



Early Years Policy

Updated August 2026

1. Introduction

At Platt Bridge Community School, we greatly value the importance of the Early Years Foundation Stage (EYFS) in providing a secure foundation for future learning and development. The Early Years refers to children from birth to the end of the Reception year. Children enter our Reception class at the beginning of the school year in which they are five. Many of our children begin their educational journey at the age of 2 or 3 in our Nursery. This policy has been developed in conjunction with the relevant DfE guidance and legislation. We ensure that children learn and develop well and are kept healthy and safe. We promote and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We seek to provide:

- Quality and consistency, so that every child makes good progress, and no child gets left behind. This includes regular identification of professional development needs for staff.
- A secure foundation through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- Partnership working between practitioners, parents and other agencies, including our local Family Hub.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- EYFS Statutory Framework 2026
- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018

This policy operates in conjunction with the following school policies:

- Assessment Policy

- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Teaching and Learning Policy
- Child Protection and Safeguarding Policy
- Allegations of Abuse Against Staff Policy
- Drug and Alcohol Policy
- Whole-School Food Policy
- Equal Opportunities Policy
- Administering Medication Policy
- Health and Safety Policy
- Recruitment Policy
- Data Protection Policy
- Photography Policy
- Complaints Procedures Policy

2. Roles and Responsibilities

The Trust is 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 meet statutory requirements.
- Ensuring there is a policy in place to safeguard children that includes an explanation of the action to be taken when there are safeguarding concerns about a child, the use of mobile phones and cameras, and staff safeguarding training requirements. There is a Child Protection and Safeguarding Policy and Photography Policy.
- Ensuring there is a policy in place in the event of an allegation being made against a member of staff (including supply staff) or a volunteer. These issues are addressed in the Allegations of Abuse Against Staff Policy.
- Monitoring the implementation of this policy.
- Ensuring that this policy does not discriminate on any grounds.
- Handling complaints regarding this in accordance with the Complaints Procedures Policy.

The Headteacher will be responsible for:

- Acting in accordance with the Trust's vision 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 learning and development, 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.

The EYFS Lead will be responsible for:

- Ensuring all staff members read and implement this policy.
- Ensuring that all staff are up-to-date with current statutory and Ofsted expectations, including the early years team and the SLT.
- Supporting the policies, ethos and vision of the school and actively promoting high levels of achievement in the early years stage.
- Leading the early years team in the planning and delivery of a creative and stimulating curriculum based on the educational programmes of the Statutory framework for the Early Years Foundation Stage.
- 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 full potential.
- Taking responsibility for high-quality teaching provision throughout the early years stage.
- Ensuring the requirements for the EYFS, including the arrangement of assessment, are met in line with the relevant statutory requirements.
- Monitoring the progress of children and reporting evaluated data to the Headteacher.
- Developing and maintaining effective relationships with parents, colleagues, the governing board and the local community.
- Supporting staff development by identifying and/or providing regular training and CPD opportunities.
- Providing opportunities for 1:1 meetings with staff to support professional development.
- Assigning a key person to support the needs of each child and family and ensuring that staff are aware of relevant early years policies, practices and procedures.

The Key Person will be responsible for:

- Ensuring that the children they support receive learning tailored to their needs.
- 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 current Statutory framework for the Early Years Foundation Stage and the requirements therein.
 - Early Years Foundation Stage Profile Handbook.
 - Early Years Foundation Stage Assessment and Reporting Arrangements.
- Using formative and summative assessments to assess, monitor and report on children's learning and progress.
- Identifying any areas of concern relating to children and their learning, development and emotional needs.

All Staff, including teachers, support staff, supply staff and volunteers, are responsible for:

- Familiarising themselves with, and following, this policy.
- Remaining alert to any issues of concern in children.

3. Aims

Through the implementation of this policy, we aim to:

- Give each child a happy and positive start to their school life in which they can establish a solid foundation for a love of learning.
- Enable each child to develop socially, physically, intellectually and emotionally.
- Encourage children to develop independence within a secure and friendly atmosphere.
- Support children in building relationships through the development of social skills such as cooperation and sharing.

Four guiding principles shape our practice:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between the school and parents.
- Children develop and learn in different ways and at different rates.

