



**RIVERSTON**  
SCHOOL

INCLUDE • INNOVATE • INSPIRE



# Early Years Foundation Stage Nursery and Pre-School Parents' Handbook

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Welcome to Riverston Early Years. This pack provides you with information about how the department is organised and the relevant policies that we have in place. A full list of all the policies are displayed on the noticeboards in the corridor at the entrance to the building. Please read and familiarise yourself with these and if you are unsure about anything, do not hesitate to ask a member of staff.

Ms K Clark – Head of Nursery and Pre-school

## **Our Vision**

Riverston Early Years aims to create and maintain a caring, supportive and stimulating environment in which every child feels valued, safe and happy, and therefore can achieve his or her potential. At Riverston we believe education to be a three-way partnership between parent, practitioner and child. We are keen to develop and promote this important relationship.

## **Our Aims**

- To provide a safe, secure, happy and stimulating environment where each child feels valued;
- To develop the whole child - physically, intellectually, emotionally, spiritually and socially;
- Providing equal opportunities for all our children;
- Providing and monitoring a range of challenging experiences for each child's present stage of development;
- To provide a well-planned, resourced and exciting curriculum;
- To provide opportunities for all children to succeed therefore developing confidence, self-esteem and independence;
- To encourage each child to become independent;
- Promoting responsible behaviour, self-discipline, tolerance and good manners;
- Recognising and valuing all achievement;
- Enabling every child to achieve high standards in all areas of the curriculum;
- We believe that these aims will be achieved through an active partnership between school, home and the wider community.

We endeavour to give your child the best start to their formal education. Each child is respected as an individual and given the chance to grow and develop at his/her own pace. We believe in having a positive approach towards the children so they are highly motivated, experience success and are keen to learn.

## What is The Early Years Foundation Stage?

All Foundation Stage classes follow the Early Years Foundation Stage curriculum, which is divided into **seven** areas of learning:

- In the area of **Communication and Language** the children learn to communicate with one another and develop talking, listening, reading and writing skills;
- **Physical Development** includes moving on the large apparatus, developing ball skills and dance;
- **Personal, Social and Emotional Development** is essential for all young children and is the key to success in all aspects of their lives;
- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials - books, poems, and other written materials, in order to ignite their interest;
- In **Mathematics** the children develop ideas about number, quantity, measurement, shape and space;
- **Understanding of the World** is about the children being given the opportunity to investigate and understand things and places around them;
- **Expressive Arts and Design** includes art, music, dance and imaginative play.

### Characteristics of Effective Learning

Playing and Exploring	Active Learning	Creative and Critical Thinking
<b>ENGAGEMENT</b> <ul style="list-style-type: none"><li>- Finding out and exploring</li><li>- Playing with what they know</li><li>- Being willing to 'have a go'</li></ul>	<b>MOTIVATION</b> <ul style="list-style-type: none"><li>- Being involved and concentrating</li><li>- Keep trying</li><li>- Enjoying achieving what they set out to do</li></ul>	<b>THINKING</b> <ul style="list-style-type: none"><li>- Having their own ideas</li><li>- Making links</li><li>- Working with ideas</li></ul>

For children to learn well, they must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations.

### Early Years Operational Plan

**Nursery** - children aged 9 months – 3 years

**Daisies** aged 9 months – 2 years

**Sunflowers** aged 2 – 3 years

**Pre-school** - children aged 3 – 4 years

**Lower Pre-school** aged 3 years – 3 ½ years

**Upper Pre-school** aged 3 ½ years – 4 years

### Use of Space

Nursery and Pre-school consists of four large rooms: Daisies, Sunflowers, Lower Pre-school and Upper Pre-school on the ground floor. Each room is well equipped with toys and learning resources, the staff to child ratio in each room differs depending on the age ranges (Daisies are in a ratio of 1:3 and Sunflowers are in a ratio of 1:4, Lower and Upper Pre-school are in a ratio of 1:8).

