



Early Years Foundation Stage Policy

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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range 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.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

2. Legislation

This policy is based on requirements set out in the 2021 statutory framework for the Early Years Foundation Stage (EYFS).

3. Structure of the EYFS

Our EYFS consists of one Nursery class and one Reception class. Nursery sessions are held each morning from 8.50am – 12.00pm, Monday to Friday, with a maximum intake of twenty six children. Reception class has a maximum intake of thirty children. Each class has one class teacher and one teaching assistant. The children have daily opportunities for structured and free-flow play, both in the classroom and in the custom built outdoor area. Pupils will also regularly visit the garden facility. This time is supported by an adult, who acts as a facilitator to the child’s learning.

The following requirements are adhered to, as set out on pages 23-26 of the statutory framework for the Early Years Foundation Stage:

Age of Children and Setting	Number of Staff	Qualification Requirements
Children aged 3 and over in maintained Nursery schools and Nursery classes in maintained schools.	At least <u>1 member of staff</u> for every <u>13 children</u> .	At least one member of staff must be a “school teacher”. At least one other member of staff must have a full and relevant level three qualification.
Children in Reception classes.	At least <u>1 “school teacher”</u> for every <u>30 children</u> .	No other requirements specified.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2021 statutory framework for 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

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas. Staff also take into account the individual needs, interests, and stage of development of each

child in their care, and use this information to plan a 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. In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

5. Assessment

When children first join our Nursery class (or Reception class), on entry assessments are made. This helps us to identify the abilities of every individual child on arrival to our setting and helps us to plan their learning. This also helps us to track the progress of every child from entry into the school, to the end of their time in the Early Years Foundation Stage. This is all done through OTrack, an online pupil tracking system which allows us to closely monitor progress and attainment. In order to ensure that all children make at least good progress, interventions are put in place to address individual needs (where necessary).

At St Bede's, on-going assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects on-going observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

6. Working with Parents

At St Bede's, we believe that parents are a child's first educators and we recognise how important parent influence is throughout a child's time in the Early Years Foundation Stage. We aim to work closely with parents and carers, to ensure that every child has the best possible start in school and in life!

EYFS staff regularly update the Nursery and Reception school web page and the school Facebook page, in order to keep parents updated on what their children have been getting up to. Staff also encourage parents to share significant things that have been happening at home and share what their children have achieved outside of school. This is done through Home / School Diaries and WOW! Cards – all of which contribute towards the on-going assessments of the children. Children take home reading books and fun home challenges every week in both Nursery and Reception, in order to encourage learning at home. Termly reports are sent home to parents in order to inform them of their child's progress, attainment and effort and Reception class run termly Parents' Evenings. Intervention Support Plans are shared with parents, for any children who may need additional support, with advice on how parents could help their child at home. Parents are also well informed about what the children are currently learning, through the termly distribution of Curriculum Information.

7. Safeguarding

Please see the school "Child Protection and Safeguarding Policy".

8. Responding to Illness

Children should be kept at home if they are ill. This is particularly important in the case of infectious diseases. If a child has sickness and/or diarrhoea, we kindly request that they stay off school for 48 hours after the last episode.

If a child is absent, parents should telephone the school office before 9.30am on the first day of absence.

We ask all parents to provide us with at least two emergency contact numbers so that they can be notified if their child becomes ill during the school day. We ask parents to inform the school of any telephone number changes.

9. Administering Medicines

The school is able to administer some medicine. If a child has been prescribed medication, which needs a lunchtime dose then parents are welcome to come into school and sign a form allowing staff to administer the medication.

Children requiring inhalers have access to them when necessary.

Parents should speak to their child's teacher or Mrs Clarke in the school office regarding specific medical needs or allergies.

10. Emergency Evacuation

Emergency evacuation guidance can be found displayed in Nursery and Reception classrooms.

11. Checking the Identity of Visitors

- Wherever possible, visits to school are pre-arranged.
- All visitors must report to the school office first and not enter the school via any other entrance.
- At the office, all visitors should explain the purpose of their visit and who has invited them. They should be ready to produce formal identification.
- All visitors will be asked to sign the visitors' record book.
- A visitor's badge should be worn and displayed prominently.
- Visitors should wait in the office area until they are met by an appropriate member of staff to be escorted to their destination.
- All visitors should be accompanied by a member of staff.
- Visitors should not be alone with pupils/children unless this is a legitimate part of their role for example a social worker seeing a child and the school has assured itself that the visitor has had the appropriate DBS check (or the visitor's employers have confirmed that their staff have appropriate checks).
- If visitors find they are alone with pupils/children they should report to a member of staff or the school office.
- On departing the school, visitors should leave via the school office, sign out of the building, return their visitor badge and be seen to leave the premises.
- School office staff check the 'in – out' records regularly to monitor compliance with these procedures.

