



West Earlham Infant and Nursery School

Early Years Foundation Stage (EYFS) policy

This policy has been reviewed in line with the 2010 Equality Act and Public Sector Equality Act. Due regard has been given to Equality.

This policy was reviewed in **May 2024** the date of the next formal review will be **May 2025** and every year thereafter, unless statutory legislation changes.

Policy approved by the Full Governing board of West Earlham Infant and Nursery School

Contents:

1. Legal framework
2. Roles and responsibilities
3. Learning and development
4. Assessment
5. Inclusion
6. The learning environment
7. Safeguarding and welfare
8. Staffing
9. Health
10. Safety and suitability of premises, environment and equipment
11. Mobile phones and devices
12. Information and records
13. Parental involvement
14. Transition

Statement of intent

At West Earlham Infant and Nursery School we recognise and value the importance of the EYFS in providing a secure foundation for future learning and development and understand our responsibilities in ensuring that children learn and develop well and are kept healthy and safe.

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.” (‘The Statutory Framework for the Early Years Foundation Stage.’ DfE March 2014).

This policy has been developed in conjunction with the relevant guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

Through the implementation of this policy we will provide:

- Access to a broad and balanced curriculum that gives children the foundation of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers
- A place where every child is included and supported through equality of opportunity and anti-discriminatory practice.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2023) 'Early years foundation stage statutory framework'
- DfE (2023) 'Early years foundation stage profile: 2024 handbook'
- DfE (2023) 'Keeping children safe in education (KCSIE) 2023'
- DfE (2023) 'Working Together to Safeguard Children 2023'

This policy operates in conjunction with the following school policies:

- Teaching and Learning Policy
- Safeguarding Policy
- Photography and Images Policy
- Allegations of Abuse Against Staff Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Online Safety Policy
- Health and Safety Policy
- Fire Safety Policy
- Safer Recruitment Policy
- Data Protection Policy GDPR

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring the school has clarity of vision, ethos and strategic direction.
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff.
- Ensuring that there are appropriate policies, procedures, and practices in place to deliver the ['Early years foundation stage \(EYFS\) statutory framework'](#) – available on Dfe website in line with statutory requirements.

The headteacher will be responsible for:

- Acting in accordance with the '[Headteachers' standards](#)' and the expectations of the school community.
- Creating a culture where children experience a positive and enriching school life.
- Upholding ambitious educational standards which prepare children from all backgrounds for their next phase of education and life.
- Ensuring teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensuring valid, reliable and proportionate approaches are used when assessing children's knowledge and understanding of the curriculum, and ensuring effective use is made of formative assessment.
- Understanding and acting within the statutory assessment frameworks which set out the duties, responsibilities and reporting arrangements to be followed.
- Ensuring all relevant staff read and implement this policy.
- Ensuring that staff have received the appropriate training to deliver and report EYFS assessments.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.

The EYFS lead will be responsible for:

- Ensuring all staff members read and implement this policy.
- Ensuring that all staff are up-to-date with current statutory and Ofsted expectations, including the early years team and the SLT.
- Supporting the policies, ethos and vision of the school and actively promoting high levels of achievement in the early years stage.
- Leading the early years team in the planning and delivery of a creative and stimulating curriculum based on the educational programmes of the 'Early years foundation stage ([EYFS statutory framework](#))'.
- Ensuring the educational provision and practice is based on the EYFS characteristics of effective teaching and learning, supports a range of learning needs and develops children's independence.
- Taking responsibility for high-quality teaching provision throughout the early years stage.
- Ensuring the requirements for the EYFS, including the arrangement of assessment, are met in line with the relevant statutory requirements.
- Monitoring the progress of children and reporting evaluated data to the headteacher.
- Developing and maintaining effective relationships with parents, colleagues, the governing board and the local community.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.
- Supporting staff development by identifying and/or providing regular training and CPD opportunities.
- Providing regular meetings with staff to support professional development.
- Assigning a key person to support the needs of each child and family.

