Felsted

EYFS POLICY

FOR EYFS PROVISION

Governors' Group:	Regulatory Compliance and Governance Group
Date last formally approved by the Governors:	Autumn 2026

Period of Review:	Annual
Next Review Date:	Autumn 2027

Person responsible for implementation and monitoring:	Head of Pre-Prep
Other relevant policies:	● Safeguarding and Child Protection Policy ● Safer Recruitment Policy and Process ● Staff Behaviour Policy ● Online Safety and ICT Acceptable Use Policy ● Catering and Hygiene Policy ● Curriculum Policy ● Intimate Care Policy ● Attendance Policy ● Educational Visits Policy ● Health and Safety Policy ● Restrictive Interventions, *including use of reasonable force* Policy

The following Policy encompasses the Aims and Ethos of the Preparatory School and the Senior School

Aims and Ethos

SAFEGUARDING STATEMENT
Felsted is committed to maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care, and to all aspects of its Safeguarding and Child Protection Policy.

EQUAL OPPORTUNITIES STATEMENT
The aims of the School and the principles of excellent pastoral care will be applied to all children irrespective of their characteristics and the School will aim to provide a positive culture of tolerance, equality and mutual respect.

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1. Introduction

We are committed to delivering an outstanding Early Years Foundation Stage (EYFS) provision for children aged 3 to 5, which includes Pre-Reception and Reception. Our approach aligns with the EYFS Statutory Framework for Group and School-Based Providers (September 2026) and our school Aims and Ethos.

This policy has regard to the following guidance and advice:

- Early Years Foundation Stage Statutory Framework for Group and School-Based Providers (September 2026)
- Keeping Children Safe in Education (KCSIE) 2026
- Independent School Standards (ISSR)
- DfE's Early Years Foundation Stage Nutrition Guidance (May 2025)
- DfE's Screen Use Guidance for Early Years Settings (2026)
- SEND Code of Practice
- Equality Act 2010
- Disqualification under the Childcare Act 2006 (August 2018)
- Working Together to Safeguard Children (March 2026)
- Safeguarding and protecting people for charities and trustees (June 2022)
- The school's policies listed at the start of this policy.

2. Pre-Reception

The Pre-Reception class at Felsted School is for children from age 3 and operates during term time.

In Pre-Reception (the year before Reception), children build further readiness for formal learning, developing communication, independence and personal confidence.

3. Reception

Reception is the final year of EYFS and continues the same EYFS curriculum focus while gently increasing structure. Children learn through high-quality adult-led and child-initiated activities, with a focus on language, early reading and number sense.

Throughout the year, the children enjoy increasing opportunities to engage with the wider life of the school and make use of its facilities, including swimming lessons. These experiences enrich the EYFS curriculum while supporting children's growing confidence, independence and readiness for their transition into Year 1.

4. Curriculum

Our EYFS provision lays strong foundations for children's cognitive, social, emotional, and physical development through high-quality care, a nurturing environment, and a stimulating curriculum.

The early years provision is part of the overall Felsted School Aims and Ethos

Planning considers the characteristics of effective learning 'Playing and Exploring', 'Active Learning', 'Creating and Thinking Critically' with staff adjusting their practice to the developmental stage of the children in their care. Planning takes into account the needs and interest of the children based on information shared from previous settings, home and baseline observations. Planning is adapted as needs and interests change and develop over time.

Felsted follows the seven areas of learning as detailed in the DfE Development Matters guidance:

- Communication and language
- Physical development
- Personal social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Long term plans for Pre-Reception and Reception are in place with details for the three prime areas: Communication & Language, Physical development, Personal, Social and Emotional development and four specific areas: Literacy, Mathematics, Understanding the World, Expressive Arts and Design.

Phonics, early reading, writing and mathematics are taught daily in short sessions

Pre-Reception and Reception children also benefit from specialist teaching in Music, Dance, PE, Forest School and Languages.

5. Teaching and Learning

Each class has a qualified teacher who is the key worker for the children in their care with support from qualified teaching assistants. Children learn best through hands-on, meaningful play and real life experiences. We provide:

- a balance of adult-led and child-initiated activities
- enabling indoor and outdoor environments
- language-rich interactions and guided play

Each child is supported in their individual development by building independence and resilience. Staff encourage teamwork, communication and real world problem solving, supporting an awareness of responsibility and contribution to their community. The children are encouraged to carry out roles of responsibility and 'jobs' within their classroom.

