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| Policy title | Early Years Foundation Stage |
| Approved by: | FGB |
| Reviewed by: | May 2024 |
| Date of next review: | May 2025 |

This policy has been impact assessed by Gayle Berry in order to ensure that it does not have an adverse effect on race, gender or disability equality.

Equality Impact Assessment

Under the Equality Act 2010 and 2017 we have a duty not to discriminate against people on the basis of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Safeguarding Statement

At Turncroft Nursery we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all nursery activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Turncroft Nursery. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

1. Aims

This policy aims to ensure:

That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life

Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind

A close working partnership between staff and parents and/or carers

Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) for 2023.

3. Structure of the EYFS

We have availability for 15 hour and 30 hour places for children aged 3-4 years old.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 3 areas, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

Communication and language

Physical development

Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

Literacy

Mathematics

Understanding the world

Expressive arts and design

4.1 Planning

Our staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

5. Assessment

At Turncroft, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers. School readiness assessments are carried out every term and reported to the local authority.

At the **end of Nursery**, staff complete the School Readiness document and Transition to school document for each child. Pupils are assessed against the statements – no concept, emerging, developing and secure.

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the school readiness document are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements.

6. Working with parents and carers

We recognise that children learn and develop well when there's a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's

development at home. The key person also helps families to engage with more specialist support, if appropriate.

7. Safeguarding and welfare procedures

We recognise that children learn best when they are healthy safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged 3 and over:
 - Where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification is working directly with the children, we have at least 1 member of staff for every 13 children
 - We have at least 1 member of staff for every 13 children

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years by talking to children about the effects of eating too many sweet things and the importance of brushing your teeth- which we follow supervised toothbrushing guidance.

We follow Public Health England guidance on supervised toothbrushing to make sure that it is evidence-based and safe.

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by Gayle Berry-Headteacher every year.

At every review, the policy will be shared with the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

| Statutory policy or procedure for the EYFS | Where can it be found? |
|---|--|
| Safeguarding policy and procedures | See child protection and safeguarding policy |
| Procedure for responding to illness | See health and safety policy |
| Administering medicines policy | See supporting pupils with medical conditions policy |
| Emergency evacuation procedure | See health and safety policy |
| Procedure for checking the identity of visitors | See child protection and safeguarding policy |
| Procedures for a parent failing to collect a child and for missing children | See child protection and safeguarding policy |
| Procedure for dealing with concerns and complaints | See complaints policy |