To put these principles into practice, the school:

- Promotes equality of opportunity and anti-discriminatory practice.
- Works in partnership with parents.
- Plans challenging learning experiences, based on individual needs, which are informed by observation and assessment.
- Implements a key person approach to develop close relationships with children.
- Provides a safe and secure learning environment.

4. Learning and Development

In partnership with parents, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education.

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two sections: prime and specific; however, all the sections are interconnected and important.

Prime Areas:

- Communication and Language
 - Listening, Attention and Understanding
 - Speaking
- Physical Development
 - Gross Motor Skills
 - Fine Motor Skills
- Personal, Social and Emotional Development
 - Self-Regulation
 - Managing Self
 - Building Relationships

Specific Areas:

- Literacy
 - Comprehension

- Word Reading
- Writing
- Mathematics
 - Number
 - Numerical Patterns
- Understanding the World
 - Past and Present
 - People, Culture and Communities
 - The Natural World
- Expressive Arts and Design
 - Creating with Materials
 - Being Imaginative and Expressive

In order to provide each child with a challenging and enjoyable experience, activities are planned with regard to three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring: children investigate and experience things.
- Active learning: children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
- Creating and thinking critically: children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Within our setting, 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 children are ready to benefit from the opportunities available to them when they begin Year 1.

5. Curriculum

Our curriculum reflects the areas of learning identified in the Early Learning Goals. The learning experiences we provide enable children to develop competency and skills in all areas of learning and are designed to help children remember long term what they have been taught, supporting them to integrate new knowledge into larger concepts. Communication, Language and stories are at the heart of our Early Years Curriculum.

The Early Learning Goals form part of the statutory framework for Early Years. An emphasis is placed on all prime areas and specific areas of literacy and maths due to identified needs on entry. In Nursery and Reception classes, phonics is taught through the systematic synthetic scheme of Read Write Inc.

The Early Learning Goals and our bespoke continuums provide the basis for planning throughout Early Years. We continually review and adapt our curriculum and practice based on the needs and interests of each cohort. Through regular assessments and termly progress meetings, we monitor the children working towards their next steps and practitioners use this information to plan for identified gaps.

Our carefully planned curriculum is progressive and sequential and helps many of our children achieve the Early Learning Goals by the end of Reception.

6. Teaching and Learning

The features of effective teaching and learning in our setting are defined in our whole school policy on Teaching and Learning.

Each area of learning and development will be implemented through a mix of adult-led and child-initiated activities, with adults guiding their development through positive, high-quality interactions and observations. Although much of the time is spent with children self-selecting tasks, high-quality interactions between the adult and child are essential to explain, demonstrate, encourage and reshape what the child is doing through sensitive questioning and conversation.

We include direct, carefully planned, adult-led experiences for children in the form of structured adult-led teaching and adult-led group activities. These are particularly important in helping children to develop specific skills and knowledge and it is of paramount importance to see how much of this learning children have understood and can apply.

Each day we follow a timetable with set routines in place. This looks quite different in the 2 Year Old Room, Nursery and Reception classes. The focus on Maths, Literacy, and Phonics increases as children move through the rooms. These sessions help to develop a good attitude towards learning and encourage children to: learn as part of a group, listen to the teacher, take turns and enable teachers to support and challenge children to achieve their next steps. We aspire to develop confident readers, writers and mathematicians who have a love of learning. Throughout the Reception year, the children will experience an increasing number of adult-directed tasks as they prepare for their transition to Year 1.

Teaching in Early Years is consistently of a very high quality, inspirational and worthy of dissemination to others. Practitioners use their expert knowledge of the areas of learning and deep understanding of how children learn to provide rich, varied and imaginative experiences that enthuse, excite, engage and motivate children to learn.

Through play, our children explore and develop the learning experiences that help them make sense of the world. They practise and build up their ideas, learn how to control themselves, and begin to understand the need for rules. They have the opportunity to think creatively both alongside other children and independently. They communicate with others as they investigate and solve problems. They express fears, or re-live anxious experiences, in controlled and safe situations.

7. Inclusion

All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We believe that all our children matter. We consider the broad range of life experiences when we are planning for their learning (see our policies on Inclusion and Equal Opportunities).

In Early Years, we set realistic yet challenging expectations based on the needs of all our children, so that the majority of children make good progress based on their starting points on entry to the setting. Many children achieve a Good Level of Development by the end of the EYFS. We help them do this by planning to meet the needs of both boys and girls, children with special educational needs, those who are more able, or with disabilities, children from all social and cultural backgrounds, children from different ethnic groups, and those from diverse linguistic backgrounds. The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible.

