

### **General Welfare Requirement: Organisation**

Glebe House School Early Years Staff must plan and organise their systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.

## **Daily organisation**

### **4.7 The role of Setting Manager, Reception Teacher, Head of Year Groups and all staff**

(Including daily routine and planning of activities inside and outside)

#### **Policy statement**

Organisation is at its most effective when appropriately experienced and qualified staff have clear understanding of their role and responsibilities. At Glebe we hope that by achieving quality induction procedures and by offering opportunities for further training, we will help staff develop their skills in organising a provision that not only meets children's individual needs, but ensures they are happy and challenged in all areas of development.

#### **Aims**

- Support new and current staff and students during their time at Glebe Trust Nurseries
- Head of Departments/Setting manager or deputy and class teachers to ensure that staff and students are deployed effectively within the premises to ensure the safety, welfare and development of the children are met at all times
- Offer quality ratios, key person systems and supernumerary back up if required
- Reception Teacher/Head of year groups to provide suitable activities which are age appropriate and reflect individual children's needs
- Staff must plan a balance of adult led and freely – chosen or child initiated activities, delivered through indoor and outdoor play
- Promote equality of opportunity and anti-discriminatory practice and must ensure that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability
- Make time for effective communication for children, parents, students and staff

- Provide accurate and up to date records of children, parents, staff, all of which pay attention to confidentiality
- Provide accurate attendance records, including Fire Register
- Provide clear agreed safety and security procedures
- Provide sufficient non-contact time for staff breaks, planning/observation, cleaning and administrative tasks

## EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
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## Brief Layout of the building

Within Nursery the building consists of 3 open plan rooms, two toilet areas, a large store cupboard, kitchen and in a separate building close by there is a staff room and office.

1. Each Year Group has its own entrance with an individual door bell sound for each room, which can either be opened by the supernumerary member of staff, or by staff in the individual year groups by opening the door and ensuring it is shut again, without having to leave the children. (NEVER let anyone in who you do not recognise, always ask someone else if in doubt). NB: Therefore, only staff to open door, not students or parents/carers. Each room also has a Display Board to inform parents of essential information and a Comments/Mail box for daily communication between staff and parents is in the 2-3 central art room which can be used by all parents.
2. Kitchen – this is used for preparing light snacks for breaks and for serving main meals which come from the main kitchens. No unsupervised children are allowed in this area due to the potential hazards of cleaning fluids and hot liquids etc. Except for when doing cooking activities with children after a risk assessment has been completed.
3. Office/Reception Area – this area is used for greeting new parents and parents who may want to speak to the Manager or Deputy in confidence and to complete admin. Both the staffroom and office are used to store confidential information about children and staff. The staff room is also used for staff meetings and for staff breaks.
4. Toilet Area/Store Room – this area is primarily used for nappy changing and for the use of toilets and washing hands. It consists of four children’s toilets, 4 children’s sinks and a nappy changing unit. There is also a separate toilet, shower room with a sink which can be used for disabled access and as a staff toilet. This area also includes storage space for cleaning fluids to be safely locked away and for excess resources to be stored.

6. The main 3 rooms are divided into year groups to enable children to benefit from toys and equipment which are age/developmentally appropriate, thus hopefully providing the older children with more challenging equipment, but keeping the younger children in a safer environment away from toys which could be harmful.

The rooms are divided into the following age groups, dependent on birth rates each year:

#### Option 1

0-2 year group – Wobblers area - maximum capacity for 6 children 1:3 ratio  
Toddlers area – maximum capacity for 12 children 1:3 ratio

2-3 year group - maximum capacity for 27 children dependent on age 1:3 or 1:4 ratio

3-4 year group - maximum capacity for 24 children 1:8 ratio

Children under 2 years are cared for in groups of no more than 12 at any time.

Each room has its own quiet area for children to rest in if they wish. The 0-2 year room has an area which can be curtained off for children to sleep in the comfort of cots/coracles if necessary. Children who are resting or asleep should be checked every 2 to 5 minutes as a minimum requirement and should never be left in a room alone.

#### Option 2

If we are short staffed or not many children are in nursery then we mix the year groups within the above ratios, for example if using only the 0-2 room only we would do as follows: 0-2's x 3 children on a 1:3 ratio, 2-3's children on a 1:4 ratio and 3-4's on a 1:8 ratio, thus having the older children in the Toddler Area and the younger children only in the Wobbler area.

The 0-2 Toddler Area has a sensory area which can be doubled up as a sleep area, or alternatively children from any age group can use it as a sensory room when it is free from children sleeping.

N.B. Nursery is registered with Ofsted to take a maximum 69 children at any one time.

Within Pre Prep Department.

The reception class consists of two open plan rooms and a continual provision 'Sunny room' for a maximum of 16 children, the reception class and Year 1 share the same corridor, cloakroom and toilets. Toilets consist of 3 toilets and two sinks. There is also a staff room for Pre Prep staff which is used to prepare snacks and to hold meetings in.

## Space requirements

Please refer to page 29 and 30 of Statutory Framework for the Early Years Foundation Stage September 2017, which the setting abides by.