Staff create a stable and nurturing environment supporting emotional security and smooth transition to Key Stage 1.

6. Assessment

Assessment is woven into daily practice through observation and conversation. Parents contribute information from home. An online learning journal 'Tapestry' is used to record observations and share learning with parents. Transition information is shared between Pre-Reception, Reception and Year 1.

Transition to school

Transitions are handled with care. Before children join the Pre-Reception or Reception they are offered opportunities to meet staff and explore the environment. Settling routines are shaped around the needs of the children and their families, with many opportunities to speak to the EYFS team prior to starting school.

Assessment in Pre-Reception

If available, guidance from the 2 year progress check will be requested on entry along with the non-statutory Development Matters guidance and will inform the assessment process for entry to our Pre-Reception Classes. Children will be observed through play and adult supported tasks with a focus on Communication and Language skills, Physical Development and Personal, Social and Emotional development.

Assessment at the start of the Reception year - the Reception Baseline Assessment

Over the first six weeks in Reception, the teachers and teaching assistants carry out baseline assessments for early mathematics, literacy, communication and language.

Assessment at the end of the EYFS - the Early Years Foundation Stage Profile (EYFSP)

At the end of the EYFS Reception year, in the final term of the academic year in which the children reaches the age of five, staff complete the Early Years Foundation Stage Profile (EYFSP). The EYFS profile assesses each child's development against 17 Early Learning Goals (ELGs) across the 7 areas of learning.

Teachers continuously plan learning and build their understanding of each child's knowledge, understanding and abilities throughout Reception. At the end of the year, they use this knowledge and professional judgement to make a holistic, best-fit assessment against each Early Learning Goal (ELG).

Assessments consider the whole description of each ELG and recognise that the goals are interconnected. Teachers should look at children's development across all areas of learning to ensure their assessments provide an accurate and consistent overall picture of each child.

Teachers judge whether children have reached the expected level or are still at the 'emerging' stage. The purpose is to provide an accurate summary of each child's development at the end of the EYFS and support a smooth transition into Year 1.

A child is considered to have achieved a Good Level of Development (GLD) if they meet the expected level in all five key areas:

- Communication and language
- Personal, social and emotional development
- Physical development
- Mathematics
- Literacy

This profile is shared with parents and carers along with a narrative written report to add context to a child's development particularly if a child is working below or beyond the ELG statements. Meetings are held with parents to discuss the outcome of the EYFSP in preparation for intervention plans on entry to Year 1. The school SENCO is part of this process if required.

This profile is also shared with Year 1 teachers with a thorough handover at the end of the summer term in the Reception year, prior to a child starting Year 1 the following September.

7. Inclusion and Equal Opportunities

We provide inclusive education that reflects and celebrates diversity including to:

- identify and support children with SEND through early intervention and external partnerships

- support children with EAL through visual aids, modelling and language scaffolds
- respect and embrace all cultures and religious practices within our curriculum

8. Screen Use

The School has regard to Government guidance on screen use for children in the early years, including the impact of screen time on children's health, development and wellbeing. The School's approach to screen use in the EYFS setting is age-appropriate. Staff in the EYFS setting are aware of the risks associated with excessive or inappropriate screen use for young children and take steps to manage and limit children's exposure to screens in line with the guidance.

In accordance with the EYFS statutory framework, we have regard to the DfE's *Screen Use Guidance for Early Years Settings*. Screen use within EYFS is limited, purposeful and carefully planned to support specific learning and development aims. Screens are not used passively or simply to occupy children. Where screens are used, practitioners actively engage with children through discussion, questioning, movement and interaction.

Screen content is checked in advance to ensure that it is age appropriate, safe and suitable. Screen use does not replace high quality adult interaction, active play, outdoor learning, physical activity, stories or other first hand experiences. Children are closely supervised when accessing digital devices and are supported to develop an age appropriate understanding of safe and responsible technology use.

9. Suitable People: Staffing, Qualifications and Ratios

The school's Human Resources department carries out checks and records evidence for all staff, volunteers and visitors at the school, following the Safer Recruitment Policy.

These checks include identity checks, qualifications, references and enhanced criminal record including barred list checks. There is a 'Staff Disqualification Declaration' that must be completed for all staff who work with or have regular interactions with EYFS children.

