



Early Years Foundation Stage (EYFS) Policy

2026 – 2027

Date written:	September 2026
Date agreed by Governors:	September 2026
Date to review:	September 2027

'The Love of Christ Shines Here'

Our School is Christ-centred where Gospel values permeate our daily lives.

We extend our hand of friendship to the wider community in the spirit of love, peace and justice.

We create opportunities to celebrate the uniqueness of every child and nurture them through a stimulating and enriching curriculum



School	Our Lady & St Philomena's Catholic Primary
Policy applies to	Children aged three, four and five in [Nursery / Reception], from [2026/2027]
Statutory basis	EYFS statutory framework for group and school-based providers (in force from 1 September 2026); Keeping children safe in education 2026
Date approved	September 2026
Approved by	Governing body
Policy owner	Michelle Southern - [EYFS Lead]
Senior leader responsible	Jamie Long - [Headteacher]
Next review	September 2027, and whenever statutory guidance changes

1. Purpose and scope

This policy explains how Our Lady & St Philomena's Catholic Primary School delivers the Early Years Foundation Stage (EYFS) and meets the safeguarding and welfare requirements of the EYFS statutory framework. The EYFS applies from birth to the end of the Reception year. This policy covers children aged three, four and five in our Nursery and Reception classes. We do not currently admit children under three years old.

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These values sit at the heart of our learning and provision.

2. Our EYFS vision

In our Early Years, we provide a joyful, holy start to school life where every child feels secure, loved, and valued. Guided by our belief that *"The love of Christ shines here,"* we nurture curiosity, build confidence, and inspire a lifelong love of learning through play, prayer, and friendship.

Our EYFS is built on five convictions:

1	Our ethos and values: 'The Love of Christ Shines Here' Our values shape all learning and provision and help every child to feel valued, respect others and flourish as a unique individual.
2	Every child is capable: Every child is a capable and powerful learner from birth, whatever their starting point.
3	Closing the gap starts here: Gaps in learning and development open early. Our EYFS team makes closing them a priority from the moment a child joins us.
4	Play-based learning: Our curriculum is designed around play-based learning in which adults do far more than supervise: they teach, model, extend and challenge.
5	Ready for the next step: Every child leaves our EYFS able to express themselves with growing precision, with a love of reading and writing, a secure sense of number, and the self-regulation, perseverance, curiosity and kindness to take their learning forward.

3. Legal framework and related policies

This policy has been written with regard to:

- The EYFS statutory framework for group and school-based providers (in force from 1 September 2026)
- Keeping children safe in education 2026 (KCSIE), Working Together to Safeguard Children, and the Prevent duty guidance
- The Department for Education's guidance on screen use in early years settings and the EYFS nutrition guidance
- NHS safer sleep advice on sudden infant death syndrome (SIDS) and guidance from The Lullaby Trust
- The Equality Act 2010, the Children and Families Act 2014 and the SEND Code of Practice

It should be read alongside our: child protection and safeguarding policy; behaviour policy; attendance policy; SEND policy and information report; equality policy; health and safety, first aid and medicines policies; online safety and acceptable use policies; safer recruitment policy; and complaints procedure.

4. Our provision and staffing

Our EYFS provision consists of one 26 place Nursery class and one Reception class. Children have opportunities to work together during free-flow sessions and to learn in whole-class groups, small groups, pairs and individually. Our EYFS Lead is Michelle Southern. Staff names and roles are listed and displayed in EYFS setting. (see Appendix 1)

Key person

Every child is assigned a key person who helps the child to become familiar with the setting, builds a warm and trusting relationship, and works with parents and carers to meet the child's needs.

Parents are informed of their child's key person when they start. Please note that class teachers act as the main key person for all children.



Staff:child ratios and qualifications

We meet or exceed the ratios and qualification requirements in section 3 of the EYFS framework:

- **Three-year-olds and over (Nursery):** at least one adult to every 13 children where a qualified teacher (or other practitioner qualified at the level the framework requires) is working directly with the children and at least one other member of staff holds a full and relevant level 3 qualification; otherwise at least one adult to every eight children.
- **Reception:** classes are taught by a qualified teacher within infant class size limits, with additional staff to support learning and welfare.
- Apprentices, students and volunteers are supernumerary and are not counted in the ratios.

