

Muddy Bairns

at

Greenfields Community Primary School,



EYFS Policy

September 2025

INTRODUCTION

Muddy Bairns is the name of our Early Years provision at Greenfields Community Primary School.

Until September 2025, this has included our Reception classes, Nursery, and 2-year-old provision. From September 2025, *Muddy Bairns* will continue to include Reception and Nursery but will also encompass our new *Muddy Bairns Day Care*.

The Day Care will welcome babies from 9 months old through to our 2-year-old provision. While the Day Care will remain part of Greenfields Community Primary School in ethos, leadership, and community, it will operate under a separate Ofsted registration in line with statutory requirements.

Our Early Years provision operates in full compliance with the Statutory Framework for the Early Years Foundation Stage (EYFS). This framework sets the standards that all early years providers must meet for the learning, development and care of children from birth to 5.

The EYFS seeks to provide:

- Quality and consistency in all early years settings, so that every child makes good progress, and no child gets left behind.
- A secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned 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.

Overarching Principles:

Four guiding principles should shape practice in 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 with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time.

Children benefit from a strong partnership between practitioners and parents and/or carers.

- Importance of learning and development. Children develop and learn at different Rates.

The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND).

This policy outlines our shared approach to Early Years education and care across *Muddy Bairns*—bringing together our Reception, Nursery, and Day Care under a common vision, values, and set of practices—while ensuring that all statutory requirements for each element of the provision are met in full.

SCOPE OF POLICY

This policy applies to all elements of *Muddy Bairns* Early Years provision at **Greenfields Community Primary School**, which from September 2025 will consist of:

1. **Reception Classes** - part of the school's main Ofsted registration.
2. **Nursery** - part of the school's main Ofsted registration.
3. **Muddy Bairns Day Care** - separately registered with Ofsted, welcoming children from 9 months to 2 years.

OUR VISION AND VALUES

Our vision at *Greenfields Community Primary School* and *Muddy Bairns Day Care* is **"The world is waiting for you."** This reflects our belief that every child has unique potential and a valuable contribution to make. We are committed to nurturing curiosity, creativity, and confidence in all our children, preparing them to explore, engage with, and positively impact the world around them.

At *Muddy Bairns* Early Years provision, we have **four key values** that guide everything we do and shape our curriculum. These values reflect the principles of the Early Years Foundation Stage (EYFS), supporting children's development, learning, and wellbeing from birth to five years old.

Our aim is to create a safe, nurturing, and stimulating environment where children can explore, play, and learn at their own pace. We celebrate the diverse backgrounds, languages, and cultures of all our children, valuing their unique experiences as an important part of their learning journey.

Our curriculum is carefully planned to enable children to build on what they already know and can do, helping them develop the knowledge, skills, and confidence they need for future learning. Over the year, children will explore each of our key values through rich, play-based activities and meaningful interactions with adults and peers.

This approach aligns with the EYFS's focus on enabling children to develop personally, socially, emotionally, physically, and cognitively, laying a strong foundation for lifelong learning.



... be amazed...

This value is all about fostering a sense of curiosity by introducing our children to the widest of worlds including the most spectacular that the human and natural world has to offer. In the Early Years, this begins by looking at finding wonder in the everyday; changing of the seasons, a growing plant, simple cause and effect.



...be original...

This value is all about fostering our children to be questioning and evaluative of all they see and hear. Our children are encouraged to think originally about what they have learnt and how to apply their learning between different situations. In the Early Years, this begins by establishing a voice for children who feel undaunted by sharing what they know, as only by developing what you know can you begin to question.



...be brave...

This value is to instil in our children the confidence to take a chance. Our children know that making mistakes is fundamental to learning. Resilience is not taught; it is a retrospective skill that is developed over time. Our curriculum gives our children the opportunity to build resilience by being confident to take the first step. In the Early Years, this begins by being willing to have a go at something new.



...be bold...

This value encourages the skills of reflection to ensure children understand how they have gained the knowledge they have. Our children know that their learning is not defined by content but by developing the skill of using what they know. It is a

combination of confidence and caution in the right measures and at the right time. In the Early Years, this begins by children initiating their own learning.

AIMS

In Muddy Bairns, we strongly believe the best way to inspire your child is by providing opportunities for them to be amazed; enabling their curiosity to drive their learning, valuing the impact of time to explore the great outdoors and question new things along the way.

