

LEAVENING COMMUNITY PRIMARY SCHOOL



Early Years Foundation Stage Policy

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Date: September 2024

Review: September 2026

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five 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 together provide the foundation children need to make the most of their abilities and talents as they grow up.”

Statutory Framework for the Early Years Foundation Stage, Department for Education 2021

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Leavening Community Primary School, children can join the Nursery class in the term after their second birthday. They are offered up to 30 hours (15 hrs free nursery provision) per week over 5 days including paid lunch provision and care. The Nursery class is a community Governor led Nursery class and is open to children who will go on to enter other local schools.

Children join the Reception class in the year that they turn five. There are very flexible induction arrangements, which meet individual needs and help every child to make a positive start to life in our school and in partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

The EYFS is based upon four principles:

- **A Unique Child** – developing resilient, capable, confident and self-assured individuals.
- **Positive Relationships** – supporting the children in becoming strong and independent.
- **Enabling Environments with teaching and support from adults**– where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- **Learning and Developing** – an acknowledgement that children learn in different ways and at different rates.

A Unique Child

At Leavening Community Primary School, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

All children and their families are valued at Leavening Community Primary School. Children are treated as individuals within the school and do not discriminate against children because of ‘differences’, and have equal access to all provisions available. All children at Leavening Community Primary School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our schools. In our schools we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children’s range of life experiences when planning for their learning. In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social

and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills
- Careful observation of their self - initiated and adult led activities, which provides a foundation for our planning;
- Use of a wide range of teaching strategies based on children's learning needs;
- Provision of a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Provision of a safe, supportive and stimulating learning environment in which the contribution of all children is valued;
- Use of resources which reflect diversity and are free from discrimination and stereotyping;
- Monitoring children's progress and taking swift action to provide support as necessary

Welfare

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well being of all children.

"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."

Statutory Framework for the Early Years Foundation Stage 2021

At Leavening Community Primary School, we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2012 (new version effective from September 2021). We understand that we are required to:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

We are committed to meeting all of these requirements.

Sleep and Rest

Principles

At Leavening we promote healthy and safe practices in helping children sleep and rest. We will ensure:

- Supporting children's sleep is the responsibility of all DBS checked and approved staff for children in their care.
- Children's individual needs are identified and met.
- Children's right to health, safety and wellbeing are met.
- Family's cultural preferences are considered.
- Sleeping and resting in nursery is a positive experience, both the child and the family feel supported throughout.
- Communication between the Nursery and the family is promoted and this starts prior to child starting nursery so information shared and routines established and agreed
 - Consistency of care as far as possible
- Families are provided with information or signposted to sources of further information or services to support sleep and bedtime routines if required.

Early Years Responsibilities

The Early Years will ensure that anyone who supports a child sleeping or resting in nursery or Year R is an employee of the nursery or school and has had appropriate safeguarding checks and is aware of procedures and responsibilities for supporting children's sleep.

The Early Years will ensure that all staff are aware of the need for confidentiality.

Personal and sensitive information will only be shared with those who need to know. The Early Years will act according to Leavening Primary School's safeguarding policy and procedures if there are any concerns for the child's wellbeing. At all times the child's safety, dignity and wellbeing is promoted. Leavening's Early Years will ensure that suitable facility and equipment are provided or designated places for sleep and rest. The Early Years staff work closely with parents to support children's sleep care, routines and rest so that continuity of support can be maintained between home and Early Years.

Staff will provide a positive climate to encourage parents to share information openly around the child's developing sleep needs or if a child is having difficulty with sleeping at home and this is impacting on their daily wellbeing in nursery. Prior to starting nursery we discuss children's sleeping needs and routines with families to provide consistency for the child. Information is recorded on the visit record. As the child continues and progresses in their development in Early Years, staff will continue to discuss and update the child's routine with the parent/carer.

Written records are kept of all support for sleeping. Sleeping children will be monitored by staff every 10 minutes.

