Staffordshire University Academies Trust

Early Years Policy

Tynsel Parkes CE Primary Academy

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Reviewed by	**Sue Machin**
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Policy owner	**DLSI**
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Statement of intent

At Staffordshire University Academies Trust (SUAT), we are committed to ensuring that every child across our 21-school family experiences an exceptional start to their educational journey. Our Early Years Foundation Stage (EYFS) provision is a crucial part of this commitment, laying the foundations for future learning, personal development and lifelong success.

This policy sets out the trust-wide expectations for high-quality EYFS provision across all SUAT academies. It ensures that every child in our care receives a consistent, safe, nurturing and ambitious early education—regardless of which SUAT school they attend.

The purpose of this trust policy is to:

- Establish a **common framework** for EYFS provision across the trust.
- Ensure full compliance with the **EYFS Statutory Framework 2025**, **KCSIE 2025**, the **Ofsted Education Inspection Framework 2025**, and all other relevant legislation.
- Promote a **shared approach to safeguarding, teaching, learning, assessment, inclusion and provision**.
- Support staff in embedding the **SUAT vision, values and standards** in all early years settings.
- Allow for **local customisation**, ensuring that each academy can reflect the needs of its community while maintaining trust-wide consistency.

Every SUAT academy is required to implement this policy *in full*. Sections that require local contextualisation have been clearly identified and should be customised using the **School-Specific Appendices** provided at the end of this document. All academies must ensure these appendices are completed, reviewed annually and approved by their Local Academy Council in line with trust governance procedures.

This policy supports the trust's ambition to deliver the highest standards of early education and to ensure that all children across the SUAT family are:

- **Safe**
- **Happy**
- **Curious**
- **Independent learners**
- **Ready for the next stage of their education**

Through our collective effort, professional expertise, and commitment to excellence, we strive to provide every child with the strongest possible start to their school life.

1. Legal framework

- EYFS Statutory Framework 2025
- Ofsted Education Inspection Framework 2025
- KCSIE 2025
- Working Together to Safeguard Children 2024
- 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 profile handbook

This policy operates in conjunction with the following school policies:

- 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
- Positive Behaviour Expectations

2. Roles and responsibilities

The Local Academy Council 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.
- 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 foundation stage.
- Leading the early years team in the planning and delivery of a 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 foundation 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, SLT and Local Academy Council.
- Developing and maintaining effective relationships with parents, colleagues, the Local Academy Council and the local community. Ensuring parents are aware of relevant early years policies, practices and procedures.
- Ensuring parents are informed about their child's progress, development and targets.
- 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.
- Managing all EYFS staff in line with roles and responsibilities outlined within job descriptions and specifications.

The key person will be responsible for:

- Ensuring EYFS policy and procedure compliance.
- Carrying out roles and responsibilities as outlined within job descriptions and specifications.
- 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 building a curiosity and enthusiasm for learning, forming relationships, and thriving:

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

Specific areas – defined as the areas through which the prime areas are strengthened and applied:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts 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 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 Year 1.

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
- Active learning
- Creating and thinking critically

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

- Progress check at age of three – a short written summary of children's development in the prime areas.
- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting Reception. Schools must comply with requirements for the administration of the RBA. These are set out in Annex B of the EYFS Foundation Stage Framework 2025.
- The EYFS Profile – a comprehensive assessment completed at the end of the EYFS 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.

Ongoing formative assessments will be used to assess the day-to-day learning and development of children in the EYFS. Practitioners will interact and observe children to understand their interests and learning needs and will use this information to inform practice and provision for each child.

Parents will be kept up-to-date with their child's progress and development, and the Class Teacher or Teaching Assistants will address any learning and development needs in partnership with parents.

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.

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

5. Inclusion

All children will be valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The Pupil Equality, Equity, Diversity and Inclusion Policy will ensure that the needs of all children are met, regardless of any protected characteristics they have.

The EYFS curriculum will be planned in order to meet the needs of the individual child and support them at their own pace.

