

**HSSE ASSURANCE**

**OVERVIEW OF HSSE ASSURANCE**

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**The Park Federation Academy Trust**

**James Elliman Academy**

**Early Years Foundation Stage Policy**

**2024-2025**

**Approval**

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| **Signed by CEO and Federation Principal on behalf of the Board of Directors** | Dr. Martin Young |
| **Date of approval** | September 2024 |
| **Date of review** | September 2026 |

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**Section 1: Introduction**

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At James Elliman Academy, children will begin the Foundation Stage in Nursery at the age of 3 years. They will then continue their education by joining Reception the September following their 4th Birthday.

The EYFS abides by the Statutory Framework for the Early Years Foundation Stage, effective September 2021.

In abiding by the framework, we will;

1. Ensure that children learn and develop well and are kept healthy and safe.
2. Promote teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

* + Quality and consistency so that every child makes good progress and no child gets left behind.
  + A secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly.
  + Partnership working between practitioners and with parents and/or carers.
  + Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

We will also;

* + Shape activities and experiences for children according to the areas of learning and development.
  + Support children to work towards the Early Learning Goals (knowledge, skills and understanding that a child should have at the end of the EY).
  + Assess, measure progress and report to parents and/or carers.
  + Ensure that safeguarding and welfare requirements are followed to keep children safe and promote their welfare.

**Overarching Principles**

Four guiding principles shape practice in the Early Years.

These are:

* + Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
  + Children learn to be strong and independent through **positive relationships**.
  + Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
  + Children **develop and learn** in different ways and at different rates.

The Development Matters and Birth to Five Matters (both non-statutory guidance documents) are used to support and guide practitioners to meet the statutory framework for the Early Years Foundation Stage.

**Section 2: Learning and Development Requirements**

We recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that children will have talents in a variety of areas. We recognise that every child is a competent learner who can be resilient, capable, confident, and self-assured. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise, encouragement, and rewards, to encourage children to develop a positive attitude to learning.

**The EYFS learning and development requirements comprise**:

* The Seven areas of learning and development and the educational programmes.
* The Early Learning Goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year.
* The assessment requirements (when and how practitioners must assess children’s achievements, and when and how they should discuss children’s progress with parents and/or carers).

**Areas of Learning and Development**

There are seven areas of learning and development that shape a child’s education in the early years.

These areas of learning and development are important and inter-connected.

Three areas are crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These 3 prime areas are:

* Communication and Language.
* Physical development.
* Personal, Social, and Emotional development.

There are 4 specific areas through which the 3 prime areas are strengthened and applied. These specific areas are:

* Literacy.
* Mathematics.
* Understanding the world.
* Expressive arts and design.

**Progress through the Areas of Development**

Early Years staff will consider the individual needs, interests, and stage of development of each child in their care, and will use this information to plan challenging and enjoyable experiences for each child in all areas of learning and development. Nursery staff will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas.

The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. The balance will shift towards a more equal focus on all areas of learning as children progress through the Nursery and Reception years, and grow in confidence and ability within the three prime areas.

If a child’s progress in any prime area gives cause for concern, staff will discuss this with the child’s parents and/or carers and agree how to support the child. Staff will consider whether a child may have a special educational need or disability which requires specialist support, and will liaise with the SENCo. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage. Appropriate steps are taken in accordance with the academy’s Inclusion policy for SEND. We work closely with outside agencies to provide children with tailored and targeted support.

**EAL**

For children whose home language is not English, we will take steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. We will also ensure that children have sufficient opportunities to learn and reach a good standard in English language.

When assessing Communication, Language, and Literacy skills, we must assess children’s skills in English. If a child does not have a strong grasp of English language, we will explore the child’s skills in the home language with parents and/or carers, to establish whether there is a cause for concern regarding language delay.

**Provision**

Each area of learning and development will be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities.

Play is essential for children’s development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. Such activities will be balanced throughout the Nursery and Reception years.

Staff will respond to each child’s emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning in Key Stage 1.

**Characteristics of Effective Learning**

In planning and guiding children’s activities, staff will reflect on the different ways that children learn and reflect these in their practice. The 3 characteristics of effective teaching and learning are:

* Playing and exploring: children investigate and experience things, and ‘have a go’.
* Active learning: children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
* Creating and thinking critically: children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

1. **The Learning Environment**

The EYFS environment is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas, where children can find and locate equipment and resources independently. The EYFS classes have their own enclosed outdoor area. This has a positive effect on the children’s development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children opportunities to explore, use their senses and be physically active and exuberant. We plan activities and experiences for outdoors which mirrors and enhances learning taking place indoors to help the children to develop in all areas of learning.

