



Hull Collegiate Prep School **Foundation Stage** **Physical Environment and Equipment**

This policy applies to our EYFS setting. Hull Collegiate School seeks to implement this policy through adherence to the procedures set out in the rest of this document. Hull Collegiate School is fully committed to ensuring that the application of this Foundation Stage Physical Environment and Equipment policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity document. This document is available to all interested parties on request from the main school office and should be read in conjunction with the following documents:

- Equal Opportunities
- Foundation Stage
- Foundation Stage Equal Opportunities Information
- Foundation Stage Health and Illness
- Foundation Stage SEN and Inclusion Information
- Health and Safety
- Premises and Accommodation
- SEN and Inclusion
- SENDA
- Supervision of Pupils

This document is reviewed annually by Mrs J Maltby (Foundation Stage Coordinator) or as events or legislation change requires. The next scheduled date for review is September 2017.

If you have any concerns regarding this policy please discuss them with Mrs Maltby



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Policy Statement:

In the Foundation Stage Department we are committed to providing a welcoming and caring environment that provides for the children's safety and wellbeing and supports them in their development and learning. We believe that the organisation and layout of the environment should enable children to be active and involved in social and individual play activities and experiences. We provide the children with furniture, equipment, toys and resources that meet the teaching and learning needs appropriate to their individual social, physical, emotional, educational, spiritual and cultural needs and development stages. This statement, along with the whole school Premises and Accommodation policy, also addresses the EYFS Statutory Framework Section 3 – The safeguarding and welfare requirements, Premises: 3.56 - 3.62.

We therefore operate the following:

The Foundation Stage team and the school management:

- Present a welcoming and friendly environment for the children, parents and visitors;
- Provide a safe, secure and supportive environment for the children's care, health and wellbeing, as well as their development and learning;
- Provide both indoor and outdoor play activities and experiences;
- Ensure that all parents, children and visitors, including those with disabilities, have easy access to the premises, facilities and equipment;
- Ensure that new members of staff, including students and volunteers, receive copies of the policy, and that this is discussed during their induction meeting.

Space within the school

- We provide appropriate indoor space requirements for children, and organise rooms to ensure that all children, including those with special needs and disabilities, are able to move freely and safely around the school.
- We organise the space to allow a wide range of play experiences, including whole-group activities.

Premises

- We provide defined rest areas appropriate for the children's needs, as well as separate rest/break facilities for the staff, and ensure that sleeping children are checked frequently.
- We ensure that all areas of the building are clean and well maintained.
- We ensure that there is a working telephone on the premises to contact outside assistance, as well as receiving incoming calls.
- We have efficient systems for contacting parents, support services and other agencies.
- We ensure that all children have easy access to drinking water, toilet facilities and eating facilities. We provide appropriate and sufficient toilets and washing facilities for the number of children in the Foundation Stage Department, as well as separate toilet facilities for adults. We ensure that facilities are clean and hygienic at all times.
- We provide appropriate space and facilities to encourage children to become increasingly independent.

- We provide suitable hygienic changing facilities for changing any children in nappies, and ensure an adequate supply of clean bedding, towels, spare clothes and any other necessary items are always available.
- We provide an environment that reflects the children's development and learning and has relevance for local cultures and communities.
- We ensure that the premises are well lit and have some natural light.
- We ensure that the premises are kept at a comfortable temperature throughout the year.
- We provide safe storage facilities for all types of equipment, care and hygiene facilities, and play and learning equipment.
- We provide areas of privacy where parents, staff and other agencies can speak confidentially. These include the Foundation Stage Coordinator's and Deputy Head's offices.
- No smoking is allowed on the school premises.
- The school has appropriate public liability insurance.

Indoor provision

- We create defined areas for different play activities, thus supporting the children in all seven areas and characteristics of effective learning in the Foundation Stage.
- We use the available space creatively and flexibly to provide opportunities for the children's imaginative play, movement and large-scale play.
- We provide opportunities for both floor play and table activities.
- We create opportunities for children to access equipment and materials independently, and choose for themselves, by using low-level open-storage shelves and boxes.
- We encourage the children to care for their environment by ensuring that appropriate cleaning equipment is available for them to access and use independently in order to clean and tidy up activity areas.

Outdoor provision

- We offer regular opportunities for children to play in a natural environment of grass, trees and bushes.
- We provide daily opportunities for children to choose to play outside, providing open space where they can run, as well as using fixed or other play equipment.
- We ensure that there are areas of shade and shelter.
- We use the outdoor environment to offer a wide range of learning opportunities for investigation and exploration, thus developing all seven areas and characteristics of effective learning in the Foundation Stage.

Toys and small equipment

- All our toys meet the appropriate safety standards and regulations and are appropriate for the children's ages and stages of development.
- All our toys are clean and well maintained and are clearly labelled and stored in a safe and tidy way.
- Toys are made accessible to the children so that they are able to make free choices and work or play independently.
- We choose resources that promote positive images of both sexes, all races, cultures, social backgrounds and abilities.
- We offer toys that provide sensory experiences to help language development and toys that offer emotional comfort and support to less confident children.

- We supply appropriate quantities and varieties of toys and equipment to provide children with a varied and stimulating range of resources, promoting imagination, fun and flexibility, and encouraging participation in open-ended activities.

Furniture and large equipment

- We provide an appropriate amount of furniture in order to create a comfortable and relaxed yet stimulating environment for all the children.
- All new furniture purchased takes into account the age, size, height, and varied physical abilities of the children.
- Furniture and large equipment is kept clean and well maintained and meets all appropriate safety standards.
- All furniture not in use is stored safely and not stacked in any way that could put children or staff at risk.
- Furniture never creates an obstruction to emergency exits.

Other resources

- Tools and equipment such as scissors, staplers, hammers or nails are stored and labelled and children are taught how to handle them correctly and safely.
- Children are encouraged to promote recycling by collecting clean and safe household and natural materials for use in their creative activities.

Safe play

- We check new and old equipment, toys and resources regularly to make sure they are safe and meet all regulations.
- We check the suitability and state of repair of surfaces on which the children play on a regular basis.
- We make safety checks before all activities begin. We remind the children about safe practice whenever necessary.
- Permanent play features: slides/sand pits are safe and kept in good repair.
- We teach children awareness of safety issues through planned and spontaneous discussion, as well as routines, planned activities and topics.