The key person will be responsible for:

- Ensuring that the children they support receive learning tailored to their individual needs.
- Helping children become familiar with the setting.
- Building a relationship with parents.
- Helping families with more specialist support, where required.

- Helping children become familiar with the school and acting as a point of contact for children and their parents.

All teaching staff will be responsible for:

- Acting in accordance with this policy at all times.
- Understanding and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Ensuring they have a thorough working knowledge of:
 - The DfE’s current ‘Early years foundation stage [\(EYFS\) statutory framework](#)’ and the requirements therein.
 - The DfE’s current ‘[Early years foundation stage profile handbook](#)’
- Using formative and summative assessments to assess, monitor and report on children’s progress, plan next steps and shape learning opportunities.
- Identifying any areas of concern relating to children and their learning, development and emotional needs.

3. Learning and development

In partnership with parents, the school will promote the learning and development of children to ensure they learn and develop well, are kept healthy and safe and have the knowledge and skills they need to start school.

Conkers class, which is our funded two-year-old room:

Eligibility can be checked through Norfolk County Council website. If a parent is not eligible for funding we do offer the option of paying for sessions within all of our nursery classes and this is currently charged at £15.60 per three hour session.

Seedlings class and Saplings are our nursery classes for 3 and 4 year old children:

Our nursery classes operate on a sessional basis, which offers children 3 hour sessions. These are either morning (8:30am – 11:30am) or afternoon sessions (12:30 – 3:30pm). All children are eligible through universal funding for 15 hours per week the term after they turn three years old; however, there are some exceptions to eligibility.

Reception:

We have three classes of 20 children, Silver Birch, Willow and Hazel class

Curriculum planning

Provision and practice within the early years will be centred around the requirements of the DfE’s ‘Early years foundation stage statutory framework’.

Our early years setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children’s capacity to learn, form relationships and thrive. The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The EYFS is based upon four principles:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through positive relationships;
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- children develop and learn in different ways and at different rates.

At West Earlham Infant and Nursery school we adopt a range of approaches to support specific learning. We know children are happiest when they are active and engaged with their environment. To this end we operate a free flow provision allowing children free access to the indoor and outdoor environment across the whole day. We believe a child's emotional wellbeing is critical to their involvement in their learning. Therefore, we plan regular activities based around emotional and social skills to explicitly teach children the vocabulary and skills they need to be a strong, resilient and independent learner and friend.

For children whose home language is not English, practitioners will:

- Take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.
- Ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring they are ready to benefit from the opportunities available to them when they begin Year 1.

When organising and implementing educational programmes, the school will ensure that a broad range of activities and experiences are planned, having regard to the three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring
- Active learning
- Creating and thinking critically

All staff members will have due regard to the learning and development requirements as set out in the school's Teaching and Learning Policy.

Each child will be assigned a key person who will help to ensure their learning and care is tailored to meet their individual needs. In Reception this will be the class teacher.

4. Assessment and Planning

Planning:

Staff plan activities and experiences that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children focus strongly on the 3 prime areas:

- Communication and Language
- Physical development
- Personal, social and emotional development.

Staff also consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan a stimulating, challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. At West Earlham Infant and nursery school our curriculum is child centered. Our curriculum is nurturing, progressive, fun and both proactive and reactive. We plan activities based on what we know about the children, their interests and areas for development. This allows our staff the freedom to be creative in their planning ensuring the children's needs are met and their learning is always moving forward. Within our planning we believe children learn best when they are active and engaged with their environment therefore the use of outdoors is a permanent feature of our children's daily experiences. The planning in the moment approach allows staff to make spontaneous decisions following the child's lead and responding to their immediate needs. This ensures our planning is engaging and relevant to our children to enable them to have a strong disposition and healthy attitude towards learning. We understand that not all learning can be planned. We plan an enabling environment where children's play is regarded as the most effective and enjoyable method for children to engage with their learning. Children's play gives us an insight into everything they know about the world, their wonderings and their interests. In their play children can be creative, thoughtful, problem solvers and experimenters and will learn at their full potential. Through their play children will make sense of what they know about the world and make links in their thinking to further develop their understanding. The role of the adult within play is crucial. Adults within our early years' classrooms understand how best to support the children's learning by working alongside them rather than always leading them. All interactions are seen as an opportunity to support the child's learning and our staff are sensitive in responding to and meeting the child's needs in that moment. "Teaching should not be taken to imply a top-down or formal way of working. It is a broad term, which covers the many different ways in which adults help children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges." Teaching and Play in the Early Years: A balancing act. Ofsted August 2015

Assessment:

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support.

