

Early Years Foundation Stage Policy

May 2021

Ash Cartwright and Kelsey (Aided) School



Our Christian vision guides our journey to provide a rich, well-rounded education enabling all to become the very best that God intended. We treat adults and pupils with love and dignity in a space where Christian values are developed and everyone can flourish.

Friendship Joy Community Forgiveness Perseverance Creation

This set of values is reflected in all our policies.

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EYFS Mission Statement

At Ash Cartwright and Kelsey Church of England Primary School, we are committed to providing a high quality early years' education, which gives children a secure and confident start to their school life and nurtures a lifelong love of learning. Every child is unique and constantly learns through their positive experiences of adult interactions and independent critical thinking within an engaging, stimulating and enabling environment.

Introduction

We are fully committed to the purpose and aims of the Early Years Foundation Stage (EYFS) Framework, embedding the four guiding principles that shape our practice in our settings of a unique child, positive relationships, enabling environments and finally implementing knowledge that children develop and learn in different ways and at different rates.

1. Staffing and Organisation

Fledglings: up to 26 children per session

1 Qualified Teacher

Teaching Assistant (diploma in nursery nursing)

Teaching Assistant (paediatric first aid trained)

Children are supervised continuously and follow the requirements for adult:child ratios set out in the Early Years Foundation Stage Statutory Framework (2017). Every member of the EYFS staff has completed PREVENT training/Safeguarding and 1 member of the team has a paediatric first aid qualification. DSL's within the school are Fiona Crascall (Headteacher) and Sarah Graham (Deputy Headteacher) and Julie Wilkinson (SENCo)

The unit has the use of a large classroom and a dedicated outdoor area - including 2 designated gardens. The classroom has a carpet area and the rest of the space is organised into learning zones for the children to access.

Staff are organised to support the children in a balance of adult led and child initiated experiences throughout the day. All play sessions include free flow access to the outdoor area.

2. Transition from Pre-school to Reception

We aim to work closely with our feeder schools to ensure that the children make a smooth transition to school. The vast majority of children transfer from our nursery to reception. 'Unique stories' and 'Learning Journeys'/information from Tapestry are transferred as well as any other important documents. All the children visit the classroom in the school as part of transition and we also host a Teddy Bear's Picnic.

Parents and Carers of school starters, who are attending Ash Cartwright and Kelsey, are invited to a transition meeting in the Summer Term. At this meeting parents and carers can meet with the staff; talk about the daily routines and what they can expect from the first few weeks at school. Members of the school community are also at the meeting to welcome new parents and explain things such as uniform, school dinner menus and the importance of regular attendance.

We offer a variety of 'Stay and Play' sessions which Parents and Carers can sign up for. These sessions provide children and their families with another important opportunity to meet with staff, peers and to explore our wonderful classroom and outdoor area.

3. Transition from Reception to Year One

Children in the Reception Class visit the Year One Class towards the end of the Summer Term to begin to familiarise themselves with the room and meet their new Class Teacher and Teaching Assistant. Parents are also invited into school for 'Meet the Teacher' afternoon sessions where they can talk to staff and view the room.

4. Learning Environment

In the EYFS, we aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experience. Resources are clearly labelled and are organised into learning zones, enabling the children to access them with a high level of independence. The learning environment reflects the EYFS framework ensuring the three prime areas and four specific areas (detailed below in 'Planning') are accessible throughout all learning times.

5. Key Person Approach

The Early Years team are responsible for the well-being of all the children in Fledglings. Each child is assigned a 'key person'. Parents are informed of who their child's key person is and this person will be a named point of contact with parents, however it is vital that all members of staff are approachable.

In Fledglings, the key person's responsibilities include:

- helping the child to become familiar with the setting.
- building a relationship with each child's parents, working in partnership with them to ensure that the child is being cared for appropriately.
- responding sensitively to the child's needs, feelings, ideas and behaviour.
- ensuring that the learning opportunities on offer meet the needs of each child.
- Using observations to identify learning and the 'next steps' that can be developed.
- completion of observations, setting next steps, contributing to children's 'Unique stories', completing data and Learning Journeys/Tapestry.