The time a child is put down to sleep, when they wake and ten minute monitoring checks are recorded by staff. This information is available to parents/ carers at all times and will be checked periodically by the DSL

Families are supported by staff to understand the Early Years health and safety procedures for supporting rest and sleep. Staff will always try to take account of Parents wishes when dealing with

sleeping children. However unreasonable requests by parents/carers will be discussed with the staff and alternatives sought e.g. Children going to sleep with bottles. We will not carry out requests of parents/carers if they feel that it could put the child in any danger. Staff will not leave children to sleep with bottles as this provides danger of choking and does not promote good dental health.

Staff will encourage children to sleep in designated areas or quiet areas. Leavening Early Years promotes the use of beds for sleeping for children. If a child falls asleep in the room, staff will aim to make them comfortable and safe without disturbing them. Staff will not normally leave children to sleep for periods longer than one and a half hours unless requested or indicated by the parents/carers.

The Early Years staff will take into account the religious views, beliefs and cultural values of the child and their family as far as possible when supporting children with sleep.

Early Years responsibilities for supporting parents with children's sleep

For some parents/carers and families developing sleep routines so the child has adequate rest can be daunting and difficult and can impact on the child's wellbeing at nursery. Parents will be provided with information or signposted to support such as Health visitors.

Early Years staff responsibilities in supporting positive self esteem

Early Years staff will work with the child to promote a positive self- esteem and independence with sleep as far as is appropriate and practical. Early Years staff will remain calm and offer a supportive approach to children at all times. Staff will approach children quietly and calmly regarding the need to sleep being mindful of the child's engagement in play. Staff will be alert and responsive to a child's needs if showing signs of tiredness. All staff should promote regular encouragement for a child needing and settling to sleep and ensure the child is praised for following routine, helping and co-operating and being independent in getting ready for sleep or on rising.

Nappy Changing

Basic Principles at Leavening Nursery

Staff will bear in mind the following key principles when changing a child's nappy:

- Children have the right to feel safe and secure
- Children will be respected and valued as individuals
- Children have a right to privacy and dignity
- In order to promote and develop greater independence, children need to be support in their understanding of toileting procedures

To ensure children are comfortable and happy, nappies will be checked every 2.5 hours and changed if wet or soiled. Children will be changed more frequently in the event of a soiled nappy.

Vulnerability to Abuse

As a school we ensure that all staff are familiar with our safeguarding policy as well as our procedures to help develop each child's resilience and protect them from any form of abuse.

It is important that children are changed in a reassuring and caring way by a member of staff they have a close relationship with. Furthermore, it is important that we signal our intention to change a child's nappy before doing so, ensuring that the child understands and anticipates what is going to happen, as appropriate to their development. This helps given children the important message that not just anyone can pick them up, take them off and undress them. Staff should always change children in the nappy-changing area which, whilst allowing for privacy are not closed off. This is part of making sure there is a culture of openness which safeguards children and ensures all adults follow safe working practices.

Working with Parents/Carers

- We will work with parents when developing a child's nappy changing routine.
- Where parents are present, eg during the settling in period, they will be asked to change their child's nappy.
- If a child has any disability or medical need that may affect the personal care routine, a Health Care Plan will be drawn up in agreement with parents/carers.
- Parents will be asked when their child first starts EYFS whether or not they have any particular need or any special words or actions used during their nappy changing procedure.
- Any significant observations made during a nappy changing procedure will be notified to the parents at the end of the session (ie badly soiled nappy/strong urine etc) or recorded in their home/school book.

Achieving Continence At Leavening Nursery

We will encourage all children to achieve continence when they exhibit signs that they are ready. This will be achieved through modelling, positive praise, working with parents and having high expectations. In addition to this, a child's key person will ensure that nappy changing times are relaxed and a time to promote increasing independence.

Protection for Staff As far as possible, a member of EYFS staff will carry out nappy changing procedures. Protection for that person will be undertaken in the following ways:

- Staff will be trained in good working practices which comply with Health and Safety regulations. • Each instance of intimate care will be recorded by the adult who completed it. Details recorded will include:

- o What personal care tasks were carried out
- o By who
- o The time and date it was completed

- If a situation occurs that causes a member of staff concern, a second member of staff will be called and the incident reported to the line manager and recorded.

- Where staff are concerned about a child's actions or comments whilst carrying out a personal care procedure, this should be recorded and discussed with the school's designated safeguarding lead immediately.