In line with statutory requirements, the school will undertake a summative assessment of each child's development at certain stages. These are:

- Progress check at age two – a short written summary of children's development in the prime areas.
- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting Reception.
- The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs).

Ongoing formative assessments will be used to assess the day-to-day learning and development of children in the EYFS. Practitioners will interact and observe children to understand their interests and learning needs and will use this information to inform practice and provision for each child.

Parents will be kept up-to-date with their child's progress and development, and the EYFS lead will address any learning and development needs in partnership with parents and the class teacher.

The school will ensure that teachers actively engage children, their parents and other adults who have significant interaction with specific children in the assessment processes to provide a well-rounded picture of their development and attainment.

5. Inclusion

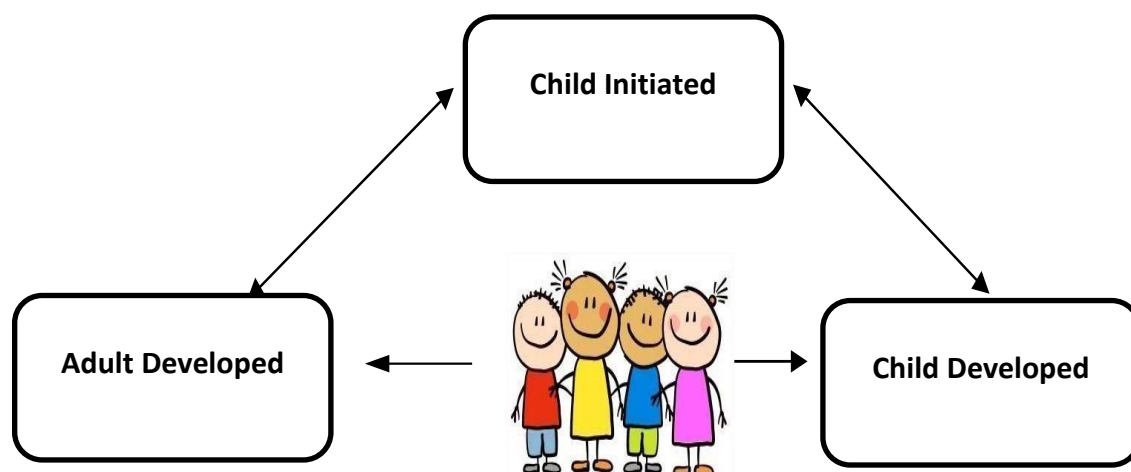
All children will be valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The Equality, Equity, Diversity and Inclusion Policy will ensure that the needs of all children are met, regardless of any protected characteristics they have.

The EYFS curriculum will be planned in order to meet the needs of the individual child and support them at their own pace.

The Special Educational Needs and Disabilities (SEND) Policy will ensure all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by the school's SENCO.

6. Teaching and the learning environment

At West Earlham Infant and Nursery school we take a holistic approach to supporting each child. Please see our teaching and learning policy for the principles that underpin all teaching and learning in school. We have adopted the Early Excellence pedagogical model of effective learning, capturing the relationship between the children, the environment, the adult and the process required for effective learning and teaching to take place; play, planning, interaction. Within our early years classrooms, each area of learning and development is implemented through both planned and spontaneous, purposeful play, and through a balance of adult-developed and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through secure, positive interactions whilst encouraging autonomy in the way children operate within the environment.