In respect of staff working in, or having unsupervised contact with children in, the School's early years provision, an enhanced DBS disclosure and barred list check must be obtained before the individual starts work or begins volunteering. No individual may commence work or volunteering in the early years provision until the results of both the DBS disclosure and barred list check have been received and are satisfactory.

All volunteers engaging in regulated activity are required to have an enhanced DBS check with children's barred list information and all other relevant checks.

Senior pupils volunteering in EYFS

The School does not accommodate pupil volunteering within the EYFS setting.

Induction training, training and skills

All staff complete a programme of induction training led by members of the Senior Leadership Team, HR and other relevant staff, when they join the school. This includes systems and protocols including health and safety (such as food hygiene and allergy awareness), safeguarding, communication systems, and meeting staff who will be mentoring and working with the staff member.

Supervision of Staff

Staff working within the EYFS and Pre-Prep department take part in supervision meetings with the Head of Pre-Prep and class teachers which provides opportunities to discuss observations, concerns, issues and professional development coaching to improve practice. These meetings take place regularly over each term and are recorded and shared with individual staff.

10. Safeguarding and Welfare

In accordance with the EYFS statutory framework, KCSIE 2026 and the school's Safeguarding and Child Protection Policy, we ensure that:

- Appropriate safer-recruitment practice and mandatory pre-employment checks are completed for all staff and volunteers, in accordance with statutory requirements and before they begin working or volunteering.
- Enhanced criminal-record (including barred list) checks are obtained as required, including for volunteers.
- Staff and volunteers receive appropriate safeguarding induction and training and understand their responsibility to recognise, respond to and report concerns
- Staff are required to disclose any information that may affect their suitability to work with children, including, but not limited to, arrests, charges, convictions, cautions, court orders, reprimands and warnings, whether received before or during their employment.
- Appropriate numbers of staff hold current Paediatric First Aid qualifications in accordance with EYFS requirements.
- Children are actively and appropriately supervised.
- Toileting, intimate care, eating and mealtime routines prioritise children's dignity, health and safety.
- The details of every parent known to the school is held and, where possible, more than two emergency contact numbers are maintained for each child.
- Allegations or concerns about adults working with children are managed in accordance with statutory safeguarding procedures and local safeguarding procedures.
- Ofsted is notified of allegations of harm by anyone living, working or looking after children on the premises where the statutory notification requirement applies.

Please see the School's Intimate Care Policy for the school's intimate care and toileting procedures

11. Missing child or children not collected

The Information for Parents: Missing Child Procedure provides further information on the School's procedures in the event that a child is missing from school or during an off-site visit.

If a child is not collected at the end of their school day, the school will make every effort to contact the parents, carers or authorised person whose details have been supplied.

After 60 minutes, if there has been no contact from the parents, the school will follow the school's safeguarding procedures with the DSL.

Until the child is collected, they will stay at school in the care of two members of staff.

School staff should never:

- take the child home with them
- transport the child home

- go in search of parents/carers.

A full written report of the incident will be reported to the DSL. This report will be added to the child's safeguarding record and if appropriate, shared with children's social care.

12. Nutrition and Mealtimes

We follow the Department for Education's *Early Years Foundation Stage Nutrition Guidance (May 2025)* and the EYFS statutory framework to ensure that all children are provided with safe, healthy and nutritious food and drink.

Nutrition: All meals and snacks are healthy, balanced and nutritious. Fresh drinking water is freely available throughout the day.

Dietary Requirements and Allergies: Before admission, information is obtained about each child's dietary requirements, allergies and intolerances. Individual Allergy Action Plans are developed with parents/carers and relevant health professionals, regularly reviewed and shared with all relevant staff.

All children with a dietary requirement will be listed on the school's dietary list. They will have a red bowl/plate and a placemat with their photograph and dietary need labelled on this. Food will be prepared by the school catering department and staff will check the correct food is served to the correct child before serving.

Food Safety: Menus follow relevant DfE guidance. Food is prepared, stored and served hygienically, with appropriate allergen controls and prevention of cross-contamination. Staff involved in food preparation and handling receive appropriate food hygiene training.

Choking Prevention: Food is prepared appropriately to minimise choking risks, taking account of children's age and developmental stage. High-risk foods are avoided or prepared in accordance with DfE guidance. Further details are provided in Appendix A: Choking Risk Management – Safer Eating.

Safe Seating and Supervision: Children must be seated safely in an appropriate size chair whilst eating. They will remain within sight and hearing of staff and are never left unattended during meals or snacks.