We meet the needs of all our children through:

- Responding to their individual needs and interests, and developing their self-esteem and confidence.
- Providing specialist support where required to meet individual needs.
- Providing a wide range of opportunities to motivate and support children, and to help them learn effectively.
- Offering a safe and supportive learning environment, in which the contribution of all children is valued.
- Employing resources that reflect diversity, and that avoid discrimination and stereotyping.
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- Implementing early interventions that may require liaisons with other agencies.

8. The Learning Environment and Outdoor Spaces

The school recognises that the physical and emotional environment play an important role in children's learning and development. The classrooms are organised in such a way that children can explore and learn in a safe environment. Provision across all areas of learning is planned meticulously and based on regular and precise observations and assessments, so that every child undertakes highly challenging activities. Our provision encourages children to communicate and talk about their learning, developing their vocabulary, and developing high levels of independence, self-management and respect. Our environments are calm and provide lots of natural, open-ended resources and cosy spaces to promote communication and language. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage independent access to resources and carefully select appropriate learning tools.

Children have access to an enclosed outdoor play area, and daily outdoor activities are planned. We utilise the outdoors to maximise learning opportunities in all seven areas of learning through promoting risk-taking, problem-solving and exploration, whilst also supporting physical development and well-being.

There are toilet facilities available to the EYFS within each classroom, and there are hygienic changing facilities located across the EYFS department, containing a supply of spare clothes.

9. Assessment

Assessment is an ongoing process used to understand their needs, plan activities, and assess the need for support. Parents will be kept fully informed by the class teacher. The class teacher alongside the Senior Leadership Team will address any learning and development needs in partnership with parents, monitoring their attainment and progress and the characteristics of effective learning they display.

Formative assessments are used to assess the learning and development of children in the EYFS. Staff members will observe children to understand their level of achievement, interests and learning styles. This information will then be used to shape learning experiences for each child.

All our children undergo the statutory Progress Check at age two. This is an integrated assessment where Nursery and Health professionals provide a joint assessment.

If there are emerging concerns, or an identified special educational need or disability, practitioners will liaise with wider professionals (SENCO or health professionals).

At the start of the Reception year, the Statutory Baseline Assessment is completed. During both Nursery and Reception, staff use observations, information from others including parents and previous settings and other relevant assessment tools to gather starting points of the children. In the final term of the year in which a child reaches age five, and no later than 30 June in that year, the Early Years Foundation Stage Profile (EYFSP) is completed.

The progress of each cohort is tracked and regularly monitored. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children. We share the information gathered at our parental consultation meetings.

Reasonable adjustments will be made to the assessment process for children with SEND as appropriate. Assessment procedures are set out in full in the School Assessment Policy.

When undertaking assessment activities, all staff members will ensure assessments are accurate and reflect the child's learning throughout the year.

10. Staffing

A robust Safer Recruitment Policy is in place, which aims to ensure that members of staff employed in the EYFS are suitable.

Upon employment, all EYFS staff receive induction training to ensure that they understand their roles and responsibilities, including information about emergency evacuation procedures, safeguarding, child protection and health and safety. Staff new to Early Years are allocated an experienced member of staff to mentor and coach them during the first term of their employment. This support continues where necessary. Staff will also be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience, through a bespoke CPD package involving both internal and external opportunities.

The EYFS lead is a fully qualified teacher and a member of the Senior Leadership Team. All the Early Years staff hold relevant qualifications.

Suitable People

The school will ensure that it:

- Has effective systems in place to ensure that practitioners and those in regular contact with children within the setting are suitable to fulfil the requirements of their roles.
- Meets its responsibilities under the Safeguarding Vulnerable Groups Act 2006, which includes a duty to 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.
- Obtains an enhanced criminal records check in respect of every person aged 16 and over who works directly with children or works on the premises, including all volunteers (whether supervised or unsupervised); additional criminal records checks will also be made for anyone who has lived or worked abroad. New employees will not be permitted to commence employment before receiving their check.
- Tells staff and prospective staff that they must disclose any information which may affect their suitability to work with children including, but not limited to, arrests, charges, convictions, cautions, court orders, reprimands and warnings (whether received before or during their employment at the setting).

