



EARLY YEARS POLICY

Policy Owner	Head of Prep/Head of Pre-Prep	Approval Date	September 2026
Approved By	Governors	Review Date	August 2027
Version		Status	Approved
Applies To	All staff, students and visitors	Review Cycle	Annually, or sooner where legislation or statutory guidance changes
Related Policies	Safeguarding and Child Protection Policy Staff Code of Conduct Safer Recruitment Policy Behaviour Policy Admissions Policy Attendance Policy Late Child Collection/Non-Collection /Missing Child Policy EYFS Outdoor Play Policy EYFS Personal Care Policy EYFS Intimate Care Policy Equal Opportunities Policy SEND Policy Mobile Devices Policy, including EYFS	Policy Ref.	

Health and Safety Policy First Aid Policy Medicines Policy Educational Visits/Outings Policy Complaints Policy Whistleblowing Policy Data Protection and Privacy Policy Online Safety Policy Staff Supervision Policy

Policy Statement

Our school is committed to equity, safety, and transparency, ensuring all policies protect and support our community. Every policy translates our core values into clear practices to maintain an inclusive environment where the welfare of students, staff, and families remains paramount. To achieve this, our guidelines actively promote equal opportunities, celebrate diversity, and prioritize physical, emotional, and digital safety. We provide straightforward, accessible guidance that relies on shared community accountability. Finally, we subject all policies to regular reviews to stay aligned with statutory updates, local needs, and current best practices.

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1. WIDER REFERENCES

This policy operates within the statutory and regulatory framework applicable to early years provision in England, including:

- Early Years Foundation Stage (EYFS) Statutory Framework for Group and School-Based Providers, dated 13 July 2026 and effective from 1 September 2026.
- Keeping Children Safe in Education 2026.
- Working Together to Safeguard Children 2026.
- Equality Act 2010.
- Children Act 1989 and Children Act 2004.
- Childcare Act 2006.
- Children and Families Act 2014.
- Special Educational Needs and Disability Code of Practice: 0 to 25 years.
- Data Protection Act 2018 and UK GDPR.
- Health and Safety at Work etc. Act 1974 and associated health and safety legislation.
- Dangerous Dogs Act 1991, including requirements relating to banned dog breeds.
- Prevent Duty guidance.
- Relevant local safeguarding arrangements and procedures.
- Relevant Department for Education early years guidance.

Development Matters is used, where appropriate, as non-statutory curriculum guidance to support curriculum planning and professional practice.

This policy will be reviewed whenever there is a significant change to statutory requirements, safeguarding guidance or the school's provision.

Where an existing school-wide policy fully meets an EYFS statutory requirement, this policy does not duplicate that policy but signposts to it.

2. INTRODUCTION AND AIMS

This policy sets out how the school meets the statutory requirements of the Early Years Foundation Stage for children attending the school's Early Years provision.

The Early Years Foundation Stage applies to children from birth to the end of the academic year in which they reach the age of five.

The school provides a welcoming, safe, secure and stimulating environment in which every child is supported to learn, develop and flourish.

The Early Years provision at St Mary's brings Nursery and Reception children together where appropriate. The curriculum and provision are adapted to meet the individual developmental needs, interests, experiences and starting points of each child.

The school aims to:

- provide high-quality early education and care;
- safeguard and promote children's welfare;
- provide an ambitious, coherent and well-sequenced curriculum;
- develop children's communication and language;
- promote positive relationships and secure attachments;
- support children's physical, emotional, social and cognitive development;
- provide purposeful opportunities for play, exploration and discovery;
- develop independence, resilience and confidence;
- identify additional needs at the earliest opportunity;
- work in partnership with parents and carers;
- prepare children effectively for the next stage of their education; and
- ensure that every child is treated fairly and with dignity and respect.

The school recognises that children learn through a mixture of play, adult modelling, guided learning, direct teaching and independent exploration. Effective practice combines these approaches according to children's developmental needs.

3. SAFEGUARDING AND WELFARE

Safeguarding is fundamental to all aspects of the Early Years provision.

All staff are expected to understand and follow the school's Safeguarding and Child Protection Policy and relevant statutory guidance.

A practitioner is designated to take lead responsibility for safeguarding children within the Early Years provision. The school's Designated Safeguarding Lead (DSL) is responsible for liaison with local statutory children's services and the Local Safeguarding Partners.