Throughout the year we have a rolling programme of 'Focus Children' which allows us to gain an in-depth look at their learning styles, their interests, strengths, areas for development and next steps. This is shared with parents on Tapestry and their input is sought to ensure we gather a full picture of the child within school we place a firm emphasis on communication and language. At West Earlham Infant and Nursery school we aim to promote and support the communication of all our children and adults. We integrate sign language (signalong) into our daily learning and our speech and language team provide specific intervention where needed, through 1:1 and group therapy sessions. In class, children play games to help improve their attention, memory and listening. We are a Read, Write Inc school and use this approach to teach phonics. This is a systematic and thorough programme which delivers a consistent approach to learning phonics and reading skills

Independent learning will be encouraged through planned continuous provisions where children can make their own selection from a variety of resourced areas covering the whole curriculum.

Staff will support children to navigate and access the learning environment, intervening and interacting where necessary to ensure that all learning opportunities and teaching moments are captured and capitalised upon. Appropriate and stimulating educational visits and visitors, from both within and outside of the local community, will be arranged to further expand children's learning experiences.

7. Safeguarding and welfare

The school will take all necessary steps to keep children safe and well and comply with the requirements of the 'Statutory framework for the early years foundation stage' to:

- Safeguard children.
- Ensure the suitability of adults who have contact with children.
- Promote good health.
- Support and understand behaviour.
- Maintain records, policies, and procedures.

Child protection

Staff will be alert to any issues of concern in the child's life at home or elsewhere. Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy, and all members of staff in the EYFS will be required to read this policy as part of their induction training.

The DSL is Jade Hunter. The deputy DSL's are Siobhan Ashwell, Gloria Gray, Tyler Mayes and Rachael Finney.

The DSL will be responsible for safeguarding children and liaising with local children's services as appropriate. The deputy DSL will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL. The DSL and deputy DSL will undertake child protection training as required.

Staff will receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

Where there are concerns about a child's safety or welfare the school will:

- Immediately notify the LA's children's social care team and, in emergencies, the police.

- Have regard to the DfE’s statutory guidance ‘Working Together to Safeguard Children’, the ‘Prevent duty for England and Wales’ and ‘KCSIE’.
- Inform Ofsted of any allegations of serious harm or abuse of children by any person living, working, or looking after children at the premises and the action they have taken in response to the allegations. Notification will be made as soon as is reasonably practicable, but in any event within 14 days of the allegations being made.

8. Staffing

Suitable people

The school will:

- Ensure that people looking after children are suitable, have the relevant qualifications, training and have passed any required checks to fulfil their roles. This also applies to any person who may have regular contact with children.
- Take appropriate steps to verify qualifications, including in cases where physical evidence cannot be produced.
- Obtain an enhanced criminal records check in respect of every person aged 16 and over who works directly with children or works on the premises – additional criminal records checks will also be made for anyone who has lived or worked abroad.
- Tell staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children.
- Not allow people, whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children.
- Record information about staff qualifications and the identity checks and vetting processes that have been completed – this must include the criminal records check reference number, the date a check was obtained and the details of the person who obtained it.
- Make a referral to the DBS where a member of staff is dismissed, or would have been, had the person not left the setting first, because they have harmed a child or put a child at risk of harm.
- Ensure that no disqualified person is employed to work in connection with early years provision.
- Take appropriate action to ensure the safety of children if they become aware of any information about staff that may lead to their disqualification.
- Notify Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children in their setting and provide specific details of any order made.

Staff taking medication or other substances

The school will:

- Ensure that staff members are not under the influence of alcohol or any other substance which may affect their ability to care for children.
- Ensure that staff taking medication that may affect their ability to care for children seek medical advice.
- Ensure that staff members only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member’s ability to look after children properly.
- Always keep medication on the premises securely stored, and out of reach of children.

- Implement a zero-tolerance approach to drugs and alcohol misuse, as outlined in the Staff Drug and Alcohol Policy.

Any medication used by staff will be securely stored.

Smoking and vaping

The school will:

- Not allow smoking in or on the premises when children are present, or about to be present.
- Not allow staff to vape or use e-cigarettes when children are present and consider the advice from Public Health England on their use in public places and workplaces.