The 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. 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 Mrs Rachel Chandler. The deputy DSL is Mr Jamie Baxter.

The DSL will be responsible for safeguarding children and liaising with local children's services 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.

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 Absence

The school will:

- Ensure whole school attendance policies and procedures include EYFS Statutory Framework 2025 requirements, including timely follow up procedures for absences.
- Make contact with parents/carers to establish reasons for all unreported / unexplained absences.
- Monitor and analyse attendance and patterns of absence.
- Escalate concerns, in line with safeguarding policies and procedures and when contact with parents/carers is not achieved.
- Share attendance policies, procedures and expectations with parents and carers.

Toilets and intimate hygiene (also see premises)

The school will:

- Ensure children's privacy is considered and balanced with safeguarding and support needs when changing nappies and toileting.

8. Staffing

Suitable people

The school will:

- Ensure whole school safeguarding policies and procedures include EYFS Statutory Framework 2025 requirements, including recruitment and whistleblowing procedures.
- 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 people, 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 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 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.

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 reception class store cupboard out of reach of children.

Smoking and vaping

The school will:

- Not allow smoking or vaping on the school premises. These are strictly prohibited at all times.

Qualifications, training, support, and skills

Schools must ensure staffing ratios are compliant with Early years qualification requirements and standards - January 2026

The school will ensure that:

- Staff training is in alignment with Annex C of The EYFS Statutory Framework 2025: Criteria for effective safeguarding training.
- 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 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 DSL 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 must be on the premises and available at all times when children are present and must accompany children on outings. The certificate must be for a full course consistent with the criteria set out in Annex A. PFA training must be renewed every three years and be relevant for people caring for young children and babies.
- Schools should take into account the number of children, staff, and layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly.
- All staff who obtained a level 2 and/or level 3 qualification since 30 June 2016 must 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 in an early years setting.
- All staff who have completed the experience-based route must obtain a PFA qualification before they can be included in the staff: child ratios at level 3. To continue to be included in the ratio requirement the certificate must be renewed every 3 years.
- Schools should display (or make available to parents) staff PFA certificates or a list of staff who have a current PFA certificate.
- Staff have sufficient understanding and use of English to ensure the wellbeing of children in their care.

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

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

Staff: child ratios

- Schools must ensure that staffing arrangements meet the needs of all children and ensure their safety. They must ensure that children are adequately supervised, especially whilst eating, and decide how to use staff to ensure children's needs are met.
- Schools must inform parents and/or carers about how staff are organised, and, when relevant and practical, aim to involve them in these decisions.
- Children must usually be within sight and hearing of staff and always within sight or hearing.
- Level 3, staff holding an Early Years Educator qualification, and those who have received approval to be included in the ratios at level 3 after attaining experience-based route status, must also have achieved a suitable level 2 qualification in English.

The ratio requirements below apply to the total number of staff available to work directly with children. Exceptionally, and where the quality of care and safety and security of children is maintained, changes to the ratios may be made.

For children aged under two:

- There must be at least one member of staff for every three children.
- At least one member of staff must hold an approved level 3 qualification or have received approval to be included in the ratios at level 3 after attaining experience-based route status3 and be suitably experienced in working with children under two.
- At least half of all other staff must hold an approved level 2 qualification.
- At least half of all staff must have received training that specifically addresses the care of babies.
- Where there is a room for under two-year-olds, the member of staff in charge of that room must, in the judgement of the provider, have suitable experience of working with under twos.

For children aged two:

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

For children aged three and over, including nursery classes in **academies** where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status, an instructor, or another suitably qualified overseas trained teacher, is working directly with children:

- For classes where the majority of children will reach the age of five or older within the school year, there must be at least one member of staff for every 30 children.
- For all other classes there must be at least one other member of staff for every 13 children.
- At least one other member of staff must hold an approved level 3 qualification, or have received approval to be included in the ratios at level 3 after attaining experience-based route status.