EYFS DSL: Rebecca Rose

All practitioners are expected to remain alert to concerns about children, including concerns arising from a child's home circumstances, relationships, behaviour, appearance, communication or presentation.

Staff must know how to:

- report a safeguarding concern;
- respond to a disclosure;
- record concerns accurately and promptly;
- respond to allegations against staff;
- report concerns about another member of staff;
- access local safeguarding referral procedures;
- contact emergency services where necessary;
- follow the school's Prevent procedures;
- use the school's whistleblowing arrangements.

The school adopts a culture of openness, vigilance and early intervention. Staff understand that safeguarding is everyone's responsibility and that the welfare of the child is paramount in all decisions and actions.

The school's safeguarding procedures cover allegations made against members of staff and other adults who have contact with children.

The use of mobile phones, cameras, tablets and other devices capable of taking, storing or sharing images is governed by the school's Mobile Devices and Safeguarding policies. Personal devices must not be used inappropriately around children.

Whistleblowing

The school maintains written whistleblowing procedures for all staff, students and volunteers.

Staff are expected to raise concerns about poor, unsafe or inappropriate practice. Concerns will be taken seriously and investigated through the appropriate school procedures.

Where a member of staff feels unable to raise a concern internally, or believes that a genuine concern has not been addressed, they may use appropriate external whistleblowing channels, including the NSPCC whistleblowing advice line.

Safeguarding training

All Early Years practitioners receive safeguarding training in accordance with the statutory requirements and the school's safeguarding training programme.

Safeguarding training is renewed at least every two years, with additional updates or refresher training provided.

Safeguarding updates are included in weekly staff briefings and in biweekly EYFS meetings.

Staff also receive weekly local updates from Buckinghamshire council Early Years sector updates.

The DSL provides ongoing support, advice and guidance to staff.

Staff are expected to understand and apply:

- Keeping Children Safe in Education 2026;
- Working Together to Safeguard Children 2026;
- Prevent Duty requirements;
- the school's safeguarding procedures; and
- relevant local safeguarding arrangements.

Safer recruitment and suitability

All staff and other adults who are required to undergo suitability checks will do so in accordance with the EYFS statutory framework, safeguarding requirements and the school's Safer Recruitment Policy.

No person whose suitability has not been appropriately checked will have unsupervised contact with children. The school maintains appropriate records of qualifications, references, identity checks, vetting and safeguarding checks.

Staff induction and supervision

All new staff receive induction appropriate to their role. This includes:

- safeguarding and child protection;
- emergency evacuation procedures;
- health and safety;

- staff responsibilities;
- behaviour expectations;
- first aid arrangements;
- confidentiality and information sharing;
- use of mobile devices
- relevant EYFS procedures.

Staff with contact with children and families receive appropriate supervision. Supervision provides opportunities to discuss children's development and wellbeing, safeguarding concerns, professional practice and training needs.

Key person

Each child is allocated a **key person**. This is usually the class teacher

The key person's role is to:

- establish a secure and settled relationship with the child;
- understand and respond to the child's individual needs;
- support the child in becoming familiar with the setting;
- develop a positive relationship with the child's parents/carers;
- contribute to assessment and planning;
- support the child's emotional wellbeing; and
- help families access specialist support where appropriate.

The school will ensure that children continue to receive consistent care and support if their key person is absent.

Attendance and absence

The school follows its Attendance Policy and Early Years attendance procedures.

Absences are followed up in a timely manner. Where a child is absent without notification, or absent for a prolonged period, staff will attempt to contact parents/carers and, where appropriate, emergency contacts.

Patterns and trends in absence will be considered alongside the child's individual circumstances and vulnerability.

Where absence raises safeguarding concerns, the school will follow its safeguarding procedures and seek advice or make referrals to children's social care or the police where appropriate.

4. LEARNING AND DEVELOPMENT REQUIREMENTS

The Early Years curriculum is designed to meet the statutory learning and development requirements of the EYFS.

The school provides a broad, balanced and ambitious curriculum through the seven areas of learning.

The three prime areas are:

1. Communication and Language
2. Personal, Social and Emotional Development
3. Physical Development

The four specific areas are:

1. Literacy
2. Mathematics
3. Understanding the World
4. Expressive Arts and Design

All seven areas are interconnected.

