

# LANCASHIRE PROFESSIONAL DEVELOPMENT SERVICE – EARLY YEARS AND WHITEFIELD NURSERY AND INFANT SCHOOL, NELSON LANCASHIRE

## COVID 19 - EYFS - Setting up an Enabling Environment to Support the Return to the Classroom

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**This document has been written to support schools in  
thinking about setting up a suitable environment on return  
to school**



**This document should be read in conjunction with the latest guidance from  
the Department for Education**



This document should be read in conjunction with the latest guidance from the DfE – *see the end of the document for the links and guidance May /June 2020*

***Included in this document is:***

**Lists of possible  
resources for each  
area of provision**

**Top tips  
to keep  
equipment clean  
and sanitised**

**Suitable equipment  
for storage and  
suggestions of how  
resources can be  
organised**

**Photographs of  
areas of provision  
from Whitefield  
Nursery and Infant  
School, Nelson**





## Top Tips for Keeping Equipment Clean and Sanitised:

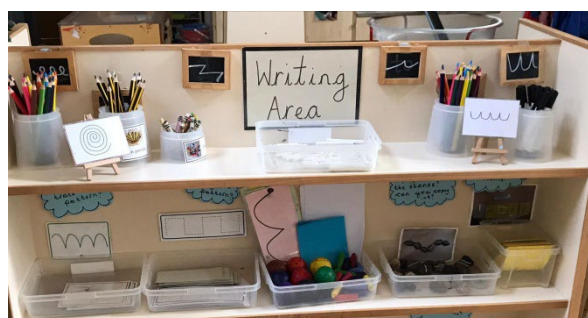
- ✓ Create a timetable of cleaning , emptying bins, wiping door handle, etc. to operate throughout the day as well as at the end of the day or session and /or before use of the area and resources by another group or 'bubble' of children.
- ✓ Tables and eating and drinking areas cleaned before and after use.
- ✓ Provide plastic bins with lids/liners to contain any germs, and clean as part of the daily cleaning routine.
- ✓ Fill a sink or washing up bowl with water and a suitable anti- bacterial cleaner such as Milton and leave toys and equipment to soak for at least 15 minutes or 24 hours for a deep clean.
- ✓ Wipe storage shelves down daily with a deep clean with an anti-bacterial solution, at the end of the week or when there is a change over of children.
- ✓ Store small resources in plastic baskets with holes – these can be immersed into buckets or bowls of sanitising liquid, and left to dry.
- ✓ Use pillow cases or net washing bags to wash small construction /plastic small world resources in washing machines or dish washers.
- ✓ Use PE mats or plastic coated table cloths which are easy to wipe down and useful for floor activities such as construction.
- ✓ A good supply of paper towels/rolls at key stations within the classroom with easily accessible plastic bins with lids.
- ✓ Large equipment and outdoor toys which cannot be immersed in water can be wiped with a suitable solution and left for 15 minutes. This can be done daily for use by the same children, followed by a deep clean at the end of the week or when the equipment is to be used by a different group /'bubble' of children.
- ✓ A small selection of books can be provided for a group of children or 'bubble' and wiped with antibacterial solution daily. At the end of the week /period of time in school for that group of children the books can be given a thorough clean and quarantined for seven days before used again.
- ✓ Trays used by children to store any resources they have used during the day can be cleaned at the end of each day, and given a deep clean before use by a different group of children.

**(See DfE website links at the end of the document on cleaning and hygiene)**

## Suitable equipment for storage and suggestions of how resources can be organised:

Identify the number of areas of provision which can be reasonably provided for each group or 'bubble'. Rearrange the provision and furniture to accommodate these areas ensuring there is enough space for children to move around and to encourage social distancing, and to purposefully interact with the resources and equipment.

- ✓ Use plastic containers or baskets which can be used to store resources and will be easy to clean – ice cream containers, yoghurt pots, plastic fresh fruit trays (these are good as they have holes to make washing and drying easier and can be thrown away and replenished as necessary) or commercial plastic boxes /baskets.
- ✓ Reduce the amount of resources accessible in each area of provision.
- ✓ Reduce the number of resources in storage boxes, but maintaining a choice of resources to support independence and self- selection.
- ✓ Use PE mats to create play spaces on the floor instead of carpet or rugs.
- ✓ Plastic pencil cases/yoghurt pots with children's names on for their own pencils /crayons, etc.
- ✓ Provide a tray for each child to put their water bottle (to stay in school) cup, lunch, etc. and anything they use during the session.
- ✓ Tuff trays are useful to provide exciting activities /resources on the floor or table and can be easily moved and cleaned.
- ✓ Laminated sheets for activities – easy to wipe- phonics, literacy, maths, writing, information sheets, etc.