The rooms are divided into activity zones covering the seven areas of learning and development. Daisies and Sunflowers have a designated sleep time where the children are put on mats and the room is made quiet and comfortable to encourage rest time. For children in Lower and Upper Pre-school that need a sleep or rest use the cushions in the carpet area.

## Day-to-day Running of the Department

- **Key worker system** – In Nursery and Pre-School, all children are allocated a key worker who is responsible for co-ordinating information about the child's individual needs and development, and for liaising with parents and carers. The list of children and key workers are displayed outside the classrooms.
- Parents are given free access to developmental records about their child (for example, the EYFS Profile). These are accessible every day. Please just ask a member of staff to retrieve your child's files.
- **Activities, equipment and resources** – all resources are designed to allow children free access to a wide variety of activities including sand, water, mark-making, construction, ICT, literacy, numeracy and imaginative play. In addition to this, daily activities are planned to encourage children's learning and development.
- **Outings** – we feel that giving the children real life experiences are essential to their development and understanding of the world. We therefore undertake many small outings such as going to the local library, visiting the shop, park, fire station or just going for a walk around the area to collect leaves or information. Parents are informed of these outings and asked to sign a Consent Form for each outing; the ratio for children to staff are adhered to on all outings. Risk assessments are carried out prior to outings to ensure the safety of staff and children. We run regular Forest School visits. Forest School is always run by a trained leader who completes Risk Assessments prior to each visit.
- **Staff Development** – staff are continually encouraged to review and extend their professional development by attending any relevant training. Courses available locally cover a wide range of subjects including Literacy, Art, Management Skills, First Aid and many more. In addition we are pleased to encourage and support any staff member who is interested in pursuing any further or higher education – all staff certificates are displayed in the entrance hall. Regular one-to-one meetings are encouraged to ensure staff development is sustained and we complete Annual Appraisals to review and plan for future progress.
- **Management** of the EYFS – Mr Ward is the Headmaster at Riverston School; Ms Clark is the Head of Nursery and Pre-School and has responsibility of the daily running of the setting.
- **Meetings** – Regular meetings between parents and the EYFS department make certain that the transition from each room is a positive experience for both parents and children. In addition to this, regular staff meetings within the rooms ensures that planning and assessment are maintained to a high standard, involving all staff to further develop this area of the school.
- **Parents** – Parents and carers are encouraged to give feedback on the Early Years Department through questionnaires, discussions and parent meetings.

## **Nursery and Pre-school Rooms**

Number of Children – Maximum 55 children

### **Staff:**

- Ms K Clark – Head of Nursery and Pre-school
- Mrs L Oxford - Housekeeper

### **Daisies**

- Mrs A Nwanga – Room Leader (and Third in Charge)
- Miss J Clark – Early Years Practitioner
- Miss H Moalin Hassan – Early years Practitioner
- Ms M Newman – Early Years Practitioner (On Maternity leave)

### **Sunflowers**

- Mrs I Takhi – Room Leader
- Miss A Armstong – Acting Deputy Manager
- Miss K Staunton - Early Years Practitioner
- Ms D Gateson – Early Years Practitioner

### **Lower Pre-school**

- Mrs Z Nimali – Room Leader
- Mrs J O'Dowd – Early Years Practitioner
- Mrs N Searle – Early years Practitioner (Mon, Wed, Thurs, Fri)

### **Upper Pre-school**

- Ms J Tutt – Room Leader (and Deputy Manager) (on Maternity leave)
- Mrs W Green – Early Years Practitioner (Mon-Thu) (Acting Room Leader)
- Mrs J Trotman – Early Years Practitioner (Mon-Wed)

The facilities listed below are present in the rooms:

- Literacy/Book Corner
- Music area
- Expressive Arts area
- Design and Technology area
- Understanding the World area
- Maths area
- Role play area
- Construction area
- Investigative area
- Snack area
- Carpet area
- Changing area/Toilets
- Dining room

### **Activities**

- Forest School sessions
- Cooking
- Art
- Interactive White board sessions
- Music with specialist teacher (Lower and Upper Pre-school)
- PE sessions with specialist teacher (Lower and Upper Pre-school)

### Nursery Timetable: Monday to Friday

This is our basic daily routine – it may change according to the needs and interests of the children.