- Does not allow people, whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children.
- Records information about staff qualifications and the identity checks and vetting processes that have been completed.
- Ensures that no disqualified person is employed to work in connection with early years provision.
- Takes appropriate action to ensure the safety of children if they become aware of any information about staff that may lead to their disqualification.
- Notifies Ofsted of any allegations of harm (including harm by anyone living, working, or looking after children on the premises) or significant event which is likely to affect the suitability of any person who is in regular contact with children in their setting, and provides specific details of any order made.
- Prohibits banned dog breed (including Pit Bull Terrier, Japanese Tosa, Dogo Argentino, Fila Brasileiro, and XL Bully) on the school premises.

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 they are fit to do so without impairment.
- 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.

Staff Qualifications, Training, Support, and Skills

The school will ensure that:

- It follows its legal responsibilities under the Equality Act 2010.
- All staff receive induction training to help them understand their roles and responsibilities. This will include information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues.
- Support staff undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.
- It puts appropriate arrangements in place for the supervision of staff who have contact with children and families.
- At least one person who has a current paediatric first aid (PFA) certificate is always on the premises and available when children are present and accompanies them on any outings - the certificate must be for a full course consistent with the criteria set out in Annex A of the EYFS framework.
- Any member of staff who has sole responsibility for looking after a group of children will hold a PFA certificate.
- All newly qualified entrants to the early years workforce who have completed a level 2 or level 3 qualification on or after 30 June 2016, have either a full paediatric first-aid (PFA) or an emergency PFA certificate within three months of starting work in order to be included in the

required staff: child ratios. The school will organise PFA training to be renewed every three years. The list of staff who hold PFA certificates can be found on the school MIS or within the school sick bay area.

- Staff have sufficient understanding and use of English to ensure the wellbeing of children in their care.

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

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

Staff: Child Ratios

The school is aware that there are a range of contextual factors that will affect staff: child ratios, and that these can change depending upon a variety of issues. The school will continue to monitor the ratios and ensure that:

- The EYFS phase lead holds an approved level 3 qualification or above and should have sufficient experience and is deemed fully qualified to do so by the EYFS Strategic Lead and the Headteacher.
- Staffing arrangements meet the needs of all children and ensure their safety.
- Children are adequately supervised, including whilst eating, and the school will decide how to deploy staff effectively.
- Parents are informed about staff deployment, and, when relevant and practical, aim to involve them in these decisions.
- Children are always within sight or hearing of staff.
- Only those aged 17 are included in ratios if they are suitable, and that staff under 17 are always supervised. Suitable students on long term placements and volunteers aged 17 or over, and staff working as apprentices in early education aged 16 or over may be included in the ratios if the provider is satisfied that they are competent and responsible.

The school will adopt the following staffing ratios:

- For children aged two:
 - There will be one member of staff for every five children.
 - At least one staff member will hold an approved level 3 qualification.
 - At least half of the other staff members will hold an approved level 2 qualification.
- For children aged three and over:
 - Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is working directly with the children, there will be one member of staff for every 13 children, and at least one other member of staff will hold an approved level 3 qualification.
 - Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is not working directly with the children, there will be one member of staff for every 8 children, and at least one other member of staff will hold an approved level 3 qualification, with at least half of all other staff holding an approved level 2 qualification.
- For children in Reception classes:
 - Class sizes will be limited to 30 children per school teacher.

Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios. Parents will be informed about staffing arrangements and, when relevant and practical, will be involved in staffing arrangement decisions.

Key Person

Each child will be assigned a key person whose role will be to:

- Meet their individual needs.
- Help the child become familiar with the setting.
- Offer a settled relationship for the child.
- Build a relationship with their parents.

The EYFS lead will explain the role of the key person when their child begins attending the school.

11. 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 recording and monitoring administration, and ensuring records are kept 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 parental consent has been obtained.
- Keep a written record of each time medicine is administered, and inform parents on that day, or as soon as is reasonably practicable.

Food and Drink

The school will:

- Ensure that, where provided, meals, snacks and drinks are healthy, balanced, and nutritious following government guidance,
- Gather information on allergies and any special health requirements prior to them attending the setting.
- Ensure that fresh drinking water is always available and accessible to children.
- 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, and for washing and sterilising equipment.
- Ensure that those responsible for preparing and handling food are competent to do so, with all staff involved in preparing and handling food receiving training in food and hygiene.
- 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.

