



BOWERHAM PRIMARY & NURSERY SCHOOL
& Baby Unit



Early Years Policy

DATE: June 2024

Review date: June 2025

Stand tall, reach high, love learning

The Bowerham School community is proud to nurture aspiration, inspire love for life-long learning and prepare children for a changing society.

At Bowerham School we:

- Ensure all children have access to a fun and engaging, ambitious and creative curriculum that widens their life experiences
- Develop confident and independent learners with motivation, curiosity and a love of learning
- Ensure all children learn about and demonstrate the British Values of: tolerance, mutual respect, individual liberty, democracy and rule of law while respecting differences including gender, ethnicity, religion and ability.
- Nurture, develop and challenge children to be aspirational and secure within themselves in order to prepare them for their future

Within our Bowerham Baby Unit we follow all Bowerham Primary & Nursery School's policies and procedures. Any wording highlighted in blue within the policies are specific additions only applicable to our Baby Unit.

Introduction

The Early Years (EYFS) applies to children from birth to the end of the Reception year. At Bowerham Primary and Nursery School and Baby Unit we have provision for children in the following stages:

- BABY ROOM - 3 months old to 2 years old
- Nursery - 2-4 years old (SCHOOL)
- RECEPTION - 4-5 years old (SCHOOL)

Bowerham Primary and Nursery School and Baby Unit is committed to providing a safe, secure and stimulating environment in which our Nursery and Reception aged children can prosper.

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up."

"Statutory Framework for the Early Years Foundation Stage",
Department for Education, September 2024.

Early childhood is the foundation on which children build the rest of their lives. At Bowerham Primary and Nursery School and Baby Unit we value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development and as preparation for life.

Using the Early Years Foundation Stage (EYFS) we will provide learning experiences that enhance and encourage the child's intellectual, social, emotional, cultural, moral and physical development.

The practitioners in our setting will work in partnership with parents/carers to provide a supportive inclusive experience where everyone is valued and all achievements are celebrated.

- The four themes of the EYFS express important principles underpinning effective practice in the care, development and learning of young children.

The four themes are;

A Unique Child;
Positive Relationships;
Enabling Environments;
Learning and Development.

Each of the underlying principles is supported by the Key Persons and it is through these principles and commitments of the EYFS that we base our practice.

- Our ethos 'Stand tall, Reach high, Love learning' is embedded as an underlying principle across our Baby Unit, Nursery and Reception classes.

Teaching and learning

- Teaching is based on sound knowledge of the Early Years Curriculum with an important emphasis on child development
- The Four themes in the EYFS express important principles underpinning effective practice in the care, development and learning of young children.

1. A Unique child

Principle - Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.

We meet this principle in the following ways:-

- We recognise and respect children's individual characteristics and value and respect all children and families equally,
- Through observations of each child's development we will assess progress and plan for the next steps in their learning, including planning for those children that need additional support.
- We place a high focus on developing children's communication skills through the use of quality conversations and vocabulary.

- We work in partnership with parents and other agencies and provide an accessible and welcoming environment.
- Our Safeguarding policy and procedures are fully implemented.
- Children are given clear and consistent boundaries and routines which enable them to take risks but remain safe.
- We strive to reflect and respect diversity in the choice of resources and the model we set for children and we plan an environment that is free from stereotypical images and discriminatory practices.

2. Positive Relationships

Principle- Children learn to be strong and independent through positive relationships.

We meet this principle in the following ways:

- We work as a co-operative staff team and in partnership with parents to foster a sense of belonging and support every child in our care. Parents are valued contributors to their child's learning journey and are supported and encouraged to contribute on a regular basis.
- We ensure parents are well informed through our EYFS communication diary, online learning journal; Tapestry, letters, daily oral communication, via our Parent App, Facebook and our school website.
- In our baby room, Nursery and Reception class's children develop good relationships with their Key Person. Each child is assigned a second key person in the absence of their first key person. All staff within the Foundation Stage value all children's contributions, encourage and praise achievements and nurture children's self esteem, giving them a strong sense of belonging.
- The ethos of the whole school which promotes a 'Can Do' attitude supports and encourages all children to achieve.
- Staff demonstrate that they clearly value children's ideas and creativity. Staff model how to be a learner which in turn supports children to be able to reflect on their own learning.