Our approach to curiosity can be seen throughout our provision and in the way our staff support your child to become independent in their own learning. Each and every day, your child will have the opportunity not only to explore our fabulous indoor environment but our extensive school grounds too. We want to enable your child to go on their own adventures and follow their own imagination, understanding our school vision 'the world is waiting for you'. Your child will become an explorer, confront their fears, take risks and learn that mistakes are the best lesson.

In Muddy Bairns we provide a high-quality EYFS education giving children a secure and confident start to their school life. We are committed to nurturing a lifelong love of learning alongside the aims of the EYFS Statutory Framework. We strive for high standards, consider the development of the whole child and seek to foster resilience and independence. We aim to provide the essential knowledge that children need to prepare them for their future success and to give children the best possible start to their early education.

RESPONSIBILITIES

The Head Teacher, supported by the Early Years Leader, is responsible for the implementation and management of the Early Years Foundation Stage Policy at Greenfields Primary and Muddy Bairns. It is the responsibility of every member of staff to implement that policy in their day-to-day actions and experiences. The Governing Body has overall responsibility for reviewing and ratifying the Early Years Foundation Stage Policy of Greenfields Community Primary School and Muddy Bairns Day Care and for ensuring it does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

FRAMEWORK

Our Early Years provision operates in full accordance with the **Statutory Framework for the Early Years Foundation Stage (EYFS)**. This framework sets the standards for learning, development, and care for children from birth to five years old. It ensures that every child receives a safe, stimulating, and nurturing environment where they can develop the knowledge, skills, and personal qualities needed for future success. Our curriculum, policies, and practice are all designed to meet and exceed the requirements of the EYFS, supporting children's holistic development and wellbeing.

The EYFS Framework Promotes four Principles for High Quality Provision:

The EYFS Framework Promotes Four Key Principles for High-Quality Provision:

1. A Unique Child:

Every child is a unique and competent learner who develops at their own pace and in their own way. We recognise that children's attitudes and dispositions are dynamic and can be influenced by the people and environments around them.

2. Positive Relationships:

Children become strong, confident, and independent through developing secure, trusting relationships with adults and peers. We also value and nurture respectful, caring, and professional partnerships with parents and carers, recognising their vital role in children's learning and wellbeing.

3. Enabling Environments:

The learning and play environments—both indoors and outdoors—are crucial in supporting and extending children's development. We carefully observe and assess children's interests and progress to plan stimulating, challenging activities that promote their learning and achievement.

4. Learning and Development:

Children learn and develop in different ways and at different rates. Our curriculum and teaching strategies are designed to support all areas of learning and development, ensuring that children make progress across the seven areas of learning defined by the EYFS framework. We strive to provide a balanced approach that nurtures children's curiosity, creativity, communication, physical development, and personal, social, and emotional growth.

Putting the EYFS Principles into Practice at Muddy Bairns

At *Muddy Bairns*, we are committed to embedding these EYFS principles in everything we do:

- **A Unique Child:** We observe and listen carefully to each child, tailoring our support to their individual needs, interests, and pace of development. We celebrate diversity and ensure every child feels valued and included.
- **Positive Relationships:** Our staff build warm, trusting relationships with children and their families. We maintain open communication and involve parents and carers as partners in their child's learning journey.
- **Enabling Environments:** Our indoor and outdoor spaces are thoughtfully designed to be safe, engaging, and rich in opportunities for exploration and discovery. Resources are regularly updated to reflect children's evolving interests and developmental stages.
- **Learning and Development:** We deliver a broad and balanced curriculum that covers all seven areas of learning in the EYFS. Through play, focused activities, and meaningful interactions, we support children's growth across communication, physical skills, personal and social development, and more.

By embracing these principles, *Muddy Bairns* creates a nurturing and inspiring foundation for children's lifelong learning and wellbeing.

CURRICULUM

Muddy Bairns is organised to encourage children to explore and learn safely across all areas of the Early Years Foundation Stage (EYFS), with thoughtfully designed indoor and outdoor environments. These spaces support a broad range of learning experiences, including active play, creativity, quiet time, and rest, enabling children to learn and play independently while freely accessing resources that spark their curiosity.

Our EYFS curriculum is planned within the EYFS Framework for children from birth to five years old. It offers diverse opportunities for children to:

- Play and explore
- Be involved in active learning
- Be creative and thoughtful

EYFS staff collaborate closely to ensure the curriculum is broad and balanced across all areas of learning:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Throughout each session, staff observe and assess children's skills, understanding, and interests. These observations contribute to individual records that help tailor support and extend learning effectively.

