

POLICY:

EARLY YEARS FOUNDATION STAGE

Introduction

‘All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.’ [*Early Years Foundation Stage Statutory Framework, Department for Education \(September 2026\).*](#)

Overarching principles

The EYFS is based upon four principles:

- 1) Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured
- 2) Children learn to be strong and independent through positive relationships
- 3) Children learn and develop well in enabling environments with teaching and support from adults who respond to their individual interests and needs and help them to build their learning over time
- 4) Children benefit from a strong partnership between practitioners and parents and/or carers.

Importance of learning and development

Children develop and learn at different rates. Claremont recognises the critical role of the Early Years Foundation Stage (EYFS) in providing a strong foundation for each child’s future learning and holistic development. Provision is carefully designed to foster a lifelong love of learning, nurture curiosity, cultivate strong interpersonal skills, and promote both physical well-being and emotional resilience.

Our aims

At Claremont, the Early Years is designed to provide a safe, stimulating, and nurturing environment in which every pupil is valued as an individual. Provision is responsive to the unique needs of each child, including those with special educational needs and disabilities, ensuring that all children are included and supported to thrive.

The EYFS curriculum is delivered to high standards, laying firm foundations for future learning and development in Years 1 and beyond. By recognising and building on each pupil's strengths, individual needs are assessed and tailored support is provided to promote progression, achievement, and a lifelong love of learning. The approach encourages choice, decision-making, independence, and self-confidence, enabling children to develop as capable, curious, and resilient learners.

Partnership with parents and carers is central to the school's ethos, with their contributions valued to ensure every pupil is supported, respected, and included, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability. Pupils are offered a broad and balanced programme of learning and development that is both challenging and enjoyable, fostering holistic growth and enabling success in a variety of ways.

The mission of the EYFS is to nurture each child's potential and build the skills, attitudes, and values that underpin confident, compassionate, and well-rounded young people. Claremont Early Years provides a safe, engaging, and supportive environment where pupils learn that learning is exciting, behaviour matters, and respect and responsibility are essential within a community. The aim is to instil self-esteem, ambition, and resilience, so that every pupil transitions fully prepared to embrace the next stage of education with confidence, enthusiasm and purpose.

Through the EYFS, pupils are supported to embody these values in their daily experiences, developing empathy, resilience, independent thinking, and a spirit of exploration that shapes them into confident, considerate, and capable learners.

Our Early Years setting

Claremont Early Years caters for children aged 2 to the end of reception, and all children entering the Early Years setting, whether aged 2, 3, 4 or in reception, are fully part of the school community. Preparation and development across all areas of learning are delivered through planned, purposeful activities, with a carefully balanced combination of adult-led and child-initiated experiences.

Admission to our EYFS

Our Early Years provision is carefully structured to support children at each stage of their early development. It begins with our pre-nursery class for children aged 2-3, followed by our nursery classes for those in the year prior to reception, and culminates in the reception year.

Children are eligible to join the pre-nursery following their second birthday. Admission to the nursery is for children who have turned three by the start of the academic year, while entry into the reception class is for those who have reached the age of four by the beginning of the academic year.

Entry at age 2 into nursery

In recognition of the young age of pupils joining at 2 years old, admission is based on prospective pupils demonstrating readiness for the Early Years environment. The school considers the following areas of development:

- Listening and comprehension skills, including the ability to listen attentively, understand, and respond appropriately to simple instructions
- Verbal communication, demonstrated through emerging speech and the ability to communicate using short sentences
- Social engagement, including the ability to participate in play and interact positively with peers and adults.

These criteria reflect the school's commitment to ensuring that all children are able to participate safely and meaningfully in the Early Years curriculum, supporting a positive and confident start to their educational journey.

Entry at aged 3-4 into nursery

In recognition of the young age of pupils joining at aged 3-4, the school has established a set of minimum developmental and self-care requirements. Prospective pupils are expected to demonstrate the following:

- Listening and comprehension skills, including the ability to follow and respond appropriately to instructions
- Verbal communication, demonstrated through the ability to speak in short sentences
- Social engagement, including the ability to enjoy play and interact positively with other children
- Early writing skills, demonstrated by the ability to hold a pencil or crayon and an interest in mark-making.