For children aged three and over, including in nursery classes in academies where there is no person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status no instructor, and no suitably qualified overseas trained teacher, working directly with children:

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

Reception classes in maintained schools and academies are subject to infant class size legislation, which is limited to 30 pupils per *'school teacher'* (subject to permitted exceptions) while an ordinary teaching session is conducted. 'School teachers' do not include teaching assistants, higher level teaching assistants, or other support staff. Consequently, in an ordinary teaching session, a school must employ sufficient *'school teachers'* to enable it to teach its infant classes in groups of no more than 30 per school teacher.

Mixed reception classes with groups of younger children (for example, nursery pupils, non-pupils, or younger children from a registered provider).
Ratios must meet the requirements of individual children within the group including the statutory requirements relating to the education of children of compulsory school age and infant class sizes.

Schools must not include anyone aged under 17 in ratios, except apprentices who may be included in ratios from the age of 16. They must not allow anyone aged under 17 to care for children unsupervised at any time. Schools may count students and long-term volunteers (aged 17 or over) and apprentices (aged 16 or over) in ratios at the level below their level of study but only if the school is satisfied they are suitable (as in paragraphs 3.13 to 3.16 of the EYFS Framework 2025), competent and responsible, and they hold a valid and current paediatric first aid qualification.

Before/after school care and holiday provision

Where the provision is solely before/after school care or holiday provision for children who normally attend reception class (or older) during the school day, there must be sufficient staff as for a class of 30

children. It is for school leaders to determine how many staff are needed to ensure the safety and welfare of children, bearing in mind the type(s) of activity and the age and needs of the children.

It is also for senior leaders to determine what qualifications, if any, the manager and/or staff should have.

Where before, after school and/or holiday provision is provided for younger children, including nursery, all statutory framework requirements, including staff ratios, qualifications and recruitment procedures must be adhered to in full.

9. Health

Medicines

The school will:

- Promote the good health of children, including their oral health.
- Have an agreed procedure, discussed with parents for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection, and take appropriate action if children are ill.
- Have policies and procedures for administering medicines, which includes systems for obtaining information about a child's medicinal needs and keeping this information up to date.
- Ensure that adequate training is provided for staff where medicinal administration requires medical or technical knowledge.
- Ensure that 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.

Nutrition

The school will:

- Obtain information about a child's special dietary requirements, preferences, food allergies 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 about a child's dietary needs.
- Ensure there is an area which is adequately equipped to provide healthy meals, snacks and drinks for children.

- Ensure there are suitable facilities for the hygienic preparation of food for children, including, where necessary, suitable sterilisation equipment for babies' food.
- Ensure that those responsible for preparing and handling food are competent to do so, with all staff involved in preparing and handling food receive training in food and hygiene.
- Provide training in choking response procedures, including recognition of choking signs and appropriate emergency interventions, with regular practice sessions to maintain competency.
- Inform Ofsted if two or more pupils are affected by food poisoning within 14 days of the incident – note, failure to do so constitutes an offence.
- Comply with Early Years Foundation Stage nutrition guidance May 2025
- Provide a variety of food and drinks from the 4 main food groups.
- Cater for the cultural and dietary needs of all children.
- Ensure that allergens are known and managed in line with guidance.
- Ensure that all food storage is adequate and managed in line with guidance.
- Ensure that food provided from home aligns with the healthy options offered by the school (including celebration 'treats').
- Ensure food from home is checked for potential allergens so that the risk of cross contamination is reduced.
- Ensure that food is prepared and cut appropriately, to minimise the risk of choking.

Supervision

- Ensure that at least 1 member of staff has a valid Paediatric First Aid certificate (from a course consistent with the criteria set out in Annex A of the latest EYFS framework).
- Ensure that staffing ratios are maintained during meal/snack times (in line with EYFS Framework).
- Ensure that all children will be within sight and hearing of a member of staff while eating.
- Ensure staff are positioned to observe all children clearly and respond immediately to any signs of difficulty; seating arrangements are deliberately planned to ensure clear visibility of all children and enabling rapid response to any emergency situation.