6. Planning

To plan our exciting learning days in Fledglings, we plan using the 'Development Matters in the Early Years Foundation Stage' document. All tasks are linked to one or more of these Areas of Learning and Development. The Early Learning Goals are the knowledge, skills and understanding which young children should have acquired by the time they reach the age of five. We report children's progress in the seven (3-5 year olds) areas in their Unique Stories and Learning Journeys.

PRIME AREAS

Personal, Social and Emotional Development

Making relationships

Self-confidence and self-awareness

Managing feelings and behaviour

Physical Development

Moving and handling

Health and self-care

Communication and Language

Listening and attention

Understanding

Speaking

SPECIFIC AREAS

Literacy

Reading

Writing

Mathematics

Numbers

Shape, space and measure

Understanding the World

People and communities

The World

Technology

Expressive Arts and Design

Exploring and using media and materials

Being imaginative

All the activities planned we consider the Characteristics of Effective Learning. These are the ways in which children in the EYFS engage with other people and their environment. This underpins the learning and development across all seven areas and supports children to be effective and motivated learners. We observe how the children learn and provide opportunities for them to build on the skills. We also ensure they try and complete activities that will build on all Characteristics of Effective Learning. This is reported specifically to parents in the 'Involvement' section of the Unique Story.

Characteristics of Effective Learning

Playing and exploring - engagement

Finding out and exploring

Playing with what they know

Being willing 'to have a go'

Active Learning - motivation

Being involved and concentrating

Keep trying

Enjoying achieving what they set out to do

Creating and thinking critically - thinking

Having their own ideas

Making links

Choosing ways to do things

Our planning focuses on the children's needs, their interests and their stages of development. We recognise that the seven areas of learning cannot be delivered in isolation and seek opportunities to make links between them. We aim to deliver the curriculum through a balance of play and teacher directed activities. We present new concepts in meaningful contexts that enable the children to build on what they already know. Practitioners are aware of the need to be flexible and respond instantly to respond to unplanned events that the children are interested in to develop next steps (acting "in the moment").

Long Term Planning

Our long-term planning develops as the year progresses depending on the needs of the cohort of children and linking to the themes of the year. There is always a balance of teacher directed and play opportunities throughout the year and relevant celebrations and festivals are included in weekly plans. The EYFS plan events together during the year and we partake in many whole school activities.

Medium Term Planning

Medium-term plan details are used in EYFS. The possible objectives to be covered in the coming term however this is matched to the children's needs and interests. In Fledglings, an enhanced plan is written to cover the theme and areas of learning.

Short Term Planning

Short term planning shows the learning opportunities that will be available over the week/day. All plans reflect and promote the Characteristics of Effective Learning in Fledglings.

7. Effective Teaching and Learning

We encourage the children to play an active role in shaping their learning experiences. Adults engage in discussion with the children about what they are interested in, which skills they would like to develop further and which resources they need to support their learning.

Our objectives are to help children learn:

- Through talk, investigation and interaction with adults and peers.
- Encouraging independent learning.
- A sense of ownership because of adults organising resources in stimulating way to encourage independence and self-help.
- Through sufficient Child Initiated sessions providing time to explore their ideas and interests.
- To become confident learners enabling children to feel secure.
- Through creative and imaginative play activities that promote the development and use of language.

Play Based Curriculum

A play based curriculum in the EYFS is a natural way for children to learn and 'planned play' helps children to think independently, increase their understanding and embed their knowledge. There is a range of "continuous provision" available in the indoor and outdoor environments, that are designed to offer open-ended, practical learning opportunities. Children are supported to think creatively, imaginatively, explore how resources can be adapted and encouraged to 'take risks' in their discoveries, understanding we can learn from 'mistakes'. Each week, the provision is enhanced with additional resources, based on observations and next steps

8.Observation and Assessment

At Ash Cartwright and Kelsey C of E Primary School, we use a range of strategies to gather information about the children's learning and development and use this knowledge to ensure that our planning meets the needs of all learners.