Paediatric First Aid: A member of staff holding a valid full paediatric first aid certificate must be present in the room whenever children are eating.

Staff Responsibilities: A designated member of staff checks that food meets each child's dietary and allergen requirements at every meal and snack. All relevant staff must understand allergen awareness, anaphylaxis symptoms and choking prevention.

Incident Reporting: Any choking incident requiring intervention must be recorded, reported to parents/carers and periodically reviewed to identify trends and implement appropriate

13. Sleep and Rest

We recognise that rest and sleep are important for children's health, wellbeing and development. All children aged three years will be offered an opportunity to rest during the day, in accordance with their individual needs. Children will never be forced to sleep or prevented from sleeping if they are tired.

We provide a designated quiet room with dimmed lighting and soft music to create a calm and relaxing environment. Children who choose to rest or sleep will be provided with:

- An approved, firm, flat and waterproof sleep mat.

- Their own named fitted sheet.
- Their own named blanket.

Pillows are not permitted. Each child will have a designated sleeping space, free from unnecessary items and potential hazards.

Parents will be asked to complete a Safer Sleeping and Rest Arrangements Form, sharing information about their child's usual sleep routine, individual needs and any relevant medical considerations.

Children who are resting or sleeping will be supervised and monitored by staff at all times. Children will remain within sight and hearing of staff and physical checks will be carried out at least every 15 minutes, with more frequent checks where individual needs require. Checks will be recorded, including the child's position, general wellbeing and confirmation that their face and head are uncovered.

Staff will ensure that children are comfortable and do not become overheated. Sleep mats will be cleaned between uses and individual bedding will be regularly laundered and stored hygienically.

Children who do not wish to rest or sleep will be cared for in a separate designated space, where they will be appropriately supervised and offered calm activities.

Staff are responsible for following the school's safer sleeping procedures, maintaining appropriate supervision and recording sleep checks. Any concerns about a child's wellbeing during rest or sleep will be acted upon immediately and shared with parents and the EYFS Lead.

Further details, including parental information, monitoring arrangements and cleaning procedures, are provided in the Safer Sleeping Appendix B.

14. Trips and Visits

Children in Reception will take part in curriculum Educational Visits as part of our curriculum offer, in line with the school's Educational Visit policy.

Children younger than Reception will have curriculum educational experiences in school to ensure our EYFS supervision and care protocols and procedures can be maintained safely.

15. School Events

Our EYFS children take part in school events as appropriate to their age. These include assemblies, celebrations such as Harvest, Christmas, League Music. These events happen on the school premises.

16. Mobile Devices

Please see the Taking Storing Using Images Policy.

- Parents must not use a personal mobile phone or use its camera facility (for any purpose) in the Pre-Prep areas, unless parents are permitted to do so by the Head of Pre-Prep at a school event.
- Staff, volunteers and visitors are not permitted to use a personal mobile, cameras or other personal electronic devices with imaging and / or sharing capabilities for any purpose including to make telephone calls (outside of the staff only area), take photographs or videos at any time when EYFS children are present.
- In the case of School productions including sports day, parents/carers may be permitted by the Head of Pre-Prep to take photographs/video footage of their own

child. Most Pre-Prep events will be videoed / photographed by School staff or a designated photographer and then made available to parents. We strongly advise against the publication of any such photographs on social networking sites and parent photos/ videos including children other than their own must not be added to social media.

17. Parental Engagement

We recognise parents as partners and communicate regularly through:

- Updates via the approved learning journal app Tapestry.
- Termly meetings and reports
- Curriculum information and home learning ideas
- Celebration of learning events, including stay-and-play sessions and workshops are in place to foster the relationship between home and school

If at any time parents have cause for concern or occasion for complaint, they are encouraged to raise the matter with the school as soon as possible.

The school's Complaints Policy and Procedure applies to parents of current pupils in so far as the complaint relates to a current registered pupil, and parents of past pupils if the complaint was initially raised when the pupil was still registered as a pupil at the School.

Parents of EYFS children should follow the three Stages of the School's Complaints Procedure. Written complaints about the fulfilment of the EYFS requirements will be investigated in accordance with Stage 2 of the Complaints Policy and Procedure and the parent will be notified of the outcome of the investigation within 28 (calendar) days from the date the complaint was received. Stage 3 of the Complaints Policy and Procedure is available to parents if they remain dissatisfied with the outcome at Stage 2.