The school recognises the importance of the prime areas as foundations for learning and development across the curriculum.

Communication and Language

The school provides a language-rich environment in which children have frequent opportunities to listen, talk, communicate, ask questions and develop vocabulary.

Adults model high-quality language and engage children in sustained conversations.

Children experience a broad range of stories, non-fiction, rhymes, poems and songs.

Personal, Social and Emotional Development

Children are supported to:

- develop secure relationships;
- understand and manage emotions;
- develop confidence and self-esteem;
- develop independence;
- make friendships;
- cooperate with others;
- resolve conflicts appropriately;
- understand boundaries and expectations;
- develop healthy habits; and
- develop resilience and perseverance.

Physical Development

Children receive frequent opportunities to develop gross and fine motor skills indoors and outdoors.

Provision includes opportunities to develop:

- strength;
- balance;
- coordination;
- spatial awareness;
- agility;
- hand-eye coordination;
- fine motor control; and
- independence in personal care.

PE, Swimming, Ballet and outdoor learning contribute to this area.

Literacy

The school develops a love of reading through high-quality books, stories, poems and rhymes. Systematic, discrete phonics teaching is used as the principal approach to early word reading.

Children are supported to develop:

- phonological awareness;
- language comprehension;
- vocabulary;
- print awareness;
- decoding;
- early writing;
- spelling;
- handwriting;
- confidence and enjoyment as readers and writers.

Children are read with 4 times per week with an adult in school

Mathematics

The mathematics curriculum develops a strong foundation in number, including understanding numbers to 10 and relationships between numbers.

Children develop mathematical language and reasoning through:

- purposeful play;
- practical experiences;
- manipulatives;
- counting;
- pattern;
- shape;
- space;
- measure;
- spatial reasoning;
- problem-solving.

Children are encouraged to explain their thinking and develop positive attitudes towards mathematics.

Understanding the World

Children develop knowledge and understanding of:

- themselves and their families;
- their community;
- the natural world;
- people and cultures;
- past and present;
- science;
- technology;
- geography; and
- the wider environment.

Children are provided with first-hand experiences, visits, stories, conversations and opportunities to investigate.

Expressive Arts and Design

Children have regular opportunities to explore:

- art;
- music;
- dance;
- drama;
- role play;
- design;
- construction;
- creative materials; and
- imaginative play.

Children are encouraged to express ideas and feelings creatively and to develop their appreciation of the arts and different cultures.

5. EARLY LEARNING GOALS

The Early Learning Goals (ELGs) define the level of development expected at the end of the EYFS.

The ELGs are used to support professional assessment at the end of the EYFS. They are **not used as the curriculum** and do not restrict the range of experiences offered to children.

Practitioners use their knowledge of each child and professional judgement to make holistic, best-fit judgements.

Children are assessed as either:

- **Expected**
- **Emerging**

The school ensures that the EYFS Profile is completed in accordance with the statutory requirements.

As a school we have decided in our Reports to retain the exceeding descriptor as we often have girls who far exceed the expectations of the EYFS framework.

6. QUALITY OF TEACHING

High-quality teaching is central to the Early Years provision.

Practitioners:

- know the children well;
- understand child development;
- use assessment to inform teaching;
- provide rich vocabulary and conversation;
- model language and behaviour;
- use questioning appropriately;
- provide opportunities for children to practise and apply knowledge;
- support sustained shared thinking;
- introduce new concepts and vocabulary;
- adapt teaching to individual needs;
- provide appropriate challenge;
- identify and address misconceptions; and
- balance adult-led and child-initiated learning.

Teaching is delivered through a mixture of direct teaching, guided learning, modelling, interaction and purposeful play.

7. QUALITY OF LEARNING

Children are given regular opportunities to:

- play and explore;
- investigate;
- make choices;
- develop independence;
- become involved in sustained activities;
- solve problems;
- develop persistence;
- communicate with adults and peers;
- apply new knowledge;
- revisit previous learning;
- follow their own interests.

The learning environment provides continuous provision which supports children's development while enabling staff to respond to individual interests and next steps.

8. PLANNING, RECORDING AND ASSESSMENT

Planning is proportionate, purposeful and focused on improving children's learning.

The school uses:

- long-term curriculum planning;
- medium-term planning
- short-term, weekly planning.