Staff who supervise children at lunchtime are suitably trained and DBS-checked, and ratios are maintained throughout the day, including at lunchtime and during outdoor play.

Students, volunteers and visitors

Student teachers, trainees, apprentices, volunteers and other professionals may work in our EYFS. They are always supervised, are never left alone with children, and must meet the suitability requirements in section 9 before they start.

5. Learning and development

We follow the EYFS educational programmes across the seven areas of learning. The three **prime areas** are the foundation for everything else; the four **specific areas** deepen learning. All areas are equally important, depend on each other and are delivered through a balance of adult-led teaching and child-initiated play.

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

We also plan for the characteristics of effective learning: playing and exploring, active learning, and creating and thinking critically.

Communication and Language

Language is the foundation for all later learning. We extend children's vocabulary through stories, songs, rhymes, role play and high-quality conversation, and we encourage children to share ideas and experiences and to listen to others.

Personal, Social and Emotional Development

We help children to build secure relationships, manage their feelings and behaviour, work and play with others, take turns and make choices. Children are encouraged to be independent, to respect different cultures and beliefs, and to develop a positive sense of self.



Physical Development

Children develop gross and fine motor skills indoors and outdoors, learn how to keep their bodies healthy, and practise skills such as balance, coordination and pencil control.

Literacy

We promote a love of reading from the start through daily stories, songs and rhymes. Children develop early reading and writing through shared reading, systematic phonics teaching (Read, Write, Inc. RWI), guided reading, and mark-making opportunities indoors and outdoors. Parents are involved through sessions held throughout the year.

Mathematics

Children build a secure sense of number, pattern, shape, space and measure through practical, playful activities, songs and rhymes, and by using mathematical language in everyday routines.

Understanding the World

Children explore the natural and made world, the people and communities around them, and how things work. They solve problems, investigate, ask questions and make decisions, and they use technology purposefully and with adult support.

Expressive Arts and Design

Children explore and express their ideas and feelings through art, design and technology, music, dance, drama and imaginative play, using a range of materials and instruments. Children take part in class performances, songs and celebrations during the year.

Assessment

Practitioners observe children closely during everyday activity to understand what they know and can do, and use this to plan the next steps. We keep assessment proportionate and do not require excessive paperwork.

- **Reception Baseline Assessment (RBA):** this is mandatory and is completed within the first six weeks after a child starts Reception.
- **EYFS Profile:** completed for each child at the end of Reception. Parents receive the outcomes before the end of the summer term.

6. Outdoor learning

Children have access to our outdoor learning space every day. The outdoor area is an extension of the classroom, with planned activities and opportunities for children to make their own choices. All-weather clothing and footwear are available so that weather is not a barrier to learning. Outdoor areas are risk assessed and children are supervised at all times.

7. Parents and carers as partners

We value parents and carers as their child's first and most enduring educators. Before children start, we offer visits, parent 1:1 meetings and stay-and-play sessions], and we work with previous settings to support transition. We keep parents informed through [parents' meetings in the autumn and spring terms, an end-of-year report, the school website and Class Dojo]. We invite parents to stay-and-play sessions, assemblies and



events]. Parents who have concerns about their child are always welcome to speak to the key person, class teacher, EYFS Lead or Headteacher.

8. Safeguarding

Designated safeguarding lead

Our designated safeguarding lead (DSL) is Mrs Foreman, supported by deputy DSL(s) Mr Long, Mrs Osborne and Mrs Jones. The DSL takes lead responsibility for safeguarding in our EYFS. The DSL and deputies complete DSL training that is updated at least every two years, take part in regular updates at least annually, and complete Prevent awareness training. All EYFS staff receive safeguarding and child protection training at induction and regular updates, including how to recognise and report concerns.

Responding to concerns

If we have concerns about a child's safety or welfare, we follow our child protection policy and the procedures of our local safeguarding partnership. We will immediately refer concerns to local authority children's social care, and in an emergency to the police. Staff report any concern to the DSL without delay.

Allegations about adults

Any allegation about a member of staff, volunteer or other adult working with children is reported to the Headteacher (or the Chair of Governors if the allegation concerns the Headteacher) and handled in line with our child protection policy and KCSIE, including contact with the local authority designated officer (LADO). We will also notify Ofsted where the EYFS framework requires, including of any allegation of harm made against anyone living, working or looking after children on the premises.