Qualifications, training, support, and skills

The school will ensure that:

- It follows its legal responsibilities under the Equality Act 2010.
- All staff receive induction training to help them understand their roles and responsibilities. This will include information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues.
- All staff are trained to:
 - Identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way.
 - Understand the school's safeguarding policy and procedures.
 - Ensure they have up to date knowledge of safeguarding issues.
- All Staff attend a Safeguarding course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect.
- Support staff undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.
- It puts appropriate arrangements in place for the supervision of staff who have contact with children and families.
- At least one person who has a current paediatric first aid (PFA) certificate is always on the premises and available when children are present and accompanies them on any outings - the certificate must be for a full course consistent with the criteria set out in Annex A of the EYFS framework.
- PFA training is renewed every three years and is relevant for people caring for young children.
- All staff who have obtained a level 2 and/or level 3 qualification since 30 June 2016 obtain a PFA qualification within three months of starting work in order to be included in the required staff:child ratios at level 2 or level 3.
- It displays, or makes available to parents, staff PFA certificates or a list of staff who have a current PFA certificate.
- Any member of staff who has sole responsibility for looking after a group of children will hold a PFA certificate.
- All newly qualified entrants to the early years workforce who have completed a level 2 or level 3 qualification on or after 30 June 2016, have either a full PFA or an emergency PFA certificate within three months of starting work in order to be included in the required staff: child ratios. The school will organise PFA training to be renewed every three years. The list of staff who hold PFA certificates can be found on our Single central Record

- Staff have sufficient understanding and use of English to ensure the wellbeing of children in their care.

Staff: child ratios

The school is aware that there are a range of contextual factors that will affect staff: child ratios, and that these can change depending upon a variety of issues. The school will continue to monitor the ratios and ensure that:

- At least half of the staff hold at least an approved level 2 qualification.
 - To count within the ratios at level 3, staff holding an Early Years Educator qualification will also have achieved a suitable level 2 qualification in English.
 - The EYFS manager holds an approved level 3 qualification or above and should have at least two years' experience of working in an early years setting or other suitable experience.
 - Staffing arrangements meet the needs of all children and ensure their safety.
 - Children are adequately supervised, including whilst eating, and decide how to deploy staff to ensure children's needs are met.
 - Class Lists are available on our website.
 - Children are usually within sight **and** hearing of staff, but always within sight **or** hearing. Whilst eating, children will be within sight and hearing of a member of staff.
- Suitable students on long term placements and volunteers aged 17 or over, and staff working as apprentices in early education aged 16 or over, may be included in the ratios at the level below their level of study, if the provider is satisfied that they are competent and responsible.

The school will adopt the following staffing ratios:

- In maintained nursery schools and nursery classes in maintained schools:
 - There will be at least one member of staff for every 13 children.
 - At least one member of staff will be a school teacher, as defined by section 122 of the Education Act 2002.
 - At least one other member of staff will hold an approved level 3 qualification.

For children in Reception classes:

- Class sizes will be limited to 30 children per school teacher, as per infant class size legislation.

Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios. Parents will be informed about staffing arrangements and, when relevant and practical, will be involved in staffing arrangement decisions.

Key person

Each child will be assigned a key person (In Reception this will be the Class Teacher), whose role will be to:

- Meet their individual needs.
- Help the child become familiar with the setting.
- Offer a settled relationship for the child.
- Build a relationship with their parents.

The Class Teacher will inform parents of whom their child's key person is and will explain the role of the key person when their child begins attending the school.

9. Health

Medicines

The school will:

- Promote the good health of children, including their oral health.
- Have an agreed procedure, discussed with parents for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection, and take appropriate action if children are ill.
- Have policies and procedures for administering medicines, which includes systems for obtaining information about a child's medicinal needs and keeping this information up to date.
- Ensure that adequate training is provided for staff where medicinal administration requires medical or technical knowledge.
- Ensure that medicines are not administered unless they have been prescribed for a child by a doctor, dentist, nurse, or pharmacist - medicines containing aspirin should only be given if prescribed by a doctor.
- Only administer medicine, both prescription and non-prescription, where written permission for that particular medicine has been obtained from the child's parent.
- Keep a written record of each time medicine is administered, and inform parents on that day, or as soon as is reasonably practicable.