Our curriculum aligns with the EYFS's four key themes:

- Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

We also embed the EYFS Characteristics of Effective Learning, which guide our practice:

- Play and Exploring (Engagement)
- Active Learning (Motivation)
- Creating and Thinking Critically (Thinking)

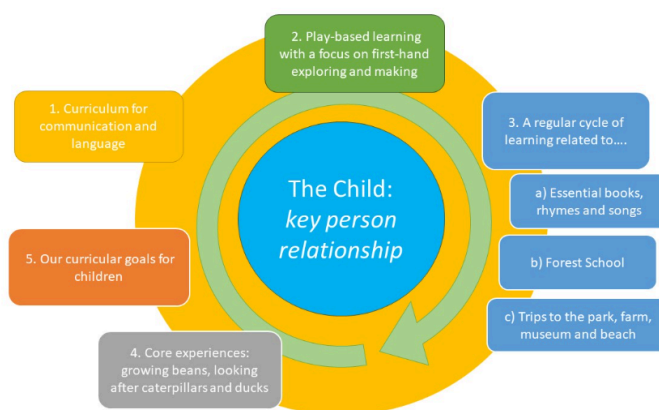
Our Curriculum

Our curriculum is the 'top level plan' of all the things we want children to experience, know and be able to do as a result of coming to Muddy Bairns at Greenfields Community Primary School

Our curriculum sets out what we teach and when, and what children learn. A curriculum for Communication and Language development remains our top priority, as it underpins all other areas of learning. With increasing numbers of children presenting communication challenges, our curriculum is designed to progressively build vocabulary, skills, and confidence.

- In our curriculum knowledge builds, skills build, and it becomes more challenging over the year. Learning includes new words, new skills and new knowledge.
- Our curriculum is evidence-informed and reviewed every year.
- Our curriculum is set out clearly and communicated with staff and parents. This ensures everyone can be engaged and ready to support children to achieve the key milestones set out.

At Muddy Bairns at Greenfields community Primary School we offer a high quality broad and balanced curriculum which has four main elements as shown in the diagram below



Throughout their time in the EYFS, children follow an ambitious and carefully sequenced curriculum designed to ensure steady progress towards the Early Learning Goals (ELGs) by the end of Reception. Learning takes place through a combination of planned purposeful play and adult-led activities that build on prior knowledge and skills.

We actively involve children in shaping their learning experiences across our Muddy Bairns provision through a **Plan, Do, Review** approach. This approach is carefully adapted to suit the developmental stages of children from 9 months to 5 years, ensuring each child's engagement and learning is supported appropriately.

For the youngest children (9 months to 2 years), adults observe their interests and cues closely and provide a range of stimulating activities for them to choose from. The “planning” stage involves babies exploring and selecting what to engage with, supported by staff who encourage curiosity through sensory and exploratory play. Reflection happens as adults respond to babies’ reactions and share observations with parents to inform next steps.

As children grow (2 to 3 years), they begin to make simple choices about what activities they want to try, supported by key workers using pictures, gestures, and words. Reviewing involves talking about their experiences through photos, stories, and displays, helping children understand what they enjoyed and learned.

For older children (3 to 5 years), children actively choose activities during the planning phase, deciding what interests them each day. After engaging in their chosen activities, children reflect on what they did, sharing their thoughts individually or in groups with staff and peers. Floor books, group discussions, and Seesaw portfolios support this process, with parents also contributing observations and feedback.

This age-appropriate approach helps every child become an independent, confident learner at their own pace.

We foster a culture of curiosity and inquiry, encouraging children to ask questions and seek answers. Our learning environments—both indoors and outdoors—are stimulating, challenging, and engaging. Continuous provision areas offer open-ended, practical learning opportunities that promote creativity, imagination, and problem-solving. Children are supported to adapt resources and apply their skills across different contexts while sharing their thinking and learning collaboratively with peers and adults.

Please see our full curriculum document for further information.

LEARNING ENVIRONMENT AND OUTDOOR SPACES

Our Muddy Bairns day care unit, and Nursery and Reception provision are organised in such a way that children can explore and learn in a safe environment. Equipment and resources are accessible and can be located and used independently by children. The enclosed outdoor spaces are secure and offer children the opportunity to explore in different environments, presenting them with different challenges and experiences. These areas are always being improved and developed to give our children the best opportunities possible to achieve their best. Activities are planned throughout, at an age appropriate level, to help the children develop in all areas of learning. We encourage children

to explore the outdoors at all times of year and in all weathers. We provide appropriate clothing if required.

