All Saints C of E Infant and Nursery School

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Selston C of E Infant and Nursery School

EYFS Policy

"Opening Hearts and Minds through the Grace and Love of God"

Policy:	EYFS
Approved by:	LGB
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VERSION	DATE	AUTHOR	CHANGES
1	Sept 25	JR – Executive Head	Initial version.

ALL SAINTS CHURCH OF ENGLAND (VA) INFANT AND NURSERY SCHOOL
SELSTON CHURCH OF ENGLAND (VC) INFANT AND NURSERY SCHOOL

MISSION STATEMENT

Opening Hearts and Minds through the Grace and Love of God

At All Saints and Selston C of E Infant and Nursery School children always come first and we try to nourish, challenge, prepare and inspire them within a Christian ethos.

We believe in valuing all who contribute towards the successful running of our schools including children, parents, carers, governors, teaching and non-teaching staff.

This Mission Statement lies at the heart of our schools' aims. It is the philosophical basis for all of the schools' policies and through these, for everything that happens in and round our schools. Our aspiration is for everyone at All Saints and Selston to:

- feel happy, secure, safe and valued at school

- develop a growing awareness of their own inner self and spirituality, and of the power of the Christian faith to transform lives

- develop healthy relationships based on care, trust, compassion and forgiveness

- show acceptance for and understanding of others who may have different beliefs or needs

- strive for the highest standards of achievement, developing the confidence and skills to be independent, motivated and self-disciplined learners

- have a positive approach to life, contributing to the well-being of the community and building hope for the future

We hope that children will leave our schools with open hearts and minds, ready to respond to the opportunities that lie before them and to experience the joy of life in all its fullness.

All Saints CE Infant and Nursery

Selston CE Infant and Nursery School

1. Aims

This policy aims to ensure:

- that children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life;
- quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind;
- close partnership working between practitioners and with parents and/or carers;
- every child is included and supported through equality of opportunity and anti-discriminatory practice.

2. Legislation

This policy is based on requirements set out in the [2025 Statutory Framework for the Early Years Foundation Stage (EYFS).](#)

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

All Saints and Selston Early Years Foundation Stage caters for children aged between 2 and 5 years. Children between the ages of 2 and 4 attend our nurseries. Many of these join our Reception classes in the September following their fourth birthday.

Our nurseries are open five days a week and have two sessions each day; a morning session and an afternoon session. We offer places to 2-year-olds who qualify for free funding, but we also offer additional sold sessions and the option of staying for lunch. All 3-year-olds are eligible for 15 hours of free childcare, and in addition we provide several 30 hours places to eligible families. Parents and carers who need flexible childcare are encouraged to come and discuss their requirements with the staff team, who will always do their best to accommodate their needs. Further information can be found on our Facebook pages and on the school websites:

https://www.huthwaite.snmat.org.uk/

https://www.selston.snmat.org.uk/

A strong transition plan is in place to ensure children make the move into full-time education smoothly. Our Nursery teams liaise closely with the Reception teams at All Saints and Selston, and staff in any other schools that have offered places to our nursery children. Our Transition Policy provides further detail on how we support our children through some of their earliest transition experiences.

4. Curriculum

Our early years setting follows the curriculum as outlined in the Statutory Framework for the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

Communication and language
Physical development
Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

Literacy
Mathematics
Understanding the world
Expressive arts and design

In addition to this, we support children to develop the characteristics of effective learning, which are a key element in the EYFS. They detail the ways in which children should be learning from their environment, experiences and activities. Children up to the age of seven should display the characteristics of effective learning every day.

