



EARLY YEARS FOUNDATION STAGE POLICY

INTRODUCTION

At Hazlegrove, we believe that ‘every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up’ (EYFS Statutory Framework, 2021).

As children commence their journey at Hazlegrove, we begin to develop and nurture strong positive attitudes where children become proud and respectful of themselves, others and their environment.

THE EARLY YEARS FOUNDATION STAGE PROFILE

The overall aims of the EYFSP is to help young children achieve the five ‘Every Child Matters’ outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution and eventually achieving economic wellbeing.

The EYFS principles which guide the effective work of all practitioners are grouped into four distinct but complementary themes:

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| • A Unique Child | - every child is a competent learner. |
| • Positive Relationships | - children learn to be strong and independent. |
| • Enabling Environments with teaching and support from adults | - supporting and extending a child’s development. |
| • Learning and Development | - 3 prime and 4 specific areas of learning and development. |

The seven areas of learning and development which shape our Early Years our provision and these are divided into three prime areas and four specific areas.

The three prime areas are particularly important for building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships and thriving (EYFS Framework, 2021).

The **prime** areas are:

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

These are then supported by four specific areas through which the three prime areas are strengthened and applied. The **specific** areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The prime areas are time sensitive and need to be in place between 3 and 5 years of age, these areas are universal and independent of specific areas. Children cannot master the skills within the specific areas without developing the prime areas.

The characteristics of effective learning in the prime and specific areas of learning and development are interconnected. The way in which the child engages with other people and their environment (playing and exploring, active learning, and creating and thinking critically) underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The Unique Child reaches out to relate to people and things through the Characteristics of Effective Learning, which move through all areas of learning.

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

PROVISION

- We have a team of highly qualified, dedicated, professional and caring Early Years teachers and classroom assistants who plan and work closely together to provide a high-quality curriculum.
- We value our parent partnership with an open-door policy. If a little more time is needed to address an issue, we will find a time that is mutually convenient.
- We have small classes and generous ratios which ensure that the needs of each child are met both academically and emotionally, helping to develop every child's confidence and independence.
- Small classes enable the teacher to provide an individual education planned around the needs and experiences of each child, so that true potential can be nurtured and realized.
- We provide a rich variety of academic, social, artistic, musical and sporting experiences.
- We have welcoming, child friendly and stimulating indoor and outdoor areas.
- Routines are established so that children begin to anticipate and feel confident to take the next step. Pictorial timetables give children the security to know and understand their routines.

- Clearly labelled and easily accessible resources.
- Children feel confident to have a go without the worry of making mistakes.
- We offer before and after school care for children in the EYFS.

Hazlegrove prides itself in supporting every child in transitions. This is achieved through the following ways:

- Every child has the opportunity to visit the school prior to starting.
- Every week, we offer our 'Squirrels' Parent and Toddler groups; Dancing Squirrels and Squirrels Explorers for children prior to starting in the Nursery.
- The transition between Nursery and Reception is calm, happy and successful. The move up days at the end of the summer term, encourage a gentle transition between the year groups and gives the Reception staff time to get to know the children, both from our Nursery and those coming from other settings.
- We aim to help every child develop the confidence to progress smoothly to Year 1 at the end of the Early Years Foundation Stage. The Reception teacher meets with the Year 1 teacher to discuss individual children's progress, characteristics of learning and needs. The move up days at the end of the summer term, encourage a gentle transition between the year groups and gives the children the opportunity to spend time in their new classroom.

THE CYCLE OF OBSERVATION, PLANNING AND ASSESSMENT

At Hazlegrove, we hold the individual child at the centre of our planning. This is achieved through detailed observation and assessment. This observation and on-going formative assessment is at the heart of effective early years practise.