## Reading Areas

### Class Reading:

- It is vital to continue to offer reading areas in EYFS classrooms to promote reading for pleasure and continue on the learning journey, before lockdown, to ensure all children become readers to access the wider curriculum.
- Guidance states reading books should not be sent home with children to reduce transmission across households. Oxford Owl are offering free access to online books, which could be used to support home reading.
- It is important if possible that guided reading and individual reading is continued in school. However, books should be wiped down after use and quarantined for seven days.



### Reading Areas:

- Reduce the number of books in your reading area and remove all rugs, cushions, sofas and puppets.
- Add selected books to shelves or maybe plastic baskets of 'favourite stories' / 'authors basket'. These should be wiped down as part of the cleaning schedule and rotated with other books the following week.
- Add plastic small world animals/ figures etc. with a selected text to allow children to re-tell stories.
- Add laminated story maps, photographs or story sequencing cards to encourage oracy, language and storytelling.
- Add selected books across the provision, so children still have a language rich environment.



## Construction Areas

- As children generally work on the floor in this area, add plastic P.E mats to provide some comfort for the children. These can be easily wiped down.
- Reduce the number of construction kits on offer - keep the cleaning manageable!
- Use open-ended creative resources where possible.



### Possible resources:

- Cotton reels
- Plastic lids
- Strips of Perspex
- Construction kits
- Plastic tubes
- Tins
- Crates
- Guttering
- Household recycling – tubs, yoghurt pots, lids, tins
- Plant pots

- Add fiction and non-fiction books to inspire play.
- Store resources on the shelves or plastic boxes, so they can be easily cleaned.
- Reduce wooden blocks – they can be difficult to clean over time.
- Add laminated pictures of famous buildings, forms of transport, castles etc. to inspire children's play and they can be wiped down.
- Step-by-step sequence cards could be added, showing how to build a model that children could follow, modelling simple instructions.
- Clipboards, whiteboards, trays of paper, writing frames can be added to encourage designs and writing for a range of purposes.





## Small World

- Small world stations can be set up around EYFS classrooms to encourage children to distance. Small worlds can be created on cable reels, crates, tuff trays or any small surfaces.
- Cable reels can be covered in PVC cloths to enable them to be wiped down.
- Plastic boxes can be stacked up to create different levels and add interest to small world play.
- Remove any 'soft' items from small world areas – fabric figures, fabric etc.
- Reduce the offer of small world, so cleaning is manageable.
- Store small world in plastic boxes/tubs for easy cleaning.



### Possible Resources:

- Plastic animals (sea, jungle, dinosaurs, wild, mini-beasts etc.)
- Plastic figures or laminated images that can be wiped down
- Cars/vehicles
- Images of animals or people stuck/drawn onto stones and coated in PVA glue if resources are limited.
- Glass nuggets, cotton reels, shells, pebbles, bottle tops
- Books to inspire play



## Maths Area

- Maths resources can be provided on open shelving with a reduced number of resources for independent access and easy cleaning.
- Use plastic containers to store the resources – plastic cartons/baskets, yoghurt pots, empty fruit trays.
- Laminated number line with plastic pegs and plastic line to hang the numbers.
- Number activities can be set up on cable reels covered in PVC cloths or set up on small tables which can all be easily wiped.
- Use small picnic trays with dividers for sorting activities.
- Make 10 frames from plastic straws or wooden sticks.
- Laminated number value cards /container and resources.

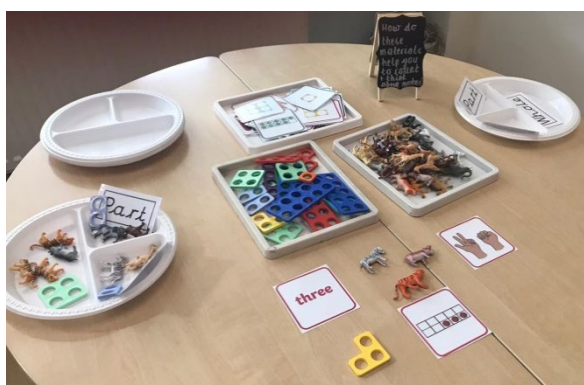


- Number cards can be added to other activities around the provision to encourage counting, number recognition, simple calculations, e.g. around the tuff tray, within small world activities.
- Add dice to the provision (with numbers and/or with spots) these can be used to support number activities.
- Add number books to provision – limit the amount of books to ease cleaning.
- Laminated shape pictures and 2D shapes with for children to copy or to create their own shape pictures.