3. Enabling Environments

Principle- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

We meet this principle in the following ways:

- We provide an environment which enables children to feel confident and secure where they can try things out knowing their effort is valued.
- Careful evidence gathering through observations and dialogue with parents ensures that each child's Learning Journey is carefully tracked, progress and achievement noted and where necessary interventions for support implemented.
- Planning is informed by what the children know and what they want to find out. Where possible the children are involved in their learning experiences through all 7 areas of learning. Teaching is informed and enriched by the children's ideas and interests. They are also taught skills independently to support and extend their own free play.
- Experiences are differentiated for those who need extra support or challenge.
- Planning is flexible which enables us to capitalise on children's fascinations or unplanned events.
- Free flow between indoors and outdoors is implemented daily where possible. Additional suitable clothing is available to ensure the safety and well being of all children at different times of the year.
- The outdoor environment is well resourced to support all areas of learning and development.

- The inside environment is organised into areas of continuous provision with children being encouraged to be independent learners accessing the resources they need.

4. Learning and Development

Principle - Children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

There are seven areas of learning and development that shape our educational programme. 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 areas are the *prime* areas – communication and language, physical development and personal, social and emotional development. We also support children in the four *specific* areas, through which the three prime areas are strengthened and applied. The specific areas are – literacy, mathematics, understanding the world and expressive arts and design.

We meet this principle in the following ways:

- We teach children by ensuring that there are challenging, playful opportunities across the prime and specific areas of learning and development.
- We ensure that we foster the characteristics of effective teaching and learning – playing and exploring, active learning and creating and thinking critically.
- Flexible cross curricular planning, informed by the children's interests and needs ensures that all seven areas of learning and development are planned for.
- There is a balance of activities led by the children and those led or guided by adults. This balance will be judged according to the developmental needs of the children.
- The children's Communication and Language development will be met by ensuring that there are opportunities to experience a rich language environment, to develop the confidence and skills to express themselves and to speak and listen in a range of situations. Stories, songs and rhymes also form part of the daily routines.
- The children's Physical development will be met by providing opportunities to be active and interactive, to develop co-ordination, spatial awareness, control and movement. We will also support children to understand the importance of physical activity and how to make healthy life choices.
- The children's Personal Social and Emotional requirements are met through ensuring the children's achievements are valued, their self esteem nurtured and that they are supported in having a positive disposition to learn. Through a wide variety of activities children are encouraged to become independent learners. The ethos of the school is reflected in the Foundation Stage, by nurturing respect and empathy for difference. Good behaviour and respect for others is always promoted.
- The children's Literacy development will be met by ensuring that there is a wide range of reading materials to ignite children's interest and by encouraging children to link sounds and letters and begin to learn to read and write. In Reception class reading and writing is developed using a range of teaching styles and strategies. In addition the children are exposed to a wide range of activities to support and encourage fine motor skills that support the development of pencil control and accurate letter formation.
- The children's Mathematical development will be met by planning meaningful, relevant opportunities to develop and improve counting skills, to understand and use numbers, to describe shapes, spaces and measures and to use skills to calculate with simple addition and subtraction problems.
- To support children in their Understanding of the World we will plan regular opportunities to explore, investigate (indoors and outdoors) and find out about people, places, their local community, technology and the environment.

