

## **Physical Environment & Equipment**

### **Risk Assessments**

Risk Assessments are written conducted and reviewed on a regular basis. The risk assessments should cover anything which may affect the safety and well-being of the child, staff or visitors to the nursery. (See risk assessment file).

The regulations of the "Health and Safety at Work Act 1974" should be adhered to and also any other relevant legislation such as the Welfare requirements set by Ofsted, COSHH & RIDDOR.

The Health & Safety poster is displayed in the staff room.

Staff are encouraged to undertake in house training to update their knowledge in health & safety procedures.

**Every action is taken to ensure that Bell House Nursery is a safe environment for all**

### **Indoors**

- Bell House Nursery is physically accessible to all children, staff and visitors (See Inclusion Policy)
- Parents and children are greeted into a warm, friendly and welcoming environment. This will be established through staff attitude, positive images and child ownership of the setting e.g. displaying children's work
- All children will have an identified space in which to keep their belongings including their coat, bag and anything they wish to share during their time at the nursery
- Each room is risk assessed before the arrival of the children each day ensuring that anything hazardous is noted and rectified. Each room's risk assessments are kept in a folder in each room, these are reviewed year. Blank risk assessments are available for if needed for unforeseen events/risks e.g. if a child comes in with a broken arm.
- The equipment is checked for safety each day and is cleaned/sterilised on a rotational basis, or before if necessary
- The layout of equipment and activities is accessible and inviting to all children using the room, creating a continuous learning environment by following the EYFS. This learning environment is monitored and Continuous Provision Focussed Improvement Plans (CPIPS) are created in each room termly to ensure the provision meets the needs of the children.

- The children are encouraged to take care for their own environment by tidying away after each activity and by respecting the materials provided. Drawers and containers are categorised and labelled as the children are encouraged to tidy up
- Room temperatures are monitored inside all rooms of Bell House Nursery to ensure they are safe and promoting a healthy environment. Windows are opened for ventilation of the rooms. Air conditioning is used for the under 2 year old rooms to ensure the staff have instant control of their room temperature

### **Outside**

- When playing outside, children will be suitably dressed for the weather i.e. coats fastened and hats and gloves on, for cold weather. During the summer months, hats and sunscreen are used to prevent the children from the sun rays
- Registers are taken outside to ensure these are kept up to date when children are dropped off and collected in the room

The outside checklist is carried out on the outdoor area each day, before use, and any hazardous situations, are noted and rectified. All gates and entrances are checked to ensure these are locked and safe for the children and adults outside. All equipment being used outside is checked for cleanliness and safety. Any unsafe items are removed immediately from use.

- The outdoor area is considered to be an extension of the indoor learning environment and as such, will be arranged in an appealing, interesting and varied manner for the children, on a daily basis. The children and staff will tidy and maintain this after each session, in preparation for the next
- Wherever possible and when it is safe to do so, free flow play between the indoor to outdoor environments are facilitated. However, no child is left alone in either area

### **Sleeping arrangements**

- Resting and sleeping arrangements for all children are discussed with the parent/carer to ensure consistency of routines is met for the child
- Children and babies are checked regularly when asleep and recorded on a sleep chart positioned outside the room
- The Ladybird and Butterfly room has its own sleeping area whereby 'on demand' sleeping arrangements can be made for each child

