



EYFS Policy

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Policy Review Date: May 2018

Reviewed By: A Prandle & SLT

Next Review: May 2019 (or following incident, legislation or interim guidance)

Distribution

Please note that 2 copies of this policy are printed as standard and distributed to the following areas:

- 1) Staff Room
- 2) School Office

This policy is available on the school website

Updates and Amendments to Policy

Date	Section Heading	Update Details	Page N°
20.5.18	Staff Training	List of Staff holding PFA certificate in Appendix 1	7

At Avalon, we are committed to providing a safe, caring, friendly environment for children to explore through learning experiences.

Vision & Aims

At Avalon school, all our children will take with them a love of learning by having:

- a high standard of academic knowledge and skills
- the ability and desire to build on their knowledge and skills
- a strong set of practical, social and emotional life skills
- a sense of personal achievement
- a sense of personal pride in themselves, their school and their community.

To achieve this, we will

- develop successful learners who are confident, inquisitive and independent
- create a culture of learning and discovery that is stimulating and enjoyable for both children and staff
- ensure our staff work together expertly and enthusiastically to deliver our curriculum in a safe, caring and positive environment

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of Reception year.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

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, 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/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Positive relationships

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

Enabling environments

We recognise that the environment plays a key role in supporting and extending the children's development. Through observations we assess the children's interests and stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.

Learning and development

Our foundation stage has two nursery classrooms, one pre-school room and one reception classroom and a large outdoor classroom, which is shared. All our 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 seven areas of learning are defined so that children are able to find and locate equipment and resources independently.

Areas of Learning

The EYFS is made up of **three prime** areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

There are **four specific areas** of learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design
- At Avalon all areas are delivered through a well-planned play based approach, with a balance of adult led and child initiated activities. Throughout the foundation stage our long, medium and short-term plans ensure that each child has the opportunity to develop their knowledge, skills and understanding in every area at the appropriate developmental level. Our long term planning ensures coverage so that all children have opportunities to work towards and achieve the Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS. We follow a half termly topic based approach which allows flexibility to ensure that both children's needs and interests are taken into account.
- Educational programmes involve activities and experiences for our children, as follows:
 - **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations
 - **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity¹ and to make healthy choices in relation to food •
 - **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities
 - **Literacy development** involves encouraging children to link sounds and letters to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest

- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measure
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, movement, dance, role-play, and design and technology.

Play

- Learning through play underpins our approach to teaching and learning in the foundation stage. We embrace the fact that young children learn best from activities and experience that interest and inspire them to learn. In doing so we can provide children with stimulating, active play experiences in which they can explore and develop their learning and to help them make sense of the world. Children have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experiences at their own level and pace. Play gives our children the opportunity to pursue their own interests, inspire those around them and consolidate their understanding and skills. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. Our adults take an active role in child initiated play through observing, modelling, facilitating, teaching and extending play, skills and language.

- **Characteristics of Effective Learning**

- The EYFS also includes the characteristics of effective teaching and learning and the nursery and reception teachers plan activities with these in mind. The characteristics highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them. The three characteristics are;
- **Playing and Exploring** – children investigate and experience things, and 'have a go'
- **Active Learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and Thinking Critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

- **Assessment**

Throughout nursery and reception children's knowledge, understanding, skills and achievements are assessed and tracked using the developmental stages set out in the document 'Development Matters in the Early Years Foundation Stage (EYFS)'.

When a child is aged between two and three, practitioners review their progress, and provide parents and/or carers with a short written summary of their child's development in the prime areas. This progress check will identify the child's strengths, and any areas where the child's progress is less than expected.

If there are significant emerging concerns, or an identified special educational need or disability, practitioners will develop a targeted plan to support the child's future learning and

development involving parents and/or carers and other professionals (for example, the Special Educational Needs Co-ordinator (SENCO) or health professionals) as appropriate.

In the final term of the year in which a child reaches age five, and no later than 30 June in that term, the EYFS Profile is completed for each child and assessed against the Early Learning Goals. The Profile provides parents and carers, practitioners 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 reflects: ongoing 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.