1. **Teacher/Key Person**

Each child must be assigned a teacher/key person. Parents and/or carers will be informed of the name of the teacher/key person, with the role being explained, when a child starts attending our EY. The teacher/key person will ensure that every child’s learning and care is tailored to meet their individual needs. They will engage and support parents and/or carers in guiding their child’s development at home, and will help families engage with more specialist support if appropriate.

**Parents as Partners**

We recognise that parents are children’s first and most enduring educators and we value the contribution they make. In addition, we recognise the vital role that parents have played, and their future role, in educating the children. We do this through:

* Talking to parents about their child before their child starts in our academy.
* At James Elliman Academy, all parents will be offered a home visit prior to their start in Nursery.
* Inviting all parents to an induction meeting during the term before their child starts in Reception and a chance to tour new classes with their child and meet the staff.
* Offering parents regular opportunities to talk about their child’s progress throughout the Foundation Stage.
* Encouraging parents to talk to a member of staff if there are any concerns. There is a formal meeting for parents each term at which the teacher/key worker and the parent discussing the child’s progress in private. Parents receive a report on their child’s attainment and progress at the end of each academic year.
* Engaging with parents, valuing their input, to gain a holistic picture of the child when completing initial baseline assessments and encourage them to share their knowledge of their child’s abilities.
* Parents can contribute to Learning Journeys throughout the year.
* Arranging a range of activities throughout the year that encourage collaboration between child, academy, and parents: Assemblies, Sports Day, open days, special events, stay and play etc.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

**Transition**

**From Nursery to Reception.**

During the summer term prior to a child’s entry into the Reception year, parents are invited to a meeting to ensure they know about school procedures and allocation of classes and any concerns they may want to express which will ensure a smooth transition is made. Time will be allocated for professional dialogue between Nursery and Reception staff for those children transferring into the Reception classes. Children spend a significant amount of time exploring the wider school environment and visiting their new classrooms in preparation for the following year. Those children who join us from other settings will be visited by a member of the Reception Team in those settings or at their home, where they will meet the child and have a discussion with their new teacher.

Children from JEA nursery will be invited to attend a stay and play transition session before their entry into Reception.

**From Reception to Key Stage One.**

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child’s knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

**Section 3: Assessment**

Assessment plays an important part in helping parents, carers and practitioners to recognise children’s progress, understand their needs, and to plan activities and support. Ongoing formative assessment is an integral part of the learning and development process. It involves staff observing children to understand their level of achievement, interests, and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, staff will respond to their own day-to-day observations about children’s progress and observations that parents and carers share. Parents and/or carers will also be kept up-to-date with their child’s progress and development via parents evening meetings and informal meetings.

**Assessment at the start of the reception year – the Reception Baseline Assessment (RBA)**

The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception. We will administer the assessment in accordance with administration guidance and assessment and reporting arrangements published annually. The RBA is a short, interactive assessment and takes about 20 minutes to administer. The assessment will be carried out by a teacher, teaching assistant, early years’ practitioner or any other trained educational professional who will be familiar with the child taking the assessment.

