Barnwell Academy

Learning Together and Having Fun

EYFS Policy

Contents:

Statement of intent

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
15. Monitoring and review

Statement of intent

At Barnwell Academy 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.

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 setting life in which they can build a foundation for a love of learning.

Through the implementation of this policy, we will provide:

- **Quality and consistency**, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

1. Legal framework

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

- Childcare Act 2006
- Early Years Foundation Stage (Welfare Requirements) Regulations 2012
- Safeguarding Vulnerable Groups Act 2006
- Crime and Policing Act 2026
- Equality Act 2010
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE 'Early years foundation stage statutory framework'
- DfE 'Early years foundation stage profile handbook'
- DfE 'Keeping children safe in education (KCSIE)'
- DfE 'Working Together to Safeguard Children'

This policy operates in conjunction with the following setting policies:

- Early Years Assessment Policy
- Early Years Teaching and Learning Policy
- Child Protection and Safeguarding Policy
- Photography and Images Policy
- Allegations of Abuse Against Staff Policy
- Complaints Procedures Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Online Safety Policy

- Administering Medication Policy
- Whole-school Food Policy
- Health and Safety Policy
- Fire Safety Policy
- Staff Drug and Alcohol Policy
- Safer Recruitment Policy
- Data Protection Policy
- Early Years Transition Policy
- Early Years Food Policy
- Nursery Safer Sleeping Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring the setting 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' in line with statutory requirements.

The headteacher will be responsible for:

- Acting in accordance with the 'Headteachers' standards' and the expectations of the community.
- Creating a culture where children experience a positive and enriching early years experience.
- 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. In particular, as set out in Annex B of the EYFS statutory framework for group and school-based providers.
- 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 setting 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 1:1 meetings with staff to support professional development.
- Ensuring that each child is assigned a key person who will help tailor their care and learning to their individual needs, support their development and build effective relationships with their parents.

The key person will be responsible for:

- Ensuring that the learning and care provided for each child are tailored to their individual needs.
- Helping children become familiar with the setting and develop secure relationships.
- Building positive relationships with parents and acting as their main point of contact.
- Supporting families to access more specialist support where appropriate.

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 setting 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.

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'.

The EYFS framework outlines seven areas of learning and development that must shape educational programmes in the early years. These are categorised as 'prime areas' and 'specific areas'.

Prime areas – defined as the areas that are particularly important for learning and forming relationships. They build a foundation for children to thrive and provide a basis for learning in all areas. The prime areas are:

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

Specific areas – defined as the areas that help strengthen and develop the three prime areas and ignite children's curiosity and enthusiasm. The specific areas are:

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

The setting will plan and provide educational programmes that involve activities and experiences for children as set out under each of the seven areas of learning.

When planning the early years curriculum, practitioners will:

- Consider the individual needs, interests, and development of each child in their care, and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.
- Stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.
- Reflect on the different rates at which children are developing and adjust their practice appropriately.

If a child's progress in any prime area gives cause for concern, practitioners will discuss this with the child's parents and agree how to support the child. Staff will also consider whether a child may have a special educational need or disability which requires specialist support.

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 Key Stage 1.
- Assess children's communication, language and literacy skills in English.
- Explore the child's skills in their home language with parents where they do not have a strong grasp of English, to establish whether there is cause for concern about language delay.

When organising and implementing educational programmes, the setting 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 – children investigate and experience things, and 'have a go'.
- Active learning – children concentrate and keep trying if they encounter difficulties and enjoy achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

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

Each child will be assigned a key person who will help to ensure their learning and care are tailored to meet their individual needs.

4. Assessment

Assessment plays an important part in helping the setting to recognise children's progress, understand their needs, plan activities and identify any additional support needs.

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

- Progress check at age two – when a child is aged between two and three, practitioners will review their progress and provide parents with a short written summary of their development in the prime areas. The summary will highlight areas where the child is progressing well, identify where additional support may be needed, particularly where there are concerns about developmental delay, and describe the activities and strategies the setting intends to adopt to address any concerns, involving parents and other professionals as appropriate.