<b>08:00 – 09:00</b>	<b>Welcome</b>	*Meet and greet children and parent/carers *Parents sign their child in *Welcome activities – children signing themselves in, books, a range of different creative resources, water play, sand play, mark making area, mathematical, home corner, construction, small world
<b>09:00 – 09.30</b>	<b>Breakfast</b>	*Children go to the toilet and wash their hands *Children are led round to the nursery dining hall for their breakfast
<b>09.30 – 10.30</b>	<b>Adult led</b>     <b>Child initiated</b>	*Children directed to activities where keyworker will introduce the activity and will be asking the children to join in with. These activities are based on the child’s interest linking with the planning *Indoor/outdoor *Circle time – name recognition, shape posting, number posting, singing songs, stories, jolly phonics, discuss feelings *Group activities *Interactive whiteboard * Child initiated activities – water play, sand play, malleable activities, Mathematics, mark making using a variety of resources, home corner, construction, small world, books, computers, fine motor physical activities such as threading, peg boards, play dough
<b>10.30</b>	<b>Tidy up and toilet</b>	*Children help tidy up *Nappy changing and wash hands
<b>11.00</b>	<b>Lunch time</b>	*Children are led to the dining area to have their lunch
<b>12.00</b>	<b>Toilet</b>	*Children are led into bathroom where they brush their teeth, wash their face and hands *Children go to the toilet
<b>12.30 – 02.30</b>	<b>Rest/nap time</b>	*Provision is made for children that don’t sleep
<b>02.30 – 03:00</b>	<b>Nappy changing/ Toilet</b>	*Nappy changing *child taken to toilet
<b>03:00 – 03.15</b>	<b>Snack time</b>	*Children are given a snack and milk
<b>03.15 - 04:00</b>	<b>Adult led</b>     <b>Child initiated</b>	*Children directed to activities where keyworker will introduce the activity and will be asking the children to join in with. These activities are based on the child’s interest linking with the planning *Indoor/outdoor *Circle time – name recognition, shape posting, number posting, singing songs, stories, jolly phonics, discuss feelings  * Child initiated activities – water play, sand play, malleable activities, Mathematics, mark making using a variety of resources, home corner, construction, small world, books, computers, fine motor physical activities such as threading, peg boards, play dough
<b>04:00- 04.30</b>	<b>Tea time</b>	*Children are led to bathroom to wash their hands *Children are led to dining hall for tea
<b>04.30 – 06:00</b>	<b>Child initiated Adult led</b>	*Stories, games, singing songs, use interactive whiteboard, outside activities



## Pre-School Timetable: Monday to Friday

This is our basic daily routine – it may change according to the needs and interests of the children.