The level of progress children should be expected to have attained by the end of the EYFS is defined by the early learning goals set out below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| The early learning goals | The prime areas | Communication and language | Listening, Attention and Understanding | - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;  - Make comments about what they have heard and ask questions to clarify their understanding;  - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. |
| Speaking | - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;  - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;  - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. |
| Physical development | Gross Motor Skills | - Negotiate space and obstacles safely, with consideration for themselves and others;  - Demonstrate strength, balance and coordination when playing;  - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. |
| Fine Motor Skills | - Hold a pencil effectively in preparation for fluent writing – using the tripod grip  in almost all cases;  - Use a range of small tools, including scissors, paint brushes and cutlery;  - Begin to show accuracy and care when drawing. |
| Personal, social, and emotional development | Self - Regulation | - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;  - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;  - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. |
| Managing Self | - Be confident to try new activities and show independence, resilience and  perseverance in the face of challenge;  - Explain the reasons for rules, know right from wrong and try to behave accordingly;  - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. |
| Building Relationships | - Work and play cooperatively and take turns with others;  - Form positive attachments to adults and friendships with peers;  - Show sensitivity to their own and to others’ needs. |
| The specific areas | Literacy | Word Reading | - Say a sound for each letter in the alphabet and at least 10 digraphs;  - Read words consistent with their phonic knowledge by sound-blending;  - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. |
| Comprehension | -Demonstrate understanding of what has been read to them by retelling stories and narrative using their own words and recently introduced vocabulary.  -Anticipate – where appropriate – key events in stories  -Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. |
| Writing | - Write recognisable letters, most of which are correctly formed;  - Spell words by identifying sounds in them and representing the sounds with a letter or letters;  - Write simple phrases and sentences that can be read by others. |
| Mathematics | Numbers | -Have a deep understanding of number to 10, including the composition of each number;  - Subitise (recognise quantities without counting) up to 5;  - Automatically recall (without reference to rhymes, counting or other aids)  number bonds up to 5 (including subtraction facts) and some number bonds to  10, including double facts. |
| Numerical Patterns | - Verbally count beyond 20, recognising the pattern of the counting system;  - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;  - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. |
| Understanding the world | Past and Present | - Talk about the lives of the people around them and their roles in society;  - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;  - Understand the past through settings, characters and events encountered in books read in class and storytelling; |
| People Culture and Communities | - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;  - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;  - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate – maps. |
| The Natural World | - Explore the natural world around them, making observations and drawing pictures of animals and plants;  - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;  - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |
| Expressive arts and design | Creating with Materials | - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;  - Share their creations, explaining the process they have used;  - Make use of props and materials when role playing characters in narratives and stories. |
| Being imaginative and Expressive | - Invent, adapt and recount narratives and stories with peers and their teacher;  - Sing a range of well-known nursery rhymes and songs;  - Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music. |

**Assessment at the end of the EYFS: The Early Years Foundation Stage Profile (EYFSP)**

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, an EYFS Profile will be completed for all children. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child’s knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

The EYFSP will reflect: ongoing observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child’s level of development will be assessed (see below) against the early learning goals, including those with special educational needs or disabilities. Reasonable adjustments to the assessment process for children with special educational needs and disabilities will be made as appropriate.

Data specification

|  |  |
| --- | --- |
| Assessment rating | EYFS judgement |
| 1 | Indicates a child who is at the ‘emerging’ level at the end of the EYF  (not yet reaching expected levels of development) |
| 2 | Indicates a child who is at the ‘expected’ level at the end of the EYF  (meeting expected levels of development) |
| A | Indicates a child who:  • has not been assessed due to long periods of absence, such as a prolonged illness  • has attended the provision for an insufficient amount of time for the teacher to make an adequate assessment before the profile submission deadline  • has an exemption |

**Information to be provided to the Local Authority**

We will report EYFS Profile results to Slough LA, upon request. Local authorities are under a duty to return this data to the relevant Government department.

**Section 4: Safeguarding and Welfare Requirements**

Children learn best when they are healthy, safe, and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. Our safeguarding and welfare procedures are designed to create high quality environments which are welcoming, safe, and stimulating, and where children can enjoy learning and grow in confidence. Our Safeguarding and Child Protection Policies cover the whole school including the Early Years.

**DBS Checks**

All staff in the EY have up-to-date DBS checks.

**Staff Qualifications, Training, Support, and Skills**

The daily experience of children in Early Years settings and the overall quality of provision depends on all practitioners having appropriate qualifications, training, skills and knowledge and a clear understanding of their roles and responsibilities. JEA ensures that all staff are suitably qualified to undertake their role. They also receive induction training to help them understand their roles and responsibilities. Induction training must include information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues. We also support staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.

All classes have a qualified EY teacher, with other staff holding at least a full and relevant level 3 qualification and at least half of all other staff holding at least a full and relevant level 2 qualification. The Early Years Vice Principal has at least two years’ experience of working in an EY setting.

We have ensured that all teachers and Early Years staff are first aid trained in the Early Years.

All staff have sufficient understanding and use of English to ensure the well-being of children in their care.

**Staff: Child Ratios**

Staffing arrangements must meet the needs of all children and ensure their safety. We ensure that children are adequately supervised, including whilst eating, and decide how to deploy staff to ensure children’s needs are met. Children, including whilst eating, must be within sight and hearing of a staff member.

Only staff are included in ratios. Students on long term placements and volunteers (aged 17 or over) and staff working as apprentices in early education (aged 16 or over) may be included in the ratios only if we are satisfied that they are competent and responsible.

Nursery

For children aged three and over, where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status, or another suitable level 6 qualification is working directly with the children:

* There must be at least one member of staff for every 13 children.
* At least one other member of staff must hold a full and relevant level 3 qualification.