- Reception Baseline Assessment (RBA) – a short assessment which is taken within the first six weeks of a child starting Reception. The requirements of the RBA are set out in Annex B of the EYFS statutory framework.

- The Early Years Foundation Stage Profile (EYFSP) – an assessment completed in the final term of the academic year in which the child reaches age five, and no later than 30 June in that term, to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1. Each child's development will be assessed against the early learning goals, with practitioners recording whether they are meeting the expected levels of development or are not yet reaching them ('emerging'). The EYFS profile will be shared with the child's year 1 teacher, to help inform a discussion between the reception and year 1 teachers about each child's stage of development and learning needs. It will also assist with the planning of activities in year 1.

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. The setting will share the results of each child's progress check at age 2 and their EYFS profile (but not the reception baseline assessment) with parents.

The setting 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.

In exceptional circumstances, after discussion and only in agreement with parents, a child might remain in EYFS provision beyond the end of the academic year in which they reach age 5. In these exceptional cases, assessment will continue throughout the child's time within EYFS provision, and the Profile will normally be completed once, at the end of the year before the child moves into Year 1. Where a child remains in EYFS provision for only part of the following year, the Profile will be completed at the end of their time in the EYFS, before they move into Year 1.

When undertaking assessment activities, all staff members will have due regard to the setting's Early Years Assessment Policy, any advice from the LA, and the 'Early Years Foundation Stage Profile Handbook' and the 'Assessment and Reporting Arrangements' (ARA) for that year.

The setting will report EYFS Profile results to the LA upon request.

5. Inclusion

All children will be valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The Pupil 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 setting will follow its Special Educational Needs and Disabilities (SEND) Policy to identify and support children with SEND, make reasonable adjustments where required, and ensure that appropriate support is provided to meet their individual needs. SEND provision in the EYFS will be coordinated and monitored by the SENCO, in collaboration with practitioners and parents.

6. The learning environment

The setting recognises that the physical and emotional environments play an important role in supporting, enabling, and extending children's learning and development.

The setting will provide a safe and stimulating environment that values active learning, exploration, and play, where children feel free to create, make links and develop critical thinking skills.

Early years practitioners will ensure that learning environments are well-organised and suitable for group, individual and whole class learning, with interactive displays and easily accessible resources utilised to encourage independence.

Children will have access to an outdoor play area or, where this is not possible, outdoor activities will be planned and undertaken on a daily basis, unless circumstances make this inappropriate. Staff will plan provision to ensure that there are a range of learning opportunities available, and that the learning opportunities available in the outdoor environment build on and develop those inside.

Independent learning will be encouraged through planned continuous provision where children can make their own selection from a variety of resourced areas, including:

- A creative area with access to a range of materials and implements including paints, collage, junk modelling and mark-making tools.
- A construction and small world area with blocks of various sizes, loose parts, duplo/lego, small world figures and vehicles.
- A mark making area offering a range of paper, card and envelopes of various sizes, mark-making tools, scissors, glue and sellotape.
- A reading area providing a breadth of books, puppets and props for story telling.
- A variety of role-play areas with opportunities for imaginative play, dressing up, real-life scenarios and story role-play linked to high-quality texts.
- A sensory and exploration area with sand, natural materials and malleable resources including playdough and clay.

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 setting 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 concerns will be addressed in accordance with the setting's Child Protection and Safeguarding Policy. All EYFS staff will be required to read the policy as part of their induction and receive appropriate safeguarding training.

The DSL is **Kris Sadler**. The deputy DSL is **Harry Proctor.**

The DSL will be responsible for safeguarding children and liaising with local children's services and Local Safeguarding Partners as appropriate. The deputy DSL will undertake the duties of the DSL in their absence. The lead responsibility for safeguarding and child protection will remain with the DSL, while ultimate responsibility for safeguarding remains with the setting's leadership. 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 as set out in Annex C of the EYFS statutory framework for group and school-based providers.