Planning reflects:

- statutory EYFS requirements;
- children's starting points;
- children's interests;
- individual needs;
- observations and professional knowledge;
- assessment information;
- SEND provision;
- cultural and personal experiences; and
- intended learning outcomes.

The school does not require excessive written or photographic evidence for assessment.

Ongoing assessment

Assessment is an integral part of teaching.

Practitioners use day-to-day observations, professional knowledge, children's work and conversations with children and parents to understand progress and identify next steps.

There is no requirement to create written evidence for every observation.

Tapestry is used as a principal method of recording and communicating learning where appropriate.

Parents are encouraged to contribute information about children's learning and experiences at home.

Progress check at age two

Where a child is aged between two and three, the school will complete the statutory progress check.

The written summary will focus on the prime areas and will:

- identify areas where the child is progressing well;
- identify areas where additional support may be needed;
- identify concerns about possible developmental delay;
- describe strategies and activities to address identified needs; and
- involve parents/carers and other professionals where appropriate.

Information will be shared with parents/carers and, with appropriate consent, relevant professionals.

Reception Baseline Assessment

For children in Reception, they will take an initial Baseline assessment on Quest

The assessment is undertaken within the first six weeks of the child starting Reception.

There are further Quest assessments completed each term.

EYFS Profile

The EYFS Profile is completed in the final term of the academic year in which the child reaches age five and no later than 30 June, subject to the statutory provisions concerning exceptional deferral.

The Profile is completed for all children, including children with SEND.

Reasonable adjustments are made where appropriate.

The results are shared with parents/carers and with Year 1 teachers to support transition. Parents are given the opportunity to meet with the Head of Pre-Prep to discuss if they wish.

The school reports EYFS Profile results to the Local Authority when required.

9. STAFFING, QUALIFICATIONS AND RATIOS

Staffing arrangements will meet the statutory EYFS requirements and the needs of the children.

The school will maintain the required staff-to-child ratios at all times, including during transitions, outdoor learning, mealtimes, toileting, staff breaks and other activities.

For children aged three and over in an independent school:

- where a person with Qualified Teacher Status (QTS), Early Years Professional Status (EYPS), Early Years Teacher Status (EYTS), an instructor or suitably qualified overseas-trained teacher is working directly with children, a ratio of at least **1 adult to 13 children** applies where the class does not fall within the specific 30-child provision described below;

- for classes where the majority of children will reach age five or older within the school year, the statutory ratio is **at least 1 member of staff to 30 children**;
- for all other classes where a suitably qualified teacher or equivalent is working directly with children, the ratio is **at least 1 adult to 13 children**;
- where no suitably qualified teacher or equivalent is working directly with children, the ratio is **at least 1 adult to 8 children**.

At least one other member of staff must hold an approved Level 3 qualification where the relevant ratio requires this, and qualification requirements will be met in accordance with the current DfE Early Years Qualification Requirements and Standards.

The school will ensure that at least half of other staff required by the relevant ratio hold an approved Level 2 qualification where applicable.

The school will ensure that staff included in ratios meet the applicable paediatric first aid requirements.

The precise staffing structure for each academic year will be determined by the number, age and needs of children attending and recorded in the school's staffing arrangements.

Current EYFS staffing structure: 1 teacher with QTS, 1 unqualified teacher, 1 TA

Paediatric First Aid

At least one person holding a current full paediatric first aid certificate will be present and available on the premises whenever children are present.

A paediatric first aider will accompany children on outings.

PFA certificates will be renewed every three years in accordance with the EYFS requirements.

Where required by the statutory framework, staff with relevant Level 2 or Level 3 qualifications will obtain PFA certification within the required period in order to count within the relevant ratios.

10. HEALTH, MEDICINES AND SAFER EATING

The school promotes the good health of children, including oral health.

The school works with parents/carers and the school nursing team to respond appropriately to health needs.

Illness and infection

The school has procedures for responding to illness and infectious diseases and takes appropriate steps to prevent the spread of infection.

Parents/carers are informed of relevant exclusion arrangements and are expected to notify the school of illness.

Medicines

The school has a written Medicines Policy and procedures for administering medicines.

Medicines will only be administered in accordance with the statutory requirements, school procedures and appropriate written parental consent.

Prescription medicines will only be administered where appropriately prescribed for the child.

A written record will be kept whenever medicine is administered and parents/carers will be informed on the same day, or as soon as reasonably practicable.