For children aged three and over, when a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status, or another suitable level 6 qualification is not working directly with the children:

* There must be at least one member of staff for every eight children.
* At least one member of staff must hold a full and relevant level 3 qualification.
* At least half of all other staff must hold a full and relevant level 2 qualification.

Reception

Reception classes in maintained schools and academies are subject to infant class size legislation. The School Admissions (Infant Class Size) Regulations 2012 limit the size of infant classes to 30 pupils per school teacher (subject to permitted exceptions) while an ordinary teaching session is conducted. ‘School teachers’ do not include teaching assistants, higher level teaching assistants or other support staff. Consequently, in an ordinary teaching session, a school must employ sufficient school teachers to enable it to teach its infant classes in groups of no more than 30 per school teacher.

**Health**

Medicines

JEA promotes the good health of children attending the EY. If a child is unwell, we will follow our Supporting Pupils with Medical Conditions Policy. Medicine (only prescription) must only be administered by the senior welfare officer to a child where written permission for that medicine has been obtained from the child’s parent and/or carer. Forms are available on request from the main office. We will keep a written record each time a medicine is administered to a child, as instructed by the parent/carer.

**Food and drink**

When we provide snacks and drinks, they will be healthy, balanced, and nutritious. Before a child is admitted to the setting we will obtain information about any special dietary requirements, preferences, and food allergies that the child has, and any special health requirements. Fresh drinking water will be available and accessible at all times. Providers must record and act on information from parents and carers about a child's dietary needs.

**Oral health and hygiene**

Children in Nursery and Reception take part in brushing their teeth on a daily basis. (See Healthy Eating and Tooth Brushing Policy – Appendix 1)

**Accident or injury**

A first aid box accessible at all times with appropriate content for use with children. We will keep a written record of accidents or injuries and first aid treatment. We will also inform parents and/or carers of any head injuries sustained by the child on the same day as, or as soon as reasonably practicable after, and of any first aid treatment given. All staff are first aid trained.

**Managing behaviour**

Behaviour will be managed effectively according to the JEA Behaviour Management Policy.

**Safety and Suitability of Premises, Environment, and Equipment Safety**

We will ensure that our premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises. We comply with requirements of health and safety legislation (including fire safety and hygiene requirements). We take reasonable steps to ensure the safety of children, staff, and others on the premises in the case of fire or any other emergency, and have a clear emergency evacuation procedure. We also have appropriate fire detection and control equipment (for example, fire alarms, smoke detectors, fire blankets and/or fire extinguishers) which is in working order and tested regularly. Fire exits are clearly identifiable, and fire doors are free of obstruction and easily opened from the inside.

**Premises**

The premises and equipment must be organised in a way that meets the needs of children. Providers must meet the following indoor space requirements: Children aged three to five years: 2.3m2 per child. We provide access to an outdoor play area daily, where some outdoor activities are planned. Adequate numbers of toilets and hand basins available for children to use. There is an area where staff may talk to parents and/or carers confidentially. We only release children into the care of individuals who have been notified to us by the parent, and never release children unsupervised.

**Risk assessment**

All staff ensure that all reasonable steps are taken to ensure children in their care are not exposed to risks. Appropriate risk assessments identify aspects of the environment that need to be checked on a regular basis, and how the risk will be removed or minimised.

**Outings**

Children must be kept safe while on outings. A detailed risk assessment will be undertaken and countersigned prior to the outing. A designated first aider MUST be available on all outings.

**Information for parents and carers**

We make the following information available to parents and/or carers:

* How the EYFS is being delivered in the setting, and how parents and/or carers can access more information.
* The range and type of activities and experiences provided for children, the daily routines of the setting, and how parents and carers can share learning at home.
* How the setting supports children with special educational needs and disabilities.
* Food and drinks provided for children
* Details of the provider's policies and procedures including the procedure to be followed in the event of a parent and/or carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting.
* Staffing in the setting; the name of their child’s key person and their role; and a telephone number for parents and/or carers to contact in an emergency.

**Complaints**

All complaints must be made according to our Complaints Policy.

**Section 5: Monitoring and Review**

It is the responsibility of the EYFS staff to follow the principles stated in this policy. The Principal and Early Years Vice Principal will carry out monitoring on the EYFS as part of whole school monitoring.

