**Equipment & Toys Policy and Practice**

The toys and equipment in the pre-school provide opportunities for children, with adult help, to develop new skills and concepts in the course of their play and exploration. The equipment we provide:

* Is appropriate for the stage/development of the children present
* Offers challenges to developing physical,social, personal and intellectual skills.
* Features positive images of people, both male and female, a range of ethnic and cultural groups with and without disabilities.
* Includes a range of raw materials, which can be used in a variety of ways and encourages an open-ended approach to creativity and problem solving.
* Will enable children, with adult support, to develop individual potential and move towards required leaning outcomes
* Conforms to all relevant safety regulations and is sound and well-made.
* The Pre-school Manager will check the equipment every day as it is put out for use.
* Staff will also check the equipment when putting it away.
* A thorough check on all equipment is made every Sunday during term time.
* Inset days will be included in the pre-school timetable to allow for cleaning, repairs and redistribution of toys and equipment by staff.

**Activities and resources**

* The layout of play equipment allows adults and children to move safely and freely between activities.
* All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded.
* All materials, including paint and glue, are non-toxic.
* Sand is clean and suitable for children's play.
* Physical play is constantly supervised.
* Children are taught to handle and store tools safely.
* Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.
* Any faulty equipment is removed from use and is repaired. If it cannot be repaired it is discarded.
* Large pieces of equipment are discarded only with the consent of the Manager.

***EYFS key themes and commitments***

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| A Unique Child | Positive Relationships | Enabling Environments | Learning and Development |
| 1.3 Keeping safe.1.4 Health and well-being |   | 3.3 The learning environment. |  |