- Through Expressive Arts and Design we will provide opportunities to enable explore and play with a range of media and materials, as well as providing opportunities and encouragement to share their ideas, thoughts and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.
- The curriculum will be broad and balanced and will reflect the children's own interests, building on previous learning.
- Children in the Foundation Stage make no distinction between 'play' and 'work' and practitioners will value a play based curriculum that supports and extends knowledge, skills, understanding and confidence, whilst also providing some of the more structured teaching required by the LEA.
- Children will develop a variety of skills and concepts across all areas of the curriculum.
- Practitioners will strive to ensure all children feel safe and secure in a rich and stimulating environment.
- Resources will be varied and appropriate to the child's needs. The ethos of continuous provision following children's interests as far as possible will be put in place.
- Adults will be role models and expect high standards of behaviour following the guidance in the schools behaviour policy.
- Children will enter the Baby unit, Nursery and Reception classes with different skills and knowledge and the curriculum planning will give opportunity to build on what children can already do.
- All children are equally welcomed and differences relating to ethnicity, culture, religion, special educational needs or disability are respected and valued for the rich diversity they bring.

Organisation of Teaching and learning

- The Baby Unit, Nursery and Reception classes are accommodated in separate rooms. All rooms have their own enclosed outdoor area, which is accessed daily to deliver all areas of the Early Years curriculum.
- Sessions are organised so that there is a balance of adult directed and child initiated activities.
- Children access activities through areas of continuous provision both indoors and outdoors. These areas of continuous provision may be enhanced to support and reinforce an adult directed activity or to support and develop a child's learning through their interests.

Planning for the Foundation Stage

- Planning will be flexible and based on Assessment for Learning. Daily/weekly observations will ensure each child's needs are fully met.
- Bowerham Primary and Nursery School and Baby Unit is committed to ensuring children experience a 'creative' curriculum. A flexible topic based programme that supports children's 'predictable' interests such as the seasons of the year and relevant events and celebrations will be planned. Topics may last for several weeks and will be changed according to the level of the children's interest in the topic. Within the EYFS there will be no fixed long term plans so that the children will be at the centre of the learning.
- In Reception class weekly plans include specific adult directed activities based on previous observations and adult directed activities to ensure coverage of skills and development in line with the EYFS. Weekly plans include clear differentiation for groups and individuals and organisation management for the roles of other adults in the classroom is displayed within the room.
- In Nursery weekly plans include specific adult directed activities based on previous observations and adult directed activities to ensure coverage of skills and development in line with the EYFS. Weekly plans are added to daily as children's individual interests

and skills to develop are observed. Organisation management for the roles of adults in the classroom is also displayed within the room.

- In the Baby Unit daily and weekly plans are centred around the individual needs and interests of the children. 'In the moment' planning will ensure that children develop across all areas of learning.
- In all classes areas of continuous provision are enhanced to meet the individual needs of all children through their continued interests and to reinforce adult directed activities.
- Learning will be active, ensuring choice and independence.
- It is recognised that purposeful play is the natural way for children to learn.
- In the Reception class practical tasks and structured play activities are planned to support children's Literacy and Numeracy development.
- Phonic awareness will be delivered through Red Rose Letters and Sounds programmes of study in both the Nursery and Reception classes
- Children will have access to a balance of adult led and child initiated activities and experiences where they can learn, play and explore.
- Any children working beyond the Early Learning Goals have access to an appropriate extended curriculum to extend and develop their learning.
- Plans are shared and discussed with other adults working in the classroom on a daily basis.

Outdoor play

- At Bowerham Primary and Nursery School and Baby Unit all adults value the importance of the outdoor learning environment and recognise that the outdoors is often where children want to be. We therefore ensure that the outdoor learning environment is an integral part of the daily curriculum.
- The outdoors gives children unique opportunities to play co-operatively - sharing resources, turn taking, negotiating, communicating ideas and developing friendships.
- Outdoors children are able to gain confidence in what they can do as well as feeling the benefits of being healthy and active.
- Physical activity is enjoyable and promotes a sense of self esteem through achievements.
- Growth and development of the body and brain are inseparable. We believe movement is a vital component of play and other ways of learning and requires space.
- Some kinds of learning can only take place outside.
- Children need freedom to be safely adventurous and take controlled risks.
- Many children have limited space at home and some have no access to a garden, so the opportunity to play outside at school is vital.
- Children who need to be outside have the right to access a full curriculum and the whole curriculum can be discovered in a well planned and resourced outdoor area.