12. Parent Failing to Collect a Child

Children like routine and they will know when to expect parents / carers, even if they cannot tell the time. We understand that sometimes delays in collecting children are unavoidable due to unforeseen circumstances.

In the event a child is not collected at the appointed time, staff will:

- Reassure the child that parents/carers are on their way in the event of them being delayed.
- Never release a child from their care to someone who is not authorised to collect the child.
- Contact the person/s that are identified as a contact within the child's record's and arrange for them to collect the child in the event parents/carers cannot be contacted.
- Record the situation as an incident and will ask parents/carers to sign and date to confirm they are aware of the content of the Incident Log.

13. Missing Children

Should a child go missing during the school day, staff should:

1. Check the register and the class where the pupil should be.
2. Report at once to a member of the SLT.
3. Initiate an immediate search of the school site extending to and including the immediate environments of the school.
4. Notify parents / carers about what has happened using the emergency contact arrangements with a view to appropriately involving them in the recovery arrangements.
5. Alert the police that a child is out of school / possibly at risk.

14. Dealing with Concerns and Complaints

Any parent wishing to make a complaint should first contact the Head Teacher who will be happy to discuss any problems and, if necessary, advise on how to seek further information.

Please see the school "Complaints Policy".

15. Intimate Care

- Staff are aware of the young children in their care who are in nappies or 'pull-ups' and those children who have occasional accidents.
- We have a changing station next to our Nursery toilets which may be used to lay young children down on if they need to be changed. Nappies, wipes, spare underwear and clothes are stored closely to hand.
- Staff put on gloves and aprons before changing starts and the areas are prepared. New gloves are used each time a new child is changed.
- Staff never turn their back on a child or leave them unattended whilst they are on the changing mat.
- Staff are gentle when changing; they avoid pulling faces and making negative comments about 'nappy contents'.
- In addition, staff ensure that changing is relaxed and a time to promote independence in young children.
- Staff encourage children to take an interest in using the toilet.
- Staff encourage children to wash their hands, and have soap and towels to hand.
- Children access the toilet when they have the need to and are encouraged to be independent.
- Staff dispose of nappies and pull ups hygienically. Any soil (faeces) in nappies or pull ups is flushed down the toilet and the nappy or pull up is bagged and put in the bin. Clothing that have been wet or soiled are rinsed and bagged for parents to take home.
- Recording equipment such as mobile phones or cameras must not be taken into areas where intimate care is carried out.
- Staff should make arrangements to ensure that there is always another member of staff nearby or within earshot, when intimate care takes place.

16. Behaviour

Please see the school "Behaviour Policy".

Our school is a zero tolerance zone. Inappropriate language, threats or acts of aggression towards staff will not be tolerated on these premises. Anyone behaving in such a way will be asked to leave and their behaviour may be reported to the police.

17. Health and Safety

The safety and well-being of our children is our absolute priority in everything that we do. We have procedures and facilities to ensure that all children and adults are safe and healthy. This includes:

- First aid trained members of staff.
- Safety flooring in wet / messy areas.
- Finger guards on all doors.
- Radiator covers over radiators.
- Electronic door entry system.
- Enclosed play areas and garden secured by lockable metal gates.

Throughout the day, all adults and children will promote safe and healthy practices within our setting. For the adults, this involves complying with all policies and practices, but also demonstrating and encouraging the children to know how they can keep themselves safe. This includes:

- Ensuring that the children know that they must be accounted for - following our procedures, such as counting how many children are in school / absent that day, or lining up to be counted during a fire drill.
- Teaching and helping the children to keep the room tidy – sweeping up sand and mopping up water around water areas.
- Teaching children how to recognise dangers and helping them work out solutions to manage these dangers.
- Wearing of aprons for specific tasks, such as messy play activities.
- Constant supply of paper towels, tissues, baby wipes, soaps etc that the children are encouraged to use.
- Regular exercise and outdoor play.
- Having visitors come in such as nurses, oral health promoters, first aid trainers and sports coaches.

18. Policy Review

This policy will be monitored, evaluated and reviewed by the Early Years Lead (Mrs K McLaren) in conjunction with the Head Teacher (Mrs M Rooney) and governors and updated every 3 years.

Policy created:	September 2021
Policy to SMT:	September 2021
Policy to staff:	September 2021
Policy to governors:	October 2021
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