original packaging) should be handed to the School Office.
- For any medication that needs to be administered within School, please complete the Administration of Medicines Form on the Parent Portal or from the School Office.

Without this information and permission, we will not be able to administer the medicine; it is imperative that we ensure we are administering the correct medicine and the correct dosage to your child. Please ensure you inform the School of any medical conditions and notify the School immediately if there are any changes to conditions or medical needs.

Please refer to the First Aid Policy for more information.

Other policies

This handbook aims to provide parents with key information about the EYFS setting; however, it is important to note that there are a number of other key policies that parents should be aware of. These can be found on the School website under policies:

- › Safeguarding Policy
- › EYFS Food Policy
- › Intimate Care Policy
- › Taking, Storing and Using Images of Children Policy
- › Social Media Policy
- › Special Educational Needs (SEND) Policy
- › Curriculum Policy
- › Behaviour Policy
- › Complaints Policy
- › Missing Child Policy
- › Attendance Policy
- › First Aid Policy