- To ensure the safe moving and handling of children, children will use 'steps' to independently climb onto the changing area, with support provided if needed.

Changing procedures followed by staff:

- Prepare the changing mat by cleaning it with antibacterial spray.

- Ensure the following items are ready before changing a child's nappy; clean nappy, wipes and nappy cream if required (NB – where cream is used the child should have their own named cream and written permission obtained from the parent).
- Wash and dry your hands and put on a pair of disposable gloves and a disposable apron. (NB – staff must put a fresh set of gloves on for every child that has a nappy changed)
- Support the child on to the nappy changing unit using the 'steps'.

Remove the child's clothing to access the nappy.

- Staff members will then remove the child's nappy and clean the area, always from front to back using wipes and cream provided by the parents/carers.

The member of staff must ensure the child is clean and comfortable by putting on a clean nappy and a clean set of clothes if required.

- If the child's clothes are soiled, they should be bagged separately and sent home, they should not be rinsed by hand.
- The staff member must then wash the changing table with antibacterial spray.
- Soiled nappies will be placed into a tie handle bag, then placed into the designated nappy bin.
 - The staff member must then place the used gloves in the bin provided, wash their hands with liquid antibacterial soap and running water, and then dry them on a disposable paper towel.
- Staff will help the child to wash their hands using liquid soap, warm water and paper towel, and take them back to the kindergarten room to continue with their activities/play.

Toilet Trained/Training

- If a child is old enough to meet his own toileting needs, the staff member can support the child according to age and ability to use a potty or toilet, ensure they are comfortable, clean and dry and have washed their hands afterwards.
- Staff members will also ensure that potties are available for children being toilet trained and cleaned with antibacterial cleaner after every use.
- When supporting a child that needs to be changed the staff member will approach the child and explain that they would need to clean and change them into some dry clothes.
- The staff member will put on pair of disposable gloves/apron.
- Remove the wet/soiled clothes from the child.
- Clean the areas that need cleaning. The staff member will talk through with the children what they are about to do so that they are happy and understanding. If a child is capable of doing so, they can help with the removal of any clothing.
- Wet/soiled clothing will be put into a bag so that they can be sent home.
- The staff member will wash their hands with antibacterial soap and running water and then dry then on a disposable paper towel.
- Staff will help the child to wash their hands using liquid soap, warm water and paper towel and then take them back to the kindergarten room to continue with their activities/play. • Staff will return to the

changing area and clean the area using the cleaning materials and liquids provided. The area will then either be closed until dry or a wet sign would be placed up.

Parental Responsibilities At Leavening , we work in partnership with parents and ask them to assist us by ensuring the following:

- Parents understand and agree the procedures that will be followed when their child is changed at school.
- The school requires the parents to supply nappies, wipes and sundries that will be used and applied as necessary.
- Parents understand that they will be asked to collect their child from school if their child shows symptoms of illness or indications of ill health (2 watery/loose nappies in quick succession – Nurse contact)
- Parents must send their child in nappies or protective underwear until they are dry and clean the majority of the time. We ask that children are only sent in with pull-ups if toilet training.

Positive Relationships

At Leavening Community Primary School, we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Talking to parents about their child before their child starts in our school and nursery class
- The children have the opportunity to spend time with their teacher before starting school and nursery during 'Come and Join in' mornings and Transfer days
- Inviting all parents to an induction meeting during the term before their child starts school and nursery
- Encouraging parents to talk to the child's teacher if there are any concerns
- Encouraging parents to contribute to the individual Learning Journals kept for their child through our online 'Tapestry' system
- A formal meeting for parents of children in the nursery and reception in the Autumn and Spring terms at which the teacher and the parent discuss the child's progress with the teacher
- A report for parents on their child's attainment and progress at the end of nursery and/or the Foundation Stage. There is also an opportunity to come to a meeting after these reports have been sent home if the parents wish it.
- Developing good relationships with all children, interacting positively with them and taking time to listen to them
- Staff in nursery and EYFS/ KS1 classes meet with the feeder pre-school settings to share good practice and discuss current issues. Where children attend other settings in a day, we aim to ensure continuity and coherence by sharing information about the children.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Class assemblies, Sports Day etc.;

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school the EYFS practitioner in nursery and teacher in reception acts a 'Key Person' to all children in EYFS, supported by the Teaching Assistants.