<b>08.00</b>	<b>Welcome</b>	<ul style="list-style-type: none"> <li>*Meet and greet children and parent/carers</li> <li>*Welcome activities – children signing themselves in, books, a range of different creative resources, water play, sand play, mark making area, mathematical, home corner, construction, small world</li> </ul>
<b>09.30</b>	<b>Circle time</b>	<ul style="list-style-type: none"> <li>*Registration, Jolly phonics, number recognition, colour recognition, weather board, singing songs</li> <li>*Interactive board</li> <li>*Discuss feelings, settling in new children, assigning a buddy to a new child.</li> </ul>
<b>10:00</b>	<b>Adult led</b>  <b>Child initiated</b>	<ul style="list-style-type: none"> <li>*Children directed to activities where keyworker will introduce the activity and will be asking the children to join in with. These activities are based on the child's interest linking with the planning</li> <li>*Indoor/outdoor</li> <li>* Child initiated activities – water play, sand play, malleable activities, Mathematics, mark making using a variety of resources, home corner, construction, small world, books, computers, fine motor physical activities such as threading, peg boards, play dough</li> </ul>
<b>10.45</b>	<b>Tidy up and toilet</b>	<ul style="list-style-type: none"> <li>*Children help tidy up</li> <li>*Children go to the toilet and wash hands</li> </ul>
<b>11.00</b>	<b>Lunch time</b>	*Children are led to the dining area to have their lunch
<b>12.00</b>	<b>Registration</b>  <b>Circle time</b>	<ul style="list-style-type: none"> <li>*Staff do the registers</li> <li>*Children are encouraged to brush their teeth</li> <li>*Jolly phonics</li> <li>*Music session</li> <li>*Interactive whiteboard</li> </ul>
<b>01:00 – 3:00</b>	<b>Adult led</b>  <b>Child initiated</b>	<ul style="list-style-type: none"> <li>*Children directed to activities where keyworker will introduce the activity and will be asking the children to join in with. These activities are based on the child's interest linking with the planning</li> <li>*Indoor/outdoor</li> <li>* Child initiated activities – water play, sand play, malleable activities, Mathematics, mark making using a variety of resources, home corner, construction, small world, books, computers, fine motor physical activities such as threading, peg boards, play dough</li> </ul>
<b>03:00</b>	<b>Rest</b>	*Children are watching educational programmes whilst staff do a review of the planning, evaluating activities
<b>03.45</b>	<b>Tea time</b>	<ul style="list-style-type: none"> <li>*Children go to the toilet and wash their hands</li> <li>*Children are led to the dining hall to have their tea</li> </ul>
<b>04.45</b>	<b>Child initiated</b> <b>Adult led</b>	<ul style="list-style-type: none"> <li>*outside activities</li> <li>*mark making, construction, home corner, small world, creative activities</li> </ul>
<b>05.30-06:00</b>	<b>Winding down time</b>	*Reading stories, interactive whiteboard, mark making area, music, puzzles,



### **Registration Systems**

When registering with the school, parents and carers are to advise us of the following information:

- Who will normally be collecting the child
- Time of collection
- ❖ *Parents and carers please note that if the 'normal' person cannot collect the child on a particular day for any reason they must inform us in writing. If this is not possible, and time does not permit this from happening, parents are to contact the Nursery and Pre-school by telephone informing us of the name of the person collecting the child and provide us with a secret password. We will phone back on the telephone number we hold on record for the parents to verify this. Staff will only allow the person named to collect the child after submitting the password to a member of staff. Parents/carers may also email the Head of Nursery and Pre-school with a named person who will be collecting their child, and provide a photograph and a password that is on the child registration form. We will not dismiss a child from our care unless the above has occurred.*
- In Nursery and Pre-School children are signed in at the beginning of the session and signed out on departure.

### **Safeguarding Children**

Safeguarding children is of paramount importance at Riverston School. We therefore ensure the following:

- All staff are committed to the protection of children;
- All staff are aware of the responsibilities in safeguarding children;
- Staff are trained in safeguarding children;
- All staff are aware of the steps to take if concerns are identified/raised;
- Designated and lead persons attend training regularly and are aware of their roles and responsibilities;
- Dependant on circumstances parents will be informed of concerns and action will be taken accordingly.

A hard copy of the Safeguarding Policy is on display in the Nursery and Pre-School department, and it can also be found on the school website, or please ask a member of staff.

### **Allegations Made Against Staff**

We will follow the Early Years Policy if allegations are made against staff.

### **Risk Assessments**

Risk Assessments are completed on the following areas:

- Indoor and outdoor areas
- Trips and visits
- Equipment
- Forest School
- Moving of children
- Art/Cookery room
- Dining Room
- Toilets
- Corridors

Daily safety sweeps of the room and outside area are carried out before the children enter the building; staff check all the areas and record any findings.