Playing and Exploring	Active Learning	Creating and thinking critically
Finding out and exploring • What areas / activities are they drawn to? • Do they prefer to work in a group / alone? • Do they initiate activities themselves or join in an existing one with a group? • Do they think aloud describing what they do?	Being involved and concentrating • Do the children keep focused on a self-initiated activity for a long period of time? • Are they concentrating and involved in the activity without being distracted? • Do they show care with what they're doing? • Do they demonstrate concentration through silence or thinking aloud?	Having their own ideas • Do they try something different rather than follow what someone else has done? • Do they address a problem with a strategy? • Retaining independence – not asking for support even if it takes longer to achieve the outcome
Using what they know in their play • In play do they draw on experiences from home / outside school? • Do they act out situations in the role play area? • Are they confident in finding tools, materials and resources they need for a particular project or idea?	Keeping on trying • Do children show persistence – not giving up even if it means starting again? • Do they ask for help / support if they need it? • Do they discuss solutions for challenges with peers / adults or work things through themselves?	Using what they already know to learn new things • Do they understand patterns and predictability of events? • Talks about / explains how their process links to a previous experience • Do they draw upon knowledge or experiences not immediately related to their activity?
Being willing to have a go • Levels of persistence – do they give up at first hurdle or keep trying? • Are they eager to try new ideas or do they stay with what they are familiar with? • Are they able to talk about / review what they've done if things haven't worked? • Do they work best with continual support or prefer to get on with activities themselves?	Enjoying achieving what they set out to do • Is there a sense of satisfaction and pride when they have completed an activity; do they want to show / tell people? • Do they relish challenges and continually try to make things better? • Do they evaluate themselves and try different things as a result? • Are they 'intrinsically motivated'- achieving things for themselves as opposed to adult praise?	Choosing ways to do things and finding new ways • Are they confident in using a 'trial; and error' approach and talking about why some things do / don't work • Choosing different ways of approaching activities and adapting if it doesn't work

5. Planning

Staff plan activities and experiences for children that enable them to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account 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. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

6. Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

We support children's development through the stages of play:

- **Unoccupied play** – The child is seemingly not engaged or actively playing with others at all. They may remain stationary and be engaged in random movements with no objective. This stage of play is mostly seen in newborns and infants, between the ages of 0 and 2. This is an important setting stage for future play exploration and development.
- **Solitary play** – During this stage of play, children will often play alone, with toys different from those of others, and be uninterested or unaware of what others around them are doing. This stage of play is most commonly seen in young toddlers between the ages of 2 and 3, but it is important for children of all age groups to participate in from time to time. Solitary play is common at a young age because cognitive, physical and social skills have yet to fully develop. This type of play is important because it teaches children how to entertain themselves.
- **Onlooker play** – Onlooker play is when a child observes others playing but does not join the play. They will frequently engage in other forms of social interactions such as conversations to learn more about the game or play that is going on. This type of play is common in younger children between the ages of 2½ and 3½ but can take place at any age.
- **Parallel play** – This occurs when children play side-by-side from one another, but there is a lack of group involvement amongst them. They will typically be playing with similar toys and often times mimic one another. Parallel play is common in toddlers between the ages of 2 ½ and 3 ½ but can take place at any age. Although it looks like there is very little contact between them, these children are learning valuable social skills and actually learn quite a lot from one another. For this reason, parallel play is important as a transitory stage for the development of social maturity, which is key to later stages of play.
- **Associative play** – At this stage, children will begin to play together, but not focused towards a common goal. A child will be more interested in playing with other children around them than the individual toys they play with. Associative play is slightly different than parallel play as children may continue to play separately from one another, but they start to become more involved in what others around them are doing. You may find children playing or trading with the same toys or actively talking with or engaging one another, but no rules of play are being set. This type of play typically begins around ages 3 or 4, extending into the pre-school age. This is an important stage of play because it develops necessary skills such as cooperation, problems solving, and language development.
- **Cooperative play** – Cooperative play is where play finally becomes organized into groups and teamwork is seen. Children are now interested in both the people that

they are playing with as well as the activity at hand. The group is more formalized with a leader, as well as other assigned roles, and play organizes around accomplishing group goals or specific tasks. Cooperative play begins in the late preschool period, between the ages of 4 and 6. It is uncommon to see children reach this stage until these later years, as it requires an evolved set of organizational skills and a higher degree of social maturity. Cooperative play is indeed the culmination, bringing together all the skills learned across previous stages into action, giving the child the necessary skills for social and group interactions.

