Rainbow Pre-school wider opening plan for September 2020

Below we have set out possible ways of organising our space to ensure social distancing between different groups of children (clouds) within the same room. The idea is that we will divide the resources between the number of groups and create separate learning areas within a self-contained space. This space can be defined by using a low-level furniture/ tape on the floor etc. The resources can be positioned within the defined area and create different and varied learning opportunities which remain consistent for that particular learning area and for that particular group (cloud). Baskets and containers, which can be disinfected, can be used to store and display resources.

Theme	Possible strategies	Rationale / link to guidance	Considerations
Organisation of environment and social distancing			
• Need to zone areas within a hall	Create self-contained learning areas – children have access to a variety of resources to support their learning within the group Tape off sections on floor Use furniture/chairs/low fencing Leave spaces between different hubs	To create social distancing between small groups – children stay in their hub To minimise contact with children and resources from other groups To give walkways between hubs for access to toilets/outside space/ social distancing between different groups of children (bubbles) etc	• Trip hazards • Explain to children that they are in one group and should stay in that group. Remind them not to cross the barriers. • Cleaning of dividers, storage and resources at end of session • Ensure fire exits are not blocked

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• Entrances/exits	Allocating different entry/ exit points to the setting for different groups If numbers increase significantly in the Autumn Term or if the entry system we have arranged is not manageable staggered drop off /pick up times may become necessary. We will monitor this	To minimise social mixing To minimise time in any shared spaces such as entrance halls To minimise waiting times and avoid social mixing of families	• Consider ways to communicate the new arrangements with the parents before hand • Mark 2m lines on the ground to indicate where child/parent should wait • Use of visual clues to remind parents around social distancing.
• Storage of coats/bags/lunchboxes	Groups access lobby at different times as directed by staff Different places for groups to store their belongings Top room, outer lobby and in hall.	To minimise time in any shared spaces To avoid possible spreading of infection through personal items between groups	• Visual clues for children • Consider storing personal belongings within the learning area for each group of children (cloud)
• Using outside space	As much as possible. Timetabling slots for different groups Consider dividing resources between the different groups of children (cloud) or you may wish to use different resources for each group (cloud)	To minimise social mixing To reduce risk of transmission between resources	• Outside resources need to be cleaned between clouds. • Consider developing a bank of games which may require very few physical resources, such as "what's the time Mr Wolf".

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• Using shared facilities – handwashing and toilets	If possible use a portable hand washing sink for each group- please, be aware that a shared bowl with water is not an acceptable practice on health and safety grounds. Stagger group use at set times such as snack, before lunch One cloud to use toilets at a time when possible	To avoid cross – contamination To minimise contact between different group of children and maintain cleanliness	• Cleaning toilets/ hand washing facilities between individuals and groups • Ensure zoning of space allows children from each hub to access the area easily without crossing through a different hub
Resources			
• What is appropriate to use and what is not?	Risk assess resources to ensure they meet government guidelines Consider – can it be effectively cleaned or not? If not, use an alternative or use within the group only and then replace daily. Consider floor covering - individual carpet tiles, mats that can be easily cleaned	To maintain cleanliness	• No rugs, use other floor coverings – how can they be cleaned each day? • Consider quantity of resources by reducing clutter and removing unnecessary items.
• Setting up for each group/ Meeting children's interests	Divide the resources between each hub to ensure a variety of experiences and learning opportunities	To maximise the range of experiences using minimum amount of resources	Some suggestions regarding the learning hub environment/ resources: • Use lots of open-ended resources that can be easily cleaned for example: lids, bottle tops, hair rollers etc. in order to stimulate interest and engagement

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			- Consider learning boxes with resources such as mark making materials, small world play, puppets which can be easily washed etc. - Consider offering chatter boxes/ story bags to promote language and communication development. - Consider resources that can promote discussions around feeling and emotions.
Cleaning during and at end of session	Ensure sufficient time is taken into account for this additional cleaning to be implemented	To prevent cross-contamination and spread of the virus.	- Timing of sessions and availability of hall space to allow for cleaning time. - Staff time and cleaning materials
Routines			
Frequent and regular hand washing	Implement a consistent approach across staff team regarding handwashing throughout the day; for example, agree set times for hand washing in line with guidance such as on entry, before snack, after toilet, before lunch, coming in from outside etc.	To ensure children's health and safety To maintain enhanced standards of hygiene	

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• Snack time/Lunchtime	Snack to be in individual groups. Children to have individual spoons to take own food. There are not many children staying for lunch each day so they will be together but spaced out and children from different groups are not to be seated together. Children staying for lunch will be given a badge with their group number on to wear at lunch time only to enable lunch staff to identify them.	To minimise social mixing between different groups of children	• Consider offering snack within the boundaries of each learning area • Consider cleaning routines after snack/lunch times for each group of children • Ensure that staff maintain good hygiene practices as well as social distancing rules when using cleaning resources which might need to be shared such as dustpan and brush
• Story/rhyme times	For individual groups hold within hubs	To maintain social distancing between groups	• Ensure that as much as possible, current selection of books includes children's favourite stories within each learning area • Ensure that books are not shared between home and setting • Consider quantity of books on offer within each hub and how hygiene is going to be maintained

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Staffing			
• Ratios • Qualifications	Ratios remain as in the EYFS statutory framework The setting needs to make reasonable endeavours to meet the qualification requirements in line with current government legislation regarding temporary changes to the EYFS in response to Covid-19- please see link below: **https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications**		
• Key person allocation	Key person to remain with key group in a learning hub, key persons will work in pairs with one other support staff to ensure that at least two staff can be with each cloud every morning. The afternoons are much smaller groups and will be staffed with a mix of staff from each group as numbers do not allow for all staff to remain all day	To minimise social mixing To foster trusting relationships and promote children's personal, social and emotional wellbeing	• Ensure information is passed on for individual children if a different key person is in place • Especially medical information, allergies, behaviour strategies or significant family information • Communicating approach clearly to parents