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

- Refer concerns to local authority children's social care where a child is suffering, or is likely to suffer, significant harm, or where a child may be in need of support or protection. Where a child is in immediate danger, the police will be contacted without delay.
- Have regard to the DfE's statutory guidance 'Working Together to Safeguard Children', the 'Prevent duty for England and Wales' and 'KCSIE'.

- Where the setting is registered with Ofsted or a childminder agency, the relevant regulator will be informed of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises, and the action taken in response. Notification will be made as soon as reasonably practicable, and no later than 14 days after the allegation is made.

Child absences

The setting will follow up any absences in a timely manner.

Where a child is absent without prior notification, or is absent for a prolonged period, the setting will follow up the absence in a timely manner, including contacting parents and, where necessary, alternative emergency contacts.

The setting will consider patterns of absence, the child's individual circumstances and vulnerabilities, and any safeguarding concerns relating to the child or their family. Where concerns arise, staff will follow the setting's safeguarding procedures, including making referrals to local authority children's social care or requesting a police welfare check where appropriate.

The setting's Attendance Policy will be shared with parents.

8. Staffing

Suitable people

The setting 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 enhanced criminal records checks and children's barred list checks, where required, for individuals aged 16 and over who work directly with children or are otherwise subject to the relevant suitability requirements. Additional checks will be undertaken where individuals have lived or worked overseas, as appropriate.
- Ensure that individuals do not begin working or volunteering directly with children until the required enhanced criminal records and barred list checks have been obtained, subject

to the statutory exception for occasional supervised volunteers. Individuals whose suitability has not been checked will not have unsupervised contact with children.

- Record information about staff qualifications and the identity checks, references 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 Disclosure and Barring Service (DBS) where the legal duty to refer is met, including where an individual has been removed from regulated activity, or would have been removed had they not left, because they have harmed or pose a risk of harm to a child.
- 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 or the relevant childminder agency, where applicable, of significant events affecting the suitability of individuals who have regular contact with children, in accordance with the relevant notification requirements.

References

The setting will obtain appropriate references for prospective staff, students and volunteers, in accordance with the applicable safer recruitment requirements.

The setting will:

- Not accept open references e.g. to whom it may concern.
- Not rely on applicants to obtain their reference.
- Ensure any references are from the applicant's current employer, training provider or education setting and have been completed by a senior person with appropriate authority.
- Not accept references from a family member.
- Obtain verification of the individual's most recent relevant period of employment where the applicant is not currently employed.

- Secure a reference from the relevant employer from the last time the applicant worked with children (if not currently working with children). If the applicant has never worked with children, then ensure a reference is from their current employer, training provider or education setting.
- Ensure electronic references originate from a legitimate source.
- Contact referees to clarify content where information is vague or insufficient information is provided.
- Compare the information on the application form with that in the reference and take up any discrepancies with the applicant.
- Establish the reason for the applicant leaving their current or most recent post, and ensure any concerns are resolved satisfactorily before appointment is confirmed.

The setting will provide references for previous employees in a timely manner, upon request.

Staff taking medication or other substances

The setting 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 in a locker away from the children.

Smoking and vaping

The setting 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 or about to be present, and have regard to relevant public health advice on their use.

Qualifications, training, support, and skills

The setting will ensure that:

- It follows its legal responsibilities under the Equality Act 2010.
- All staff receive induction training covering their roles and responsibilities, emergency evacuation procedures, safeguarding, child protection, and health and safety. All practitioners will receive safeguarding training consistent with Annex C of the EYFS statutory framework, renewed every two years, with additional refresher training provided where appropriate.
- 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 setting's safeguarding policy and procedures.
    - Ensure they have up to date knowledge of safeguarding issues.
- The DSL attends safeguarding training consistent with Annex C of the EYFS statutory framework and provides ongoing support, advice and guidance to practitioners on safeguarding matters.
- 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.