Schemas:

As well as providing opportunities for children to develop through the stages of play, we also carefully observe and plan for schemas. Schemas are patterns of repeated behaviour which allow children to explore and express developing ideas and thoughts through their play and exploration. The repetitive actions of schematic play allow children to construct meaning in what they are doing. Some common schemas are:

- trajectory
- rotation
- enclosing
- enveloping
- transporting
- connecting
- positioning
- orientation

Adult-led, adult-initiated and child-initiated learning:

We believe that there are many different approaches to teaching in the early years. Our staff carefully judge the extent of their involvement in children's play. They consider how formal or informal, structured or unstructured, dependent or independent each learning experience should be to meet the needs of each child most effectively. Each day, children will experience adult-led, adult-initiated and child-initiated learning.

Adult-led activities are those which adults initiate. The activities are not play, and children are likely not to see them as play, but they should be *playful* – with activities presented to children which are as open-ended as possible, with elements of imagination and active exploration that will increase the interest and motivation for children. As well as focused activities with groups of children, adult-led activities can include greeting times, story times, songs and even tidying up.
Learning, Playing and Interacting, 2009

Adult-initiated activities arise from planning and are sufficiently open-ended for

children to work independently until the adult is ready to support.
Julie Fisher

Child-initiated activity has many characteristics in common with play, as it is wholly decided upon by the child, based on the child's own motivation, and remains under the child's control. It may involve play of many types, or it may be seen by the child as an activity with a serious purpose to explore a project or express an idea which the child may not see as pure play. It is guided by certain expectations within an Early Years setting regarding responsible use of space, time and purposes.
Learning, Playing and Interacting, 2009

7. Provision

Our classrooms and outdoor spaces are organised into learning areas, with each area containing core continuous provision. This is always available to children and is stored on open shelves. Shelves and storage units are shadowed so that children can easily put resources away themselves. Enhanced provision is additional to continuous provision and is available for a specified period of time. It supports the development of a theme or the teaching of a specific skill or concept.

- **Continuous provision** – resources linked to expected ages and stages of development, National Curriculum objectives, historical knowledge of cohorts or

assessment information linked to current cohort;
- **Enhanced provision (could be an object or prompt)** – areas that have been enhanced with objects or prompts that support an interest or encourage investigation and questioning;
- **Enhanced provision (skill)** – areas that have been enhanced with resources to support the teaching of a specific skill or concept.

8. Assessment

Inspection guidance from 2012 defines progress, attainment and achievement in the following ways:
- progress – this is the extent to which children have progressed in their learning from their starting points and capabilities;
- attainment – this is the standard of academic attainment typically shown by tests and examination results;
- achievement – this takes into account the standards of attainment reached by

pupils and the progress they have made to reach those standards.

Ongoing assessment is an integral part of the learning and development processes and helps practitioners to identify children's progress in the different areas of learning.

Observational assessment

Staff observe children to find out what they can do (skills), what they know and understand (knowledge and concepts) and how they approach learning (attitudes). **These** observations are used to shape future planning. Practitioners also take into account observations shared by parents and carers.

We believe that:
- ✓ effective observation systems ensure that children's needs and interests are being met;
- ✓ observations should be discussed with children and next steps of learning shared with parents and carers;
- ✓ practitioners should make good use of planned and targeted observation to ensure that children make good progress;
- ✓ learning journeys should be individual records of children's interests, learning styles and progress.

Observations are both spontaneous and planned:
- ✓ **Magic moments** – 'micro moments' in children's activity, when they do, say or show something that, as the practitioner who knows them recognises, is significant for that child.
- ✓ **Extended or detached observations** – prolonged opportunities that practitioners take to explore a child's learning in more critical depth (could be narrative observations).
- ✓ **Focus child** – one or two children are identified to be observed; every practitioner/ staff member makes observational notes.
- ✓ **Time samples** – making an observational at specific intervals noting (e.g.) where the child is playing, they type of play they are engaged in, who or what they are playing with.
- ✓ **Tracking** – making observations of where the child goes, which areas they visit and for approximately how long.