We collect observations and analyse assessment through:

- Focus child observations, photos and notes (Learning Journey entries/Tapestry).
- Talking and interacting with the children throughout all adult directed and child initiated sessions.
- Discussion with parents/ carers including 'Stay and Play' sessions and parents evening.
- Completing tracking data.
- Collecting paper evidence of mark making, child voice and parental contributions within each child's Learning Journeys.
- Unique stories
- Planning

At the end of the EYFS Reception staff are to consider the 17 ELGS in the EYFS Profile to decide whether each child is working at the expected levels:

1)Emerging 2)Secure 3)Exceeding

The results of the Profile, together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning are shared in a report with parents/carers, and there are opportunities for them to meet their child's class teacher to discuss this information.

The EYFS profile results are reported to the local authority, who monitor and moderate the judgements made.

9.Parent Partnerships

We value the contribution that our parents and carers make to their child's learning and take every opportunity to work in collaboration with them. We encourage parents to help by:

- agreeing to home visits, attending 'stay and play sessions', attending parent evenings and responding to Unique stories throughout the year:
- Checking book bags every day for school letters
- Sharing reading books
- Implementing Next Steps that are suggested and learning ideas.
- Talking to their child's key person at the end of each day if they have any queries.
- To support and encourage their child to feel good about what they try and what they accomplish.

10.Community Links and the Wider World

We encourage the children to have a love for the 'great outdoors' and the school grounds are used to promote looking after and understanding our environment. We arrange trips for children in the EYFS within the local community, for example taking a village walk. The children take part in several educational visits including Forest School. Film clips, non-fiction texts and artefacts are also used to introduce new concepts in real-life contexts. We aim to develop the children's awareness of other cultures by exploring different countries and celebrations.

11.Behaviour

In the EYFS we believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a

developmental task that requires support, encouragement, teaching and setting the correct example. We will use positive strategies for handling inconsiderate behaviour by helping the child find solutions suitable for their age and stage of development.

In EYFS we work together to create some rules that we all try to follow in the class. These rules keep us happy and safe and we are rewarded for making the right choices as we go through the day.

12. Children with EAL:

We value the linguistic diversity within our school and activities that involve speaking and listening in both English and their home language are highlighted in our planning. We provide opportunities for children to use and develop their home language in their play and learning. We also ensure that throughout both Child Initiated and Teacher Directed sessions we model good language. We endeavour to provide a safe and trusting environment, encouraging children to talk using full sentences, extending on their existing language skills.

13. Uncollected child

In the EYFS in the event that a child is not collected by an authorised adult at the end of the session or the day, the Teacher follows the procedures outlined below ensuring that the child is cared for by someone known to the child, who works in the EYFS and ensures the child experiences little distress as possible. We collect the contact details before the child starts in Nursery or Reception and parents are informed that if they are unable to collect their child they must inform staff so we can begin to make back up measures. We inform parents that we apply our child protection procedures as set out in the school policy.

1. Parent/carers are contacted at home/work.
2. The child's contact numbers (including emergency numbers) are contacted.
3. All reasonable attempts to contact the parents/carers are made.
4. The child does not leave the premises with anyone other than those named on their registration form.
5. If no one collects the child after one hour and there is no one who can be contacted to collect the child, we apply the procedures for uncollected children.
6. We contact the duty office at the Front Door 03000 411111 and seek advice.
7. The child stays in school in the care of 2 members of staff until collected by the parents or by a social care worker. Social care will aim to find the parent or a relative if they are unable to do so the children will become looked after by the local authority.
8. Under no circumstances will staff go back to look for the parent, nor do they take the child home with them. A full report of the incident is recorded.

14. Nappy changing in Fledglings

No child is excluded from participating in our setting who may, for any reason, not yet be toilet trained and who may still be wearing nappies or the equivalent. We will work with parents towards toilet training, unless there are medical or other developmental reasons why this might not be appropriate at this time. We see toilet training as a self-care skill that children have the opportunity to learn with full support and non-judgemental concern of adults.