### Possible resources:

- Laminated Numbers – numbers on card 0-20
- Laminated 3 part number lines
- Plastic objects - counters, animals, mini beasts, dinosaurs
- Unifix cubes
- Numicon
- Other objects such as shells/stones/pebbles/glass pebbles or cubes
- Plastic sorting trays with different compartments
- Whiteboard and pen
- Plastic cups with numbers on
- 2D shapes







## Mark Making /Writing /Drawing Area

- Limit the amount of writing implements provided within the provision or in the writing area to make it easy to regularly wipe and clean these tools.
- Each child could have their own plastic pencil case/pencil pot with additional writing /drawing implements which can then just be used by the child and cleaned at the end of the session /week. These can be kept in a tray specifically allocated to each child to use during their time in school.
- Provide children with their own pad of paper – to be kept in their own tray.
- If children have their own writing book it must only be used by themselves with their own writing tools and not taken home.
- Provide individual whiteboards and pens for writing /phonics
- Create a display washing line with plastic pegs to display children's drawings /writing
- Provide opportunities for children to draw on whiteboards, plastic mirrors. Offer exciting resources for the children to create their own pictures before drawing them – strings of plastic beads, glass/stone pebbles, etc. Use laminated pictures as a stimulus.

### Possible resources:

- Coloured pencils
- Felt pens
- Pencils
- Plastic /tin cans /plastic yoghurt pots /plastic cups as pencil pots
- Plastic pegs /washing line for display
- Laminated writing /pattern sheets



## Phonics Area

- As phonics is a really important part of the process of children learning to read, a phonics area in the classroom as well as daily focused phonics teaching, will be helpful to promote phonics development and support children's progress in reading.
- A phonics area in the classroom can be created with limited resources, as well as small phonics tables or cable reels with activities specific to the phonics phases at which children are working. Use plastic instead of hessian to cover cable reels.



### Possible resources:

- Laminated phoneme cards for different phases/tricky words
- Laminated pictures and words linked to phonics phases
- Objects if easy to clean /wash
- Plastic spoons with words or sounds.
- Magnetic boards with plastic letters

- Create fun activities for children to be excited about their phonics and reading, e.g. hiding laminated sound or word cards as well as pictures within objects on small trays. Ask children to find a sound or word and read it or match the picture to the word and read it. Use plastic small world /pebbles or shells for easy cleaning.





- Use magnetic boards with laminated sounds /words/ tricky words for children to create their own words to read, or simple sentences using the phonics phase at which they are working
- Laminate words and sounds on shapes linked to seasons or themes to keep children interested and motivated.
- Use plastic straws as sticks, chalk boards or whiteboards to write your messages or challenges, all of which will be easy to clean.





## Loose Parts

- Loose parts can be set up on shelving, cable reels, small tables, tuff trays or table tops, with a reduced amount of washable 'parts' available for the children. This is a simple area of provision, which can be set up around the room and will disperse children into 'spaces', allowing for more social distancing.



- Leave this area as open-ended provision or selected certain 'parts' and add laminated images (e.g. castles, natural translucent art, robots etc.) to direct children more towards a given outcome.
- Plastic bowls, plastic containers (e.g. yoghurt pots, butter boxes etc.), plastic picnic trays, dip dishes and plastic cutlery trays are good storage solutions that can be washed easily.
- Plastic picture frames (with the glass removed), 4 twigs tied together to create 'frame', wipeable kitchen mats, plastic mirrors or card pieces are good surfaces for children to work on/within.
- Plastic dip trays and plastic cutlery trays will make good 'tinker' trays.



### Possible Resources:

- Stones
- Pebbles
- Glass nuggets
- Plastic beads
- Old necklace strings
- Nuts and bolts

- Shells
- Bottle tops
- Corks
- Small paper cups
- Shot glasses
- Curtain hoops
- Conkers

**DfE links:**

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-early-years-and-childcare-settings-from-1-june/planning-guide-for-early-years-and-childcare-settings>

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-early-years-and-childcare-settings-from-1-june> - 24th May 2020

<https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings> - May 2020 Public Health England

Public Health England has published an updated poster that provides guidance on hygiene in educational settings. The poster can be found here:

<https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19>

<https://www.gov.uk/government/news/teach-children-simple-hygiene-to-help-curb-infections> - hand washing