When making spontaneous observations, staff will record and document:
- what enables them to fully understand the child as a learner;
- what they consider to be significant;
- what they are going to forget.

Every child will have at least two long observations each term, which will be recorded using the long observation form.

All observations will be used to formulate each child's next steps in learning and development:
- **Child development** – observations and assessments should determine whereabouts the child is currently in their development. Development Matters/ school progression documents can then be used to identify the next stage of development (may need fine-tuning).
- **Extending an interest** – by providing activities that encourage the child to

access different curriculum areas via their interest.
- **Embedding a learning point** – embedding learning that may just be emerging. 'More of the same' is ok – repetition is important.
- **Personal, social and emotional development** – children who are secure, can self-regulate and are resilient have a good base from which to learn. In embedding PSED, practitioners enable many other sorts of learning to take place as well.

Learning journeys:

We use the Seesaw platform to create a record of children's progress through the Foundation Stage. These are established as soon as a child joins our nurseries and document the child's progress to the end of the EYFS.

Progress check:

When a child is aged between 2 and 3, practitioners review their progress and provide parents and carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

The EYFS profile:

At the end of the EYFS, staff complete the EYFS profile for each child. Children are assessed against the early learning goals, indicating whether they are:
- meeting expected levels of development;
- not yet reaching expected levels ('emerging').

The profile reflects ongoing observations and discussions with parents and carers. The results of the profile are then shared with parents and carers.

9. Working with parents and carers

We recognise that children have two main educators in their lives – their parents/ carers and their teachers. Parents are the prime educators until the child attends nursery or starts school and remain a major influence on their children's learning through school and beyond. There is no clear line to show where the parents' input stops and the teachers' input begins. The school and the parents all have crucial roles to play, and the impact is greater if parents and schools work in partnership.

We are also aware that evidence suggests that parental involvement in early learning has a greater impact on children's well-being and achievement than any other factor, such as family income, parental education or school environment.

Parents and carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

We collect parent/carer feedback in a variety of ways:
- informal conversation at the start/end of the day;
- a carefully managed start to the session so that staff are available to talk to parents/carers;
- open-evenings, including questionnaires where appropriate;
- comments left on Seesaw learning journey entries;
- the use of structured conversations.

10. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our Child Protection Policy.

11. Monitoring arrangements

This policy will be reviewed and approved every three years.
At every review, the policy will be shared with the governing board.

Appendices

1. Nursery Attendance Policy
2. Whole School Food and Safer Eating Policy
3. Early Years Safer Sleeping Policy

Appendix 1

<center>**Nursery Attendance Policy**</center>

Introduction

At All Saints Nursery and Selston Nursery, we believe regular attendance is crucial for young children's development, learning and well-being. This policy sets out our approach to managing attendance and punctuality, ensuring all children receive the best possible start in their early education.

1. Attendance Expectations

- At Selston Nursery, the morning session starts promptly at 8.30am and finishes at 11.30am. The afternoon session starts at 12.15pm and finishes at 3.15pm. Full day sessions start at 8.30am and finish at 3.15pm.
- At All Saints Nursery, the morning session starts promptly at 8.45am and finishes at 11.45am. The afternoon session starts at 12.30pm and finishes at 3.30pm. Full day sessions start at 8.45am and finish at 3.30pm.
- Parents/carers are expected to bring their child to nursery on time and collect them promptly.
- Regular attendance supports children's learning, social development and emotional well-being.

2. Registration and Monitoring

- The nursery registers attendance at the start of each session.
- Registers close thirty minutes after the start of each session.
- Staff will monitor attendance daily and follow up on any unexplained absences.