### **Potty Training/Toileting**

- Either the parents/carers or the child's key person will establish the appropriate time to begin potty training. When the child is indicating that he/she is ready to take this important step, the following guidelines will be observed:
- A member of staff will take the child to the toilet area and show him/her the potty and ask if he/she would like to sit on it
- If the child wants to go to the toilet, place him/her on the potty or toilet. Praise the child for sitting and if the child performs, praise them again for achieving this
- Once finished give the child some tissue to wipe him/herself and ask them to place the used tissue in the potty. Wearing disposable gloves and an apron, check that the child is clean
- Take the child to the sink to wash his/her hands using warm water and soap. Give the child a disposable hand towel to dry his/her hands or demonstrate use of the hand dryer. Put the used towel in the bin and return the child to his/her room
- Return to the potty, put disposable gloves on, flush the contents of the potty down the toilet then wash and clean the potty using antibacterial spray and a disposable cloth
- Finally wash your hands using warm water and soap then sterilise them
- Never force a child to sit on the potty and make sure that the child is calm and relaxed before attempting to potty train. If necessary talk to the child and read them stories to relax them whilst using the potty/toilet
- Ensure that children are comfortable going to the toilet and any additional support is given including hand washing and fastening or unfastening items of clothing. This leap of independence should be encouraged with positive reinforcement wherever possible
- If a child goes to the toilet/potty, and the staff member helps to wipe their bottoms, this is logged on a toileting chart.
- Children in Bumblebees and Dragonflies should be encouraged to be as independent as possible when going to the toilet. However, assistance will be given if needed.
- If a child requires a complete change of clothing the bathroom door is left open, the staff member assisting the child informs the rest of the staff team that they are in the bathroom. It is then logged on to a "change of clothes" form and signed by the person who changed them.
- Only staff with a DBS may be with the children in the toileting area
- Staff never close the door whilst they are in the bathroom with the children

### **Nappy Changing Procedure**

Nappy changing for a child is a positive and happy experience. During the nappy changing time the key person changes their child's nappy, this is to ensure continuity of care for the children, and allow for bonding between child and key person. The child's privacy is always respected throughout the nappy change but the door to the changing room is never closed.

**Please remember that the child should never be left unattended whilst on the changing mat, even for the briefest of moments. If you have forgotten something you need to call another member of staff if possible, or take the child with you.**

This procedure is always followed for each nappy change:

- Wash and dry hands, put on apron and gloves
- Make sure you have the appropriate nappy to hand
- Check for wipes or cotton wool and water (child's changing bag)
- Place child on the nappy mat
- Clean the baby's bottom using wipes or cotton wool, wiping from front to back.
- If baby's bottom is sore, put cream on (check creams first)
- Put on a clean nappy
- Take the child down from the changing mat and wash/wipe hands before returning to play
- Remove apron and gloves and dispose of in the bin
- Place nappy bag in syngeneic unit
- Spray changing mat with antibacterial spray and wipe down
- Wash hands using sterilising soap
- Put all the equipment away in proper place
- Update child's daily record sheet and log on the nappy chart

**Please remain vigilant during nappy changes to look out for signs of unexplained marks, bruises and changes of behaviour.**

## Equipment Policy

### Statement of intent

We believe that high quality early years care and education are promoted by providing children with safe, clean, attractive, developmentally appropriate resources, toys and equipment.

### Aim

We aim to provide children with resources and equipment that help to consolidate and extend their knowledge, skills, interests and aptitudes.

### Methods

In order to achieve this aim we:

- Provide play equipment and resources that are safe and - where applicable - conform to the BSEN safety standards or Toys (Safety) Regulation (1995);
- Provide a sufficient quantity of equipment and resources for the number of children;
- Provide resources that promote all areas of children's learning and development, which may be child or adult led;
- Select books, equipment and resources that promote positive images of people of all ethnic backgrounds, cultures and abilities, are non-discriminatory and avoid racial and gender stereotyping;
- Provide play equipment and resources that promote continuity and progression, provide sufficient challenge and meet the needs and interests of all children;
- Provide made, natural and recycled materials that are clean, in good condition and safe for the children to use;
- Provide furniture that is suitable for children and furniture that is suitable for adults;
- Store and display resources and equipment where children can independently choose and select them;
- Regularly check all resources and equipment that are available at each session and ensure they are stored appropriately at the end of each session. We repair and clean, or replace, any unsafe, worn out, dirty or damaged equipment;

**Reviewed by Clare Hayes and Tracy Cox**

**Review Date: September 2016**

**Next Review Date: September 2017**