Staff achieve this through:

- Observing children as they act and interact in their play. Everyday activities, child-initiated activities and planned activities are recorded on each child's Tapestry online learning journal.
- Learning from and sharing with parents what the child does at home – parents are encouraged to contribute to their child's online learning journal.
- Considering the examples of development as stated in the unique theme; observing what children can do and identifying the stage on their developmental pathway.
- Considering ways to support the child to strengthen and deepen their current learning and development.
- Considering the individual needs, interests and stage of development of each child in their care. This information is then effectively used to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

The EYFS requires Hazlegrove to undertake summative assessments in which staff review children's progress and share a summary with parents at these two stages at the journey in the Foundation Stage:

- In the prime areas between the ages of 24 and 36 months.
- And at the end of the EYFS in the EYFS Profile.

Hazlegrove will carry out a progress check on all children entering the Nursery in all seven areas of development.

All children complete an EYFS Baseline Assessment during the first half term of Reception.

In addition, information is shared at parent-teacher meetings and in an end of year report.

PROGRESS CHECKS

The progress checks are a statutory requirement and offer staff, professionals and parents a clear picture of individual children's stage of development. This shared knowledge and understanding benefits all concerned but, most importantly, the child. Parents' views and contributions are taken into account and added to the progress check. The progress check is taken from on-going assessment and observations from everyday practice.

Hazlegrove will provide to all parents a short, written summary of a child's development in all seven areas.

ASSESSMENT AT THE END OF THE EYFS

In the final term of the year in which the child reaches age five, Hazlegrove completes the EYFS profile for each child. The profile provides parents and carers, practitioners and teachers with a clear picture of a child's development, knowledge, understanding and abilities, as well as their progress against expected levels. Furthermore, it prepares Year 1 teachers for individual children's readiness, needs and next steps. The profile will reflect upon the schools on-going observation and relevant records.

The Reception teachers will determine whether the child is meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). The child's level of development is assessed against the early learning goals.

In compliance with Early Years regulations, parents may have access to developmental records about their child e.g. Early Years Foundation Stage Profile and via Tapestry, the online learning journal.

EQUAL OPPORTUNITIES, INCLUSION AND SPECIAL NEEDS

The Early Years Foundation Stage is taught in accordance with the present policy for Equal Opportunities. Children are encouraged to develop a positive attitude towards people of different ethnic groups, cultures, beliefs, gender and ability. We support the belief that everyone is unique in their own right and act upon it.

- Ramps and a disabled toilet are available within the school to cater for children with physical disabilities.
- Our curriculum respects a child's ethnic faith and cultural heritage, and the special needs of each child, by ensuring that these areas are covered within our indoor and outdoor activities, circle time and assemblies, visitors, role play, books and positive images.
- We have on our staff an E.F.L Coordinator (Mrs Schreiber), an Equality Needs Co-ordinator (ENCO) (Mrs Davison) and a named Early Years SENCO (Mrs Jenkins).

- It is the responsibility of the school to ensure that we identify and help those children in our care with additional educational needs including gifted children.

For further details see: Hazlegrove Whole School inc. EYFS “Equality and Diversity” Policy and “Equality and Diversity” Policy Pre-Prep Appendix.

SENCO

Hazlegrove Pre-Prep has a clear policy on supporting children with SEN or disabilities and have a named SENCO, Mrs Jenkins. The policy outlines the school’s approach to identifying and responding to SEN. In addition to the two specific points in the EYFS for formal assessment, we also monitor and review the progress of children throughout the early years. These are discussed during pupil progress meetings with the Head of Pre-Prep.

For further information, please see EYFS Appendix to Hazlegrove Whole School SEND Policy.

SAFEGUARDING

Hazlegrove whole school, including EYFS, “Safeguarding and Child Protection” policy states the school’s policy on use of mobile phones and cameras and has regard to “Keeping Children Safe in Education” (KCSIE, 2021). The name and contact details of the Designated Safeguarding Lead in the EYFS are available for staff and parents on the Designated Safeguarding Leads posters displayed in school. All staff have regular training to enable them to identify signs of abuse in a timely and appropriate way. All staff have completed the EduCare Prevent duty training and the EYFS Designated Safeguarding Lead has completed “Introduction to Child Protection” and “Advanced Child Protection Update (Interagency)” (Previously “Working Together to Safeguard Children”) training.