## Procedures

### *Within Nursery*

- The setting manager completes a rota based on the current amount of children on register
- Staff work in different age groups as per rota and act as key persons within their own group, under the supervision of the Head of Year Group who plans the days activities, based on the feed back given to them from key persons observations on their children and parents views
- Children can arrive from 8am and can attend a combination of any of the following sessions: 0900-1200, 0800-1300, 1300-1600, 1300-1800 or 0800-1600 or 0800-1800
- As many staff as needed will start on an early at 8am to greet early children and prepare for the day, by completing rota tasks such as sterilising baby utensils, cutting paper and making play dough
- Just before 0830 all staff on a morning shift will arrive to greet and care for the rest of the children registered on that day
- Meeting and greeting of children and parents continues for up to an hour
- 0800-approximately 1000 free play, staff should all be familiar with targets set for individuals and groups of children by the head of year group (see daily plans and activity sheets on walls which should cover all seven areas of learning)
- During this time staff should balance their time between supporting children's interests by asking open ended questions and guiding them, or giving them freedom to experiment under their watchful eye only stepping in to prevent accidents/incidents occurring.
- 1000 if the team within the room feel that the children are ready to tidy up for break then they will encourage the children to do so, however if the children are engrossed in play the free play may continue for longer
- After 'tidy up time' children are encouraged to wash hands before having their break, this should be done in small groups to avoid accidents, and to give staff a chance to make the task educational
- Approximately 1015 children will either participate in a circle time activity or sing songs in groups, whilst a member of staff prepares or collects a healthy snack. Great emphasis is placed upon encouraging healthy eating, and staff often talk about the importance of it.

- After snack time children prepare to go outside or participate in other activities dependent on demand, such as ballet, musical movement etc which all encourage exercise as being fun!
- Approximately 1100 children come back to their year groups and participate in organised activities or more free play, most of these activities are adult lead, however staff are very aware that sometimes they may need to vary the activity to cope with individual needs on the day
- 1130 children gather for story time and recall of the days events, it is important that staff are spontaneous with this time and if children are in need of a more physical activity they should adapt what they are doing accordingly to meet the group or individual needs, which may mean one member of staff interacting with an individual whose needs are different to the others within the group.
- 1200/1300/1600/1800 – staff meet and feed back the days occurrences to parents/carers, valuing children’s experiences and talking about their general well being
- Simultaneously to children going home some staff will take children to wash their hand before lunch
- Lunch time at Glebe is an important communication time, when staff share stories with children and talk where possible about healthy eating and the need to drink
- After lunch children are once again encouraged to wash hands and faces either before they go home or before they embark on the afternoons activities
- 1300 – 1400 Free play as above but children who have been in all day will have activities varied for them to maintain their interest if they require variety, or it may be appropriate to continue with an activity which is developing skills and interests
- During the afternoon children will be offered opportunities to rest or sleep and recharge for the rest of a fun packed afternoon
- 1400 As above tidy up time, followed by washing of hands for break etc
- 1430 As above children will either go outside or participate in an organised physical activity in the gym or hall, during all these activities staff carefully plan to meet individual and group needs, giving children a balance of adult led activities and freely chosen ones.
- 1500 Staff prepare to organise children to come in and get ready to go home
- 1530 Staff either read a story or create a relaxing music session as a wind down to the end of the day, occasionally once again staff have to be spontaneous and change the activity to a more physical one if children are feeling full of energy!

- Home time 1600 or upto 1800 in half hour sessions, once again key persons or shared key persons use this opportunity to feed back on the days activities and experiences, and to listen to concerns or wow moments parents may wish to share with us.
- Staff then clean and tidy their room from 1600-1630, and prepare activities for the next day. Tea club staff clean the rooms they have been using once the last child has left or if numbers allow safe staff ratio's prior to 1800, provided the children are not in that room
- 1600, 1630/1800 – Every day - Staff meet briefly to discuss children's development and any concerns we may have either regarding the children, parents, students, staff or daily running of the nursery

Monday/Thursday – once a month staff meeting for a minimum of 2 hours for detailed staff meetings and relevant inset sessions, meetings start either at 1630 or 1800 to try and meet the needs of staff.

Friday – Staff have a planning meeting, during which time key persons feed back their individual targets for each key child to the head of room, so she can plan for the following week

### *Within the Reception Class*

**Arrival** - Between 8.30 to 8.40am children are brought into Pre Prep where they hang their blazers, hats etc in the cloakroom and are then welcomed into the classroom. Book bags in the box, cardigans/ jumpers are placed in drawers and drink bottles on the small table please. We are available at this time in case you have any questions or comments.

The children find their name on the interactive whiteboard and move it up to say that they are here!

**Welcome Activities** - construction, phonics, puzzles etc. which encourage the children to have a calm and focused start to the day.

**Carpet time** - Register, date, weather, news, birthdays. Each day a child is selected to be the leader of our class.

**Assembly.** The children attend various assemblies either in the Pre Prep or with the main school. This is an opportunity for the children to receive awards and share their successes.