Assessment, recording and reporting to parents

- In both the Baby room, Nursery and Reception classes each child has an online 'learning journey' in which their key worker builds an individual profile of their child's learning and development throughout their EYFS experience. These will include observations and photographs made at school/Nursery and within our baby unit alongside family contributions from home.
- Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves staff understanding interests and what they know and can do, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, staff at Bowerham make and act on their own day-to-day observations about children's progress and observations that parents and carers share.

- At Bowerham Primary and Nursery School and Baby unit we value 'Partnership with Parents'. Parents may arrange an appointment with staff at any time to discuss their child's progress and development. Daily opportunities at the beginning and the end of each day are provided for any parents who wish to talk to staff about their child. There are also formal opportunities for parents to consult with staff during each academic year.
- Parents will receive a written report on their child's progress and development in the Baby unit, Nursery and Reception classes at the end of each school term.
- When a child is aged between two and three, staff in Nursery will review their progress, and provide parents and/or carers with a written report of their child's development in the prime areas. This progress check will identify the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, Nursery staff will develop a targeted plan to support the child's future learning and development involving parents and/or carers and other professionals for example, our school Special Educational Needs Co-ordinator (SENCO) or health professionals as appropriate.
- Staff in both our Baby Unit, Nursery and Reception Class will carry out baseline assessments to identify children's starting points. Parents will also be involved in this process, via 'the parent's voice' on Tapestry. Staff in Reception Class will also carry out a Reception Baseline Assessment (RBA) for all children. This is a short standardised assessment, taken in the first six weeks in which a child starts reception. This short assessment is also completed in the Summer term prior to children leaving the Reception year.
- When children reach the end of their Reception class year staff will make an Early Learning Goal (ELG) judgement for each of the 7 areas of learning and development. The sharing of these judgements will form part of the transition information for year 1 teachers.

Special Educational needs

Aims and objectives

- To identify pupils with SEND as early as possible.
- To create an environment that meets the special educational needs of each child.
- To ensure that all children have access to a broad and balanced and differentiated curriculum.
- To encourage children to develop confidence and self esteem and to recognise the value of their own contributions to their learning.
- To encourage children to be fully involved in their learning.
- To make clear the expectations of all the partners in the process and provision of SEND.
- To ensure children's parents are kept fully informed and engaged in effective communication about their child's SEND
- Bowerham is committed to early identification of any children who may need additional support across the Baby unit, Nursery and Reception Classes. Children are identified through a variety of ways: concerns raised by a parent or the teacher/ key worker, the child achieving below the level expected for their age, liaison with outside agencies or medical professionals.
- We operate an open door policy and pride ourselves on building positive relationships with parents. If parents have any concerns they can contact their child's teacher, phase leader or the SENDCo at any time by telephone or email.
- Assessment is part of our day-to-day teaching, with more formal assessments taking place termly. Staff assess and monitor children's progress against their previous achievements and national expectations.
- The SENDCo works closely with teachers and the child, when appropriate, to plan an appropriate programme of intervention and support, which may be provided in small groups or individually. Individual Learning Plans are written for children who require specific targeted support and recorded in an ILP. These targets are shared with parents so that they know what their child needs support with.