Enabling Environments

At Leavening Community Primary School, we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

The Planning within the EYFS follows the schools' Long-Term Plan and Medium-Term Plans (MTPs), which are based around half termly themes. These plans are used by the EYFS teacher as a guide for weekly planning, however the teacher may alter these MTPs in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning. The planning in nursery follows the EYFS framework and is led by the children's interests.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. We use next step planning in both the nursery and the reception class to ensure next steps are personal and focussed. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in a variety of ways, mainly using our online tool of tapestry and used to inform the EYFSP. Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELGs and assessment scales. The parents are given the opportunity to discuss these judgements with the teacher and are encouraged to complete a feedback sheet.

The Learning Environment

The EYFS reception classroom and nursery learning environments are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas, where children are able to find and located equipment and resources independently. Both EYFS settings have their own enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all the areas of learning.

Learning and Development

At Leavening Community Primary School, we recognise that children learn and develop in different ways and have their own learning styles. We value all areas of learning and development equally and understand that they are often linked.

Teaching and Learning Style

Our policy on teaching and learning defines the features of effective teaching and learning in our schools. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in the rest of our schools. Features that relate to the EYFS are:

- The partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- The understanding that teachers have of how children develop and learn, and how this affects their teaching;
- The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- The carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- The provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- The encouragement for children to communicate and talk about their learning, and to develop independence;
- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- The identification of the progress and future learning needs of children through observations;
- The good relationships between our schools and the settings that our children experience prior to joining our schools.

Areas of Learning

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas, **the prime areas**, are:

- Communication and language
- Physical development
- Personal, social and emotional development

Early Years providers must also support children in **four specific areas**, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Through careful assessments and observations, including information provided by parents, children's development levels are assessed.

Planning and guided children's activities will reflect the different ways that children learn. At Leavening Community Primary School, we support children in using the three Characteristics of Effective Learning. These are:

- **Playing and Exploring** - children investigate and experience things, and 'have a go'

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

- **Active Learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

- **Creativity and Critical Thinking** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

Health and Safety

At Leavening Community Primary School there are clear procedures for assessing risk which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment.

In line with the EYFS statutory framework 2021, at Leavening Community Primary School we undertake:

- A whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines will not be administered unless they have been prescribed by a doctor. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. At Leavening Community Primary School, a written record is kept each time a medicine is administered to a child and informs the child's parents and/or carers on the same day.

- Fresh drinking water is available at all times.
- Children's' dietary needs are recorded and acted upon when required.
- Milk and fruit are available during the morning session.
- A first aider is accessible at all times and a record of accidents and injuries is kept.
- A fire and emergency evacuation procedure and policy
- A safeguarding policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff own personal use.
 - Children are in sight and sound of adults at all time, including when they are eating.
 - Good oral health is promoted through the EYFS curriculum and parent awareness

Transition

Into Nursery

Prior to the child's 2nd birthday parents and the child are invited to look around the setting and speak at length to the Early Years practitioner and Head teacher to ensure they know about school procedures and any concerns they may want to express. Children are invited to attend 'taster' sessions with parents and phased entry into Nursery is available if required.

From Pre-school /Feeder settings

During the summer term prior to a child's entry into the Reception year, the following procedures have been put into place to ensure successful transition:

- Parents are invited to a meeting to ensure they know about school procedures and any concerns they may want to express.
- Children are invited to a number of visits prior to starting their reception class, allowing the children to feel secure in the new environment.
- If required members of staff from Leavening Community Primary School make links to feeder settings. The number of meetings/visits will depend on the child's needs and how much information gathering is required in order to support the child's transition.

From Reception to Key Stage 1

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development or not yet reaching expected levels ('emerging'). The Year 1 teacher is given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

Monitoring and review

It is the responsibility of the EYFS teacher to follow the principles stated in this policy. There is a named Governor responsible for the EYFS. This governor has the opportunity to discuss EYFS practice with the practitioners and provide feedback to the whole governing body, raising any issues that require discussion. The Head teacher and subject leaders carry out monitoring of the EYFS through observation and discussion as part of the whole school monitoring schedule.