- Staff who obtained a level 2 and/or level 3 qualification on or after 30 June 2016 will obtain a paediatric first aid qualification within three months of starting work in order to be included in the required staff:child ratios at level 2 or level 3.
- Staff who have completed the experience-based route will obtain a PFA qualification before being included in the staff:child ratios at 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.
- Staff have sufficient understanding and use of English to ensure the wellbeing of children in their care.

All members of staff who have contact with children and families will be supervised by the EYFS lead. The supervision will provide opportunities for staff to:

- Discuss any issues, particularly concerning the development or wellbeing of children, including any child protection concerns.
- Identify solutions to address issues.
- Receive coaching to improve their effectiveness.

Staff:child ratios

The setting 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 setting will continue to monitor the ratios and ensure that:

- Managers appointed on or after 4 January 2024 have already achieved a suitable level 2 qualification in maths, or will do so within two years of starting in the position. This will also apply to existing managers moving to a new managerial role.
- There is a named deputy who is capable and qualified to take charge in the manager's absence. Leah Corkin will provide cover for the EYFS lead in their absence and is deemed fully qualified to do so by the EYFS lead and the headteacher.
- At least half of the staff hold at least an approved level 2 qualification.

- Staff holding an Early Years Educator qualification, or those approved through the experience-based route, have also achieved a suitable level 2 qualification in English in order to count within the ratios at level 3.
- 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.
- No more than 50 percent of staff counted within the ratios at level 3 at a particular premises will be included on the basis of experience-based route status at any one time. The remaining staff counted at level 3 will hold an approved level 3 qualification or higher.
- Staffing arrangements meet the needs of all children and ensure their safety.
- Children are adequately supervised, including whilst eating, and staff are deployed to ensure children's needs are met.
- Parents are informed about how staff are organised and, where relevant and practical, are involved in these decisions.
- 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.
- Students on long-term placements and volunteers aged 17 or over, and apprentices aged 16 or over, may be included in the ratios at the level below their level of study, provided the setting is satisfied that they are suitable, competent and responsible, and hold a valid and current paediatric first aid qualification.

The setting will adopt the following staffing ratios:

For children under two:

- There will be at least one member of staff for every three children.
- At least one staff member will hold an approved level 3 qualification or have received approval to be included in the ratios at level 3 after attaining experience-based route status, and will be suitably experienced in working with children under two.
- At least half of other staff will hold an approved level 2 qualification.
- At least half of all the members of staff will be trained in the care of babies.
- Where there is a room for under two-year-olds, the member of staff in charge of that room

For children aged two:

- There will be one member of staff for every five children.
- At least one staff member will hold an approved level 3 qualification or have received approval to be included in the ratios at level 3 after attaining experience-based route status.
- At least half of the other staff members will hold an approved level 2 qualification.

For children aged three and over:

- In registered early years provision where a staff member with Qualified Teacher Status (QTS), Early Years Professional Status, Early Years Teacher Status is working directly with the children, there will be:
  - One member of staff for every 13 children.
  - At least one other member of staff who holds an approved level 3 qualification or has received approval to be included in the ratios at level 3 after attaining experience-based route status.
- In registered early years provision where a staff member with QTS, Early Years Professional Status, Early Years Teacher Status, is not working directly with the children, there will be:
  - One member of staff for every eight children.
  - At least one other member of staff who holds an approved level 3 qualification or has received approval to be included in the ratios at level 3 after attaining experience-based route status.
  - At least half of all other staff will hold an approved level 2 qualification.
- In independent schools - including in nursery classes in free schools and academies - where there is a person with QTS, Early Years Professional Status, Early Years Teacher Status, an instructor or another suitably qualified overseas trained teacher, is working directly with children:
  - For classes where the majority of children will reach the age of five or older within the school year, there will be at least one member of staff for every 30 children.
  - For all other classes there will be at least one other member of staff for every 13 children.