Mobile phones, cameras and smart devices

- Staff, students and volunteers must not use personal mobile phones, cameras or smart devices capable of taking images in areas where children are present. Personal devices are stored class stock cupboards and used only at breaks away from children.
- Photographs and videos of children are taken only on school-owned devices, used only for the purposes parents have agreed to, and stored securely.
- Visitors, contractors and parents may not use phones or cameras in EYFS areas. Parents attending events may only take photographs as permitted by the school on the day and must not share images of other children.

Photographs and videos

When a child starts, parents and carers are asked for written consent for their child to be photographed or filmed and for how images may be used (for example in the classroom, on displays, in learning journeys, on the school website and on official social media accounts). Consent can be withdrawn at any time. Photographs of children who are looked after are not published publicly.

Online safety

We follow the online safety requirements in KCSIE, including appropriate filtering and monitoring of school systems. Children use digital devices only under adult supervision (see section 14).



9. Safer recruitment and suitability

- All staff, including agency staff, are recruited using safer recruitment procedures.
- New employees must not start work in the EYFS until the school has received their enhanced DBS certificate including children's barred list information, whether or not they would be supervised.
- Volunteers, students and trainees working in EYFS settings also need an enhanced DBS check including barred list information and must not start until it has been received, even if they would be supervised.
- Staff are told at recruitment and induction what information they must disclose if it could affect their suitability to work with children, and must tell the school promptly if their circumstances change.
- Visitors and contractors sign in, wear identification and are never left alone with children.

10. Training and first aid

Staff receive induction and ongoing training, including safeguarding, safer sleep, safer eating and choking, allergy awareness and behaviour support. At least one person with a current paediatric first aid certificate is on site at all times when EYFS children are present, and is available on every outing. Paediatric first aid certificates are renewed every three years. Parents can find out who holds a paediatric first aid certificate from the school office.

11. Health, safety and medical needs

Health and safety

Risk assessments are carried out for the premises, equipment, activities and outings. Children are taught to use equipment safely and to be aware of risk. No dogs are permitted on to school premises while EYFS provision is in operation.

Accidents and illness

Accidents and injuries are recorded, first aid is given by trained staff, and parents are informed on the same day (or as soon as reasonably practicable). Children who are unwell are cared for and parents contacted; exclusion periods follow UK Health Security Agency guidance. We notify Ofsted, the local authority and other agencies of serious accidents, injuries, illnesses or deaths, and of notifiable illness, as required.

Medicines

We obtain and keep up to date details of any child who needs medicine. Prescription medicines are given only if prescribed by a doctor, dentist, nurse or pharmacist, and only with written permission from the child's parent for that medicine. Trained staff (who hold a paediatric first aid) administer medicines, keep a written record each time, and inform parents on the same day or as soon as reasonably practicable.

Allergies and medical needs

Before a child starts, we obtain information about dietary requirements, preferences, food allergies and intolerances, and any special health needs. This is shared with all staff who prepare, handle or



serve food. At each mealtime and snack time it is clear who is responsible for checking that the food and drink provided meets each child's requirements. We work with parents and, where appropriate, health professionals to develop allergy action plans and individual healthcare plans, which are kept up to date, shared with staff, and stored where staff can access them quickly (including inhaler, adrenaline auto-injector and other emergency medication).

12. Safer eating and food and drink

Safer eating

Children are always within sight and hearing of a member of staff while eating. Where possible, staff sit facing children so that they can see that children are eating in a way that prevents choking, prevent food sharing and notice any unexpected allergic reaction. When a child experiences a choking incident that needs intervention, we record where and how it happened and make sure parents and carers are told. Records are reviewed periodically to identify trends or common features that could be addressed to reduce the risk of choking, and appropriate action is taken.

Food and drink

Where we provide meals, snacks and drinks, they are healthy, balanced and nutritious, and we have regard to the EYFS nutrition guidance. Fresh drinking water is always available and accessible to children.

13. Safer sleep

13.1 Purpose and scope

Children must be placed down to sleep safely. This section applies to every child aged three four and five in our EYFS provision, whether they sleep as part of a planned routine, fall asleep unexpectedly, or need rest because they are unwell or tired. It aims to reduce the risk of sudden unexpected death in childhood and of suffocation from soft bedding or furniture. It reflects the safer sleep requirements in the EYFS statutory framework, NHS advice and guidance from The Lullaby Trust.