3. Reporting Absences

- Parents/carers must inform the nursery by telephone (All Saints 01623 459199, Selston 01773 780131) on the first day of absence, stating the reason and expected duration.
- If no reason is received, nursery staff will contact parents/carers on the first day of absence to ensure the child's safety and well-being.
- If absence continues without explanation, further contact will be made and, if necessary, a home visit will be made to ensure the child is well or referrals to appropriate support services may be initiated.

4. Managing Lateness

- Persistent lateness disrupts the child's routine and learning.
- Parents/carers are encouraged to ensure their child arrives on time for all sessions.
- Staff will discuss concerns about lateness with parents/carers to offer support where needed.

5. Supporting Attendance

- We recognise some families face barriers to regular attendance and will work with parents/carers to provide support and advice.
- Where appropriate, nursery staff may liaise with external agencies to ensure families receive the help they need.

6. Holidays and Leave of Absence

- Nursery places are funded based on attendance; therefore, holidays during term time are discouraged.
- Requests for leave must be made in advance and will be considered on a case-by-case basis.

7. Safeguarding and Welfare

- Attendance monitoring is part of our safeguarding procedures.
- Any concerns about a child's attendance or welfare will be discussed with the designated safeguarding lead and appropriate action taken.

8. Communication

- This policy is shared with all parents/carers upon admission and is available on the school website.
- Parents/carers will be reminded of attendance expectations at the start of each term.

9. Roles and Responsibilities

- The Nursery Manager is responsible for overseeing attendance and punctuality.
- Nursery staff are responsible for accurate registration and following up on absences.
- Parents/carers are responsible for ensuring their child attends regularly and on time.

10. Review

- This policy will be reviewed annually and updated as necessary, incorporating feedback from parents, staff, and relevant guidance.

Appendix 2

Whole-School Food and Safer Eating Policy

1. Introduction

The school is committed to promoting healthy eating and ensuring that all food and drink provided to pupils is nutritious, safe, and of high quality. We aim to support pupils' health and wellbeing by:

- Promoting good nutritional health.
- Protecting those who are nutritionally vulnerable.
- Encouraging positive eating behaviours and lifelong healthy choices.
- Ensuring food safety, allergy management, and choking prevention, especially in the Early Years.

This policy complies with:

- **School Food Regulations 2014** (revised standards effective from 1 January 2015)
- **Food Information Regulations 2014** (including allergen labelling requirements, PPDS from October 2021)
- **Education Act 1996, s.512ZB** (free school meals entitlement)
- **Early Years Foundation Stage Statutory Framework** (from 1 September 2025)
- **Food Safety – GOV.UK guidance**

2. Scope

This policy applies to:

- All school-provided food and drink (school lunches, breakfast clubs, tuck shops, vending, snacks, after-school clubs).
- Packed lunches and food brought in by pupils.
- Food provided on school trips lasting at least 7 days (before 6pm).
- Early Years Foundation Stage (EYFS) pupils, with additional safety and allergy procedures.

3. School Food Provision

3.1 School Meals

- All meals and snacks provided will meet the **national school food standards**.
- Hot meals will be offered wherever possible to ensure that every pupil can access one hot meal daily.
- Free school meals will be provided to all eligible pupils, including all pupils in Reception, Year 1, and Year 2.

3.2 Water and Milk

- Fresh drinking water will always be available free of charge.
- Lower-fat or lactose-reduced milk will be available daily.
- Free milk will be provided to:
    - Infant pupils when included in their school meal.
    - Benefits-based free school meals pupils.
- Whole milk may be given up to the end of the school year in which a child turns 5.

3.3 Fruit and Vegetables

- Pupils aged 4–6 are entitled to free daily fruit or vegetables under the **School Fruit and Vegetable Scheme**.

3.4 Facilities for Packed Lunches

- Safe, supervised eating spaces will be provided for pupils who bring food from home.