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 every classroom and the school office.
- Keep a written record of any accidents, injuries and first aid treatment. An accident book will be located in the classrooms.
- 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 so 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.
- Frequently check on sleeping children to ensure they are safe.
- Ensure there are an adequate number of toilets and hand basins available. There will be six toilet facilities available to the EYFS, with separate toilet facilities for adults.
- Ensure there are suitable hygienic changing facilities available for changing any children who are in nappies. These will be located in the changing from the nursery classroom
- 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.
- 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.

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. Providers 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.

Safer Sleep

We promote safe, developmentally appropriate rest and sleep opportunities in line with the EYFS 2025, Lullaby Trust safer sleep guidance (2024–25), NHS safer sleep advice, and Ofsted requirements for risk-assessed provision.

- Children will be supported to rest or sleep when they need to.
- All sleep provision is risk assessed, supervised and regularly reviewed.
- Staff follow strict safe sleep procedures based on national guidance.
- Parents' routines and cultural expectations are respected, but unsafe sleep practices will not be followed (e.g., blankets over faces, soft toys for comfort in cots, raised pillows).

Safe Sleep Procedures

All sleep environments must:

- Be quiet, appropriately lit and well-ventilated
- Maintain a safe temperature (16–20°C recommended by Lullaby Trust)
- Be free from hazards, hanging cords, heaters or loose bedding
- Use firm, flat mattresses with fitted sheets only
- Be separate from active play areas where possible

Positioning

- All children are placed on their back to sleep, unless a medical plan specifies otherwise.
- Once a child can roll independently, we continue to place them on their back but do not reposition them once asleep.
- No wedges, positioners or restraining pillows may be used.

Bedding & Clothing

- No pillows, duvets, sheepskins, cot bumpers or soft toys are permitted.
- Babies must not sleep in hats or outdoor clothing.
- Sleeping bags (correct tog) may be used if provided by parents.

Supervision

- Sleeping children are visually checked every 5–10 minutes and logged.
- A staff member must always remain close enough to respond immediately.
- For buggy or pram sleeps (only if risk assessed), additional proximity supervision is required (see transport sleep below).

Equipment

- All cots, sleep mats or pods must comply with British Safety Standards (BS EN 716).
- Soft-sided pods or nests are not permitted as primary sleep spaces.

- Each child has their own clean bedding.

Individual Sleep Plans

For children who sleep regularly at school (e.g., 2–3-year-olds):

- Parents complete a formal Sleep Needs Form.
- Medical conditions affecting sleep (e.g., reflux) require a healthcare plan.
- Cultural practices are respected but unsafe practices cannot be adopted.

Monitoring & Record Keeping

- Sleep logs record: time laid down, position, checks, respiration observations (if required) and wake time.
- Any concerns (e.g., snoring, breathing irregularities) are reported to parents immediately.
- Repeated excessive tiredness triggers a conversation with parents or health visitor involvement.

Transport Sleep (Buggy/Pram)

Allowed only if:

- Risk assessed & approved by school leadership
- Child is continuously supervised within arm's reach
- Straps are fitted correctly
- The buggy is stationary
- Sleeping in car seats or pushchairs indoors is discouraged and never unsupervised.

Staff Training

All EYFS staff receive training on:

- Recognising unsafe sleep risks
- Lullaby Trust updates
- How to check a sleeping child safely
- Emergency procedures

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.

Photography policies and procedures are addressed in full in our Photography and Images Policy.

Use of personal mobile phones by staff members

Staff members will not use personal mobile phones or cameras when children are present. Staff may use mobile phones on 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 and the Allegations of Abuse Against Staff Policy.

Staff may use their professional judgement in emergency situations.

Use of mobile phones by parents, visitors and contractors

Posters will be used around the school to indicate that it is a mobile free zone.

Parents, visitors and contractors will not be permitted to take photographs or record videos without prior permission.