The Head of Nursery and Pre-school regularly reviews the accident books to check for trends; if trends of accidents are found action will be taken to reduce this risk.

### **Working with Parents and Carers**

If necessary, information will be made available in different languages.

Every parent will attend a tour before registration forms are completed and we would discuss the following:

- The organisation of the department
- Information collection such as profiles – these are accessible to parents at all times on request
- The use of photographs within the setting
- The settling period and action plan for the child
- Procedures for dropping off and collection of children – what to do if they are unable to collect the child – written permission, if this is not possible a phone call with pass codes and names of the person collecting the child
- Discussion of policies and procedures – where these can be found
- Complaints procedure – policy and how to contact OFSTED
- Personal details about the child including dietary needs, likes and dislikes, skin care and hair care, comforters, health and medical details, religion and other key information such as languages spoken and family member names
- Introduction to the setting
- Daily routines
- Medicines and illness procedures
- How we link with parents/carers and the importance of this in the child's learning and development through discussion, key worker books, posters and notices, suggestion box, planning sheets, questionnaires, parent meetings and evenings, parent curriculum evenings.
- Special Educational Needs are discussed with parents and we develop positive relationships with other agencies.

### **Behaviour**

- We have high expectations of behaviour.
- We promote positive behaviour.
- Regular training for staff including specialist training for behaviour co-ordinator.
- Behaviour is reinforced through positive behaviour management and reward systems; sanctions are used sparingly. Regular links with parents/carers ensure issues are resolved quickly and positively.
- Issues such as bullying are referred to in assemblies, daily sessions (circle time); if bullying is found to occur this will be dealt with accordingly, parents will be consulted and we will work together to resolve any issues.

At Riverston we:

- Praise and reinforce positive behaviour;
- Encourage sharing and negotiation;
- Ensure all adults within the setting set positive role models for children;

- Discuss with the children about rules and sanctions;
- Have regular circle time activities to discuss how our attitudes and behaviour affect others;
- Encourage responsibility for all within the setting – tidying up, care for resources.

We do not:

- Use negative strategies to challenge behaviour;
- Damage self-esteem;
- Discuss behaviour of individuals in front of children.

### **Special Educational Needs and Disabilities**

- We develop positive relationships with parents through regular contact and communication;
- We keep other agencies involved in individual children constantly informed and updated;
- Staff are made aware of SEND and confidentiality through regular training and staff meetings, discussion and review of relevant information through websites, Early Years advisers and leaflets;
- Targets are developed for children with SEND and we embrace an inclusive practice for all children within the Early Years Department;

When determining the needs of children with SEND, we consider:

- Individual settling arrangements;
- If additional staff are required;
- If other agencies are required;
- EHCP for the child;
- Do we need other financial support and how this will best be used;
- How this will affect staff ratios;
- The development and important role of the key person.

Inclusion of children with SEND

- We value and recognise each child individually and develop self-confidence.
- Have regular meetings with children to discover information about individuals – routines, likes, dislikes and any changes that may affect the child.
- Regular staff meetings ensure all staff are aware of each individual's needs, action plans etc.
- Provision of additional equipment and resources.
- We promote independence and self-confidence.
- We ensure all children can access trips/outings – make plans accordingly.

### **Equal Opportunities**

- All equal opportunities policies are available to staff.
- All equal opportunities policies are available to parents in the entrance corridors.
- If needed, policies will be translated into other languages so they are accessible to all.
- Positive attitudes in the Early Years setting are encouraged through staff reviews and training.
- We reward positive behaviour/attitudes through positive behaviour management.
- Many praise and reward strategies are applied within the setting.
- Inappropriate attitudes are challenged through information and advice.
- If discrimination is found to have taken place appropriate action will be taken in line with the whole school policy.

- Staff are aware of their responsibilities towards equal opportunities.

### **Security in the Early Years Departments**

Riverston School takes security of our staff and children very seriously.