Staff will receive appropriate training where administration requires medical or technical knowledge.

Food and drink

Food and drink provided by the school will be healthy, balanced and nutritious.

Fresh drinking water is available and accessible to children at all times.

Before admission, the school obtains information regarding:

- dietary requirements;
- allergies;
- intolerances;
- food preferences;
- medical conditions; and
- other relevant health requirements.

Information is kept up to date and shared with staff responsible for food preparation, handling and supervision.

Allergies

The school works with parents/carers and, where appropriate, health professionals to develop and maintain allergy action plans.

Staff are made aware of:

- known allergies and intolerances;
- symptoms of allergic reactions;
- symptoms of anaphylaxis;
- appropriate treatment;
- the difference between allergies and intolerances; and
- the fact that allergies can develop at any time.

Safer eating and choking

Children are always within sight and hearing of staff while eating.

A member of staff with a valid full-course paediatric first aid certificate will be present in the room while children are eating.

Children are seated safely in appropriately sized chairs.

Where possible, staff sit facing children while they eat.

Food is prepared in a way that reduces the risk of choking and is appropriate to the individual developmental needs of children.

Where applicable, parents/carers are consulted regarding children's stage of development and experience with different food textures.

Any choking incident requiring intervention is recorded and parents/carers are informed. Records are reviewed periodically to identify trends and reduce future risk.

Staff involved in food preparation and handling receive appropriate food hygiene training.

Accidents and injuries

A first aid box containing appropriate items for children is accessible at all times.

Accidents, injuries and first aid treatment are recorded.

Parents/carers are informed on the same day, or as soon as reasonably practicable.

The school will notify Ofsted of serious accidents, illnesses, injuries or deaths as required by the EYFS framework, within the statutory timescale.

The school will also notify local child protection agencies where required and will act on any advice received.

Sleep

The Little St Marys setting does not routinely provide a planned sleep facility.

If a child falls asleep unexpectedly, staff will ensure that the child is placed in a safe sleep environment appropriate to their age and developmental needs.

Children will remain within sight and hearing of staff.

11. MANAGING BEHAVIOUR

The school aims to create a secure and respectful environment in which children understand expectations and are supported to develop self-regulation.

Adults will:

- model respectful behaviour;
- help children understand feelings;
- teach children appropriate ways to express emotions;
- support children to resolve conflicts;
- encourage problem-solving;
- promote empathy and cooperation;
- establish clear and consistent boundaries; and
- use developmentally appropriate responses.

Corporal punishment and any punishment that could negatively affect a child's wellbeing are prohibited.

The school takes reasonable steps to ensure that corporal punishment is not used by staff, volunteers or other adults who care for or regularly come into contact with children.

Where physical intervention is absolutely necessary to prevent immediate danger or injury, staff will act in accordance with the school's Behaviour Policy.

Any use of physical intervention will be recorded and parents/carers informed on the same day or as soon as reasonably practicable.

12. EQUAL OPPORTUNITIES, INCLUSION AND SEND

The school is committed to equality, inclusion and high expectations for every child.

Children will not be discriminated against on the basis of protected characteristics under the Equality Act 2010.

The curriculum and environment are adapted to enable children to participate fully.

The school recognises that children develop at different rates and may require different approaches, resources, teaching strategies or support.

The school has arrangements in place to identify and support children with SEND.

The school's SENCO is:

SENCO: Gillian Sugrue supported by Tanya Smith as EYFS SENCO

The SENCO works with:

- children;
- parents/carers;
- teachers;
- teaching assistants;
- school leadership;
- health professionals;
- external agencies; and
- other relevant professionals.

The school uses an appropriate graduated approach to identify needs, plan support, review progress and involve parents/carers.

Where the statutory requirement applies, the school has regard to the SEND Code of Practice: 0 to 25 years.

Reasonable adjustments are made to assessment and provision where appropriate.

The EYFS Profile is completed for children with SEND and assessment arrangements are adapted where necessary.

13. INFORMATION, RECORDS AND CONFIDENTIALITY

The school maintains accurate and relevant records to ensure that the setting is safe, effectively managed and able to meet children's needs.

Records are kept securely and are accessible only to people who have a legitimate professional need to access them.

Staff understand their responsibilities under data protection legislation and the school's Data Protection Policy. Information will be shared appropriately where necessary to safeguard children or support their welfare, development and education.