3.5 Special Dietary Needs

- Reasonable adjustments will be made for medical, dietary, and cultural requirements.
- Parents/carers must provide full details of any:
    - Special dietary needs
    - Allergies or intolerances
    - Health needs related to food
- Allergy information will be shared with relevant staff and checked at every meal or snack.
- **Allergy Action Plans** will be developed in consultation with parents and health professionals, following **BSACI** and **NHS guidance**.

4. Early Years Foundation Stage (EYFS) – Safer Eating and Food Safety

4.1 First Aid and Supervision

- A paediatric first aider (as per EYFS Annex A) must always be present during meals and snacks.
- Children will always be within sight and hearing of staff during eating.
- Staff will sit facing children where possible to observe, prevent food sharing, and identify choking or allergic reactions.
- Staff always remain alert as choking can be silent.

4.2 Weaning and Food Textures

- Food must suit each child's developmental stage, agreed with parents/carers.
- Staff will not make assumptions based on age.
- Textures will be introduced gradually in consultation with families, following **NHS Weaning Guidance**.

4.3 Preventing Choking

- Food will be prepared to reduce choking risk (per GOV.UK guidance).
- Children will eat in safe seating (e.g., highchairs, low chairs).
- Mealtimes will take place in designated eating areas with minimal distractions.
- Any choking incident requiring intervention will be:
    - Recorded in detail
    - Reported to parents/carers
    - Reviewed to reduce future risk

4.4 Food Safety Standards

Staff must ensure food is:

- Safe, uncontaminated, and compliant with standards.
- Free from misleading or harmful labelling.
- Traceable to its source (records kept on request).

Unsafe food must be immediately withdrawn, logged, and reported to parents.

Food safety controls include:

- **Approved additives only** within permitted limits.
- **HACCP principles** to prevent hazards (biological, chemical, physical).
- Safe food contact materials (packaging, utensils, surfaces).
- Risk management for bacteria such as **E. coli O157, Salmonella, Campylobacter**.

4.5 Food Hygiene

- All food-handling staff must receive hygiene training.
- Staff must follow safe preparation, storage, and cleaning practices, including:
    - Handwashing before handling food
    - Sanitising surfaces and equipment
    - Maintaining safe storage temperatures

4.6 Food Poisoning Incidents

- If two or more children are affected by food poisoning, **Ofsted (or CMA)** must be notified within 14 days.
- Failure to notify without reasonable excuse is a legal offence.

4.7 Facilities and Equipment

- Adequately equipped areas must be provided for safe preparation and eating.
- Sterilisation equipment will be available for babies' food.
- Staff will be competent and confident in applying food safety practices.

5. Roles and Responsibilities

Governing Body

- Ensure compliance with national food standards.
- Specify compliance in catering contracts and request evidence.
- Monitor compliance, meal take-up, and financial aspects.
- Review reports on food provision regularly.
- Work with senior leaders to develop a whole-school food culture.

Senior Leadership Team (SLT)

- Oversee coordination of food provision across school settings.
- Support food education and practical cooking.
- Promote take-up of healthy school lunches.
- Integrate catering staff into the wider school team.

Catering and EYFS Staff

- Provide food and drink that meet standards and EYFS safety requirements.
- Follow allergy, hygiene, and food safety protocols.
- Monitor children during meals, responding quickly to choking or allergic reactions.
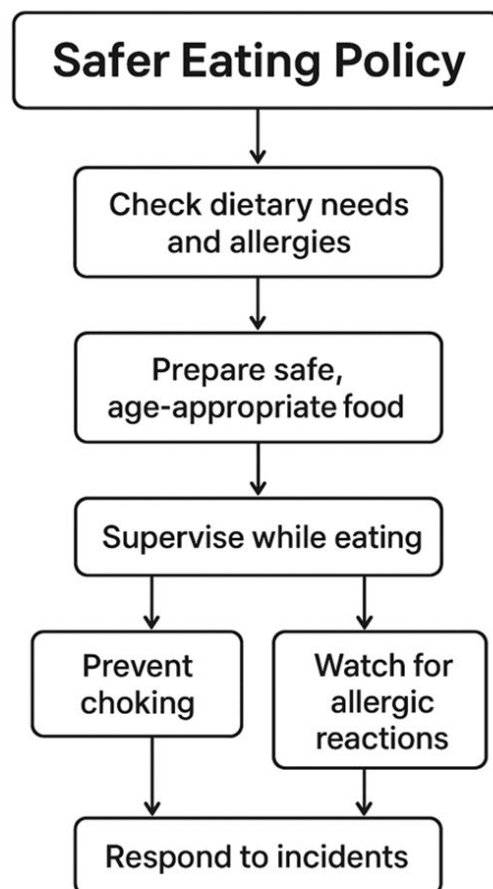
6. Exemptions

The school food standards do not apply to food provided:

- At cultural or religious celebrations.
- At fundraising events.
- As rewards for achievement or behaviour.
- During teaching of food preparation and cooking.
- Occasionally by parents or pupils.
- As part of an evening meal at maintained boarding schools before 6pm.

7. Monitoring and Review

- The governing body will review compliance annually.
- SLT will report regularly on meal provision, take-up, and safety.
- Feedback will be gathered from pupils, staff, and families.
- The policy will be reviewed every two years, or sooner if statutory requirements change.

☑ **All staff must read, understand, and follow this policy.**

Appendix 3

Early Years Safer Sleep Policy

1. Policy Statement

The safety and wellbeing of children during rest and sleep times is of the highest importance. This policy sets out the procedures that staff must follow to ensure that all children sleep in a safe, supervised environment, in line with statutory guidance and NHS safer sleep advice, including reducing the risk of Sudden Infant Death Syndrome (SIDS).

2. Principles

- All children will have a safe, clean, and age-appropriate sleeping environment.
- Children will be supervised and checked regularly throughout sleep times.
- Staff will follow NHS safer sleep guidance to minimise risks, including SIDS.
- Parents/carers will be kept informed and consulted about their child's individual sleep needs and routines.

3. Age-Appropriate Equipment

- Nursery and Reception children will sleep on age-appropriate sleep mats or beds.
- Equipment will be regularly checked for wear and replaced as necessary.
- The Nursery temperature will be kept at a level that reduces the need for bedding. Pillows will not be used.

4. Supervision and Checks

- Sleeping children must always be within sight or hearing of staff.
- Children on sleep mats must be spaced safely apart to reduce risks.
- Staff will check each sleeping child at least every **10 minutes**, observing and recording breathing, positioning and wellbeing.

5. Safe Sleep Environment

- Children will not sleep in car seats, pushchairs, bouncers, or swings.
- Thick outer clothing (e.g., coats, cardigans) will be removed before sleep.
- Sleep areas will be kept clear of hazards such as cords, blinds, or loose objects.
- Cots and mats will always be placed in a safe position, away from risks such as heaters or direct sunlight.

6. Hygiene and Bedding

- Sleep equipment (mats, cots, mattresses) will be cleaned frequently.

7. Partnership with Parents/Carers

- Staff will communicate daily with parents/carers about their child's sleep routines, preferences, and any changes.
- Parents/carers will be provided with information about safer sleep practices and encouraged to follow similar routines at home.

- Any specific sleep arrangements (e.g., due to medical needs) will be agreed in writing and supported with professional advice.

8. Staff Responsibilities

- All practitioners must read and understand this policy.
- Practitioners must be familiar with the latest NHS safer sleep advice, especially in relation to reducing SIDS risk.
- The designated safeguarding lead (DSL) will ensure safer sleep practices are included in staff training and regularly reviewed.

9. Monitoring and Review

- Compliance with this policy will be monitored by senior staff through regular checks.
- Any incidents relating to sleep safety will be recorded, reported, and reviewed.
- The policy will be reviewed annually, or sooner if guidance or legislation changes.

✅ **All staff must read, understand, and implement this policy.**