Parents of children who are in nappies or pull ups supply a change of nappy, nappy sacks and wipes. Permission to change nappies is obtained. Staff check nappies/pull ups throughout the session and change a nappy as required. Staff use the designated changing facilities in the Nursery shower room, when changing a child, the door to the toilet must be wedged open, this helps to ensure the child's privacy and well-being, whilst safeguarding the member of staff changing the child. Staff use disposable gloves when changing the child. All staff follow hygiene procedures. Children are encouraged to take an interest in using the toilet; they may just want to sit on it. Children are then encouraged to wash their own hands. Staff are gentle when changing 'avoiding pulling faces and commenting about the contents of the nappy. Staff do not make inappropriate comments about a child's genitals when changing nappies. Nappies and gloves are disposed of in a nappy sack and the staff sterilise the changing mat with anti-bacterial spray. A nappy changing book is completed for each child logging the date, time, person who changed the child, any visible abnormalities and whether the child was soiled or wet. This is then signed by the staff member who changed the child and countersigned by another member of staff who confirms the information is correct. A record of the change is also displayed in the Nursery shower room. Older children use the toilets in the classroom when they need to and are encouraged to be independent.

15. Premises and Security

The security and safety of the children at Ash Cartwright and Kelsey C of E school is paramount.

- Children are only sent home with adult's known to staff and have permission from each child's parents.
- If the fire bell rings the fire drill is always followed.
- Children are never left inside or outside on their own.
- The indoor and outdoor areas are checked daily for hazards.
- Outdoor play structures undergo inspection.
- Reception and Nursery outside space will always be supervised by 1 or more adults.

EYFS Security:

Systems are in place in Fledglings for the safe arrival and departure of children. When children are arriving or departing, one member of staff stands by the door to greet parents/carers and ensure children cannot leave the premises unaccompanied.

On arrival children are brought into Fledglings by their parents/carers and the child then continues through the unit and away from the door area. When all the children have arrived, the register is taken and the teacher will count the number of children, recording this number on the chart in the classroom. The number is changed if a child arrives late or one goes home. The children are counted throughout the day especially when going/coming back from the hall, playground or the outside area.

If a parent or carer wishes for someone else to collect their child, they must ensure they have informed the class teacher. Passwords can be used if the person collecting the child is not known to staff.

When parents/carers drop off/arrive to collect their children, they pick them up via the EYFS side entrance (this is only used by EYFS).

Missing Child:

If a child disappears during the school day, practitioners will; check with all members of staff when the child was last seen and that they have not been collected by a parent/carers, organise a thorough and systematic search of the building and surrounding playground etc, inform the head teacher of the situation and telephone the child's parents or other emergency contact to explain the situation and double check that the child is not there or their whereabouts known. If the child is still unable to be located, the school will notify the police of a missing person.

Outings:

Children benefit from being taken out of the school to go on visits to enhance their learning experiences. Written parental permission to take the children into the local environment is sought upon admission to the school. Further permission is obtained for any other outings. Risk assessments are completed for each type of outing. Our adult to child ratio is high, depending on the children's age, venue and journey. Staff take a list of the children and their mobile phones which they can use in an emergency or to contact the school. A first aid kit is taken as well as tissues, wipes, nappies, a potty (when needed), spare clothes, snacks and water etc. If travelling by coach a list of children and adults on the coach is given to the driver prior to departure.

16 Risk Assessments

In addition to the school's risk assessment, daily informal risk assessments are completed in EYFS to ensure that any hazards are identified and managed before the children enter the classroom. If we go on any trips out of school, the risk assessment must be signed off by the Headteacher.

17 Food and Drink

We provide a 'free flow' snack area in the unit. A range of healthy snacks are available, supplied by "The School Fruit and Vegetable Scheme". Children are supported to wash their hands with soap before selecting a snack and pouring their own drink. The snack bar is accessible throughout the day, allowing the children to make decisions about when they are hungry and thirsty. Children are encouraged to choose healthy snacks throughout the day and be independent with peeling / eating whole pieces of fruit. Fresh drinking water is available at all times.

A separate, colour-coded cloth is used to wash the snack equipment. The snack table is cleaned at the beginning of each session with an antibacterial spray and is regularly checked throughout the session. A procedure for maintaining hygiene in the snack area is displayed for all staff to refer to. All food is stored according to manufacturer's recommendations and in line with food hygiene legislation.

Information about the children's dietary needs is sought when they enter the setting. A list of the children's dietary needs is available in the classroom and all practitioners have regard to this when putting out food and drink in the snack area or when leading a cooking or food tasting activity.

