



Policy and procedures implementation and review

These policies were adopted by
On
Date to be reviewed

Playstation Pre-School
8th October 2025
September 2026

Signed on behalf of the Committee: *K. M. Billman*

Name of Signatory: *KATELYNNE BILLMAN*

Role of Signatory: *Chair*



Policy and procedures implementation and review policy

Alongside associated procedures in 0.0 Implementation and review, this policy was adopted by

Playstation Pre-school on *8th October 2025*

Aim

We have one set of policies and procedures which are consistent across our early education and childcare provision and in line with the current EYFS requirements.

Objectives

We adhere to and implement operational policies and procedures by:

- ensuring that all members of staff are aware of their role and responsibility in policy and procedure implementation
- ensuring that members of staff are aware of the content of the policies and procedures through:
 - induction
 - line management and staff meetings and training events
 - contributing feedback to procedure review
 - use of relevant publications
- Staff are aware of their duty to adhere to the operational policies and procedures and how they contribute to a consistent approach throughout the organisation.

Legal references

Childcare Act (2006)

Education Act (2011)



Implementation and review procedure

We have one set of policies and procedures which are consistent across our provision and in line with the current EYFS requirements.

- Policies and procedures are written and reviewed annually.
- Changes are only made to the policies and procedures by the committee in liaison with the setting manager where risk assessment or other reasons indicate that this is required.
- Policies and procedures are risk assessed and reviewed following any incident that is reportable under RIDDOR.
- Disciplinary action may be taken where individuals have disregarded policies and procedures.

Familiarisation and implementation

- It is the responsibility of every member of staff, volunteer and student within the setting to adhere to and always implement the policies and procedures.
- The setting manager offers advice and support to staff regarding procedure implementation.
- An overview of policies and procedures is included in induction for individual members of staff, with specific emphasis given to safeguarding procedures.
- Members of staff must sign to say that they are aware of and will adhere to the current policies and procedures.
- Members of staff understand that they must refer to the procedures as they support all aspects of their work within the setting.
- Staff meetings and in-house training events are used as opportunities to focus on procedures as required, and to discuss their implementation.
- Where there is an outbreak of a communicable disease or infection, the relevant procedure is photocopied and displayed for parents' reference during the outbreak.
- Other procedures may be displayed where a situation arises, for example to highlight health and safety concerns such as closing the gate.
- Following implementation of a procedure, such as emergency evacuation or other health and safety procedures, the setting manager will conduct a review as follows:
 - did all members of staff follow the procedure?
 - is further training required on any aspect of implementation?
 - did the procedure fit the circumstance; does it need adapting or changing?

Policies and Procedures for the EYFS 2025



- Contents

- **1 Health and safety policy**

- 1.01 Risk assessment
- 1.02 Group rooms, and corridors
- 1.03 Kitchen
- 1.04 Children's bathrooms/changing areas
- 1.05 Short trips, outings and excursions
- 1.06 Outdoors
- 1.07 Maintenance and repairs
- 1.08 Staff personal safety
- 1.09 Threats and abuse towards staff and volunteers
- 1.10 Entrances and approach to the building
- 1.11 Control of Substances Hazardous to Health (COSHH)
- 1.12 Manual handling
- 1.13 Festival (and other) decorations
- 1.14 Jewellery and hair accessories
- 1.15 Face painting and mehndi
- 1.16 Notifiable incident, non-child protection
- 1.17 Terrorist threat/attack and lock-down

- **02 Fire safety policy**

- 02.01 Fire safety

- **03 Food safety and nutrition policy**

- 03.01 Food preparation, storage and purchase
- 03.02 Food for play and cooking activities
- 03.03 Meeting dietary requirements

- **04 Health policy**

- 04.01 Accidents and emergency treatment
- 04.02 Administration of medicine
- 04.03 Life-saving medication and invasive treatments
- 04.04 Allergies and food intolerance
- 04.05 Poorly children
- 04.06 Oral health

05 Promoting inclusion, equality and valuing diversity policy

- 05.01 Promoting inclusion, equality and valuing diversity

- **06 Safeguarding children, young people and vulnerable adults policy**
 - 06.01 Responding to safeguarding or child protection concerns
 - 06.02 Concerns and allegations of serious harm or abuse against staff, and volunteers
 - 06.03 Visitor or intruder on the premises
 - 06.04 Uncollected child
 - 06.05 Missing child
 - 06.06 Incapacitated parent
 - 06.07 Death of a child on-site
 - 06.08 Looked after children
 - 06.09 E-safety
 - 6.10 Key person supervision
- **07 Record keeping policy**
 - 07.01 Children's records and data protection
 - 07.02 Confidentiality, recording and sharing information
 - 07.03 Client access to records
 - 07.04 Transfer of records
- **08 Staff, volunteers and students policy**
 - 08.01 Recruitment Checks !
 - 08.02 Staff deployment
 - 08.03 Deployment of volunteers and parent helpers
 - 08.04 Student placement
- **09 Early years practice policy**
 - 09.01 Waiting list and admissions
 - 09.02 Absence
 - 09.03 Prime times – The role of the key person
 - 09.04 Prime times – Settling in and transitions
 - 09.05 Establishing children's starting points
 - 09.06 Prime times – Arrivals and departures
 - 09.07 Prime times – Baby and toddler mealtimes
 - 09.08 Prime times – Snack-times and mealtimes (older children)
 - 09.09 Prime times – Intimate care and nappy changing
 - 09.10 Prime times – Sleep and rest time
 - 09.11 Promoting positive behaviour
 - 09.12 Identification, assessment and support for children with **SEND**
 - 09.13 Prime times – Transition to school
 - 09.14 Progress check at age two
- **10 Working in partnership with parents and other agencies policy**
 - 10.01 Working in partnership with parents and other agencies
 - 10.02 Complaints procedure for parents and service users