- Door handles – we have double handles on exit doors so children cannot open the doors;
- All staff use the video intercom system when opening the door; if staff do not recognise the person at the door, staff will use the telephone system to establish who the person is and their needs;
- Ensure the security system in operation for children's arrivals and departures – children to be signed in and out;
- Children will only leave the Early Years department with authorised adults; parents are to inform us by phone call, email or writing. Please ensure you inform staff members (wherever possible in writing and if possible email a photograph of the person who will be collecting your child – if you or the usual adult cannot collect your child from Nursery/Pre-school. In case of emergencies please ring the Nursery or Pre-School and discuss this with a member of staff providing a password to be used.

Main Telephone Number for school reception: **020 8318 4327**

Direct line for Nursery and Pre-School: **020 8318 3847**

- Indoor and outdoor safety checks are made before children enter the building; outdoor checks are made on fencing, gate, equipment, animals and plants;
- Accidents – An Early Years' accident book must be available to record any minor accident or incident, not requiring treatment in detail, e.g. time, place, and staff present; also the accident is to be discussed and the parent must sign the accident book to show they have been informed; more serious accidents parent/carer should be informed immediately;
- Visitors sign-in the visitors' book and wear name badges to identify who they are; staff are updated daily on visitors within the school.
- Access – where necessary parents must inform us of legal access to a child.
- Some helpful questions that may be asked before entry: Name? Purpose for visit to setting? If the person is here as a visitor, who are they here to see/times/reasons? If the person is here to collect a child, who are they here to collect/ passwords. If the person has no password and the staff member is unaware that this person is collecting the child, we will contact parents/carers to confirm this before access to the building is granted.

### **First Aid**

The First aid box have a list of contents and these are checked regularly and signed.

In an emergency:

- We administer First Aid;
- We contact parents/carers;
- We contact emergency services,
- There is always a member of staff who is paediatric first aid trained onsite at all times and this also applies to trips off site

### **Accident Records**

- We record existing injuries as children arrive to the Early Years Department: injury description/how injury occurred. All injuries must be recorded with or without wounds.
- Parents/carers are to sign the Accident Book after the session indicating that they have been informed of an accident that has occurred in the setting and a receipt will be given.
- Regular review of the Accident Book; we look for trends and act accordingly.

### **Sick Children**

- Sick children are cared for in the quiet area or in the school First Aid Room.
- Children encouraged to rest while awaiting collection from parents/carers.
- Contagious illness will be cared for accordingly in the separate First Aid Room; also parents are advised not to bring children to school with contagious diseases – please see separate Exclusion Period Policy.
- Where infections/contagious diseases occur within the Early Years Department, parents are advised through letters, verbal conversation and notices.
- All parents are advised to inform us of any illness or condition that may be contagious, therefore we can inform staff and other parents.
- Medical detail update request forms are regularly reviewed/updated.
- If the parent/carer cannot be contacted or cannot collect the child emergency contacts will be used.

### **Medicines**

- With written consent we will administer medicines to your child if their temperature exceeds 38°C or minor ailments such as teething. All medication must be in their original container, clearly labelled with the child's name.
- Parents/carers must complete a medical form prior to leaving the medicine – explaining how to administer, how often, how much and where the medicine is to be kept – parents/carers must sign this every day prior to the beginning of the session giving us permission to administer the medicine to the child.
- Medicines containing Aspirin will only be given if prescribed by a doctor.
- Prescription medicine will only be given when prescribed by a doctor and for the person named on the bottle for the dosage stated.
- All medication will only be administered once the child has been in the setting for more than 4 hours.

### **Food and Drink**

#### **Drink**

- We provide milk and water as drinks; if a child has a special dietary need please discuss this with the staff members.
- We provide covered water jugs and disposable cups, and regularly monitor children's drinking.

