

Daily routines

It is a requirement of the EYFS that you give information to parents about your daily routines and the types of activities you provide.

Children thrive on and gain security from established, safe routines... they need to know facts about their days with you such as when they are having their next meal, what they are doing after the meal and when someone is coming to collect them. Parents need this information as well, so they can visualise what their child is doing and know they are safe.

Routines are especially important for children who might be suffering from behaviour challenges, those who are sensitive to changes in their daily activities, children with autistic spectrum disorders or those suffering from separation anxiety. For some children, a visual routine using photographs helps them to manage their day better.

There are many kinds of routines...

- **Daily routines** – meal and snack times; outings to toddler groups; collecting children from nursery or school; visiting the library for a reading session; regular visits to friends... etc;
- **Behaviour management routines** – sorting out a rota for using the computer so everyone has equal time; time out after behaviour lapses in a quiet place with a familiar toy to hold and calming music in the background; visual routines for a child in need of them... etc;
- **Hygiene routines** - hand washing at specific times; tooth brushing after snack; bottle of milk before sleep; brushing hair after sleeping; a certain song to sing at nappy time... etc;
- **Getting ready to go out routines** – checking the contents of your bag; reading your risk assessment to ensure you have done everything you need to do; putting your charged mobile phone in your pocket; making up drinks for all the children... etc;
- **Religious or cultural routines** – visiting the Mosque or Church at the weekend; recognising that on a Friday parents fast; not combining certain foods at meal times... etc.

To meet the statutory requirements of the EYFS, you need to share any relevant routines with parents and ask for their input if appropriate. To support children you need to encourage them to recognise their routines and understand about what is happening next. You should also use their feedback to inform your routines – if children do not like going to a toddler group, then talk with them about other options for the day; if they are not happy with your timing of morning snack because it interrupts their games, then work together to find a compromise with which everyone is happy.