Food and drink

The school will:

- Ensure that, where provided, meals, snacks and drinks are healthy, balanced, and nutritious.
- Obtain information about a child's special dietary requirements, preferences, food allergies and any special health requirements prior to them attending the setting.
- Ensure that fresh drinking water is always available and accessible to children.
- Record and act on information from parents about a child's dietary needs.
- Ensure there is an area which is adequately equipped to provide healthy meals, snacks and drinks for children.
- Ensure there are suitable facilities for the hygienic preparation of food for children, including, where necessary, suitable sterilisation equipment for babies' food.
- Ensure that those responsible for preparing and handling food are competent to do so, with all staff involved in preparing and handling food receive training in food and hygiene.
- Inform Ofsted if two or more pupils are affected by food poisoning within 14 days of the incident – note, failure to do constitutes an offence.

Supporting and understanding children's behaviour

The school will:

- Take full responsibility for supporting, understanding, and managing children's behaviour in an appropriate way.
- Not give or threaten corporal punishment to a child.
- Not use or threaten any punishment which could adversely affect a child's wellbeing.

- Take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child – failure to meet the above requirement constitutes an offence.
- Keep a record of any occasion where physical intervention is used and inform parents on the same day, or as soon as is reasonably practicable.

Note: Physical intervention is defined in the EYFS framework as practitioners using reasonable force to prevent children from injuring themselves or others or damaging property.

10. Safety and suitability of premises, environment and equipment

Accident or injury

The school will:

- Ensure that there is a first aid box containing appropriate items for use with children which is always accessible. This will be kept in classrooms.
- Keep a written record of any accidents, injuries and first aid treatment. An accident book will be located in the Classroom.
- Inform parents of any accident or injury involving a child and inform parents on the same day, or as soon as is reasonably practicable after, including details of any first aid treatment given.
- Notify Ofsted of any serious incident, illness or injury to, or death of, any child while in their care, and the action taken as soon as is reasonably practicable, but at least within 14 days of the incident occurring – note, failure to do constitutes an offence.
- Notify local child protection agencies of any serious accident or injury to, or death of, any child while in their care, and act on any advice given from these agencies.

Safety of premises

The school will:

- Ensure that premises, both indoor and outdoor, are fit for purpose and suitable for the age of children cared for and the activities provided.
- Comply with health and safety legislation, including fire safety and hygiene requirements.
- Have an emergency evacuation procedure.
- Take reasonable steps to ensure the safety of children and others on the premises in the event of emergency.
- Have appropriate fire detection and control equipment which is in working order, such as fire alarms, smoke detectors, fire blankets and fire extinguishers.
- Ensure that fire exits are clearly identifiable and that fire doors are free from obstruction and easily opened from the inside.

Premises and equipment

The school will:

- Ensure premises and equipment are organised in a way that meets the needs of children and adheres to the relevant indoor space requirements as outlined in within the EYFS statutory framework.
- Provide access to an outdoor play area or, if that is not possible, ensure that outdoor activities are planned and taken daily.
- Follow their legal responsibilities under the Equality Act 2010, for example, the provisions on reasonable adjustments.

- Frequently check on sleeping children to ensure they are safe.
- Ensure there are an adequate number of toilets and hand basins available. with separate toilet facilities for adults.
- Ensure there are suitable hygienic changing facilities available for changing any children who are in nappies. These will be located near the classroom.
- Ensure there is an adequate supply of clean bedding, towels, spare clothes, and any other necessary items.
- Ensure there is an area where staff may talk to parents confidentially.
- Ensure there is an area where staff can take breaks away from areas being used by children.
- Only release children into the care of individuals who have been notified to the provider by the parent and ensure that children do not leave the premises unsupervised.
- Take all reasonable steps to prevent unauthorised persons entering the premises, with agreed procedures and protocols for checking the identity of visitors.
- Carry the appropriate insurance, e.g., public liability insurance.

Risk assessment

The school will:

- Take all reasonable steps to ensure staff and children are not exposed to risks and be able to demonstrate how they are managing risks.
- Determine where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice and to demonstrate how they are managing risks if asked by parents or inspectors.