## **Food**

- We provide healthy meals and snacks.
- We discuss healthy eating and living.
- We consider specific dietary needs and religious views.
- Children are actively involved in planning tea menus.
- Meal times: children eat lunch and tea in the dining room – children sit at the tables with adult support showing how to use cutlery effectively.
- Fresh fruit is constantly available on the snack table.
- Other healthy snacks are also available.
- Up-to-date records of individual dietary needs are kept and reviewed regularly by staff and parents.
- Parents/carers can provide food and drink for children – food and drink for individuals with dietary needs or specific requirements.
- We provide parents/carers with the menu overview – this is also displayed on the Parent Notice Board and is provided to parents in their starter packs.

## **Fire Safety**

The designated persons responsible for fire safety are the fire marshals (Mr Murphy, Mr Crutchley, Miss Clark, and Mr Thango).

The Health and Safety Committee has regular meetings and review of the setting with the fire safety officers.

The fire marshals are trained in using firefighting equipment.

## **Nursery and Pre-school**

Fire procedure is as follows:

- On hearing the fire alarm collect the register;
- Staff to ask children to line up at the fire exit (or gate if outside);
- Staff will reassure children – however regular fire drills ensure children are used to this procedure;
- All staff and children are to walk in a line (carrying younger children) – through the fire door, through the garden and into the large playground at the back of the school (at the back of Nursery);
- A member of staff will bring out the emergency suitcase;
- All staff are checked on the signing in/out record;
- All children are counted/checked against the register;
- Once all children and members of Nursery and Pre-school are accounted for (Ms Clark or Ms Tutt) will raise their hand to indicate to the Headteacher all are accounted for.

## **Parents**

On their induction to the school, the fire exits will be highlighted.

- If you are in the building and you hear the fire alarm please follow the fire exit signs or follow directions from a member of staff.
- A log is kept of all fire drills with dates, times of evacuation, any problems and how we may overcome these.
- All fire safety equipment is regularly checked by a designated fire marshal; if equipment is faulty it will be replaced immediately.

### Hygiene

- Setting is to be clean prior to the session beginning.
- Cleaning routines are to be adhered to.
- Cleaning rota completed by staff.
- Food storage – all food are to be stored according to guidance on the packaging, fruit and vegetables to be stored in cupboards or in baskets on the worktop.
- All staff **wash hands first**; a chopping board and knife is used for fruit and vegetable preparation, and these are to be washed in hot soapy water after use. Cooked food to be 75°C or hotter; checked with the use of the probe and probe wipes. The fridge temperature is checked regularly and not exceed +5°C.
- All staff are made aware of religious beliefs – non-pork eating children, vegetarians.
- All staff are made aware of children with allergies and ensure these children do not eat or come in contact with these foods.
- EYFS staff are trained in the use of an EPI Pen.

With the EYFS Departments we also:

- Provide spare clothes;
- Have boxes of tissues available and encourage nose wiping, throwing tissue away and washing hands;
- Make children aware of hygiene through a range of teaching methods – with emphasis on coughing, sneezing, toileting and the importance of hand washing.

### Animals

- All animals are regularly checked to ensure they are free from disease.
- All animals are kept in suitable housing.
- Bowls of food are kept away from the children.
- Supervision of children when handling/caring for animals.
- Develop child sensitivity towards animals.
- We consider allergies and anxiety towards animals.
- We inform parents about our animals.
- We have regular feeding and cleaning procedures for animals.

### Concerns and Complaints Procedure

If you have any concerns or complaints please speak in the first instance to your child's Room Leader or the Head of Nursery and Pre-School. We have an open door policy, so please do not hesitate to come and speak to members of staff in the Nursery and Pre-School, or if you are unable to do so please phone or email. All concerns and complaints are dealt with in a professional manner and a copy of our complaints policy can be found on our school website and from the school office.

Direct Nursery telephone number is 0208 318 3847

Main reception telephone number is 020 8318 4327

Head of Nursery and Pre-School: Miss K Clark - [kclark@riverstonschool.co.uk](mailto:kclark@riverstonschool.co.uk)