Parents may also complain directly to ISI, or Ofsted if they believe that the School is not meeting the EYFS requirements: ISI may be contacted on 020 7600 0100 or by email: info@isi.net Ofsted may be contacted on 0300 123 4666 or by email: enquiries@ofsted.gov.uk.

18. Risk Assessment and Safety

We conduct robust and proportionate risk assessments for:

- Daily environment checks
- Activities with physical or environmental risk (e.g. outdoor education)
- Fire, hygiene, food safety and evacuation
- Animals brought onto school premises, where applicable
- Off-site visits and external providers

In accordance with the EYFS statutory framework, banned dog breeds are not permitted on the premises where EYFS childcare is being provided.

Risk assessments are reviewed regularly, following significant changes or incidents. Dynamic risk assessment forms part of practitioners' day-to-day decision making.

The school's Staff Behaviour Policy includes procedures for staff taking medication, smoking and Vaping, including being under the influence of alcohol or any other substance which may affect their ability to take care of children. The School does not allow smoking in or on the premises when children are present or are about to be present. Staff are not permitted to vape or use e-cigarettes when children are present or are about to be present.

19. Monitoring and Evaluation

The EYFS provision is evaluated regularly through:

- Observations and audits by the Prep Head and Head of Pre-Prep
- Governor oversight in particular by the Pupil Focus Group and the Regulatory Compliance and Governance Group
- Staff training and supervision
- Pupil progress data and wellbeing reviews
- Parent and child feedback
- External review and ISI Inspection

APPENDIX A

EYFS Safer Eating and Choking Risk Management

1. Food Preparation and Choking Prevention

All food must be prepared appropriately, taking account of each child's age, developmental stage and ability to chew and swallow.

Staff must ensure that:

- Grapes and cherry tomatoes are cut lengthways into quarters.
- Strawberries and other small fruits are appropriately cut before serving.
- Hard fruit and vegetables, including apples and carrots, are cut into suitable slices and softened where necessary.
- Sausages, if served, have their skin removed and are cut into thin strips.
- Cheese is cut into strips rather than large chunks.
- Bones, stones and pips are removed from food.
- Food is provided in suitable sizes, textures and consistencies.
- Children under five are never given whole nuts or whole seeds.
- Popcorn, marshmallows, hard sweets and packet jelly cubes are not provided, including for messy play.
- Raisins are not offered as a snack to children under 12 months.

Staff must never assume that food is safe simply because it has previously been served without incident.

2. Individual Developmental Needs and Weaning

Staff must maintain ongoing discussions with parents/carers about children's weaning stages, familiar foods and textures.

Where a child has difficulties with chewing or swallowing, or additional developmental or medical needs, individual arrangements must be agreed with parents/carers and relevant health professionals.

Food must always be appropriate to the individual child's developmental abilities, rather than chronological age alone.

3 Safe Seating and Supervision

- Children must be seated upright and securely in an appropriately sized highchair or low chair whilst eating.
- Children must remain seated and eat calmly. Eating whilst walking, running or playing is not permitted.
- Children must never be left alone whilst eating.
- All children must remain within sight and hearing of a member of staff.
- Staff should sit facing children wherever possible and remain attentive throughout meals and snacks.
- Distractions and unnecessary movement around eating areas should be minimised.
- Staff must discourage children from sharing food or putting excessive amounts into their mouths.

4. Staff Responsibilities and Paediatric First Aid

- A member of staff holding a valid full paediatric first aid certificate must be present in the room whenever children are eating.
- Staff must understand the risks associated with choking and know how to recognise and respond to a choking emergency.
- All relevant staff must be familiar with individual dietary requirements, allergies and Allergy Action Plans.
- Staff involved in food preparation and handling must be competent and appropriately trained in food hygiene.
- Safer eating and choking prevention must form part of staff induction and ongoing training.

5. Responding to a Choking Incident

If a child experiences a choking incident, staff must:

- Respond immediately in accordance with their paediatric first aid training.
- Summon emergency medical assistance where necessary.
- Ensure the child receives appropriate first aid and medical attention.
- Inform parents/carers as soon as possible.
- Complete an incident record detailing the circumstances, food involved and intervention provided.

Any choking incident requiring intervention must be reviewed by the relevant senior leader.