18 Illnesses and Injuries

Parents and carers are asked not to send their child to school if they are unwell and to inform the school office of their absence. Parents/carers are asked to inform staff if their child is suffering from a minor ailment so that appropriate care can be given. Children must not return to school within 48 hours of a bout of sickness or diarrhoea.

If a child becomes unwell whilst at school, a member of staff will:

- Phone the parents/carers, explain that their child is unwell, explain the symptoms noted and ask them to collect their child.

- Sit with the child in a quiet place away from other children, if possible, until the parents arrive.
- If the child has had sickness or diarrhoea, explain the policy of at least a 48-hour clearance of either symptom before the child may return.

In the case of an accident / injury, appropriate first aid will be administered by a qualified first aider. A first aid kit is kept in the classroom and its contents are in accordance with advice from the Health and Safety Executive and the Community Health Physician. All accidents are recorded in the accident books and signed by the member of staff who dealt with the incident and the document is countersigned. Parents/carers may be contacted by telephone to inform them of a head injury or an additional injury if deemed necessary.

We ask for written parental consent to seek any necessary emergency medical advice or treatment in the future when the children are admitted to school. In the case of a more serious accident to a child, the practitioner/school will contact the parent/guardian to agree a course of action if time permits. If the parent/guardian cannot be contacted the practitioner/school will seek appropriate medical attention or treatment for the child. The child should not be given anything to eat or drink. If a child or adult needs to be transported to hospital, every effort should be made to use a car with fully comprehensive insurance including business use. Two adults must accompany the child, and one adult must accompany a member of staff. Should an ambulance be required, one adult must accompany the child or adult. The child's registration form must be taken to the hospital with the child.

Medicines:

Children taking prescribed medicine must be well enough to attend the setting. Only prescription medicine is administered - medicine such as Calpol is administered at the discretion of the Headteacher and relevant paperwork must be completed. Medicine must be up to date and prescribed for the current condition. Children's prescription medicines are stored in their original container, are clearly labelled and are stored in the lock cupboard in the Fledglings office. Parents must give written permission and when the medicine is administered by a member of staff, this will be recorded. Noted will be the name of the child and their date of birth, the name and strength of the medication, who prescribed the medication, dosage given and the time the last dose was administered.

Inhalers are kept in the classroom and other medication is kept in the medical room in the main school.

Training for prescribed medication that is invasive i.e. EPIPENS etc is carried out. If an individual child requires a care plan, this will be drawn up in partnership with parents and the SENCO.

19 Non- negotiables

Our aim in the EYFS is to provide the high-quality care and education to the children. The staff follow a set of non-negotiables listed below.

- We will have a concrete understanding and working knowledge of the EYFS curriculum.
- We will question effectively - open ended questions - and give the children time to respond (10 seconds).
- We will plan a challenging and creative Early Years curriculum ensuring coverage of the EYFS. We will provide a high quality continuous provision incorporating the characteristics of effective learning in the EYFS.
- In the EYFS we will model positive behaviour; praise generously and have a flexible and compassionate approach to behaviour management.
- In the EYFS our Learning Journeys/Tapestry will be well presented and personalised. They will be full of relevant and pertinent observations, assessments, photos and fun! We will involve parents in rewarding successes.
- In the EYFS the children will be willing to 'have a go'. They will be resilient, confident, safe and secure. They will be developing an awareness of their own emotions and how to regulate them. They will be forming good relationships with all staff, children and their key person.

20. Fees for nursery

All fees are payable monthly or in advance (preferably by bank transfer) and are also due when a child is sick or absent. Exceptional circumstances may warrant a reduced fee and this is at the discretion of the Head Teacher. If a child no longer wishes to attend the Nursery, a minimum of one month's notice must be given in writing to the Headteacher or one month's fees in lieu. Session fees are displayed in the foyer. Parents are given advanced notice of any change of fees.

21. School ethos

Our Christian vision guides our journey to provide a rich, well-rounded education enabling all to become the very best that God intended. We treat adults and pupils with love and dignity in a space where Christian values are developed and everyone can flourish.

Our school values are community, friendship, happiness, forgiveness, perseverance and creativity.

All school policies link to the EYFS alongside this document.