ENRICHMENT

At Greenfields, we believe that learning goes beyond the classroom, and our Muddy Bairns children benefit from a wide range of enriching experiences that support their development across all areas of the Early Years Foundation Stage (EYFS).

Our Forest School offers a unique outdoor learning environment where children explore nature, develop physical skills, and build confidence through hands-on activities like climbing, building dens, cooking on campfires, and using tools safely. These experiences promote problem-solving, risk assessment, cooperation, and independence.

For children attending the 30-hour nursery provision, afternoons are dedicated to Forest School and additional enrichment activities such as cooking, sensory play, and creative arts. These opportunities provide rich, varied experiences that extend learning beyond the usual nursery day and support children's physical, social, and emotional development.

In addition to Forest School, all children take part in four carefully planned trips or special experiences each year. These outings are designed to stimulate curiosity, encourage exploration, and introduce children to new environments and ideas in ways that are fun and accessible. Parents are warmly invited to join these trips whenever possible, helping to strengthen the home-school connection.

We also host regular stay-and-play sessions where parents and carers can come into the setting to engage with their child's learning. These sessions provide opportunities to see the learning environment, join in activities, and celebrate children's achievements together.

Through these enrichment opportunities, we aim to provide a broad, engaging, and balanced Early Years experience that supports children's development across all EYFS areas—helping them to become confident, curious, and capable learners ready for the next steps in their education.

OUR OFFER

Muddy Bairns Day Care and Nursery

From September 2025, we are pleased to offer up to 30 hours of funded childcare for eligible working parents of children aged 9 months to 3 years, in line with the government's expanded entitlement. Our core funded sessions run from 8:30am to 3:30pm, Monday to Friday, during term time. We also provide wraparound care from 7:30am to 8:30am and from 3:30pm to 5:30pm for families who require extended hours, charged at our standard hourly rate. All places are subject to availability, and funding can be taken as part of a full-time or part-time place, with additional hours available for purchase.

All sessions are bookable in advance and can be paid for in instalments.

Our youngest children 9 months to 2 years, meals and snacks will be provided by parents/carers, this ensures appropriate texture and supports allergy management during ongoing food introduction. guidance is provided on appropriate food content, in line with our Healthy Schools status.

Children in preschool (2 year -3 years) and nursery (3-4 years) are offered to purchase a healthy, balanced and nutritious lunch, provided by an external provider. If parents/carers choose to provide a packed lunch, guidance is provided on appropriate food content, in line with our Healthy Schools status.

Reception

Our Reception children attend from 8.40am- 3.15pm.

In Reception fresh drinking water is available at all times and as part of the daily routine the children receive milk and fruit. Under the Government's School Fruit and Vegetable Scheme, each child is entitled to receive a free piece of fruit or vegetable each day and a free carton of milk, until they turn 5.

Children in their Reception year are offered a healthy, balanced and nutritious lunch, provided by an external provider. If parents/carers choose to provide a packed lunch, guidance is provided on appropriate food content, in line with our Healthy Schools status.

Wrap around sessions in Stepping Stones Out of Hours provision are available to purchase and children will be offered a healthy tea.

PARTNERSHIPS

At Muddy Bairns, we strongly value the enduring support of our parents and carers. We recognise that parents are the child's primary educator and we recognise this important role through regular engagement including:

- From the moment parents contact us to enquire about Muddy Bairns, we endeavour to ensure they have one key person to discuss their needs with. They will be invited to come along and meet our team whilst seeing first hand the amazing provision that we offer throughout our early years.
- Initial information and admission support for completion of admission forms and to sign permission slips for visits out of school, use of photographs of their child for assessment purposes and using the internet at school.
- Having an open door policy to enable parents to come and speak with staff should they have any concerns.
- Key worker groups so that parents and children have one key person to ensure a seamless transition for your child throughout the day
- Termly parents' evenings.

- Regular parents' events; stay and plays, music sessions, early reading support etc.
- Events and activities throughout the year which bring together children, parents and the school.
- Sending activities home for parents to complete with their children.
- Daily communication with parents using seesaw. This is an app which allows parents/ carers to see photos and videos of their children. It allows our teachers to share your child's learning and development on a personal level and share real WOW moments during the day.

ADMISSIONS AND TRANSITION

Children can join Muddy Bairns Day Care from the day they turn nine months old, in line with our Daycare admission policy. We offer both funded and paid places, with all sessions booked and paid for in advance.