13.2 Arrangements that apply to all children

- **Supervision:** children are always within sight and hearing of a member of staff while they sleep, and are frequently checked (see 13.6).
- **Sleep Space & Posture:** Children sleep on individual, firm, flat surfaces (mats, or floor mattresses) and are placed on their backs. Alternative sleep positions require a written individual sleep plan agreed upon with parents.
- **Prohibited Surfaces:** Sofas, armchairs, beanbags, prams, and pushchairs are strictly prohibited as primary sleep spaces.
- **Clothing Safety:** Outdoor clothing, hats, hoods, scarves, bibs, and items with cords must be removed before sleep.
- **Temperature Control:** Rooms must be kept between 16°C and 20°C, adjusting for extreme weather using professional judgment. Children are never left to sleep in direct sunlight.
- **Equipment & Hygiene:** All equipment must meet British Standards, be inspected for damage before use, adhere to manufacturer guidelines, and be cleaned regularly and between uses.



13.3 Sleep arrangements by age

Age	Usual pattern	Our arrangements	Extra points
Three-year-olds	Some children still nap, particularly when they first start or attend longer days.	If a child falls asleep, they are moved to a firm, flat, clear surface in a quiet area within sight and hearing of staff.	Sleep is not forced. Parents told the same day.
Four-year-olds (Reception)	Daytime sleep is not expected.	If a child falls asleep, they are moved to a firm, flat, clear surface in a quiet area within sight and hearing of staff.	Frequent sleeping is discussed with parents and, if needed, the SENCO or DSL.

13.4 Three-year-olds

Most three-year-olds do not need daytime sleep, but some do, especially in their first term or if they attend full days.

- When a three-year-old needs to sleep, they are provided with a clean, firm, flat individual sleep space (floor mattress) prepared to the same standard as in 13.2, in a designated quiet area.
- No child is made to sleep. Where a child regularly sleeps, we agree with parents how long the sleep should be so that it does not disturb night-time sleep or displace learning.
- A child who falls asleep unexpectedly, for example during a story, on a beanbag or in the outdoor area, is moved to a safe sleep space as soon as possible and kept within sight and hearing until they wake.
- A child who is unusually sleepy may be unwell. Staff check for other signs of illness and contact parents. Any child who is difficult to wake, unresponsive or breathing abnormally is treated as an emergency (see 13.8).

13.5 Four-year-olds (Reception)

Four-year-olds are not expected to sleep during the school day. Some will fall asleep when they are ill, have had a poor night's sleep, or are still adjusting to a full school day early in Reception.

- A child who falls asleep is moved to a firm, flat, clear surface, such as a floor mattress, in a quiet area of the classroom where they remain within sight and hearing of a member of staff. They do not sleep on chairs, beanbags or other soft furniture.
- The child is checked frequently, woken once they have had enough rest, and parents are told the same day.
- If a child falls asleep on more than an occasional basis, the class teacher speaks to parents about sleep routines, health, or possible underlying needs. Where there are wider welfare concerns, they are raised with the DSL; where there may be SEND, they are raised with the SENCO.



13.6 Checks and records

- Children are physically checked at least every 10 minutes while they sleep, or more often if a child's individual needs require it. Checks include the child's position, breathing, colour and whether they are too hot or cold. Staff must be able to see the child's face and chest.
- Each check is recorded on a sleep record (Appendix 2) showing the child's name, the time the child went to sleep, the time and initials of each check, any concerns, and the time the child woke.
- Sleep records are kept in line with our records retention schedule and are available to parents on request.

13.7 Training, travel and off-site sleep

- All staff who may supervise a sleeping child, including lunchtime staff, agency and cover staff, are trained in safer sleep during induction and receive refresher training annually. They must read the NHS advice on sudden infant death syndrome (SIDS) and are told about individual children's sleep plans.
- Students and volunteers do not supervise sleeping children on their own.
- If a child falls asleep on a journey, for example in a minibus, taxi or pushchair, we transfer them to a safe sleep space as soon as we return to the setting. A child who falls asleep in a car seat is moved to their sleep space as soon as we arrive back. Where possible, we keep children awake on short journeys. The risk assessment for any outing covers what will happen if a child falls asleep.
- A child who falls asleep outside is brought indoors to a safe sleep space or supervised in a shaded place where they can be seen and heard, never in direct sunlight, and with hats or hoods removed if these could cover their head or neck.