- At least one other member of staff will hold an approved level 3 qualification or have received approval to be included in the ratios at level 3 after attaining experience-based route status.

- In independent settings - including in nursery classes in free schools and academies - where there is no person with QTS, Early Years Professional Status, Early Years Teacher Status, no instructor, and no suitably qualified overseas trained teacher working directly with children:
  - There will be at least one member of staff for every eight children.
  - At least one other member of staff will hold an approved level 3 qualification or have received approval to be included in the ratios at level 3 after attaining experience-based route status.
  - At least half of all other staff will hold an approved level 2 qualification.
- 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 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 or have received approval to be included in the ratios at level 3 after attaining experience-based route status.

For children in Reception classes in maintained schools and academies:

- Class sizes will be limited to 30 children per 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 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.
- Help families engage with more specialist support if appropriate.

The EYFS lead 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 setting.

9. Health

Medicines

The setting 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 prescription medicines are only administered where they have been prescribed for the child by a doctor, dentist, nurse, or pharmacist. Medicines containing aspirin will only be administered 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 setting will:

- Have regard to the DfE's 'Early Years Foundation Stage nutrition guidance' when providing meals, snacks and drinks.
- Always ensure that a member of staff with a valid paediatric first aid certificate is present in the room whilst children are eating.
- Obtain information about a child's special dietary requirements, preferences, food allergies and intolerances and any special health requirements prior to them attending the setting.
- Share information about children's dietary requirements, allergies, intolerances, and special health requirements with all staff involved in preparing and handling food, and ensure that responsibility for checking each child's food and drink is clearly assigned at every mealtime and snack time.
- Have ongoing discussions with parents and, where appropriate, health professionals to develop allergy action plans for children with known allergies and intolerances. These plans will be kept up to date and shared with all staff.
- Ensure that all staff understand the symptoms and treatment of allergies and anaphylaxis, the differences between allergies and intolerances, and that children can develop allergies at any time, particularly when introducing solid foods.
- 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.
- Have ongoing discussions with parents about the stage their child is at in introducing solid foods, including the textures they are familiar with. The setting will not make assumptions based on age and will prepare food according to each child's developmental needs, working with parents to support progression at an appropriate pace.
- Ensure that babies and young children are seated safely in a highchair or appropriately sized low chair while eating. Where possible there should be a designated eating space where distractions are minimised.
- Ensure that children are always in sight and hearing of a member of staff whilst eating.

- Ensure that, when a choking incident requires intervention, details of where and how the child choked are recorded and parents are informed. Records will be reviewed periodically to identify trends or common features, and appropriate action will be taken to address any concerns identified.
- 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 and that all staff involved receive training in food hygiene. Food will be prepared in a way that reduces the risk of choking.
- Where the setting is registered with Ofsted or a childminder agency, notify the relevant regulator of any food poisoning affecting two or more children cared for on the premises, as soon as reasonably practicable and, in any event, within 14 days of the incident. Failure to meet this requirement without reasonable excuse constitutes an offence.

Supporting and understanding children's behaviour

The setting 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 reasonable steps to ensure that corporal punishment is not given by anyone caring for or in regular contact with a child, or by anyone living or working on premises where care is provided. Failure to meet these requirements 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.
- Only use physical intervention where necessary to avert an immediate danger of personal injury to any person, including the child, or where absolutely necessary to manage a child's behaviour.

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 setting 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 the first aid cupboard in the kitchen.
- Keep a written record of any accidents, injuries and first aid treatment. An accident book will be located in the first aid cupboard in the kitchen.
- 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, or the relevant childminder agency where applicable, of any serious accident, illness or injury to, or death of, a child while in the setting's care, and of the action taken. Notification will be made as soon as reasonably practicable and, in any event, within 14 days of the incident. Failure to meet this requirement without reasonable excuse 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 setting 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.
- Ensure that banned dog breeds, including XL Bully-type dogs, are not kept or present on the premises at any time, including where the owner holds a certificate of exemption.