To support a smooth transition, we provide a home visit and a visit to the setting with a parent or carer before your child's start date. Social stories, including photos of the provision, are sent home to help familiarise your child with their new environment. Where possible, we also offer a settling-in session* prior to the first day, giving your child the opportunity to meet their key worker and begin building a relationship.

For families eligible for funded hours, we offer flexible 15- or 30-hour options. Additional sessions can be arranged, subject to availability, and are charged separately.

When children begin their pre-reception year, they move to our Muddy Bairns school Nursery class. Parents and children are invited to an open evening to meet the staff, look around the nursery and find out more about what their child will experience during their time in Muddy Bairns.

Please note; For families eligible for 15 hours, children are offered five morning sessions, 8:30am-11:30am. For families eligible for 30 hours, children will stay for lunch and have a soft finish between 3:15 and 3:30pm.

When children start in Reception parents/carers are invited to meet staff, look around the provision and find out more about what their child will experience at the school.

Children are given the opportunity to meet their new teacher and explore the learning environment.

At each point of transition, our Muddy Bairns team and Early Years leader work closely together with all of our families, continuing and new, to ensure a seamless transition for the children and support for their families.

ASSESSMENT AND REPORTING TO PARENTS

At Muddy Bairns, assessment is rooted in nurture, curiosity, and respect for each child's unique journey. Our aim is to celebrate individuality, recognise strengths, and support each child in achieving their full potential.

We follow the **Observation of Play and Learning (OP&L)** approach, using simple six-monthly milestones, spotlight assessments, and close collaboration with families. Assessment is:

- **Effective** - supporting significant developmental milestones
- **Meaningful** - shaping daily practice and learning environments
- **Principled** - observing to understand, not to test

We observe children's play and interactions, reflect as a team, and plan experiences tailored to their needs. We avoid recording every moment, focusing instead on being present with the child.

Parents are partners in the process through welcome sessions, settling-in feedback, termly Stay and Play events, and twice-yearly spotlight assessments shared via SeeSaw. The app is also used for daily updates, photos, and two-way communication.

Your child's Key Person leads assessment, builds secure relationships, and shares progress with you regularly. We also carry out statutory assessments, including the **2-year-old check**, the **Reception Baseline Assessment**, and the **EYFS Profile** in the summer term, with results shared in reports and meetings. EYFS Profile outcomes are submitted to the local authority.

SAFEGUARDING

At Muddy Bairns, the safety, welfare, and well-being of every child is our highest priority. We follow the *Statutory Framework for the Early Years Foundation Stage (EYFS) 2025* and *Working Together to Safeguard Children* guidance, ensuring robust policies, procedures, and training are in place to protect children from harm. All staff and volunteers undergo enhanced DBS checks, safer recruitment processes, and regular safeguarding training, including recognising signs of abuse,

managing disclosures, responding to unexplained absences, and understanding statutory changes. A Designated Safeguarding Lead (DSL) is always available on site.

We promote health, safety, and well-being by:

- Providing fresh drinking water at all times, and ensuring healthy snacks such as fruit and milk are freely available.
- Recording and acting on children's individual dietary requirements in consultation with parents/carers.
- Taking appropriate action when children are ill to prevent the spread of infection, with a qualified first aider always on site and all accidents recorded via our secure online tracker, which alerts parents immediately.
- Managing behaviour positively and in line with each child's stage of development and our Behaviour Policy.
- Ensuring our premises, furniture, and equipment are safe and well-maintained, with regular risk assessments, fire drills, and emergency procedures in place.

We maintain all required records, policies, and procedures for the safe and efficient running of our setting and review them regularly. Safeguarding is everyone's responsibility at Muddy Bairns, and we work in close partnership with families, the Local Authority, and other agencies to ensure children are safe, supported, and able to thrive.

Early Help

We recognise that some families may need additional support at different times. Early Help means providing support as soon as a concern emerges, at any point in a child's life, to help prevent issues from escalating. Our DSL works with parents, carers, and relevant professionals to put tailored support in place, ensuring the right help is given at the right time.

Whistleblowing

We are committed to creating a culture where concerns about the safety or welfare of a child—or the conduct of an adult—can be raised without fear of reprisal. All staff are aware of our Whistleblowing Policy and know how to report concerns to the DSL, to the Local Authority Designated Officer (LADO), or directly to Ofsted if necessary.

SEND

At Muddy Bairns, we believe that early identification and support are key to ensuring every child can access high-quality learning and reach their full potential. We are committed to an inclusive approach, recognising and valuing each child's unique strengths and needs.