13.8 Emergencies

If a sleeping child cannot be woken, is not breathing normally, or looks pale, blue or floppy, staff call 999 immediately and begin paediatric first aid, and a second adult alerts the Headteacher and the child's parents. The incident is recorded and reported as required under section 11. After any incident or near miss, we review our procedures and any lessons learned are shared with staff.

13.9 Monitoring

The EYFS Lead checks sleep records and observes sleep practice termly, reports to the Headteacher and governors, and reviews the sleep risk assessment at least annually and after any incident, change of equipment, change of room, or change in the age range we admit.

14. Screen use

We have regard to the Department for Education's guidance on screen use in early years settings. We use screens thoughtfully and purposefully, so that they support planned learning without displacing play, movement, conversation, relationships, exploration and time outdoors.

- Children do not use screens alone, or with other children without an adult, and adults watch and talk about content with them.
- All digital content is checked in advance to make sure it is suitable for early years children.



- Content is slow-paced, repetitive and predictable. We avoid fast-paced, over-stimulating content, with lots of cuts, movement or flashing, complex audio, overlapping music and speech, or complicated plots.
- Content is free of adverts, as young children cannot tell advertising from other content.
- Content has no scrolling, autoplay or algorithm-driven features, so that children cannot be exposed to inappropriate content or stay on a screen longer than planned.

15. Behaviour

We help children to develop self-regulation and positive behaviour through warm relationships, clear and consistent expectations, and adults who model the behaviour they want to see. Corporal punishment is never used, and no child is humiliated or threatened. Physical intervention is used only to prevent injury to a child or others, or serious damage to property; each use is recorded and parents are told on the same day or as soon as reasonably practicable. Staff are trained in behaviour support. See our behaviour policy.

16. Equalities and special educational needs and disabilities

Every child is entitled to a broad, balanced and ambitious curriculum, whatever their gender, race, religion or belief, disability, social circumstances or ability. We plan for children with SEND, more able children, children with English as an additional language, and children from all social and cultural backgrounds. We identify needs early, tell parents promptly, use a graduated approach (assess, plan, do, review) and work with parents and outside agencies. Our SENCO is Mrs O'Brien. See our SEND policy and information report and our equality policy.

17. Attendance

Regular attendance helps children to settle, learn and make friends, and we encourage it from the day a child starts. Children are not of compulsory school age until the start of the term after their fifth birthday, so penalty notices and other legal attendance measures do not apply to most EYFS children. We still record attendance and follow up absence.

- If a child is absent and we have not heard from the parent by 9:00 am, we contact the family by phone on the first day of absence.
- If we cannot make contact, we follow our attendance and child protection procedures, which may include a home visit. Any safeguarding concern is passed to the DSL.
- If absence continues or is frequent, we invite the family to a supportive meeting to talk about barriers to attendance and offer help.

See our attendance policy.

18. Complaints

Parents who have a concern are encouraged to raise it first with the key person, class teacher or EYFS Lead. Formal complaints are handled under our complaints procedure, which is available on request. We keep a written record of any complaint relating to the EYFS requirements and its outcome, and provide it to Ofsted on request.



19. Monitoring and review

All EYFS staff are responsible for following this policy. The EYFS Lead monitors its implementation and reports to the Headteacher and governors. The policy is reviewed at least annually, and whenever there are changes to the EYFS statutory framework, KCSIE or related guidance, and incorporates the views of staff, parents and children.



Appendix 1

Early Years Foundation Stage (EYFS) Staff

2026 – 2027

	
Mrs O'Brien Nursery Teacher SENDco	
	
Ms Doncheva Oasis Teacher	Mrs Brabin Oasis Teaching Assistant Paediatric First Aid Food hygiene
	
Mrs Southern Reception Teacher EYFS Lead Paediatric First Aid	Mrs Fairclough Nursery Nurse Reception Paediatric First Aid Food hygiene



Appendix 2

School Nursery & Reception: Choking & near-miss incident Record

(Statutory Document: EYFS & Health and Safety Compliance — Ages 3–5)

SECTION 1: CHILD & INCIDENT OVERVIEW

Child's Full Name:	
Date of Birth:	
Class / Group:	☐ Nursery ☐ Reception
Date of Incident:	
Time of Incident:	
Location of Incident:	
Designated Key Person:	
Paediatric First Aider (PFA) Present:	

SECTION 2: INCIDENT DETAILS & CLASSIFICATION

Type of Incident:

- ☐ **NEAR-MISS:** Coughing, gagging, or brief food blockage cleared independently or swiftly without physical first-aid intervention.
- ☐ **CHOKING INCIDENT:** Airway partially or fully obstructed; required physical PFA intervention (e.g., back blows/thrusts).