**APPENDIX 1**

**Healthy Eating and Tooth Brushing Policy**

**James Elliman Academy recognises that we have a responsibility to promote the benefits of oral health**

The aims of this policy are:

* To reduce dental decay, obesity and other health problems associated with a poor oral hygiene routine and a high sugar, high fat diet
* To raise awareness of the benefits of oral health and healthy eating
* To role model and promote healthy eating practices within this setting
* To support parents to access free NHS dental services for their children
* To support parents in providing a healthy, balanced diet to themselves, their children and their families
* To ensure all staff provide a consistent message regarding oral health and healthy eating

In order to promote the benefits of oral health and healthy eating:

* Milk times are used as an opportunity for positive social interaction in which children, their caregivers, staff and volunteers participate.
* Snack times are appropriately supervised and children and adults do not walk around with food. There is a specified location for eating fruit and drinking water which is on the ‘fruit table’ on the laminated flooring side of the nursery.
* In order to protect children with allergies, we discourage children from sharing and swapping their food with one another.
* Used cups are also encouraged to be put into the sink ready to be washed after each use, to stop children sharing cups.
* Children’s growing independence is supported as they are encouraged to pour their own drinks, make choices about and serve their own food, and to have opportunities to be responsible for setting up and clearing away afterwards.
* Children are encouraged to develop good eating skills and table manners and are given plenty of time to eat.
* Fresh drinking water is constantly available for the children and we inform children and adults about how to obtain the water and that they can ask for it at any time during the session/day
* Water and milk (unflavoured) are the safest drinks for teeth. Water and milk only will be offered as drinks in the centre
* Explanations are given to children about where food comes from, how it changes, is cooked, different tastes and textures
* We celebrate that food is an important part of culture and tradition. We offer opportunities for children to enjoy food from different cultures and to investigate unfamiliar foods
* We provide evidence based information to centre users with regard to oral health, accessing dental services and healthy eating, in a variety of accessible and relevant forms and languages
* All staff and volunteers are asked to show regard to the healthy eating policy when eating in the presence of setting users
* No confectionary such as chocolate, chocolate coated biscuits, sweets, crisps etc. are provided at this centre as snack options.
* Exceptions may occasionally be made, but usually foods and drinks offered at snack time will be snacks that are kinder to teeth. Where exceptions have been made these are only provided for special occasions such as religious holidays/cultural festivals, provided during snack/meal times and in these circumstances healthier alternatives are considered where possible, and portions offered are smaller than those of healthier foods
* Snacks containing sugar, or birthday treats are *not* encouraged. Alternative ideas that put the emphasis on making the child feel special and keep them healthy include wearing badges, stickers or hats, singing songs.
* Children will be helped and encouraged to drink from an open cup.
* Food is not used as reward and the withholding of food is not used as a form of punishment
* We promote and support breastfeeding
* Staff help children to understand why some foods are healthy and others are not.
* We display information about dental health.
* We consult with families on food provision and healthy eating, seeking guidance from professionals where necessary.
* All staff and volunteers receive an induction regarding healthy eating standards and practices used in our setting.

Signed: ………………………………………… Date: …………………………………

Early Years Vice Principal

James Elliman Academy

**Guidelines for Tooth brushing programme**

The daily tooth brushing programme at James Elliman Academy in the Early Years. (Nursery/Reception)

**Effective practice**

* All pupils that have consent to take part will be given a toothbrush and class toothpaste with records updated as necessary.
* A pea sized blob of fluoride toothpaste (Toothpaste containing 1,350 – 1,500 ppm (parts per million fluoride) is used in the programme and dispenses off a paper towel or plate.
* Attempt to brush all surfaces of the teeth.
* All pupils should have their own identifiable toothbrush and should be supervised/helped during brushing.
* Toothbrush will be replaced once a term or when necessary if bristles become splayed.

**Infection control**

* Supervisors should wash their hands before and after tooth brushing session and use disposable glove and sanitising gel as necessary.
* Toothpaste should be dispensed off a plate not directly onto the child’s brush.
* Toothbrushes are stored in an upright position in a suitable place to avoid touching each other and cover.
* Brush containers and toothbrush covers should be washed weekly in warm soapy water and stored out of reach or in a suitable cupboard.
* Basins/sinks should be washed and wiped down after tooth brushing session.

**Remember:**

* Stand to brush their teeth as part of Active Movement program
* Encourage children not to swallow toothpaste during and after brushing but spit if needed,

Don’t rinse!

* Wipe excess toothpaste away with a paper towel.
* Keep snacks sugar free.
* Plain water and milk are the only drinks completely safe for teeth.