For Further details see: Foundation School, inc. EYFS “Child Protection and Safeguarding Policy”

STAFF:CHILD RATIOS

We exceed the statutory staff:child ratios with our generous ratios enabling us to meet the needs of all children and ensure their safety.

CHILDREN AGED THREE OR OVER

In Reception, where the majority of pupils are five or over (or will be within the school year), the statutory staffing ratio of 1:30 is easily met with our Reception teachers having Qualified Teacher Status. In Reception, there is no requirement, as previously proposed, for at least one other member of staff to hold a full and relevant Level 3 qualification. However, our Reception Teaching Assistant holds a Level 2 qualification in Support Work in Schools, as well as a Level 2 qualification in Supporting Teaching and Learning in Schools.

IN OTHER EYFS CLASSES OF CHILDREN OF THREE AND ABOVE

In Nursery, the staffing ratio is 1:13 as our Head of Nursery, Miss Ellis, holds a BA (Hons) in Early

Years and Childhood Studies (Level 6) qualification. Two Nursery Assistants have the required full and relevant Level 3 qualification and the other two are training for this qualification. One Nursery Assistant is a qualified teacher (Level 6).

CHILDREN AGED TWO IN ANY EARLY YEARS GROUP SETTING

In Nursery, the staffing ratios when our two year olds are in attendance, is at least 1:4. The Head of Nursery holds a Level 6 degree and over half of the Nursery Assistants hold a full and relevant Level 3 qualification, easily meeting the statutory ratios of at least one member of staff holding a full and relevant level 3 qualification and at least half of all other staff holding a full and relevant level 2 qualification.

BEFORE AND AFTER-SCHOOL CARE

All EYFS children are welcome to attend Early morning stay and after school care in the Pre-Prep. Nursery children can arrive from 8am into the Nursery and Reception children attending Early Morning Care in the Pre-Prep. All children may attend After School Care, where there is always a Paediatric First Aider on the premises and adult:child ratios are always met and exceeded (Statutory Guidance - Reception 1:30, Nursery 1:8 with one member holding a full and relevant Level 3 qualification or above and all other staff holding a full and relevant level 2 or above). The number of staff on duty depends on the number and age of the children attending, and is adjusted accordingly.

STAFF QUALIFICATIONS, TRAINING, SUPPORT AND KEY WORKERS

All staff complete induction which includes:

- Help in understanding roles and responsibilities;
- Information about emergency evacuation procedures;
- Safeguarding and child protection;
- Health and safety issues;

There is always, at least, one person on the premises with a current PFA certificate and enough adults with a full PFA to cover Early Morning Care, After School Care, trips and absences. The school has considered the ratios of adults:children as well as the school's layout to ensure that a paediatric first aider is always able to respond to emergencies quickly. There is always a school nurse on the premises during the school day (8.30am - 6.00pm Monday to Friday) and a school Doctor visits every Monday. The school displays a list of staff who have a current PFA certificate for parents.

Every child will be allocated with a Key Worker in the EYFS; this may be their class teacher, the Head of Nursery or a Nursery Teaching Assistant.

In the EYFS, Nursery and Reception Assistants regularly have supervision meetings which enable them to discuss issues, identify solutions and improve their personal effectiveness. These are led by the Head of Nursery and Reception teacher.

HEALTH/MEDICINES/ACCIDENTS

There are first aid boxes situated in key areas around the Pre-Prep which are accessible at all times and contain appropriate content for use with children. These are overseen and regularly refilled by the

school nurse. Each year group has an accident folder in which all accidents and injuries are recorded. Parents are informed of any accident or injury sustained by their child, as well as any first aid treatment, on the same day and asked to sign the accident sheet in the folder in acknowledgment.

Please refer to Hazlegrove Whole School inc. EYFS policies: Administration of Medicines Policy, Guidelines for Medication in School Policy, Infection Control Policy and Medical Arrangement in School policy and Medical Policy.