The pre-reception year provides a structured Early Years programme designed to prepare children for a smooth transition to reception.

These criteria support the school's commitment to ensuring that all children are able to participate safely and meaningfully in the Early Years curriculum, promoting a positive start to their educational journey.

Early Years funding and admission policy

Claremont accepts the 15-hour early education funding for all children from the term after their third birthday.

Learning and development

[The Early Years Foundation Stage \(EYFS\) Framework](#) identifies seven areas of learning and development, all of which are interconnected and equally important.

Prime Areas of Learning		
Personal, Social and Emotional Development	Physical Development	Communication and Language
Self-regulation Managing Self Building Relationships 	Gross Motor Fine Motor 	Listening, Attention and Understanding Speaking 

Specific Areas of Learning			
Literacy	Mathematics	Understanding the world	Expressive Arts and Design
Comprehension Word Reading Writing 	Number Numerical Patterns 	Past and Present People, Culture and Communities The Natural World 	Creating with Materials Being Imaginative and Expressive 

These areas provide a foundation for children’s curiosity, enthusiasm for learning, social relationships, and overall well-being. Learning and development are organised into three Prime Areas and four Specific Areas:

Prime Areas of Learning

1. Communication and language

The development of spoken language underpins all areas of learning. Children’s speaking and listening skills are fostered through rich, meaningful interactions with adults and peers, as well as exposure to a language-rich environment. This includes reading regularly, engaging with stories, rhymes, poems, and non-fiction, and providing opportunities to embed new vocabulary. Language development is further enhanced through role-play, storytelling, idea sharing, and modelling by teachers, enabling children to communicate confidently and articulately in a variety of contexts.

2. Physical development

Physical development is vital for all-round growth. Children are provided with a range of activities to develop both gross and fine motor skills, indoors and outdoors. Opportunities include games, play-based learning, and structured activities that enhance core strength, balance, coordination, spatial awareness, agility, and hand-eye coordination. Claremont uses the Motor Movers Programme across the Early Years to promote gross and fine motor development as well as neurodevelopment.

3. Personal, social, and emotional development

Children are supported to develop a positive sense of self and others, alongside the social skills needed to thrive in a community. Emotional well-being is prioritised, helping children to recognise their abilities, manage their feelings, and develop a positive disposition toward learning. Children are encouraged to take responsibility for their bodies, understand healthy choices, and manage personal needs independently.

Specific Areas of Learning

1. Literacy

Literacy encompasses word reading, comprehension, and writing. Children are supported in developing phonics skills, enabling them to decode words, read with understanding, and engage with texts. Writing development focuses on spelling, handwriting, and composition, with children encouraged to articulate ideas verbally before recording them in written form. Comprehension skills are enhanced through questioning, discussion, story retelling, and exploring new vocabulary. Phonics is taught as a discrete lesson using the Essential Letters and Sounds scheme. Phonics is introduced in the summer term of nursery with a focus on hearing and identifying sounds, recognising single phonemes and familiar words such as their name. Reception teach daily phonics from the Autumn term. At Claremont, we use the Talk4Writing scheme to develop children's oracy and storytelling skills, enabling them to confidently retell stories and understand the connection between spoken language and the written word.

2. Mathematics

Children develop a strong understanding of number, beginning with confident counting and deepening comprehension of numbers to 10, including relationships and patterns. Opportunities are provided to develop spatial reasoning, shape recognition, and measurement skills. Children are encouraged to explore, practise, discuss, and problem-solve, fostering confidence and a positive attitude toward mathematics.

3. Understanding the world

Children are supported in developing knowledge, skills, and understanding of the world around them. Experiences include encounters with plants, animals, objects, and people in real-life contexts, practical experiments, and working with diverse materials. Children learn to appreciate cultural, social, technological, and ecological diversity while expanding their vocabulary and understanding of their environment.

4. Expressive arts and design

Creativity is nurtured through exploration and play. Children are encouraged to express their ideas, thoughts, and feelings through a wide range of media, including art, music, movement, imaginative and role-play activities, design and technology, and multimedia.

Teaching and learning

Effective teaching and learning are characterised by:

- **Playing and exploring:** Children investigate, experiment, and ‘have a go’
- **Active learning:** Children concentrate, persevere through challenges, and celebrate achievements
- **Creating and thinking critically:** Children generate ideas, make connections, and develop strategies for problem-solving.

Using the Prime and Specific Areas of Learning as set out in the [*Early Years Foundation Stage Statutory Framework \(September 2026\)*](#), the school provides a broad, balanced, and appropriately challenging curriculum. Planning is informed by ongoing observation and assessment of pupils’ individual needs, interests, and stages of development.

In the pre-nursery and nursery years priority is given to the Prime Areas of Learning, which underpin all future progress. These areas are fundamental in fostering pupils’ curiosity and enthusiasm for learning, developing their capacity to form secure relationships, and establishing the essential skills required to thrive. As pupils develop, the four Specific Areas of Learning are progressively introduced to extend, strengthen, and apply the knowledge and skills acquired within the Prime Areas.

The curriculum is delivered through a programme of carefully planned topics designed to provide rich, varied, and purposeful learning experiences. Provision across both indoor and outdoor environments ensures that pupils are actively engaged and supported across all areas of development.

In planning and guiding activities, practitioners have due regard to the characteristics of effective learning. Opportunities are provided for pupils to explore, create, think critically, and engage as active participants in their learning.

Short-term planning remains responsive and flexible, reflecting pupils’ emerging interests and developmental needs. The school further enriches the curriculum through meaningful engagement with the wider community, including educational visits and the involvement of external visitors and workshop providers. These experiences broaden pupils’ understanding and foster connections between their learning and the wider world.

Each area of learning incorporates an appropriate balance of adult-led and child-initiated activities. Pupils participate in whole-class and small-group teaching, with the proportion of structured, whole-group sessions increasing during the reception year in order to support a smooth transition to the more formal learning environment of Year 1.

The unique child

Every pupil is recognised as a competent learner, capable of resilience, confidence, and self-assurance. Praise and encouragement are central to fostering confidence and a love of learning. Early Years staff plan and guide learning in response to the individual development of each child, adapting provision to meet learning needs and developmental rates.

Further information about the EYFS Statutory Framework is available on the Department for Education website.

Learning through play

‘Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play and by taking part in play and learning that is guided by adults.’ [*Early Years Foundation Stage Statutory Framework, Department for Education \(September 2026\).*](#)

In the Early Years settings each area of learning is delivered through planned and purposeful play, incorporating a balance of adult-led and child-initiated activities. Play provides pupils with opportunities to explore and develop experiences that help them make sense of the world. They practise and build ideas, learn self-regulation, and develop an understanding of the need for rules. Children engage in creative thinking both collaboratively and independently, communicate with others as they investigate and solve problems, and participate in a combination of group and individual activities. Learning occurs through active engagement with a wide range of resources, fostering curiosity, resilience, and a love of learning.

Enabling environments

The learning environment plays a central role in pupils’ development and outcomes. All settings are safe, secure, and designed imaginatively to provide access to a rich and stimulating environment, both indoors and outdoors.

Learning spaces are planned to be motivating and welcoming, enabling children to explore, investigate, and extend their learning. Well-considered and challenging opportunities foster independence, curiosity, and a lifelong love of learning.

Key Person and positive relationships

The Key Person aims to:

- Ensure that each child’s care is tailored to their individual needs
- Support the child in becoming familiar and comfortable with the setting
- Provide a consistent and settled relationship for the child
- Build strong partnerships with parents and carers
- Facilitate access to specialist support for families when appropriate

In reception and nursery, the class teacher serves as the Key Person for all children. In the pre-nursery class, each child is assigned an individual Key Person.

Staff supervision

EYFS staff receive termly supervision which provides support, coaching and training and promotes the interests of pupils. Supervision fosters a culture of mutual support, teamwork, and continuous improvement, which encourages the confidential discussion of sensitive issues. It also provides further opportunities for staff to discuss any issues particularly concerning pupil development or wellbeing.

Planning, recording, assessment and reporting

Planning

Effective planning is central to ensuring that pupils' learning is engaging, varied, and progressive, building upon prior knowledge and experiences. Planning sets out how learning and developmental goals are translated into practice and is informed by careful observation and interaction with the children. It aims to support all aspects of learning and development, taking into account individual interests and stages of development.

Units of thematic learning are selected to be stimulating, practical, relevant, and developmentally appropriate, reflecting the interests of the children. All Early Years staff are actively involved in the planning process to ensure consistency and coherence across the provision.

Units are organised across blocks, with learning objectives distributed throughout the year to provide breadth, balance, and progressive delivery of the curriculum.

Recording

The Early Years team works collaboratively to record and monitor each pupil's progress and achievements. Evidence of learning is collated in an online learning journal (Tapestry) which includes photographs, observations, and examples of the child's work.

The online learning journal serves as an ongoing record of attainment and development. Each pupil's individual journal is securely stored online and accessible to parents throughout the school year. A physical learning journal is also used to collect key pieces of learning related to our topics. This is given to families at the end of the academic year.

Assessment

The school employs a comprehensive, structured approach to assessment, ensuring systematic monitoring of pupil progress across the Early Years Foundation Stage.

Reception

On entry to reception, pupils complete a baseline assessment, followed by end-of-year progress testing to measure and monitor their development over the course of the academic year.

Early Years Foundation Stage Profile, Reception

At the end of the reception year, the Early Years Foundation Stage Profile (EYFSP) is completed. This statutory assessment summarises each pupil's attainment against the Department for Education's Early Learning Goals (ELGs). Teachers make holistic, best-fit judgements of each child's development and their readiness for Year 1, drawing on evidence from all areas of learning.

The EYFSP covers all 17 Early Learning Goals and provides a comprehensive overview of each child's learning and development. The outcomes are shared with parents in a written report, and parents are invited to arrange a meeting should they wish to discuss the profile in more detail, including their child's progress and any identified next steps.

In accordance with Clause 2.21 of the EYFS Statutory Framework, EYFSP results are also submitted to the local authority. In addition, a copy of each child's profile is passed to the Year 1 teacher as part of the transition process.

To support continuity of learning, reception staff undertake a structured handover with Year 1 teachers. This includes detailed professional discussions about each child's attainment across all areas of learning, as well as their Characteristics of Effective Learning. These insights help Year 1 teachers understand individual strengths, learning preferences, and any areas where additional support may be required.

Overall, this transition process is designed to ensure a smooth and well-informed progression into Year 1, promoting consistency in teaching approaches and enabling each child's educational needs to be met effectively from the outset.

Progress check at age two

For children who join following their second birthday, the statutory 'Progress Check at Age Two' is completed and shared with parents at the Autumn term parents' consultation. Children who have had their two-year check at a previous setting will not receive another one, however they will be provided with a progress sheet which indicates their child's progress against the Prime Areas. We ask parents who already have a progress check to share this with the school at their earliest convenience.

The 'Progress Check at Age Two' evaluates development across the three Prime Areas, identifies next steps in learning, and provides a summary of the Characteristics of Effective Learning. The written narrative will:

- Highlight areas in which the child is progressing well
- Identify areas where additional support may be needed
- Flag any concerns suggesting a possible developmental delay or special educational need and/or disability (SEND)
- Outline strategies and activities to address any identified needs, developed in partnership with parents, carers, and other relevant professionals.

Transitions

Transitions are carefully planned for, and time is given to ensure continuity of learning. At any transition, we acknowledge the pupil's needs and establish effective partnerships with those involved; with the pupil and other settings, including nurseries and carers.

For pupils entering pre-nursery, settling-in sessions are offered, providing parents with the opportunity to gradually familiarise their child with the new environment, establish a relationship with staff, and support a smooth and confident transition into the setting.

Pupils transitioning from pre-nursery to nursery, and from nursery to reception, take part in a carefully planned programme of transition activities. These sessions provide valuable opportunities for children to spend time in their new environments, meet staff, and become familiar with new routines, helping to ensure a smooth and confident progression between stages.

In the final term of reception, the Year 1 teacher meets with reception staff to discuss each pupil's development in relation to the Early Learning Goals and their Characteristics of Effective Learning. These conversations support a smooth and well-informed transition into Year 1, enabling the teacher to plan a responsive, appropriate, and personalised curriculum that meets the needs of every child. A carefully structured transition programme is implemented during this term, including classroom visits and opportunities for pupils to meet their new teachers, helping to build familiarity and confidence ahead of the new academic year.

Home and school links

Strong partnerships between home and school are central to each child's happiness, progress, and wellbeing. Positive and open communication with parents and carers is built on mutual respect, shared responsibility, and a commitment to supporting each child's development.

Partnership is fostered through:

- Regular communication via newsletters, teacher emails, and the school website, which also provides access to key policies and governance information
- Written reports and consultation evenings
- Celebration events
- Workshops for parents
- Ongoing sharing of children's achievements from home, contributing to each child's learning journal
- An open-door approach, ensuring staff and parents can discuss progress or concerns promptly and constructively.

This partnership creates a consistent, supportive environment in which children see parents and teachers working together as a cohesive team, promoting confidence, engagement, and a seamless link between home and school life.

Equal opportunities

The school is committed to ensuring that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender, or ability, have equal access to all aspects of school life. Every pupil is recognised and valued as an individual, and provision is designed to promote full participation and achievement.

Staff act as positive role models, recognising the significant influence of adults in shaping children's attitudes and behaviours. They actively promote inclusion and challenge stereotyping or bias in all forms. Pupils are supported in developing respect and positive attitudes towards others, fostering understanding and appreciation of diversity in all its forms.

Further details can be found in the school's Equal Opportunities for Pupils Policy.

Inclusion and SEND

Provision within the Early Years is designed to meet the individual needs of all pupils, ensuring that each child is supported to reach their full potential. Every pupil is valued as a unique individual with specific strengths, needs, and interests. The school recognises and nurtures the development of the whole child, promoting intrinsic motivation, independence, and a lifelong love of learning.

Staff set realistic yet challenging expectations that reflect individual abilities and stages of development. Learning is planned to be purposeful, engaging, and differentiated, building on prior knowledge and fostering curiosity and enthusiasm. Teachers and teaching assistants act as positive role models in promoting inclusion and respect for diversity, ensuring that all children feel recognised and valued within the learning community.

Children with Special Educational Needs and Disabilities (SEND) are provided with support tailored to their individual circumstances. This includes children who are more able, those with specific learning difficulties, and children with English as an additional language (EAL). Children with specific medical needs have Individual Healthcare Plans which outline the care and support required to ensure their safety and wellbeing.

Assessment and monitoring are closely aligned with the school's commitment to inclusive practice. Early identification and timely intervention are emphasised to ensure all children can access and benefit fully from the curriculum. Where additional support is required, a personalised plan is developed in consultation with the class teacher, SENDCo, parents or carers, and the child. Progress is monitored and reviewed each term.

Support is provided collaboratively by staff, parents, and, where appropriate, the Learning Support team and external professionals such as educational psychologists or occupational therapists. The SENDCo offers guidance to teachers and parents, coordinating internal and external interventions, and ensuring that recommended strategies are implemented consistently. Parents of children with identified SEND are invited to meet with the Key Person, Head of EYFS and the SENDCo to discuss their child's needs and agree suitable provision and next steps.

This policy is aligned with the statutory requirements of Part 3 of the Children and Families Act 2014, the SEND Code of Practice (2015), and the Equality Act 2010, reinforcing the school's commitment to inclusive, responsive, and high-quality education for every child.

Safeguarding and welfare

Claremont has a safeguarding and child protection policy which can be found on the school website. A copy can also be requested from the school office. The Designated Safeguarding Lead (DSL) for Claremont is the senior deputy head (pastoral), Jason Stanley. The assistant head (pastoral), Henry Vincent acts as the DSL for the junior school. Please refer to the school safeguarding and child protection policy for further details. Claremont has named Deputy Designated Safeguarding Leads Claire Bridges and Pia Ennis.

The use of mobile devices

The use of personal mobile devices, including those with imaging or sharing capabilities, is prohibited during contact time with the children. Wrist-worn smart watches may, however, be worn.

All personal mobile phones, cameras, and video recording devices must be stored securely and kept out of reach within the EYFS classrooms during contact time with children. Personal devices must not be used to photograph or record children within the EYFS setting.

Within the EYFS, staff may take individual or group photographs of children for educational purposes. These images may be used in classroom displays, included in children's digital portfolios, or shared on the school website, subject to the appropriate permissions. These can only be taken on the school iPad.

Photographs may also be used to support teaching, assessment, and observation, and, where appropriate, for promotional purposes, in line with the school's safeguarding and data protection policies.

EYFS staff training

All Early Years Foundation Stage staff at Claremont are trained in accordance with the requirements set out in Annex C of the [Statutory Early Years Foundation Stage Framework, September 2026](#). Training for all EYFS staff is renewed annually.

All EYFS staff receive regular safeguarding training and are supported to embed their learning through continuous supervision, mentoring, and reflective practice. This ensures that safeguarding knowledge is effectively translated into everyday practice and that staff remain confident in their ability to recognise and respond to concerns.

The DSL undertakes training which fully meets the requirements outlined in Annex C of the [Statutory Early Years Foundation Stage Framework, September 2026](#).

The DSL provides ongoing support, advice, and guidance to all EYFS practitioners in relation to safeguarding matters, both on a routine basis and in response to any specific safeguarding concern or incident as required.

Early Years recruitment

Claremont has full regard to the statutory guidance *Disqualification under the Childcare Act 2006* and ensures compliance with all associated requirements. The school will not knowingly employ or engage any individual in the management of, or to work within, its childcare provision who is disqualified under this legislation. This includes all staff and volunteers working in the EYFS.

All prospective staff members will be informed of the disqualification requirements prior to employment, and the school will maintain records of all disqualification checks on the Single Central Register (SCR).

The school will obtain a reference for any member of staff working in the Early Years Foundation Stage (including students and volunteers) before they are recruited.

A written reference will always be sought from the most recent employer where the applicant worked with children. If the applicant is not currently working with children, the school will seek a reference from the last employer where such work took place. If the applicant has never worked with children, a reference will be obtained from their current employer, training provider, or educational institution.

The school will establish and document the reason for leaving the applicant's current or most recent post and will ensure that any safeguarding or conduct concerns are fully explored and satisfactorily resolved prior to confirming an appointment.

Digital technology

The school has regard to the Department for Education guidance, [Help for early years providers : Screen use](#), when considering the use of digital technology within the Early Years Foundation Stage. The school recognises that it is not only the amount of time children spend using screens that is important, but also how, why and in what context screens are used. Appropriate use of digital technology should be purposeful, age-appropriate, and enhance learning and development through high-quality, engaging content.

The school is committed to ensuring that children's use of screens is purposeful, proportionate and appropriate to their age and stage of development. Screen time is kept to a minimum wherever possible and, for children aged two to five years, is limited to no more than 30 minutes per day, with less screen time being preferable where practicable. The Department for Education guidance recommends that screen time for young children should be limited to no more than one hour per day, recognising that less screen time is preferable where possible. The school considers this guidance in the context of children's overall daily screen time, including screen time at home, and therefore adopts a more cautious approach to screen time within the school environment. The school recognises that screen exposure may arise through a range of activities, including assemblies, learning introductions, demonstrations and subject-specialist teaching. Staff carefully consider the cumulative impact of these activities and plan screen use accordingly, ensuring that it remains purposeful and balanced throughout the school day. Where screen use is necessary to support teaching and learning, staff ensure that it adds clear educational value and is proportionate to the learning objective. The school regularly reviews children's screen exposure across the day to ensure that the agreed limits are not exceeded and that opportunities for active learning, play, physical activity, social interaction and hands-on experiences remain central to the curriculum. The school provides a rich learning environment that prioritises play, exploration, physical activity, social

interaction and first-hand experiences. Screen-free areas are maintained to encourage communication, imaginative play and meaningful engagement with others.

Screens are not used within one hour of a planned sleep period, as this may adversely affect children's sleep quality. Interactive white boards, tablets and other digital devices are not left on in the background, as this can distract children from learning, active play and social interaction. Digital technology is not used to manage routines, calm or occupy children, including during transitions, or as a behaviour management strategy, as this may hinder the development of children's self-regulation and emotional wellbeing.

Health and safety

Risk assessments for classrooms, communal areas, outdoor spaces, and all equipment and toys used by children in the EYFS are regularly reviewed and updated to identify and minimise potential hazards, ensuring a safe and secure environment for all pupils.

Premises

Indoor space requirements meet the Statutory Framework for the [*Early Years Foundation Stage, September 2026*](#) requirements of 2.3m² for pupils aged 3-5 and 2.5m² for those aged 2.

Banned dog breeds

Dogs prohibited under Section 1 of the Dangerous Dogs Act 1991, including the Pit Bull Terrier, Japanese Tosa, Dogo Argentino, Fila Brasileiro and XL Bully type, are not to be kept on or brought onto the premises under any circumstances. This prohibition applies regardless of whether the dog is covered by a valid Certificate of Exemption.

Smoking and vaping

Smoking or vaping, or the use of e-cigarettes is not allowed in or on the premises when children are present or about to be present.

Risk assessments

All reasonable steps are taken to ensure that staff and pupils are not exposed to risks. Rigorous daily checks and enhanced cleaning procedures are in place. A comprehensive set of written risk assessments, informing staff practice and the management of risk, is available on request.

Staff: pupil ratios

The ratio requirements below apply to the total number of staff available to work directly with children, across the whole provision, not just each room. The following statutory staff: pupil ratios are maintained in accordance with the Safeguarding and Welfare Requirements of [*the Early Years Foundation Stage Framework, September 2026*](#).

	2 Year Olds	3-4 Year Olds	Reception
Level 6 – QTS, EYPS, EYTS	1:5	1:13	1:30
Full and relevant Level 3 to Level 5	1:5	1:8	1:13
Full and relevant Level 2 in the presence of a full and relevant Level 3 or above	1:5	1:8	1:8
Student or apprentice in the presence of a full and relevant Level 3 or above	1:5	1:8	1:8
Instructor	1:5	1:13	1:30

Educational visits

Educational visits are an integral part of the curriculum and are carefully planned to enhance learning and provide children with first-hand experiences that extend and enrich their understanding of the world. All visits are risk assessed in advance to ensure the safety and well-being of the children.

The school's Educational Visits Policy outlines procedures, expectations, and safety protocols, and is available on request from the school office.

Health and wellbeing

Intimate care

The school has a specific Intimate Care Policy.

Toileting accident procedures

Where possible we would like all children joining from nursery to be toilet trained and no longer require nappies or pull-ups. However, we understand that sometimes this is not possible for all children for a variety of reasons. Staff understand that accidents will take place and procedures for managing toileting accidents are designed to ensure the dignity, safety, and well-being of each child.

Parents or carers are informed on the same day if their child requires assistance with intimate care, such as after a toileting accident. Staff undertake all intimate care responsibilities in a professional and respectful manner, recognising the importance of treating each child with dignity.

During intimate care, staff clearly explain each task to the child and its purpose, encouraging the child to participate as fully as possible. The adult carrying out the care informs another member of staff before commencing the procedure. Parents are asked to provide a change of clothing for their child in case of accidents.

Staff always wear a fresh pair of disposable gloves when attending to intimate care needs. Both staff and children wash and dry their hands thoroughly on disposable towels immediately after the task is completed.

Medical matters

Parents are asked to keep children at home if unwell and to notify the school office by telephone, email or use the parent portal to inform school if their child will not be attending. Should a child become unwell during the school day, parents will be contacted promptly to make arrangements for collection.

The school ensures that a qualified full paediatric first aider is always on site, when Early Years pupils are in session, including during outdoor play and educational visits. All Early Years Foundation Stage staff hold full paediatric first aid certificates. First aid kits are readily available in cloakrooms, the office and are replenished as required.

Parents are informed immediately of any serious injury or health concern. Minor injuries, such as bumps or grazes, are communicated at the end of the school day, while all head injuries are reported by phone and recorded on Evolve. All accidents and the treatment provided are recorded.

For pupils with medical conditions requiring medication or specific care, parents must provide full and up-to-date medical information via the health questionnaire prior to the child's first term and update it as necessary. The school works collaboratively with parents to ensure that appropriate arrangements are in place to meet each child's needs.

Medication may only be administered during the school day with written parental consent.

Where a child has specific medical needs, parents are invited to meet with the school nurse, head of EYFS, class teacher and/or Key Person to establish requirements, resulting in the creation of an Individual Healthcare Plan. Completed medical questionnaires are required before the child starts school. Policies on First Aid and the Administration of Medicines are available on request.

Food and drink

The school follows the Early Years Food and Nutrition Guidance, May 2025. Children are expected to bring a healthy snack to school to eat in the morning and afternoon (if they stay all day). Drinking water and milk are also provided at snack time.

Meals are freshly prepared, nutritious, and carefully planned. A vegetarian option is available, and the weekly menu is published for parents. Pre-nursery children eat in ducklings class and nursery and reception eat in the hall. Children eat under the direct supervision of teachers and teaching assistants.

A member of staff holding a full paediatric first aid qualification is always present while EYFS pupils are eating. A designated member of staff ensures all food and drink meet the specific dietary needs of each child. Wherever possible, Early Years staff sit facing the children during mealtimes to monitor safe eating, minimise the risk of choking or food sharing, and remain alert to any potential allergic reactions.

All children are provided with age-appropriate tables and low chairs supporting physical comfort and developmental stage during mealtimes.

Choking

In the event of a choking incident, comprehensive records will be maintained, and parents will be notified of the circumstances as promptly as reasonably possible. In line with the EYFS Framework, all choking incidents will be reviewed during Health and Safety meetings, with any emerging trends carefully examined.

Oral health

Healthy eating habits and good oral health are continually promoted. When possible, we have visits from local dentists to promote oral health.

Complaints procedure

The school is committed to addressing any concerns promptly, efficiently, and sensitively. The Complaints Procedure, which applies equally to the Early Years Foundation Stage, is available on the school website or on request. All complaints are investigated thoroughly, and the complainant is notified of the outcome in writing.

Written complaints relating to the fulfilment of the EYFS requirements are investigated, and the outcome communicated to the complainant within 28 days. Records of all complaints are retained for a minimum of three years following the child's departure from the school.

Parents of children in the EYFS also have the right to escalate concerns directly to Ofsted and/or the Independent Schools' Inspectorate (ISI):

Ofsted

Telephone: 0300 123 1231

Email: enquiries@ofsted.gov.uk

Address: Complaints, Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD

ISI

Telephone: 020 7600 0100

Email: concerns@isi.net

Address: ISI, Complaints, Ground Floor, CAP House, 9–12 Long Lane, London, EC1A 9HA

Whistleblowing

Any concerns raised under the school's Whistleblowing Procedure must be reported and managed in accordance with that procedure. In line with the [Early Years Foundation Stage Statutory Framework 2026](#), the scope of whistleblowing includes concerns relating to poor or unsafe practice across any aspect of the setting's provision. Staff are expected to raise such concerns promptly so that appropriate action can be taken to safeguard children and maintain high standards of care and education.