The school maintains a regular two-way flow of information with parents/carers.

Parents/carers will be given access to records relating to their child, subject to applicable data protection exemptions.

Records relating to individual children will be retained for a reasonable period after they leave the provision, in accordance with the school's retention schedule.

The school maintains the required information for each child, including:

- full name;
- date of birth;
- parent/carer details;
- information regarding parental responsibility;
- who the child normally lives with; and
- emergency contact information.

Where possible, more than two emergency contact numbers will be held.

The school also maintains the required daily attendance records, including the child's hours of attendance and key person.

14. PARENTS AND CARERS

The school recognises parents and carers as partners in children's learning and development.

Parents/carers are provided with information about:

- how the EYFS is delivered;
- the curriculum;
- activities and experiences;
- daily routines;
- how they can support learning at home;
- SEND provision;
- food and drink;
- relevant policies and procedures;
- staffing arrangements;
- their child's key person;
- the role of the key person;
- collection arrangements;
- missing-child procedures;
- how to contact the school in an emergency.

The school uses Tapestry and other appropriate communication methods to maintain a two-way flow of information.

Parents/carers are encouraged to contribute observations and information about their child's experiences and learning outside school.

15. COMPLAINTS

The school maintains a written complaints procedure.

Complaints relating to the school's fulfilment of the EYFS requirements will be investigated in accordance with the EYFS statutory requirements and the school's Complaints Policy.

Written complaints will be investigated and the complainant will be informed of the outcome within **28 days** of receipt.

Parents/carers will be provided with appropriate information about how to contact Ofsted if they believe the school is not meeting EYFS requirements.

16. PREMISES, SAFETY AND RISK MANAGEMENT

The Early Years premises, equipment and outdoor areas are suitable for the age and needs of the children and the activities provided.

The school complies with relevant health and safety, fire safety and hygiene requirements.

Emergency procedures

The school maintains emergency evacuation procedures.

Fire detection and control equipment is maintained in working order.

Fire exits are clearly identified and kept unobstructed.

Staff receive emergency evacuation training as part of induction and ongoing health and safety procedures.

Banned dog breeds

In accordance with the EYFS statutory framework, banned dog breeds, including dogs to which section 1 of the Dangerous Dogs Act 1991 applies, must not be kept or present on the premises at any time.

This requirement applies even where a dog has a certificate of exemption.

Indoor space

Where the statutory space requirements apply, the school will ensure that the required usable indoor space is available:

- children under two: 3.5m² per child;
- two-year-olds: 2.5m² per child;
- children aged three to five: 2.3m² per child.

The school will ensure that capacity is not increased merely because additional outdoor space is available.

Outdoor access

All children receive daily access to an outdoor play area.

Where daily access to the outdoor play area is not possible, outdoor activities will be planned and provided daily unless circumstances make this inappropriate, such as unsafe weather conditions.

Toileting and intimate care

The school provides suitable toilet, handwashing and changing facilities.

Children's privacy is respected while balancing privacy with safeguarding and support requirements.

The school's Personal Care and Intimate Care Policies apply.

Visitors (incl Volunteers and students) and collection

Children are only released to individuals authorised by the parent/carer.

Children must not leave the premises unsupervised.

Reasonable steps are taken to prevent unauthorised persons entering the premises.

Visitors are required to follow the school's visitor procedures and their identity is checked where appropriate. Students, volunteers and visitors are always appropriately supervised when in contact with children. They do not undertake unsupervised activities or intimate care responsibilities unless suitability requirements have been met and appropriate authorisation has been provided.

Risk assessment

The school takes reasonable steps to ensure that children, staff and visitors are not exposed to unnecessary risks.

Risk assessments identify:

- hazards;
- who may be at risk;
- control measures;
- responsible staff;
- review arrangements; and
- further actions where required.

Risk assessments are proportionate and are reviewed when circumstances change.

17. OUTDOOR LEARNING AND SCREEN USE

Outdoor learning is an important part of the Early Years curriculum.

Outdoor provision supports:

- physical development;
- communication;
- social development;
- problem-solving;
- creativity;
- exploration;
- understanding of the natural world; and
- wellbeing.

Staff supervise children appropriately and ensure that outdoor activities are purposeful, safe and responsive to children's needs.