FOOD AND DRINK

All children in the Pre-Prep, including EYFS, have a morning snack of fresh bread, fresh fruit and milk. Water is available throughout the day and at water fountains in the playground at playtimes. All taps and fountains which are suitable for drinking water are clearly signed. Food is prepared in the school kitchen where staff have received training in preparing and handling food. All dietary needs are catered for throughout the day, including snack times, lunchtimes and supper.

BEHAVIOUR

Please refer to Hazlegrove Whole School “Behaviour and Discipline” Policy.

PREMISES

Schools must meet the following indoor space requirements:

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

Hazlegrove Pre-Prep provides access to a large, child-friendly outdoor play area and ensures that outdoor activities are planned and taken on a daily basis

In Nursery, there is space for our two-year olds to sleep and any sleeping children are supervised and frequently checked.

Both the Nursery and the Reception classes have age and height appropriate toilets and hand basins available for the children.

All children within the Pre-Prep are only released into the care of individuals who have been notified to us by the parent and we ensure that children do not leave the premises unsupervised. In both Nursery and Reception, parents sign their children in and out.

Hazlegrove Pre-Prep takes all reasonable steps to prevent unauthorised persons entering the premises and have an agreed procedure for checking the identity of visitors.

For further information, please refer to Foundation inc EYFS “Health and Safety” Policy.

RISK ASSESSMENTS

Hazlegrove Pre-Prep takes all reasonable steps to ensure staff and children are not exposed to risks and demonstrate how we manage risks through means such as formal written risk assessments which inform staff practice, relate to specific issues and demonstrate how risks are being managed both inside and

outside, on site and during trips and visits. The indoor and outdoor environments are checked daily before the children arrive and any risk minimised or removed. These checks are recorded and are available for parents if required.

For further details, please refer to Hazlegrove Preparatory School inc. EYFS “Risk Assessment Policy and Procedures”.

INFORMATION AND RECORDS

Information about the child:

Hazlegrove securely records the following information for each child in their care:

Full name, D.O.B., Name and address of every parent and/or carer who is known to us, which parent/carer the child normally lives with, emergency contact details for parents/carers.

Information for parents and Carers:

Hazlegrove Pre-Preparatory School has the following information available to parents/carers:

1. How the EYFS is being delivered in the setting and how parents/carers can access more information (Parents’ Guide to Nursery, Tapestry, website).
2. The range and type of activities and experiences provided for children, the daily routines of the setting and how parents and carers can share learning at home (Parents’ Guide to Nursery, Tapestry, Newsletter, website, blog, journals).
3. The Hazlegrove SEND policy is available upon request for parents to inform them how the school supports children with special educational needs and disabilities.
4. Food and drinks provided (Parents’ Guide to Nursery).
5. Hazlegrove whole school, including EYFS, policies and procedures are available for parents upon request, including the following:
 - *Hazlegrove inc. EYFS “Missing Child” policy.*
 - *Hazlegrove Pre-Preparatory School “Parent/Guardian Failing to Collect a Pre-Prep Child at the Appointed Time” policy and procedure.*
6. Staffing in the EYFS, the name of their child’s key person and their role are displayed in setting and in the Parents’ Guide to Nursery). The telephone number for parents and carers to contact in emergency is also displayed in the setting, on the website and in the Parents’ Guide to Nursery.

Information about the provider:

Hazlegrove Pre-Preparatory school securely keeps information about the name, home address and telephone number of everybody who has regular contact with the children within the setting.

Records are securely kept each day of the names of children attending, their hours of attendance and the name of their key person.

COMPLAINTS

Please refer to the Hazlegrove including EYFS “Complaints procedures” policy.

ADMISSIONS

Admission takes place from two years of age, and we accept children in the Nursery at any time during the academic year for a minimum of two sessions. Sessions are increased by consultation with parents and teachers at appropriate time for each individual child.

The school welcomes children into Reception from other settings at any time during the academic year. Children are invited to come for a short visit before joining.

For further details see: Hazlegrove “Admissions” Policy.

**Further information regarding the EYFS may be found on the DfE website
www.education.gov.uk**