- Further, more in-depth assessments of children's learning needs may be undertaken by the SENDCo, a specialist teacher, therapist or an Educational Psychologist to identify specific learning needs.
- We work closely with external agencies that we feel are relevant to individual children's needs to gain advice and support and when more specific teaching is required. This may involve support from a specialist teacher, Lancashire SEND Service as and when required, speech and language therapists, Portage and other support services.
- Other outside agencies we work with may include: Speech and Language therapy, Physiotherapy or Occupational Therapy, GP, Health Visitors, School Nurse, Paediatrician, Children and Family Wellbeing Service and Social Services.
- Please see our school SEN Information Report and Policy for additional information and procedures followed by school.

Equal opportunities

- All staff will ensure that all children have equality of opportunity.
- Children will be encouraged to enjoy contributions and experiences from different cultures and religions as well as their own and to respect similarities and differences.

Children's welfare

- At the end of the school day and end of each session in our Baby unit, Nursery and Reception Classes children are dismissed directly to a parent/carer. Any changes in the person collecting a child must be notified to the class teacher/child's keyworker.
- The school's health and safety policy will ensure the safety of pupils.
- The school's Behaviour Management Policy is to be read in conjunction with our EYFS Behaviour Management Policy.
- In our Baby unit, Nursery and Reception classes accidents are recorded in the class accident book. Parents are informed and required to sign to say they have been informed of the accident when they collect their child. Head injury advice notes are sent home as required. Parents are also informed verbally via telephone communication of any head injury.
- All staff working across our Baby unit, Nursery and Reception classes hold a current paediatric (PFA) certificate, this is renewed every three years. There is always at least one staff member on the premises who is paediatric first aid trained available at all times, including when children are on outings and trips.
- Child protection procedures will be followed in line with the Lancashire County Policy. The school will work closely with the attendance team and Children Social Care in monitoring any pupils at risk. Any concerns are clearly communicate on CPoms. Scholl will offer support to families in need through Early help and support.

Partnership with parents

- At Bowerham Primary and Nursery School and Baby Unit parents/carers are valued as their child's first educators. Practitioners will work in partnership with families at every opportunity.
- Parents/carers are welcome to discuss their child's progress at any mutually convenient time. The school has an open door policy for parents to discuss any concerns.
- Parent/Carers will have opportunities throughout the year to view records and discuss their child's progress. A written report will be made to share progress and next steps at end of each term.
- The school keeps parents fully involved and informed about their child's education; this is achieved through our EYFS communication diary, the school website, emails, via Parent App, Tapestry (online journal) and through verbal communication on a daily basis.
- Parents complete an emergency contact form for all pupils, which include relevant medical, personal and social information and are continually updated throughout the

academic year. Information is also updated once a year at the beginning of the Autumn term.

Staff Training and skills

- What staff know, plan for, and do matters for children's learning, development, safety, and happiness.
- At Bowerham Primary and Nursery School and Baby Unit we value our staff highly. We believe that personal and professional development is essential for maintaining the delivery of high-quality care and learning for children in their early years. It underpins all aspects of positive interactions and activities planned for children.
- In the interests of the school, Nursery and Baby Unit, the children, their families and the individual we give every staff member the opportunity to develop their skills to their maximum and to broaden their knowledge and skills in caring for children. A comprehensive and targeted programme of professional development ensures practitioners are constantly improving their understanding and practice. High-quality professional supervision is provided, based on individual performance related targets, consistent and sharply focused observation and evaluations of the impact of staff's practice.
- We ensure our staff are qualified to Level 3 (or equivalent) or above in childcare and education or Early Years Educator. Other staff working at the nursery will either be qualified to Level 2 or undertaking training. Where necessary staff will be supported to achieve a suitable level 2 qualification in Maths and English (as defined by the Department for Education on the Early Years Qualifications List) for the completion of the Early Years Educator.
- We strongly promote continuous professional development and all staff have the opportunity to enhance their skills and expertise, based on discussions at supervision meetings and appraisal meetings.
- To facilitate the development of staff we:
 - Coach, mentor, lead and offer encouragement and support to achieve a high level of morale and motivation
 - Promote teamwork through ongoing communication, involvement and a no blame culture to enhance practice
 - Provide opportunities for delegation based on skills and expertise to offer recognition and empower staff
 - Encourage staff to contribute ideas for change within the setting and hold weekly phase meetings and daily team briefings to develop these ideas.
 - Encourage staff to further their experience and knowledge by attending relevant external training courses
 - Encourage staff to pass on their knowledge to those who are less experienced and share knowledge from external training with small groups of staff within the setting
 - Provide regular in-house training relevant to the needs of the school, nursery and baby unit teams
 - Carry out regular termly supervision meetings with all staff. These provide opportunities for staff to discuss any issues particularly concerning children's development or well-being including child protection concerns, identify solutions to address issues as they arise and receive coaching to improve their personal effectiveness.
 - Staff appraisals are carried out annually where objectives and action plans for staff are set out, while also identifying training needs according to their individual needs