If a member of staff has concerns about a child's development or progress, these will be discussed with parents or carers at the earliest opportunity, in an open, honest, and sensitive manner. Together, we will agree on next steps and the best way forward for the child.

Our Early Years SENDCO, Mrs Wilson, leads on supporting children with additional needs. She works closely with families, practitioners, and outside professionals, seeking advice and assessment where required. This may include referrals to health visitors, speech and language therapists, educational psychologists, or other specialist services.

Where a family would benefit from wider support, we will work in partnership with the North Tyneside Early Help service to ensure a coordinated, family-focused plan is in place. Early Help provides practical and emotional support at the right time, helping to address concerns before they escalate.

Full details of our approach can be found in our **SEND Policy**, which outlines our graduated response to meeting individual needs, in line with the *Special Educational Needs and Disability Code of Practice* and the *Equality Act 2010*.

WELLBEING

In order to promote the health and wellbeing of all children we:

- promote the safety and welfare of the children in our care by ensuring:
 - a supply of fresh drinking water is available on the premises at all times.
 - regular discussions are held with parent/carers to ensure that individual needs are met as appropriate.
 - children's dietary needs are discussed with parents and acted upon as appropriate.
 - fruit and milk are available during the session
- promote good health and prevent the spread of infection by taking appropriate action when children are ill by ensuring:
 - a qualified first aider is accessible.
 - accidents and injuries are recorded in line with our whole school system.

- manage the behaviour of the children in our care in a way that is appropriate for their individual needs and stage of development and in line with our behaviour policy.
- ensure that adults who have access to children, or who look after children, are suitably vetted and trained.
- ensure that the settings are fit for purpose and that furniture and equipment is safe by ensuring:
 - a fire and emergency evacuation procedure is in place with regular practice evacuations.
- maintain records, policies and procedures required for safe and efficient management of the setting.

A list of our full policies are available on our website or by request, including;

- Health and Safety Policy.
- Complaints Policy

COLLECTING CHILDREN

If a child has to be collected by someone other than their parent/carer or main point of contact (e.g. a childminder), parents must inform the appropriate staff members. If the person due to collect the child is someone who staff have not seen before, there is a password system in place to verify that person's identity, with parents giving staff the password that they have given to the adult collecting. If a child has not been collected at the end of the session, staff will ring the contact telephone numbers on file and also the emergency numbers. Staff will keep trying all numbers available for a further 15 minutes. If for any reason staff cannot get in touch after 15 minutes, the Senior Leadership Team will be informed. We charge a late collection fee of £1 per minute past your child's collection time.

BODILY FLUIDS

Staff are fully trained and they know that they must wear PPE, gloves/aprons when dealing with bleeds, sickness and other bodily fluids. Young children need support, e.g. when having a nosebleed or being sick; staff know that they must protect themselves as well as caring for the child.

In cases where a child is sick, there are strict procedures which staff must follow.

Blood, faeces and vomit are dealt with and cleaned immediately. When cleaning up the fluid, appropriate precautions are taken. Disinfectant powder is used on the spillage to soak it up, it is then cleaned up within 10 minutes. Waste is disposed of in an appropriate bin.

Staff follow the school's Intimate Care policy when changing nappies. Nappy bins are

kept in designated places in Pre-School, Nursery and main school.

As saliva can spread infection, there is a rota in place for regular cleaning of toys and equipment.

MEDICINES

Please refer to *GCPS Managing Medicines Policy* to see our full policy.

Muddy Bairns has an effective policy on administering medicines and a procedure for responding to children who are ill or infectious, taking the appropriate action to prevent the spread of infection (please see *Public Health England Guidance on infection control in schools and childcare settings*).

Information is gathered from parents/carers and relevant health professionals about the medical condition of any child with long term medical needs. Where necessary, training is provided by health professionals, specific to the individual child.

Only essential and prescribed medicines are administered in school and stored safely.

Written parental permission must be given for each and every medicine. Written records of all prescribed medicines given to children are kept for audit and safety purposes.

Within the Nursery and Pre-school unit, all medication is stored safely in a designated cupboard, or in the fridge in the locked kitchen out of reach of children. The medicine must be clearly labelled with the child's name, name of medication dosage, and expiry date.

POLICY MONITORING & REVIEW:

The implementation and effectiveness of this policy will be monitored by the Senior Leadership Team and Governing Body.

It will be reviewed every two years, or earlier in the light of any changed circumstances. Any review will refer to legislation and statutory guidance for schools.

The next scheduled review is September 2027