Our EYFS profile results are reported to Wirral Authority upon request.

Our assessment depends on us getting to know our children very well and to this end we gather information from a range of sources; observations of the children in play, in adult led activities, through discussions with parents and carers and through talking to the children. Through practitioner and shared information between parents and other settings we make an initial baseline assessment to determine child's current level of development and enables practitioners to plan activities to be able to move your child through the seven areas of learning. We keep written and photographic evidence to help us build up a picture of children's strengths and achievements and to help us to plan for children's next steps in learning. Every child in nursery and reception has an e-Learning Journal which we record our observations and submit for parents knowledge and information.

Ratios and supervision

In EYFS all children will be allocated a key person who will establish close links with the child and parents, developing effective relationships, sharing information through observations and assessments.

The staffing ratio for children aged 2 years is 1 to 4 and at least one member of the team will hold a relevant level 3 qualification and at least half of the remaining staff, working with two year olds will have full and relevant level 2 qualifications.

For our 3 and 4 year old children, the staffing ratio is 1 to 8. At least one member of the team will hold a relevant level 3 qualification and at least half of the remaining staff, working with three and four year olds will have a full and relevant level 2 qualification.

Where the majority of pupils are five or over, or will be within that school year, the staffing ratio is 1:30, provided that a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another suitable level 6 qualification is working directly with the children.

The Nursery manager, deputy manager and our room supervisors are all qualified to at least full and relevant level 3 qualifications.

Where children in Nursery or Reception classes attend school for longer than the school day, in wraparound care, the ratio of adults to children is 1to 8. At least one member of staff in wraparound provision holds a full and relevant level 3 qualification and half of all other staff hold a full and relevant level 2 qualification.

Parents are made aware of staffing arrangements through our induction process when the child joins the setting. In the summer term there is an information meeting for Reception parents who have children joining the school.

Staff Training

At least one person who has a current paediatric first aid (PFA) certificate will be on the premises and available at all times when children are present, and will accompany children on outings. PFA training is renewed every three years

At Avalon we take into account the number of children, staff and layout of our setting to ensure that a paediatric first aider is able to respond to emergencies quickly.

A list of staff that hold Paediatric First Aid certificates is available in Appendix 1 of this policy and made available for parents in each EYFS room.

All EYFS staff have the opportunity to meet with their line manager, on a regular basis, to discuss any issues arising. We support all staff to undertake appropriate training and professional development opportunities to ensure that they offer quality learning and development experiences for children.

Managers will meet each term to discuss

- any issues, particularly concerning children's development or well-being
- identify solutions to address as they arise and
- receive coaching to improve their personal effectiveness

Records of these meetings will be recorded and monitored and the supervision meetings are in addition to whole school appraisals.

Partnership with Parents

- We believe that parents and carers are a child's first educator and therefore work very closely to ensure they are involved in what their child does at school. We want parents to feel they can speak to us about their child and to feel comfortable in our setting. We offer stay and play sessions for Nursery and Reception parents; we offer termly parent meetings to our parents to give them the opportunity to share their child's learning and development.
- We also offer parents a variety of learning workshops to provide advice and information on how they can support their child's learning. Parents are welcomed and encouraged to share information about their child, to ask questions and to discuss their child's learning with the teachers and on their e learning journals. Consent forms are required by parents for staff to use EYlog to record their child's learning. Staff are also available at the beginning and end of the day for parents to talk to.
- We believe that all parents have an important role to play in the education of their child. We recognise the role that parents have played, and their future role, in educating the children.

SEND

Practitioners 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 for each child in all of the areas of learning and development. Throughout the early years, if a child's progress in any prime area gives cause for concern, practitioners will discuss this with the child's parents and/or carers and agree how to support the child and with regard to the SEND Code 2015.

Practitioners will consider whether a child may have a special educational need or disability which requires specialist support. They will link with, and help families to access, relevant services from other agencies as appropriate.