Screen use

The school has regard to the Department for Education guidance on screen use in early years settings.

Screens are not used as a substitute for high-quality interaction, play, physical activity, communication, reading or practical experiences.

Where digital technology is used, it is purposeful, developmentally appropriate and supports learning.

The school's Mobile Devices and Online Safety Policies also apply.

18. MONITORING AND EVALUATION

The Head of Pre-Prep is responsible for overseeing the quality and delivery of the Early Years curriculum.

The Head of Prep and Director of Studies have overall responsibility for monitoring the quality of teaching and learning.

The Early Years team is responsible for day-to-day delivery and for contributing to evaluation and improvement.

Monitoring includes consideration of:

- curriculum quality;
- children's progress;
- quality of teaching;
- children's engagement;
- safeguarding;
- health and welfare;
- staffing and ratios;
- SEND provision;
- parental engagement;
- assessment practice;
- the learning environment;
- outdoor provision;
- staff development;
- compliance with the EYFS statutory framework.

Assessment information is used to identify strengths, gaps and priorities for improvement.

The school will use professional dialogue, learning walks, observations, work scrutiny, assessment information, staff supervision, parental feedback and other appropriate evidence to evaluate provision.

The school will ensure that assessment does not result in excessive paperwork or reduce the quality of adult interaction with children.

The Head of Prep reports annually to the Governors on EYFS compliance, safeguarding and curriculum quality and statutory requirements.

19. OUTINGS

Children must be kept safe while on outings.

Before an outing, staff will consider:

- the destination;
- hazards and risks;
- children's ages and developmental needs;
- individual medical or SEND needs;

- staffing arrangements;
- staff-to-child ratios;
- transport arrangements;
- emergency procedures;
- first aid;
- contact arrangements;
- weather;
- safeguarding considerations; and
- arrangements for children who become separated from the group.

A risk assessment will identify measures to remove, minimise and manage identified risks.

At least one appropriate paediatric first aider will accompany children on outings.

Any vehicle used to transport children must be appropriately insured and suitable for transporting children.

The school's Educational Visits and Outings Policy applies.

20. SETTLING IN AND TRANSITION

The school recognises that children and families require support when joining the Early Years setting and when moving between stages.

Each child is supported through an individualised settling-in process appropriate to their age, developmental stage and previous experience.

The key person plays an important role in helping the child establish a secure relationship with the setting.

Parents/carers are encouraged to share information about:

- the child's routines;
- interests;
- communication;
- health;
- development;
- family circumstances;
- comfort needs;
- previous experiences; and
- any concerns.

Transition arrangements are planned in partnership with families and relevant staff.

Transition to Year 1 is supported through discussion and information sharing between Reception and Year 1 teachers.

The EYFS Profile and professional knowledge of each child are used to support continuity of learning.

Where a child moves to another setting, relevant information will be shared appropriately and in accordance with data protection and safeguarding requirements.

21. APPENDIX A – OUTINGS

All outings must comply with the school's Educational Visits and Outings Policy.

Before departure, the responsible member of staff will confirm:

- appropriate staffing;
- required ratios;
- first aid arrangements;
- emergency contact information;
- medical information;
- safeguarding arrangements;
- risk assessment;
- transport arrangements;
- registers and headcounts;
- authorised adults;
- contingency arrangements; and
- procedures for a missing child.

Headcounts will be undertaken at appropriate points throughout the outing.

Any incident or safeguarding concern will be reported in accordance with the school's policies.

APPENDIX B – SETTLING-IN PROCEDURE

Before the child starts

The school will:

1. Invite children in for informal stay, play and learn session
2. provide parents/carers with relevant information about the setting;
26. gather information about the child;
27. identify the child's key person (class teacher);
28. discuss individual routines and needs;
29. identify medical, dietary, SEND and safeguarding information;
30. provide opportunities for the child and family to become familiar with the setting where appropriate;

During settling in

Staff will:

- provide a warm and consistent welcome;
- establish predictable routines;
- support the child to develop relationships with trusted adults;
- monitor the child's emotional wellbeing;
- maintain communication with parents/carers;
- adapt arrangements according to the child's needs; and
- record and share relevant information.

Review

The key person will review the child's settling-in experience and discuss any concerns with parents/carers and relevant staff members.

Additional support will be considered where a child is experiencing persistent difficulty settling.