Details:

- Food / Item Involved:** _____
- Food Preparation Method:** (e.g., cut into batons, quartered grapes, whole fruit, packed lunch item)

Activity & Behaviour During Incident:

- ☐ Sitting quietly at lunch/snack table
- ☐ Talking, laughing, or shouting while eating
- ☐ Moving, running, or standing while eating
- ☐ Eating a non-food object (e.g., small toy component, plastic lid, pen cap)

Narrative Description of What Happened:

SECTION 3: ACTION TAKEN & FIRST AID INTERVENTION

Immediate Interventions Administered:

- ☐ Encouraged child to cough safely
- ☐ Back blows administered (Number of blows: _____)
- ☐ Abdominal thrusts administered (Number of thrusts: _____)
- ☐ Emergency Services (999/112) called? ☐ Yes ☐ No (Time called: _____)
- ☐ Medical attention sought on-site (School Nurse / Senior Leadership Team / First Aid Lead)

Outcome & Child's Condition Post-Incident:

SECTION 4: PARENT / CARER NOTIFICATION (STATUTORY REQUIREMENT)

- Method of Contact:** ☐ Phone Call ☐ In-Person at Collection ☐ Written Note
- Time Parent Contacted:** _____ AM / PM
- Contacted By (Staff Name):** _____
- Parent/Carer Name Spoken To:** _____

Summary of Advice Given:

(e.g., informed of incident, advice on monitoring for delayed symptoms, recommended GP check)

SECTION 5: RISK ASSESSMENT & SETTING FOLLOW-UP

Corrective Action / Risk Review Taken by Setting:

- ☐ Review food preparation size, texture, or cutting guidelines for this child or menu item
- ☐ Review seating arrangement, noise/distraction levels, or mealtime supervision ratios



- [] Update child's Individual Safe Eating Plan / Dietary Record
- [] Issue packed lunch advice letter to parent/carer regarding high-risk foods
- [] Staff briefing / refresher on DfE/EYFS safe eating guidelines

Management Sign-Off:

- Designated Safeguarding Lead / Headteacher Name: _____
- Signature: _____ Date: ____ / ____ / ____

SECTION 6: SIGNATURES & ACKNOWLEDGEMENT

Staff Member Reporting:

- Name: _____
- Role: _____
- Signature: _____ Date: ____ / ____ / ____

Parent / Carer Acknowledgement:

I acknowledge that I have been informed of this choking/near-miss incident and the immediate actions taken by the school.

- Parent/Carer Name: _____
- Signature: _____ Date: ____ / ____ / ____



Appendix 3

EYFS SLEEP & REST CHECK RECORD

Nursery & Reception Class (Ages 3–4 Years) — Monitoring Log

Date: _____

Class / Room: ☐ Nursery ☐ Reception

Lead Staff Member: _____

Paediatric First Aider: _____

EYFS Sleep Safety Requirements & Instructions:

1. Active Monitoring: Physical checks must occur every 10–15 minutes (checking chest movement, skin temperature, and position).
2. Environment: Room temperature must be maintained between 16°C and 20°C. Ensure quiet, clear access walkways, and well-ventilated space.
3. Safe Position: Children should sleep on their backs/sides; ensure clothing/hoods do not obscure face or neck.

SLEEP CHECK LOG

Child's Full Name	Sleep Start Time	Check 1 (+10/15m)	Check 2 (+20/30m)	Check 3 (+35/45m)	Sleep End Time	Staff Initials & Notes

ENVIRONMENTAL CHECKS & SIGN-OFF

Room Temp Checked (°C): ☐ °C (Target: 16–20°C)
Sleep Area Clear of Hazards / Cables: ☐ Yes ☐ No

First Aid Kit Available in Area: ☐ Yes
Phone Functioning: ☐ Yes

Lead Staff Signature: _____
Date: _____

Manager / Lead Review Signature: _____
Date: _____