A child or young person has SEND if they are having a learning difficulty or disability which calls for special educational provision to be made for him or her. All children are entitled to an education that enables them to achieve the best possible outcomes. They should be given opportunities to become confident young children with a growing ability to communicate their own views ready for the next transition they face.

In addition to the two specific points in the EYFS for formal assessment, there are regular opportunities for monitoring and review of children's progress throughout the early years.

Children identified as SEND in the Early Years are monitored closely, with communication between school, parents and other agencies being vital. If a child in Early Years is identified as having SEND then provision is put into place to best support the child. We recognise that identifying SEND early and making effective provision improves the long-term outcomes for the child. (see SEND policy including EAL policy) Where a child appears to be behind expected levels, a methodology is outlined in the SEND Code 2015 for gathering information and seeking 'Early help'

Early Years SENCO: Ms S Edwards

Main School SENCO: Mr M Ashton

Information & records

Records about staff and children are maintained confidentially, with access only available to those who have a right or a professional need to see them. Parents and/or carers must be given access to all records about their child, provided that no relevant exemptions apply to their disclosure under the Data Protection Act.

Information about each child is held in school, comprising the full name; date of birth; name and address of every parent and/or carer who is known to the provider; information about any other person who has parental responsibility for the child; details of which parent(s) the child normally lives with; and emergency contact details for parents and/or carers.

Registers are kept each day of the names of the children attending, their hours of attendance and the name of their key person.

The school will keep information about the name, home address and telephone number of: any person living and employed on the premises; and anyone else who will regularly be in contact with the children attending the provision.

Health & safety and safeguarding

- **Health & Medicines**

The school's Medical and First Aid policy (made available on the school website) provides the procedures for responding to children who are ill or infectious and for the administration of medicines, which includes systems for keeping information up to date.

Training is provided to any staff for administration which requires medical or technical knowledge. Prescription medicines must not be administered unless prescribed by a doctor, dentist, nurse or pharmacist (and medicines containing aspirin must have been prescribed by a doctor).

Written permission is obtained from parents for individual medicines to be administered. Where medicine is administered to a child, parents are informed the same day or as soon as reasonably practicable.

- **Food & Drink**

Meals, snacks and drinks provided by the setting are healthy, balanced and nutritious. All food and drink is prepared in a suitably equipped area and training in food hygiene is provided for staff involved in preparing and handling food.

Parents are required to inform the school of any dietary needs for their child and these are noted and acted upon.

Fresh drinking water is always available for children and accessible at all times.

- **Accidents and injury**

School will inform parents of any accident or injury sustained by a child on the same day, or as soon as reasonably practicable, and any first aid treatment that has been given. An accident book is kept to record accidents or injuries or first aid treatment.

A first-aid box is accessible at all times, with appropriate content for use with children.

- **Managing behaviour**

Children's behaviour is managed in an appropriate way and in accordance with the school's Behaviour, rewards and sanctions policy, including physical intervention (this is made available for parents on the school website).

Corporal punishment is never used or threatened.

Physical intervention may be used to avert immediate danger of personal injury. Any occasion, on which physical intervention is used, a record is made and parents are informed on the same day or as soon as reasonably practicable.

- **Safety and suitability of premises, environment and equipment / Smoking**

Risk assessments and regular health & safety checks of the premises, including overall floor space and outdoor spaces, are completed, to ensure that they are fit for purpose and suitable for the age of children cared for and for the activities provided

The school's Health and safety policy (see school website) includes suitable provision for the EYFS, which comply with the requirements of health and safety legislation (including fire safety and hygiene requirements).

Smoking is prohibited in or on the school premises when children are present or are about to be present.

- **Premises**

The following indoor space requirements are met:

children under two years: 3.5 square metres per child;
two year olds; 2.5 metres per child;
children aged three to five years: 2.3 square metres per child.

Access to an outdoor play area is provided for all Foundation stage classes.

The school follows its legal responsibilities under the Equality Act 2010 (for example, the provisions on reasonable adjustments).