Accident or Injury

The school will:

- Ensure that there is a first aid box containing appropriate content for use with children which is always accessible in each room.
- Keep a written record using our online platform (Arbor) of any accidents, injuries and first aid treatment.
- 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, 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.

Physical Intervention

The school will:

- Not give or threaten corporal punishment to a child.
- 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. A person will not be taken to have used corporal punishment where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person, including the child, or to prevent damage to property, and the force used was no more than was reasonably necessary in the circumstances.

12. Safety and Suitability of Premises, Environment and Equipment

Safety

The school will:

- Ensure that their 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.
- 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.

Smoking and Vaping

The school will:

- Not allow smoking in or on the premises when children are present, or about to be present.
- Not allow staff to vape or use e-cigarettes when children are present and consider the advice from Public Health England on their use in public places and workplaces.

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 paragraph 3.58 of the EYFS statutory framework.
- Provide access to an outdoor play area or, if that is not possible, ensure that outdoor activities are planned and taken daily.
- Follow their legal responsibilities under the Equality Act 2010, for example, the provisions on reasonable adjustments.
- Ensure children are placed down to sleep safely, adhering strictly to safe sleep practices, with frequent checks carried out to ensure sleeping children are safe.
- Ensure there are an adequate number of toilets and hand basins available. There will be toilet facilities available to the EYFS.
- Ensure there are suitable hygienic changing facilities available for changing any children who are in nappies. These will be located near the classrooms/toilet facilities.
- 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.
- Have due regard to the statutory screen use guidance for early years settings published in March 2026 to ensure appropriate and healthy technology use.

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.

The Health and Safety Policy outlines the full health and safety policies and procedures. The school will have a Fire Safety Policy in place.

13. Parental Involvement

We believe that all parents and carers have a crucial role to play in the education of their child. We therefore recognise the role that parents and carers have played, and their future role, in educating children. We do this through:

- Home visits.
- Talking to parents and carers about their child and their next steps.
- Completion of on-entry documents to allow us to gather as much information as we can about their child.
- Sharing photos, observations and weekly updates on Class Dojo.
- Planned Inspire sessions.
- Inviting parents and carers to an induction meeting before their child starts.
- We operate an open-door policy.
- Offering a range of activities, workshops and events throughout the year, which encourage collaboration between child, school and parents/carers.

There is a formal meeting for parents and carers twice a year, at which the parents/carers meet with the Key Person. This enables the key person to discuss how the children have settled, parents are able to ask further questions and the ASQ assessment is discussed for identified children.

Parents are asked to sign permission slips for any visits out of school, use of photographs of their child and using the internet at school. Parents are 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 Periods and Parental Involvement

Transition from Early Years to Key Stage 1 is planned and prepared to ensure children are ready to access their next stage in education. In the summer term children will take part in transition week where they spend time in their new year groups. Prior to this, staff will discuss individual children's needs and progress.

The majority of our children in Reception class make the seamless transition from our fully integrated nursery setting. However, a small minority attend other educational settings which exist in our community.

We firmly believe that the EYFS cannot function without the enduring support of parents. We operate an open-door policy and parents are welcome to talk to teachers at the start and end of the school day. Meeting rooms 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.

15. Information and Records

Information will be stored in line with the UK GDPR and the Data Protection Act 2018, and the 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.
- 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 name, address and telephone number of anyone who will regularly be in unsupervised contact with the children.
- A daily record of the names of the children being cared for in the school, their hours of attendance, and the names of the staff caring for them.

Information about the child

The following information will be recorded for each child:

- 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.
- The child's date of birth and gender.
- Any special educational needs or disabilities.
- Any health conditions or allergies.
- Emergency contact details.

Information for Parents and Carers

The following information will be made available to parents:

- How the school delivers the EYFS and how parents can access more information.
- Details of the food and drink provided to the children.
- The school's telephone number for parents to contact in an emergency.

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

- The address of the school.
- 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.

16. Monitoring and Review

This policy is reviewed annually by the Strategic Early Years Lead.

Any changes made to this policy will be communicated to all relevant stakeholders and published on the school website.

All members of staff directly involved with the EYFS are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

The next scheduled review date for this policy is August 2027 or subject to any internal or DfE change(s).