6. Monitoring and Review

Choking incidents will be periodically reviewed by senior leaders to identify recurring risks or patterns, including particular foods, preparation methods, age groups or supervision arrangements.

Where concerns are identified, appropriate action will be taken. This may include changes to menus, food preparation, supervision arrangements, staff training or individual care plans.

This appendix will be reviewed annually or following any significant choking incident or when relevant EYFS or DfE guidance is updated.

APPENDIX B

Safer Sleeping Procedures

1. Parental Information

Before a child uses the sleep provision, parents must complete the Safer Sleeping and Rest Arrangements Form.

Staff should establish:

- The child's usual sleep routine and approximate sleep times.
- Any comforters or settling preferences.
- Any medical conditions, allergies or additional needs that may affect sleep.
- Any relevant information about changes to the child's sleep pattern.

Any significant changes to a child's needs or circumstances must be discussed with parents and shared with the EYFS Lead.

2. Preparing the Sleeping Environment

Before each rest period, staff must:

- Ensure the room is clean, tidy, quiet and appropriately ventilated.
- Check that lighting is dimmed and the environment is calm.
- Check that the room temperature is comfortable.
- Ensure sleep mats are clean, dry, firm, flat and in good condition.
- Provide each child with their own named fitted sheet and blanket.
- Position mats safely, allowing sufficient space between children.
- Remove potential hazards, including loose items, trailing cables and accessible blind cords.

Pillows and additional soft furnishings are not permitted.

3. Supervision and Monitoring

A designated member of staff must be responsible for the sleeping area and monitoring arrangements.

Staff must:

- Ensure children remain within sight and hearing at all times.
- Carry out and record physical checks on each sleeping child at least every 15 minutes.
- Check the child's breathing, sleeping position and general wellbeing.
- Ensure the child's face and head remain uncovered.
- Check that the child is comfortable and not becoming overheated.
- Respond immediately to any signs of distress or concern.

More frequent checks must be undertaken where a child's individual needs or circumstances require them.

Children must never be left sleeping without appropriate staff supervision.

4. Children Who Do Not Sleep

Children who do not wish to sleep or rest will be cared for in a separate designated space.

Staff will provide calm, age-appropriate activities and ensure children are appropriately supervised. Children will not be required to lie down or sleep.

5. Hygiene and Cleaning

- Each child must use their own named sheet and blanket.
- Bedding must not be shared between children.
- Sleep mats must be cleaned and disinfected between uses and allowed to dry fully.
- Sheets and blankets must be laundered regularly and immediately if soiled.
- All bedding and equipment must be checked for damage and replaced where necessary.
- Clean bedding must be stored separately to prevent contamination.

6. Responding to Concerns and Emergencies

If a child becomes distressed, appears unwell or staff have concerns about their breathing or general wellbeing, staff must respond immediately.

If a child is unresponsive or not breathing normally, staff must:

- Call 999 immediately.
- Commence appropriate first aid and CPR in accordance with their training.
- Send for assistance from another member of staff.
- Inform the EYFS Lead and parents as soon as practicable.

All incidents, concerns and actions taken must be recorded in accordance with the school's procedures.

7. Staff Responsibilities

The EYFS Lead is responsible for ensuring that:

- Staff understand and follow the safer sleeping procedures.
- Appropriate staff supervision is maintained.
- Monitoring records are completed and reviewed.
- Sleep equipment and bedding are maintained appropriately.
- Parents are kept informed of relevant information or concerns.

All staff are responsible for maintaining children's safety and wellbeing throughout rest and sleep periods.

Sleep Room Checklist

Before the rest period, staff should confirm:

- Room is clean and tidy.
- Room temperature is comfortable.
- Lighting is dimmed and the environment is calm.
- Sleep mats are clean, dry and in good condition.
- Each child has their own named fitted sheet and blanket.
- Mats are safely positioned with sufficient space.
- Potential hazards have been removed.
- A member of staff is identified as responsible for supervision.

After the rest period:

- All children have been accounted for.
- Bedding has been removed and stored appropriately.
- Mats have been cleaned and disinfected.
- The room is left clean and ready for the next use.

Date: _____

Staff initials: _____

Sleep Monitoring Record

A separate record must be completed for each child who sleeps.

Child's name: _____

Date: _____

Member of staff responsible: _____

Time settled: _____**Time woken:** _____

Time of check	Sleeping position	Breathing observed	Face/head uncovered	Staff initials

Additional observations or concerns:

Staff signature: _____