Premises and equipment

The setting will:

- Ensure premises and equipment are organised in a way that meets the needs of children and adheres to the relevant indoor space requirements outlined in 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.
- Ensure that babies and children are placed down to sleep safely and that:
    - Children under two are placed on their backs in their own separate sleep space on a firm, flat surface, with babies aged 12 months and under sleeping in a cot.
    - Sleep spaces contain only a firm, flat, waterproof mattress and lightweight bedding tucked securely below the child's shoulders, or a suitably fitted baby sleep bag. Where blankets are used, children are placed feet-to-foot at the bottom of the cot, with blankets tucked in.
    - Cots are free from additional items, including toys, pillows, extra blankets, bumpers, wedges, and straps.
    - Children are not allowed to become too hot or cold, and their heads remain uncovered.
    - Babies under six months have an adult present in the same room during every sleep.

- All sleeping children are checked frequently and remain within sight and hearing of staff.
- Practitioners read the NHS guidance on sudden infant death syndrome (SIDS).

- Ensure there is a separate baby room for children under the age of two. The setting will ensure that children in the baby room have contact with older children and are moved into the older age group when appropriate.
- Ensure there are an adequate number of toilets and hand basins available. There will be four toilet facilities available to the EYFS, 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 in the disabled toilet.
- Ensure that children's privacy is considered and balanced with their safeguarding and support needs when changing nappies and assisting with toileting.
- 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.
- Consider what additional measures are necessary when children stay overnight.
- Carry appropriate insurance, including public liability insurance where applicable, covering all premises from which childcare is provided.

Risk assessment

The setting 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.
- Ensure that the risk assessment identifies all aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.

Outings

The setting 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. The setting 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.
- Have regard to the paediatric first aid requirements of the EYFS statutory framework when planning and undertaking outings.
- Ensure that vehicles in which children are being transported, and the driver of those vehicles, are adequately insured.

The setting will have regard to the DfE's 'Help for early years providers: Screen use' guidance when planning and managing children's use of screens within the setting.

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

The setting will have a Fire Safety Policy in place.

11. Mobile phones and devices

For the purposes of this policy, the term 'mobile phones and devices' includes mobile phones, tablets, cameras, and other electronic devices with imaging and sharing capabilities.

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 setting 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 personal mobile phones on trips for emergency use only. Personal mobile phones will not be used to take images or videos 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 setting 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 events. Parents may take group photographs at events but only with the informed consent of the parents of the children involved.

The setting strongly advises against the publication of any photographs or videos taken at the setting or 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 setting's mobile phones and cameras

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

Setting devices will only be used for work related matters, e.g. recording and documenting a child's learning. Setting 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.

Setting devices will not be taken off setting premises without prior written permission from the headteacher. Where staff members have concerns over material on a setting 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 setting's Data Protection Policy.

The setting 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/or between providers in cases where more than one setting is attended.
- Incorporate parents' comments into children's records, where 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, provided that no relevant exemptions apply to their disclosure under 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 setting will be recorded:

- The name, home address and telephone number of the provider and any other person living or employed on the premises.

- The setting's certificate of registration (which must be displayed at the setting and shown to parents on request).
- 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 setting, 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 who is known to the setting, 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. Where possible the setting will aim to have more than two emergency contact numbers for each child.

Information for parents

The following information will be made available to parents:

- The setting's privacy notice for parents and children.
- How the setting delivers the EYFS and how parents can access more information.
- The daily routine and the activities offered in the setting's EYFS and how parents can share their child's learning at home.
- How the setting'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 setting's EYFS and making copies available on request.
- 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.

- How staffing in the setting is organised, the name of their child's key person and their role, and a telephone number for parents to contact the setting in an emergency.