Outings

The school will:

- Keep children safe on outings.
- Assess the risks or hazards which may arise and identify the steps to be taken to remove, minimise and manage them. Providers should make a judgement about whether the risk assessment needs to be in writing or not.
- Ensure that adult to child ratios are considered in any risk assessment.
- Ensure that vehicles in which children are being transported, and the driver of those vehicles, are adequately insured.

The Health and Safety Policy outlines the full health and safety policies and procedures.

The school will have a Fire Safety Policy in place.

11. Mobile phones and devices

For the purposes of this policy, the term “**mobile phone**” refers to any electronic device that can be used to take images or record videos, including tablets.

Photography policies and procedures are addressed in full in our Photography and Images Policy.

Use of personal mobile phones by staff members

Staff members will not use personal mobile phones or cameras when children are present. Staff may use mobile phones on school premises outside of working hours when no children are present. Staff

may use mobile phones in the staffroom during breaks and non-contact time. Mobile phones will be safely stored and in silent mode whilst children are present.

Staff may take mobile phones on trips, but they will only be used in emergencies and should not be used when children are present. Mobile phones will not be used to take images or videos at any time during trips.

Staff who do not adhere to this policy will face disciplinary action. Staff will report any concerns about another staff member's use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy and the Allegations of Abuse Against Staff Policy.

Staff may use their professional judgement in emergency situations.

Use of mobile phones by parents, visitors and contractors

Posters will be used around the school to indicate that it is a mobile free zone.

Parents, visitors and contractors will not be permitted to take photographs or record videos without prior permission. Parents may take photographs and videos only containing their own child during school events. Parents may take group photographs at school events but only with the informed consent of the parents of the children involved.

The school strongly advises against the publication of any photographs or videos taken at the school or school events on social media. Staff will report all concerns about parents, visitors and contractors to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

Use of the school's mobile phones and cameras

Staff will be provided with a school device to ensure that only school devices are used to take photographs and videos. School devices will have passcode protection.

School devices will only be used for work related matters, e.g. recording and documenting a child's learning. School devices will only be used to take photographs in the presence of another staff member and only with the consent of the child's parent.

Staff will not take photographs of bruising or injuries for child protection reasons. Instead, recording concerns forms and body maps will be used to record observations relating to child protection concerns – these can be acquired from the DSL.

School devices will not be taken off school premises without prior written permission from the headteacher. Where staff members have concerns over material on a school device, they will report all concerns to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

12. Information and records

Information will be stored in line with the UK GDPR and the Data Protection Act 2018, and with regard to the school's Data Protection Policy.

The school will:

- Maintain records and obtain and share information, as appropriate, to ensure the safe and efficient management of the setting and ensure the needs of all children are met.
- Enable a regular two-way flow of information with parents and between providers in cases where more than one setting is attended.

- Consider incorporating parents' comments into children's records, if requested.
- Ensure that records are easily accessible and available.
- Ensure that confidential information and records about staff and children are held securely and only accessible and available to those with the right or professional need.
- Be aware of their responsibilities under data protection legislation and, where relevant, the Freedom of Information Act 2000.
- Ensure that staff understand their responsibility to protect and respect the privacy of children and the legal requirements requiring confidentiality of information and records.
- Allow parents access to all records about their child, in accordance with the Data Protection Act 2018.
- Retain records relating to individual children for a reasonable amount of time after they have left the setting.

The following information about the school will be recorded:

- The school's name, address and telephone number
- The school's certificate of registration
- The name, address and telephone number of anyone who will regularly be in unsupervised contact with the children
- A daily record of the names of the children being cared for in the school, their hours of attendance, and the names of each child's key person

Information about the child

The following information will be recorded for each child:

- The child's full name and date of birth
- The name and address of every parent or carer who is known to the school, including information about all persons who have parental responsibility for the child and which parent the child normally lives with.
- The emergency contact details of the child's parent.