**Literacy** - We follow the Jolly Phonics scheme which uses sound blending and actions for each of the 42 sounds of the English Language. Literacy time begins on the carpet through stories, flashcards and songs after which the children go on to do linked activities inside and out. These could be alphabet puzzles, a computer program or story, making words using magnetic letters

on whiteboards or an activity linked to the sound of the day e.g. we made tea and toast on the day we learnt t!

**Healthy Snack Time** - The children change into their boiler suits before snack and we encourage them to do this as independently as possible. Each day the leader gives out the snack mats and other children are chosen to give out the food which could be raisins, cheese, breadsticks, tomatoes, apple, toast, hot chocolate, water or milk. Children are encouraged to use good manners, join in with polite conversation around the table and take turns. We vary the snack daily on a rota system and encourage children to try new foods.

**Playtime** This is an opportunity for the children to mix with other age groups within Pre Prep which they all readily do. The Reception children have wheeled toys in the playground.

**Mathematics** – Counting games/ books, songs, rhymes, sorting, etc. This will usually begin on the carpet or in front of the interactive white board and then the children will work in groups on mathematical activities. We also take this area of learning beyond the classroom so activities could involve a shape walk for example where the children take photos of the shapes they see.

**Lunchtime** - Reception children eat with Division I and II and their teachers for lunch. We encourage good manners, using cutlery appropriately and the children have lots of opportunity to chat with the other children and adults.

### **Continuous Provision, Topic, Children's Interests**

#### **Pre Prep biscuit playtime**

Play with Division 1 and 2 as before

**At the end of the day** we come together on the carpet for a story or song followed by the Pre Prep prayer.

Children are then sent out to parents waiting inside the fenced area near the main entrance at 3.30

*Other lessons spread across the week include;*

**Music** with Mrs Carnell. The children thoroughly enjoy singing songs, playing instruments and listening to music.

**Cooking:** Each week the children have a cookery lesson with parent helpers.

**French** with Mr Whitehill

**Art and Design** with Mrs Hipwell

**Physical Development** with Mr Turner

*Within the EYFS*

- Throughout the day staff encourage children to develop the necessary independence to go to the toilet, blow noses etc independently where possible, or alternatively help children who are still in nappies feel comfortable by changing them at appropriate times (please refer to nappy changing policy)
- Staff should always position themselves within the room so they can see the area they are looking after and work with colleagues to ensure all areas of the room are being monitored closely to avoid accidents happening, but also to ensure children are being inspired and not left wandering
- Staff should never use mobile phones or chat to staff whilst on duty inside or outside with the children
- Staff should always remember to be cheerful, sensitive role models, think before you speak or act!
- It is crucial that all key person's observe throughout the week so that they can plan experiences which are appropriate to each child's stage of development as they progress towards the early learning goals
- These experiences will then be collated by each year groups head of room or class teacher, so that any member of staff working within that room will know how to cater for group and individual needs the following week
- Behind the scenes of the daily routine it is each key person's responsibility to ensure that their children's All About Me Books are up to date with relevant observations and records of their learning story both in the setting and at home
- Head's of year groups and the class teacher should ensure that they inspire staff to be creative with their rooms and make them a place where children will enjoy being, always thinking 'What is it like to be a child here?'
- Throughout the day the manager should ensure that all of the following run smoothly  
Administration – ensuring records are up to date, claiming funding, amend policies etc  
Employment & Staffing – ensuring staff are safe & appropriately qualified to work with children, delegate new staff to be mentored by good role models within the team, maintain & organise continuous professional development for all staff, arrange staff cover for sickness and holidays, keep staff records up to date etc



Parent Partnership – ensure parents are happy, feel valued and part of the setting, are kept informed of their child’s progress and the settings developments inc Ofsted Inspections etc  
Safeguarding Children – ensure that children are kept safe by staff and the premises, and all who come into contact with them etc

Equal Opportunities – make sure that everyone who enters the setting feels valued and secure within our setting etc

Health & Safety – create a premises which is safe for adults and children to be in, paying special attention to fire safety, security and general maintenance etc

Confidentiality – maintain this throughout the setting so everyone feels secure

Health & Hygiene – organise for all involved in the care of children to be aware of good hygiene whilst caring for the children, preparing healthy meals and snacks, ensure that healthy guidance is offered and abided by for the safety of all etc

Working in Partnership with other agencies – liaise with external agencies to support children with Additional Needs, attend local meetings with other early years providers and schools etc

- Most importantly ensure staff abide by the setting ethos and policies so that everyone is happy, happy children learn and thrive!
- Liaise with members of the main school to ensure good communication and continuity exists throughout the school, thus making an easier transition for those who wish to continue through the school

### Legal framework

Statutory Framework for the Early Years Foundation Stage published March 2021, effective from September 2021.

This policy was adopted at a meeting of	<u>Glebe House Trust Nursery</u>	name of setting
Held on	<u>May 2022</u>	(date)
Date to be reviewed	<u>May 2023</u>	(date)
Signed on behalf of the management committee	_____	
Name of signatory	<u>Susie Pull</u>	
Role of signatory (e.g. chair/owner)	<u>Area Manager Glebe Trust Nurseries</u>	