Nursery and Baby Unit Admission procedures

- Our Nursery provision is registered to offer 58 places per session, 15 of which are 2 year olds. Our Baby unit offers an additional 6 places. In Nursery/the Baby Unit there are three main intakes and parents and children will be invited take part in our induction programme. Children are however accepted throughout the year dependant on available places and settling in arrangements are made for children to visit with their parent's prior to admission.
- Parents of 3 month plus babies can apply for our Baby unit. This will be for payable sessions. From September 24 working parents can apply for 15 hours entitlement for all children 9 months plus. This entitlement will increase to 30 hours from September 25.
- Parents are welcome to apply for a place in our Nursery class once their child has reached his/her first/second birthday.
- Parents may take up their place in several ways- through receipt of government funding for 2 year olds or for working parents 15 hours entitlement (from Easter 24) or through payment for their 2 year old child to attend.
- Parents of 3 and 4 year old children are entitled to 15 hours universal entitlement per week the term after their third birthday. This entitlement may be taken flexibly over 5 mornings, 5 afternoons or by using the entitlement over 2.5 full days. Parents also have an option of paying for extra sessions over the 15 hours if they wish to do so. This is dependent on numbers on roll. Parents can also apply for 30 hours extended care (made up of 15 hrs universal and 15hrs extended).

There is minimum requirement of three sessions (three hours is one session) to have a place in our nursery.

Settling In Procedures

- At Bowerham Primary and Nursery School and Baby Unit we aim to support parents and other carers to help their children settle quickly and easily by giving consideration to the individual needs and circumstances of every child and their families. Our aim is for children to feel safe, stimulated and happy and to feel secure and comfortable with all staff. We also want parents to have confidence in both their children's continued wellbeing and their role as active partners, with the child being able to benefit from what we have to offer. All our staff know about the importance of building strong attachments with children. They are trained to recognise the different stages of attachment and use this knowledge to support children and families settling in.
- Prior to a child starting school, Nursery or the Baby Unit an individual Tapestry account will be activated. This will then enable the child's parents or carers to begin to complete their child's important 'About Me' information. This also includes information about a child's development
- Settling in procedures within our Nursery and Baby Unit are to admit the children gradually to allow them to settle in and get use to their surroundings, routines and members of the EYFS team. We recognise that all children will vary in how they settle into the routine of the Baby Unit and Nursery and therefore the settling in period will be different for each individual child. Please refer to the Settling In and Transitions Policy for further details.
- Children accepting a place at Bowerham Primary School will be invited into the Reception class learning area during the summer term on several occasions prior to starting in September. Staff discuss and value pre-school key person information about individual children and with parent's permission also make valued visits to the child's current preschool setting. Children joining our Reception class and not at our associated Nursery, will also be invited to take part in our induction programme.
- The parents of Reception class children are invited to a meeting in the June before their child starts school. Parents are given a brief explanation of what we do in their child's

first year at school and are provided with information regarding uniform and general school routines.

