St Marys RC Primary School

Early Years Policy

2025

We Care, We Pray, We Work, We Play... in Jesus' Way

New Policy created 30/9/25

Signed by:

D.HAYES	Headteacher	Date:	30/09/25
L.GILLIES	Chair of governors	Date:	30/09/25

St Mary's Vision

Striving to be the best we can be

A school where Christ's Gospel values are at the centre and children are at the heart of everything we do

Inclusive for all and valuing our local community and environment

Nurturing, safeguarding and cherishing our young people because

Together we grow and learn as a family every day.

Making learning exciting and fun and creating forever memories rooted in happiness

Achieving our ambitions by dreaming the unimaginable

Resilient, curious, independent learners with a Growth Mindset attitude

Yearning to make a difference in today and tomorrow's world

Sending all our family members home with a smile.

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Statement of intent

At St Mary's RC Primary School, we greatly 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 school 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
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2025) 'Early years foundation stage statutory framework'
- DfE (2024) 'Early years foundation stage profile: 2024 handbook'
- DfE (2025) 'Keeping children safe in education (KCSIE) 2025'
- DfE (2023) 'Working Together to Safeguard Children 2023'

This policy operates in conjunction with the following school 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

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' 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. In particular as set out in Annex B of the EYFS 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 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 1:1 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.

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 through which 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 art and design

The school 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/or carer 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.
- If a child does not have a strong grasp of English language, staff will explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

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 – 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 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.

4 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 the statutory framework, the school will undertake a summative assessment of each child's development at certain stages. These are:

- 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) – a comprehensive assessment completed in the final academic year in which the child reaches age five, and no later than the 30 June, 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. 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 and/or carers 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 school 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 and/or carers.

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.

In exceptional circumstances, after discussion and only in agreement with parents and/or carers, 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 are continued throughout the child's time within EYFS provision and the profile will be completed once, at the end of the year before the child moves into year 1.

When undertaking assessment activities, all staff members will have due regard to the school's 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 school must report EYFS Profile results to local authorities, upon their request.

5 Inclusion

All children will be valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.

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 The learning environment

The school recognises that the physical and emotional environment play an important role in supporting, enabling, and extending pupils' learning and development.

The school 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.

At all times, children will have access to indoor and outdoor learning environments. 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:

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 **Dominique Hayes.** The deputy DSL is **Elaine Christian and Sarah Shaw**.

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, 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 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 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.

Child absences

The school is required to follow up any absences in a timely manner.

If a child is absent for a prolonged period of time or if their parents and/or carers haven't informed the school of the absence, then the school will attempt to contact the parent and/or carers and alternative emergency contacts. The school will give consideration to the child's vulnerability, parent's and /or carer's vulnerability and their home life. Any concerns will be referred to local children's social care services and/or police welfare check requested.

Further information on child absences can be found in our Attendance Policy

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 anyone 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, 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 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.

References

The school must obtain a reference for any member of staff (including student and volunteers) before they are recruited.

The school 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 resolves satisfactorily before appointment is confirmed.

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

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 in **the staff room.**

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 training on safeguarding will be renewed every two years.
- 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.
- The lead practitioner attends a child protection 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 in **personnel files** .
- 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 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:

- 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 managers absence. They 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.
- 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 will decide how to deploy staff to ensure children's needs are met.

- They inform parents about staff deployment, and, when relevant and practical, aim to involve them 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.
- 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

For children in Reception classes in maintained schools and academies:

- 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 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 and/or carers.
- 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 school.

9 Health

Medicines

The school will:

- Promote the good health of children, including their oral health.
- Have an agreed procedure, discussed with parents and/or carers 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.

- 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.

- Ensure that fresh drinking water is always available and accessible to children.

- Record and act on information from parents and/or carers about a child's dietary needs.

- Have ongoing discussions with parents and/or carers about the stage their child is at in regards to introducing solid foods, including understanding textures the child is familiar with.

- Ensure that children are always in sight and hearing of a member of staff whilst eating.

- Ensure that when a choking incident occurs that requires intervention, a detail record of where and how the child choked are taken and ensure parents and/or carers are made aware of the incident. The records will be reviewed periodically to identify if there are trends or common features of incidents that could be addressed to reduce the risk of choking and appropriate action will be taken to address any identified concerns.

- 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 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. Staff will prepare food in a way that prevents choking.

- 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 **the classroom and in the hall.**.
- 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.
- Ensure there are an adequate number of toilets and hand basins available. There will be **3** 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 near **disabled toilet** .
- 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 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.

- 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 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. The school 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.

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.

Staff may use their professional judgement in emergency situations.

Use of mobile phones by parents, visitors and contractors

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.

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/or carers and /or between providers in cases where more than one setting is attended.
- If requested incorporate parents' comments into children's records.
- 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 school will be recorded:

- The school's name, address and telephone number.
- The school's certificate of registration (which must be displayed at the setting and shown to parents and/or carers 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 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 and/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 and/or carer. Where possible the school will aim to have more than two emergency contact numbers for each child.

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 and/or carers can access more information.
- The daily routine and the activities offered in the school's EYFS and how parents and/or carers can share their child's learning at home.
- How the school's EYFS supports children with special educational needs and disabilities.
- Details of the food and drink provided to the children.
- Details of the policies and procedures in place in the school'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.
- Staffing details, including the name of their child's key person and their role and a telephone number for parents to contact the school in an emergency.

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

- The address of the school or to the premises which may affect the space available to children and the quality of childcare available to them.
- The school'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 school or any person who cares for, or is in regular contact with, children to look after children.

Where the school is required to notify Ofsted about a change of person it will provide Ofsted with the new person's name, any former names or aliases, date of birth, and home address. If there is a change of manager, the school will notify Ofsted that a new manager has been appointed. Where it is reasonably practicable to do so, this will be done in advance of the change happening. In other cases, this will be done as soon as is reasonably practicable but in any event, within 14 days, failure to do so will be an offence

13 Parental involvement

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

Parents will be invited to **termly** 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.

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

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

Transition into Reception

During the summer term, before entry to Reception:

-Nursery children attending Reception will be invited to two visit sessions to explore their new environment and meet their new teachers.

-The Reception teacher will visit all nursery/childminder settings including home visits to meet the children and speak with nursery practitioners.

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 favourite groupings for children.

-Parents will be invited to attend an information session with the headteacher and an information evening with their Reception class teacher and relevant staff.

During the first term of Reception:

-For the first week of the new school year, half of the cohort will attend school for the morning, followed by the other half of the cohort in the afternoon. The second day of term the children who attended the previous day in the morning will attend in the afternoon and the other half will attend in the morning. After these days have been completed ALL children in the cohort will attend school for full days.

-Children will undertake the Reception Baseline Assessment (RBA) within the first six weeks of starting 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.

-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 and 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:

- Adopt a modified timetable similar to the Year 1 experience.
- Have sessions with the main school, additional to extra sessions in the Year 1 classroom with their Year 1 teacher and TA.

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:

- 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.

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 **Sept 2026.**