Where the setting is registered with Ofsted, it will notify Ofsted of the following changes, as applicable. Where the setting is registered with a childminder agency, notifications will be made to that agency instead:

- The address of the setting or to the premises which may affect the space available to children and the quality of childcare available to them.
- The setting's contact details.
- The person who is managing the early years provision.
- The hours during which childcare is to be provided which will entail the provision of overnight care.
- Any significant event which is likely to affect the suitability of the setting or any person who cares for, or is in regular contact with, children to look after children.

Where the setting is required to notify Ofsted or the relevant childminder agency about a change of person, other than a manager, it will provide the new person's name, any former names or aliases, date of birth, and home address. Where there is a change of manager, the setting will notify the relevant regulator that a new manager has been appointed. Where reasonably practicable, notification will be made before the change occurs. Otherwise, notification will be made as soon as reasonably practicable and, in any event, within 14 days. Failure to comply with these requirements without reasonable excuse constitutes an offence.

13. Parental involvement

The setting recognises the importance of working in partnership with parents to support children's learning, development, and wellbeing.

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

The setting will obtain parental consent for outings, photography, and children's use of the internet, where required, in accordance with its relevant policies and procedures.

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

14. Transition

The Early Years Transition Policy and the Primary Transition Policy outline the procedures, actions and timeframes the setting will follow at transition points.

Transition into nursery

Parents who have expressed an interest in the nursery will be invited to a welcome meeting in the summer term before they are due to start in September. They will then be invited to bring their child to a stay and play session in September. The setting may also arrange individual visits, subject to appointment.

Children from local pre-settings will be invited to attend play sessions at the nursery in the summer term.

The early years lead will visit local pre-settings to meet the children due to join the nursery and liaise with the pre-setting 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 for a one-hour play session with their parents during the term when they start.

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

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

For the first two weeks of the first term, the key practitioners will set aside time to spend with children in small groups.

Transition into Reception

Nursery children will work with the Reception class at various times throughout the year for different events, such as the Christmas party, celebrations and singing events.

Nursery and Reception children will share an outdoor area during break times, and integration between classes will be encouraged.

During the summer term, before entry to Reception:

- Joint activities will be organised for nursery and Reception children.
- 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.
- Some lessons will take place in the main hall to allow children to experience different parts of the setting.
- Nursery children will attend some of the shorter assemblies in the main hall.

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 and an

During the first term of reception:

- Children will undertake the Reception Baseline Assessment (RBA) within the first six weeks of starting Reception, where the assessment is mandatory. Children will not be required to prepare for the assessment and, in most cases, should not be aware that they are being assessed. Children with SEND or EAL will participate where appropriate, with any necessary adjustments made in accordance with the assessment guidance. The RBA will not be used as a formative or diagnostic assessment.
- Only the key practitioner will work with children when they join Reception, and gradually they will begin to work with other adults as the term progresses.
- A parents' evening will be held to provide parents with information about the curriculum and give them the opportunity to reflect on the transition process, as well as address any questions or concerns.

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

Transition into KS1

In the final term of the academic year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile will be completed for each child, except where the statutory framework permits a deferred assessment. Results will be submitted to the LA upon request.

The EYFS profile will provide an outline of each child's progress, assessed against the ELGs and their readiness for Year 1.

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:

- Attend assemblies with the main setting, in addition to special assemblies throughout the year.
- Have sessions with the main setting, additional to extra sessions in the Year 1 classroom with their Year 1 teacher and TA.
- Begin to attend more whole-setting activities.

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 provide Year 1 teachers with a copy of each child's EYFS Profile report, including relevant information about their learning and development needs, particularly where they have been assessed as 'emerging' against 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.

- Teachers will use information from the EYFS Profile, alongside ongoing assessments, to identify children's learning and development needs and inform teaching in Year 1.
- 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.

15. Monitoring and review

This policy will be reviewed annually by the governing board and the headteacher.

Any changes made to this policy will be communicated to all relevant stakeholders.

All members of staff directly involved with the EYFS will be required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

The next scheduled review date for this policy is 9/11/26.