- We intend to make the transition into school for our new children as easy and as gentle as possible. To facilitate this, during the first crucial weeks in September our children are admitted into school in stages.
- At Bowerham Primary and Nursery School and Baby Unit we recognise that young children will experience many transitions in their early years; some of these planned and some unplanned. We are sensitive to the impact of these changes to children. Please refer to our Settling In and Transitions Policy for further details. For all other transitions please refer to our Settling In and Transition Policy.

Wrap around provision

- At Bowerham Primary and Nursery school and Baby Unit we offer wrap around provision from 7.45 until 17.45.

Health

- At Bowerham Primary and Nursery School and Baby Unit we promote good health, including oral health, of the children in our care. Please refer to the following policies and procedures for further details.
 - Medical and Medication policy
 - EYFS Infection control policy
 - EYFS Toileting and Intimate Care Policy
- Promoting oral health in early years and at Bowerham Primary and Nursery School and Baby Unit is essential to protect young teeth and establish good habits.
 - We provide children with nutritional and healthy snacks and encourage families to provide healthy pack lunches - which limits sugary snacks.
 - We ensure that children have access to fresh drinking water all day.
 - We also provide children with milk at mealtimes.
 - We support and encourage children to use open cups or free flow beakers as prolonged bottle use can cause tooth decay.
 - We share information with parents and carers via social media messages, newsletters, snacks and drinks posters and tips to help with teeth brushing. We also provide 'brushing charts' that can be printed to support with twice daily brushing as requested. We also provide parents with information on the importance of eating nutritional and healthy snacks (limiting sugary snacks), help with finding a dentist, and the impact that dummies and bottles can have on their child's oral health.
 - Around our setting you will find oral health displays and information which helps us promote good oral hygiene habits to the children and families within our care as well as with our practitioners.
 - As an early years provider it is important to us that the activities children engage in help to further extend their development in all areas of learning. We invite dental hygienists into school/Nursery and also take part in the Lancashire Healthy Heroes scheme. This involves children taking part in activities in school/Nursery related to teeth brushing and oral hygiene. Parents are also invited to take part in these activities at home.

Food Play

- At Bowerham Primary and Nursery School and Baby Unit we ensure any food we use for play with the children is carefully supervised. We will also use the following procedures to ensure children are kept safe:
 - Choking hazards are checked and avoided

- We will not use whole jelly cubes for play. If we do use jelly to enhance our play then all jelly will be prepared with water as per the instructions and then used
- Small objects such as dried pasta and pulses will only be used for older children and under supervision
- All allergies and intolerances will be checked and activities will be adapted to suit all children's needs so no child is excluded
- All activities including food will be included on the planning sheets showing all allergens so all staff and parents are aware of the ingredients
- Children's allergies will be visible to staff when placing out food play activities to ensure all needs are met
- Any cooking activities will be checked prior to start to ensure all children are able use all the ingredients based on their individual needs
- We will not use food in play unless it enhances the opportunities children are receiving from the activity. Much of the food will be reused in other activities, especially the dry materials.

Nutrition and Mealtimes

- At Bowerham Primary and Nursery School and Baby Unit we believe that mealtimes should be happy, social occasions for children and staff alike. We promote and share, enjoyable positive interactions at these times.

We are committed to offering children healthy, nutritious and balanced meals and snacks which meet individual needs and requirements.

We will ensure that:

