

# EYFS Physical Environment Policy

## ENABLING ENVIRONMENTS: 3.3 The Learning Environment

(supports EYFS 3.4 The Wider Context)

(supports EYFS 1.3 Keeping Safe, 1.4 Health and Well-being)

(supports EYFS 4.1 Play and Exploration, 4.2 Active Learning)

(supports EYFS 2.2 Parents as Partners)

## Rationale

In Queen's College Nursery and Pre-Prep we are committed to providing a welcoming and caring environment that provides for the children's safety and wellbeing and supports them in their development and learning.

We believe that the organisation and layout of the environment should enable children to be active, and involved in social and individual play activities and experiences.

## Implementation of the policy in Queen's

### It is the responsibility of senior management team:

- to take positive steps to establish a welcoming and friendly environment for children and parents.
- to provide a safe, secure and supportive environment for the children's care, health and wellbeing, as well as their development and learning.
- to provide both indoor and outdoor play activities and experiences.
- to ensure that all parents and children, including those with disabilities, have access to the premises.
- to ensure that all aspects of planning, design and building observe local control requirements.
- to implement specific local control requirements with regard to health and safety, planning and building requirements, provision of equipment and the use of staff.

### Space within the Nursery and Pre-Prep

- We provide appropriate space for children, including those with special needs and disabilities, to move freely and safely around the establishment.
- We organise the space to allow a wide range of play experiences, including whole-group activities.

### Toilet facilities

- We provide appropriate and sufficient toilets and washing facilities (one toilet and wash hand basin for every 10 children) for the number of children in Queen's, as well as separate toilet facilities for adults. We ensure that facilities are clean and hygienic at all times.
- We provide appropriate space and facilities to encourage children to be independent.

## **Kitchen facilities**

- We provide snacks and meals for children in Queen's at meal times.
- We ensure that kitchen facilities comply with environmental health and food safety regulations.
- We identify specific procedures for the safety of the children relating to the kitchen facilities, including risk assessment and supervision.

## **Premises**

- We provide suitable rest areas appropriate for the children's needs, as well as separate rest/break facilities for the staff.
- We ensure that all areas of the building are clean, and well maintained.
- We ensure that there is a working telephone on the premises to contact outside assistance, as well as to receive incoming calls.
- We have efficient systems for contacting parents, support services and other agencies.
- We ensure that all the children have easy access to drinking water, toilet facilities and eating facilities.
- We provide an environment that reflects the children's development and learning and has relevance for local cultures and communities.
- We ensure that the premises are well lit and have some natural light.
- We ensure that the premises are kept at a comfortable temperature throughout the year.
- We ensure that the premises are for the sole use of Queen's pupils when the children are there.
- We provide safe storage facilities for all types of equipment: care and hygiene facilities, and play and learning equipment.
- We provide an area of privacy where parents, staff and other agencies can speak confidentially.

## **Indoor provision**

- We create defined areas for different play activities, thus supporting the children in all six areas of learning in the Foundation Stage.
- We use the available space creatively and flexibly to provide opportunities for the children's imaginative play, movement and large-scale play activities.
- We provide opportunities for both floor play and table activities.
- We create opportunities for children to access equipment and materials independently, and choose for themselves, by using low-level open-storage shelves and boxes.
- We encourage the children to care for their environment by making some cleaning equipment (brushes, dustpans, cloths) available for them to access and use independently to clean and tidy up play areas.

## **Outdoor provision**

- We offer regular opportunities for children to play in a natural environment of grass, trees and bushes (Forest School).

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

## **Display**

- We create a rich and stimulating environment by using visual and interactive displays.
- We provide display areas for children's own work, including pictures, drawings, writing and models.
- We ensure that displays are informative, and relevant to all families within the local community.

## **Links, References and Regulations**

### **Links to other policies**

- Organisation.
- Care, Learning and Play
- Equipment
- Safety
- Health
- Food and Drink
- Equal Opportunities
- Special Needs

### **Children Act Regulations relating to our policy**

OFSTED must be notified if any changes are made to the premises or their use.

### **References**

[DCSF, EYFS September 2008 Statutory Framework: Safeguarding and Promoting Children's Welfare p24, Suitable Premises, environment and Equipment p33, 34, 35](#)

### **Review**

The Early Year's Team will review this policy every 2 Years.

Date: March 2010

Signed: