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1. Aims

This policy aims to ensure:

- children access a broad and balanced curriculum that gives them the range of knowledge and skills needed for good progress through school and life.
- children take an interest in their learning, expanding their curiosity while making discoveries and questioning the world around them.
- quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.
- children are determined and accept failure as another step in their learning, adapting to challenging situations.
- a happy and stimulating environment, where children feel safe and in which they can build confidence, becoming independent learners with the courage to try new things and a positive attitude to their learning.
- a welcoming and supportive ethos for the children and their families that allows all concerned to settle into a new routine successfully.
- respectful and constructive attitudes towards the environment, peers, staff and other stake holders.
- 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 and given a voice for empowerment through improved communication avenues

These aims are underpinned by our school intent and values;

Every child, every chance, every day to become well rounded citizens who contribute positively to society.

Passion

Politeness

Aspiration

Responsibility

Kindness

2. Legislation

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

Our EYFS consists of a nursery class – Pembroke Pumpkins - and Reception.

The Nursery offers 16 part time places with a 1:8 adult to child ratio with suitably qualified staff. Children start nursery the term after their third birthday.

Birth dates between September and December start in January (if places available)

Birth dates between January and March start in April (if places available)

Birth dates between April and August start in September

Admissions to Pembroke Park Pumpkins Nursery are administered by Pembroke Park School. Admissions are selected through the three statements below. Number 1 being the first priority and then descending through 2, then 3.

1 – any other siblings in school

2 – distance child lives away from school

3 – number of sessions required (e.g. children wishing to attend all ten sessions would be admitted first)

All children are entitled to 15 hours free the term after they turn 3, with some parents being eligible to increase this to 30 hours. Additional paid sessions up to a maximum of 15 hours a week are also available.

Children not selected will be informed in writing and kept on a waiting list. When a place becomes available they will be informed in writing. If no places become available during the academic year, they will be placed on the list for the following September if appropriate.

Admissions to the Reception class are administered by Wiltshire Council Admissions Team.

4. Curriculum

Our Early Years setting follows the curriculum as outlined in the 2021 EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 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

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 consider 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.

Play is an essential element of learning in the Early Years Foundation Stage, and provides a basis on which learning can be built upon.

We believe that well planned play gives each child opportunities to:

- make sense of their world through exploration
- build upon, practise and refine concepts and skills at their own level
- be active in their own learning and take responsibility for their learning
- be able to have time and space in which to be involved in solitary, parallel or co-operative play
- be confident to take risks and express themselves in a controlled and safe environment
- become independent in their learning and develop the ability to negotiate, share and take turns

Through careful planning, our Early Years practitioners will ensure that all play areas and activities, both inside and outside, stimulate, sustain and extend the interest of the children.

In addition to premeditated planning, will be the opportunity for in the moment opportunities, where practitioners seize child-initiated opportunities to extend learning, whilst following the children's interests. Staff will interact appropriately in the children's play by acting as mediator, demonstrator and supporter, whilst also recognising the importance to stand back to allow children to develop and take risks independently.

Planning for curriculum coverage will be completed every two weeks in conjunction with the long-term curriculum overview document and the schemes of work adopted school wide.

These consist of White Rose Maths, Kapow, SCARF, P.E. hub, Discovery R.E.

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.

Phonics is taught through the Read, Write, Inc. phonics scheme. Children are split into progress groups and taught at a level specific to their learning needs. All reception staff are trained to deliver this programme and teaching is implemented by everyone. Each practitioner shows fidelity to the scheme and teach closely following the planning and techniques provided by RWI.

EYFS will use the outdoors for teaching and learning where appropriate and when conditions allow (especially for teaching elements of understanding the world), ensuring children have regular access to fresh air and natural surroundings.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, beginning their transition into year 1.

5. Assessment

At Pembroke Park Primary, ongoing assessment is an integral part of the 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. We recognise parents as vital partners in the assessment and planning process. We aim to establish and maintain a constant dialog between home and school.

Practitioners share information gained from assessment to:

- Inform their future planning.
- Group children for particular activities and interests.
- Ensure that the curriculum meets the needs of all children.
- Promote continuity and progression.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile 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. EYFS profile data is submitted to the local authority.

Assessment in phonics is completed every half term to ascertain which phonics group children should be in, ensuring that children are taught at a level targeting their individual need. Assessments are logged on insight and the portal to track progress. Phonics is also assessed in an on-going process by practitioners, to discover gaps in learning, so they can be targeted promptly. These ongoing assessments are recorded on phonics tracker, to allow easy diagnosis of learning issues.

6. Working with parents

We value the role of parents as a child's first educator and strongly believe that when parents and practitioners work together with a shared aim this greatly influences their child's learning.

We therefore aim to develop and maintain an effective partnership with parents and want all parents to:

- Feel welcomed and valued.
- Share information about their child's interests or any concerns they have.
- Understand and support the Foundation Stage Early Years curriculum.
- Support their child and work as partners with staff for the benefit of their child's education.

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.

We hope to build positive relationships with parents by;

- Offering home visits
- Come and play sessions
- Parent voice
- Sharing information through dojo messaging and children's profile page
- Informal meetings on a regular basis, we have an open door policy where parents can arrange to meet with staff to discuss concerns.
- Welcoming parents as voluntary helpers.
- Formal parent's meetings to talk about their child's progress and achievements.
- Annual reports.

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

Nappy changing/intimate care/toilet training

We understand that in the foundation stage children may still be potty training or have occasional toileting accidents. Parents are asked to give permission for accidental changes and for nappy changing upon starting in each class. The school intimate care policy is then followed for the procedure of how this will take place with the addition of two adults being present for safeguarding purposes. These adults will vary and the change will be recorded and signed by the adults present. The staff will inform somebody else when they are about to change a child and on return to ensure the monitoring of the activity. Individual toileting plans may also be written with parents if appropriate. Reception aged children are encouraged to change themselves as much as possible with verbal guidance.

Phone, Camera and Video

We operate a no phone out policy in the Foundation stage (this includes use of personal cameras and video recordings). Photos are never downloaded on to personal devices only school equipment. Staff and visitors/volunteers are required to store devices away and not to carry them on their person. We ask that parents refrain from using these devices when in school too.

First Aid

Teaching assistants have been trained in basic pediatric first aid with the addition of at least 2 members of staff being training to the higher level 3 day pediatric first aid certificate.

Accidents are treated according to training and a recording slip is prepared for home, a copy of which is retained. If a serious or head injury has been sustained parents will be informed by phone or text.

Food safety

Staff have suitable food hygiene training certificates to ensure safe handling/preparation of snacks and serving lunches. Any cookery activities will also follow guidelines from this training. We only store fruit and milk in the classrooms. Any cookery will have ingredients bought for that purpose and any left overs disposed of after use. Only low risk ingredients will be used-no meat or fish.

The setting has set high standards of personal hygiene for all members of staff involved in the handling and preparation of food. Members of staff will be responsible for ensuring that any children involved with preparation of snack follow good hygiene procedures. In addition, any person showing signs of ill health will not be permitted to handle food.

It is the policy of Pembroke Park Pumpkins Nursery to ensure that all foods are stored according to safe food handling practices and at the correct temperature in order to prevent the growth and multiplication of food poisoning organisms, to the reduce the rate of food spoilage and to ensure that food quality is maintained. It is the policy of the Nursery to check fridge temperatures on a daily basis to ensure that the correct temperature is maintained.

All members of staff have a responsibility to ensure that they follow the personal hygiene procedure and that they themselves maintain a high level of personal hygiene. All members of staff have a

responsibility to ensure that the children in the setting maintain a high level of personal hygiene whilst in the setting and especially if they are to be involved in food handling.

Personal hygiene

We promote good oral health, as well as good health in general, in the early years by inviting a dental nurse to come into school to teach how to brush teeth. We will provide resources to enable children to explore dental health during play and teach;

- The importance of brushing your teeth
- The effects of eating too many sweet things
- Healthy food options
- Hand washing

Hot drinks

Staff and volunteers are to have hot drinks in non-spill, metal/plastic cold to touch thermos type mugs. These must be kept out of reach to ensure they do not spill on a child or break exposing sharp edges. Kettles are boiled when no children are present and emptied of any hot contents when used and again kept out of reach of children.

Collection of Children

Parents must note carefully that Pembroke Park Pumpkins Nursery operates from 8.50am until 3.30pm and reception from 8.40am – 3.30pm. Parents should ensure children are brought in no earlier than 8.50am for nursery, and collected at 12.00/3.30pm depending on session being attended. If a parent is unavoidably delayed due to circumstances beyond their control, they should make every effort to phone the nursery to inform them.

Only authorised people as highlighted by parents will be allowed to collect children from the unit. These people must be over the age of 16, unless special permission has been granted.

Where a person who is not listed on the registration form tries to collect a child they will be asked to wait with a member of staff whilst the primary carer for the child is contacted for confirmation that they are authorised to do so. If the primary carer cannot be contacted we will contact the other numbers listed on the registration form and if need be refer to the head teacher.

The procedure if children haven't been collected is as follows:

- If no contact has been made with the parents or other emergency contacts, social services and the local police will be contacted.

Security

All members of staff have a responsibility to ensure that they are vigilant at all times and ensure that access is only granted to authorised persons.

Any person found on the premises without authorisation should be approached and asked for identification. At this point children should be removed from the area. If they cannot provide satisfactory identification or a reason for being on the premises, they will be politely asked to go with the member of staff to the head teacher who will then investigate and escort them from the premises and inform any relevant bodies/record in an incidents book. If the person refuses to leave when asked, assistance should be requested and the police may be called.

Sun Protection

Parents are requested to apply sun cream to children before sessions and to provide suitable clothing and hats.

If named sun cream is provided this may be applied as long as parents have given authorisation for application prior to the children going outside. Staff will assist the children to apply it to themselves. The cream must be named and handed to a member of staff.

All children will be encouraged to wear their hats and to keep in the shade as much as possible if this is not possible or a child has no cream/hat then they may be required to stay inside and the parents will be spoken to about providing the relevant things.

Missing Children

Due to the amount of security locks and gates in our school and close supervision it is highly unlikely that a child will go missing. However, if it appears to be the case a thorough and systematic search of both the inside and outside of the building will take place with key members of the leadership team informed. During this search admin may use the CCTV cameras to look for any information too. If the child is not found parents and relevant emergency services will be informed.

CPOMS

We use an electronic recording system to report any concerns and log any incidences relating to child protection/safeguarding, behaviour, communication with parents, incoming injuries, records of meetings and any other relevant information. This is monitored and actioned by The Head Teacher/DSL and or the DDSL.

Safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed by EYFS lead and approved by the Headteacher every 3 years.

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 website for child protection and safeguarding policy
Procedure for responding to illness	See website for health and safety policy
Administering medicines policy	See website for supporting pupils with medical conditions policy
Emergency evacuation procedure	See website for health and safety policy
Procedure for checking the identity of visitors	See website for child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See website for child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See website for complaints policy