- A balanced and healthy breakfast, lunch and two daily snacks are provided for children attending a full day at the nursery. Parents bring in all food and snacks for children attending our baby unit. Once a child reaches 12months of age (or when appropriate) parents have an option for their child to receive a hot meal (prepared on site by our catering team) snacks will also be provided for children from 12months of age or once a child has been weaned onto solid foods. These will be prepared by the Nursery team.
- Menus are planned in advance, rotated regularly and reflect cultural diversity and variation. These are accessible for parents to view on the school website
- All allergens are displayed alongside the menus to show the contents of each meal
- We provide nutritious food at all snack and meal times, avoiding large quantities of fat, sugar, salt and artificial additives, preservatives and colourings
- Menus include servings of fresh fruit and vegetables per day
- Fresh drinking water is always available and accessible. It is frequently offered to children and babies and intake is monitored. In hot weather staff will encourage children to drink more water to keep them hydrated
- Individual dietary requirements are respected. We gather information from parents regarding their children's dietary needs, including any special dietary requirements, preferences and food allergies that a child has and any special health requirements, before a child starts or joins school/nursery/the baby unit. Where appropriate, Health Care Plans will be put in place for the child
- We give careful consideration to seating to avoid cross contamination of food from child to child. Where appropriate, an adult will sit with children during meals to ensure safety and minimise risks. Where appropriate, age/stage discussions will also take place with all children about allergies and potential risks to make them aware of the dangers of sharing certain foods. In our baby unit, children sit in individual high chairs to minimise the risk of cross contamination.
- Staff show sensitivity in providing for children's diets and allergies. They do not use a child's diet or allergy as a label for the child, or make a child feel singled out because of her/his diet or allergy

- During meals and snack times children are encouraged to use their manners and say 'please' and 'thank you' and conversation is encouraged
 - Staff use meal and snack times to help children to develop independence through making choices, serving food and drink, and feeding themselves
 - Staff support children to make healthy choices and understand the need for healthy eating
 - Cultural differences in eating habits are respected
 - Any child who shows signs of distress at being faced with a meal he/she does not like will have his/her food removed without any fuss. If a child does not finish his/her first course, he/she will still be given a helping of dessert
 - Children not on special diets are encouraged to eat a small piece of everything
 - Children who refuse to eat at the mealtime are offered food later in the day
 - Quantities offered take account of the ages of the children being catered for in line with recommended portion sizes for babies and young children
 - We promote positive attitudes to healthy eating through play opportunities and discussions
 - In the baby Unit and for our 2-3 year old children in Nursery parents are provided with daily written records of feeding routines via the care diary on Tapestry
 - No child is ever left alone when eating/drinking to minimise the risk of choking
 - We have frequent birthdays and celebrations therefore we consider other alternatives such as celebrating through smiles and praise, stickers and badges, choosing a favourite story, becoming a special helper, playing a party game, dancing and/or singing their favourite song
 - We do not allow parents to bring in cakes on special occasions.
 - All staff who prepare and handle food are competent to do so and receive training in food hygiene which is updated every three years
 - In the very unlikely event of any food poisoning affecting two or more children on the premises, whether or not this may arise from food offered at the nursery, we will inform Ofsted as soon as reasonably practical and in all cases within 14 days. We will also inform the relevant health agencies and follow any advice given.

Sleeping arrangements

- At Bowerham Primary and Nursery School and Baby Unit The safety of babies' and children sleeping is paramount.
- Our Sleep Policy follows the advice provided by The Cot Death Society and Lullaby Trust to minimise the risk of Sudden Infant Death. This is in line with the latest government safety guidance: <https://www.nhs.uk/conditions/sudden-infant-death-syndrome-sids/>. We also follow the NHS advice on safety of sleeping children. <https://www.nhs.uk/conditions/baby/caring-for-a-newborn/reduce-the-risk-of-sudden-infant-death-syndrome/>

Monitoring and evaluation

- The Early Years leader will be responsible for the day to day monitoring of the policy outcomes and will use this information to inform future action plans.
- Areas identified for development will be incorporated into the school's development plan in the form of specific action plans.
- The head teacher and the governors will ensure that the monitoring and evaluation are carried out.

Conclusion

This Policy has considered the implications of EYFS and should be read in conjunction with other EYFS and School Policies and procedures, including the Equal Opportunities Policy,

Health and Safety Policies, Medication Policy, Special Educational Needs Policy, Behaviour Management Policy, Complaints Policy and Safeguarding Policies.