Staff will report all concerns about parents, visitors and contractors to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

Use of the school's mobile phones and cameras

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

School devices will only be used for work related matters, e.g. recording and documenting a child's learning. School devices will only be used to take photographs in the presence of another staff member and only with the consent of the child's parent.

Staff will not take photographs of bruising or injuries for child protection reasons. Instead, recording concerns forms and body maps will be used to record observations relating to child protection concerns – these can be acquired from the DSL.

School devices will not be taken off school premises without prior written permission from the headteacher. Where staff members have concerns over material on a school device, they will report all concerns to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

12. Information and records

Information will be stored in line with the UK GDPR and the Data Protection Act 2018, and with regard to the 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 between providers in cases where more than one setting is attended.
- Consider incorporating parents' comments into children's records, if requested.
- Ensure that records are easily accessible and available.
- Ensure that confidential information and records about staff and children are held securely and only accessible and available to those with the right or professional need.
- Be aware of their responsibilities under data protection legislation and, where relevant, the Freedom of Information Act 2000.
- Ensure that staff understand their responsibility to protect and respect the privacy of children and the legal requirements requiring confidentiality of information and records.
- Allow parents access to all records about their child, in accordance with 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
- 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.

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 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.
- Hold at least 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 can access more information
- The daily routine and the activities offered in the school's EYFS and how parents can assist their child's learning at home
- How the school's EYFS supports children with SEND

- Details of the food and drink provided to the children
- Details of the policies and procedures in place in the school's EYFS
- 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.

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

- The address of the school
- The school's contact details
- The hours during which care is provided
- 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

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. The classroom or school office will be utilised for confidential discussions between staff and parents.

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 nursery

Parents who have expressed an interest in the nursery will be invited to bring their child to a series of open days throughout the year. The school may also arrange individual visits, subject to appointment.

Children from local pre-schools will be invited to a attend play session at the nursery in the summer term.

The nursery leader will visit local pre-schools to meet the children due to join the nursery and liaises with the pre-school managers.

The nursery leader or SENDco will also contact previous settings to share learning records and obtain information about children, particularly those with SEND.

Children who are set to attend the nursery will be invited for a play session, before they are due to start.

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

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

Transition into Reception

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

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

During their time in nursery, before entry to Reception:

- Joint activities will be organised for nursery and Reception children.
- Nursery children will spend a series of sessions in the Reception classroom with the Reception teacher and TA.
- Nursery children will be allowed time to explore the main school building supervised by a member of staff.
- Some lessons will take place in the main hall to allow children to experience different parts of the school.
- Throughout their time in nursery, nursery children will attend some of the shorter worships in the main hall.
- Nursery children will have lunch each day in the lunch hall.

Prior to the children entering Reception:

- The nursery practitioners will complete assessments on each child based on the early years outcomes and provide these to the Reception staff.
- The nursery practitioners will advise the Reception teacher on favourable groupings for children.
- Parents will be invited to attend an information session with the headteacher and an information evening with their child's Reception class teacher.

During the first term of reception:

- Children will undertake the Reception Baseline Assessment (RBA) within the first six weeks of entering 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.
- Reception children will attend for the full school day from the first day of term, unless a part time timetable is required with individual children to aid transition.
- As far as possible, Reception classes will follow a similar routine as nursery for the first half of the Autumn term.

- 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

The EYFS profile will be completed for each child and submitted to the LA no later than 30 June.

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:

- Meting 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.
- Begin to attend more whole-school activities.

Prior to the children entering Year 1:

- Reception teachers will complete assessments on each child and provide the reports to the Year 1 teacher.
- Learning journals, phonics assessments, examples of writing, parent consultation records and suggested pupil groupings will be passed on from the Reception teacher to the Year 1 teacher.
- Reception teachers will 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:

- The Year 1 timetable, in terms of provision, planning and child-led learning, will remain similar to Reception, including free choice opportunities, sand, water and malleable play, and morning and afternoon outdoor play, as far as possible.
- 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.