Information for parents and carers

The following information will be made available to parents:

- The school's privacy notice for parents and children
- How the school delivers the EYFS and how parents can access more information
- The daily routine and the activities offered in the school's EYFS and how parents can assist their child's learning at home
- How the school's EYFS supports children with SEND
- Details of the food and drink provided to the children
- Details of the policies and procedures in place in the school's EYFS
- The procedure to be followed in the event of a parent failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting.
- Staffing details, including the name of their child's key person and their role and a telephone number for parents to contact in an emergency

Ofsted will be notified if there are any changes to the following:

- The address of the school
- The school's contact details

- The hours during which care is provided
- Any significant event which is likely to affect the suitability of the school or any person who cares for, or is in regular contact with, children to look after children

13. Parental involvement

We firmly believe that the EYFS cannot function without the enduring support of parents.

Parents will be invited to parents' evenings; however, the school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day. A suitable location will be utilised for confidential discussions between staff and parents.

Parents will be asked to sign permission slips for any visits out of school, use of photographs of their child and using the internet at school.

Parents will be asked to complete admission forms, a medical form and to write a brief synopsis about their child to help the school to understand their character and personality.

14. Transition

Transition into nursery

Parents who have expressed an interest in the nursery will be invited to visit the Nursery.

The early years lead will contact local pre-schools to meet the children due to join the school and liaise with the pre-school managers.

The early years lead will also contact previous settings to share learning records and obtain information about children, particularly those with SEND.

Children who are set to attend the nursery will be invited to visit with their parents during the term before they are due to start.

Practitioners will support both parents and children where possible to help ease the separation anxiety that can often occur.

For the first **two weeks** of the first term, children will attend the nursery in smaller groups to ensure their individual transition needs are met.

Areas will be made available for parents to meet and interact with practitioners, each other and their children as they enter the nursery.

Transition into Reception

During the **summer** term, before entry to Reception:

- Nursery children will spend a series of sessions in the Reception classroom with the Reception teacher and TA.
- Nursery children will be allowed time to explore the main school building supervised by a member of staff.

Prior to the children entering Reception:

- The nursery practitioners will complete assessments on each child based on the early years outcomes and provide these to the Reception staff.

- The nursery practitioners will advise the Reception teacher on favourable groupings for children.
- Parents will be invited to attend an information session with the headteacher, EYFS lead and Reception teachers.

During the first term of reception:

- Children will undertake the Reception Baseline Assessment (RBA) within the first six weeks of entering Reception. Children will not be required to prepare for the assessment and, in most cases, children should not be aware that they are being assessed. Children with SEND or EAL will be included in the assessment. The RBA will not be used as a formative or diagnostic assessment.
- Children will attend ½ day for the first week and stay in school until after lunch in the second week.

Throughout the year, parents will be encouraged to share any information, concerns or successes with staff.

Transition into KS1

The EYFS profile will be completed for each child and submitted to the LA no later than 30 June.

The EYFS profile will provide an outline of each child's progress, assessed against the ELG.

For each ELG, teachers will judge whether a child is:

- Meeting the level of development expected at the end of the EYFS – expected.
- Not yet reaching this level – emerging.

During the **summer** term, prior to entry into Year 1, reception children will take part in a number of transition activities to ensure they have started to build relationships with the new staff and become familiar with their new environment.

Prior to the children entering Year 1:

- Reception teachers will complete assessments on each child and provide the reports to the Year 1 teacher.
- Learning journals, phonics assessments, examples of writing, parent consultation records and suggested pupil groupings will be passed on from the Reception teacher to the Year 1 teacher.
- Reception teachers will pass on the EYFS profile for each child, including additional information for children who have had an outcome of 'emerging' for one or more ELGs.

During the first term:

- The Year 1 timetable, in terms of provision, planning and child-led learning, will remain similar to Reception, including free choice opportunities, sand, water and malleable play, and morning and afternoon outdoor play, as far as possible.
- Children will continue to be assessed on the EYFS profile, if appropriate.
- Consideration will be given to the links between the seven areas of learning in the EYFS and the national curriculum subjects.
- The more formal teaching of Year 1 will be introduced gradually.