Sleeping children are supervised and frequently checked. There are adequate toilets and hand basins available for all children.

A separate office area is available for staff to talk to parents and/or carers confidentially, as well as a staff room area for staff to take breaks away from areas being used by children.

Practitioners will only release children into the care of individuals who have been notified to the school by the parent, and ensure that children do not leave the premises unsupervised.

We have a password system for when your child is going to be picked up by someone other than the normal designated person(s), if the password cannot be given to a practitioner your child will not be released for collection and the parent(s) will be contacted.

The school will take all reasonable steps to prevent authorised persons entering the premises, and staff will challenge any person on site to check their identity. Visitors to the school are issued with a green or red lanyard which indicates the level of supervision required. Red lanyard indicates that the person must not be left unsupervised with children.

The school has appropriate public liability insurance which covers all areas of the school.

- **Risk Assessment**

Avalon school will take all reasonable steps to ensure staff and children in their care are not exposed to risks and manage risks effectively and the school's risk assessment policy (available on the school website) provides the procedures that staff follow and have been trained to employ.

Written risk assessments are completed in relation to specific issues, to inform staff practice, and to demonstrate how staff are managing risks.

Risk assessments will identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.

Written risk assessments are completed when children go on outings. The risks or hazards which may arise for the children are assessed, and identify the steps to be taken to remove, minimise and manage those risks and hazards. The risk assessment also includes consideration of adult to child ratios.

- **Transport arrangements**

When the school itself makes the arrangements for transport to and from the school, although the requirements of the EYFS for outings do not apply, the school will make it clear to parents the scope of the school's responsibility for the transport arrangements, including any procedures that apply.

A risk assessment will include a judgement about the levels of supervision needed: for example, if a driver is to be unaccompanied the circumstances in which this would be acceptable would only be in an emergency and with the headteacher's approval and what the arrangements are for emergency help.

- **Child Protection**

Practitioners are alert to any issues of concern in the child's life at home or elsewhere and will follow and implement the school's safeguarding policy and procedures as set out in the Avalon school safeguarding and child protection policy, to safeguard children (see school website). These are in line with the guidance and procedures of Wirral Safeguarding Children's Board (WSCB). Avalon safeguarding policy and procedures includes an explanation of the action to be taken when there are safeguarding concerns about a child and in the event of an allegation being made against a member of staff, and covers the use of mobile phones and cameras in the setting. (Also see separate policy on the use of Mobile phones and cameras)

Mrs J Callaway (Headteacher) is the Designated Safeguarding lead, responsible for safeguarding children in the setting. Mr M Ashton (Deputy Head) and Mrs A Prandle (Nursery Manager) are the Deputy Designated Safeguarding leaders. All staff have attended training which enables them to identify, understand and respond appropriately to signs of possible abuse and neglect and all staff have particular regard to understanding KCSIE Part 1 and Annex A and to the Prevent Duty guidance, in addition to Working together to Safeguard Children (see Avalon safeguarding and child protection policy).

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Guidance (2017) and we adhere to the school's safeguarding policy.

Each foundation stage classroom has access to their own toileting facilities and we teach the children the importance of hygiene, hand washing techniques and throughout the year we plan cooking activities to give children experiences of a range of healthy food.

Staff will use photographs to provide evidence for each child's learning journal. Staff will only use school equipment to take photographs. On entry to EYFS parents are asked to complete a Safeguarding Booklet which asks parents to indicate whether or not they give permission for their child to be photographed.

- **Mobile phones and cameras**

Avalon provides school cameras and digital tablets and a mobile phone (as appropriate for residential visits or outings) for staff to use to support their work with children. To ensure the appropriate use of this equipment, and to safeguard children, the following applies:

Parental consent must always be obtained for each child for the use of cameras for appropriate purposes within the setting.

Cameras and recording equipment belonging to Avalon may be used to take appropriate and relevant images of children, i.e. observations, photographs of activities and events. Images must be used in accordance with the Data Protection Act 1998. Photographs or video of children remain the property of the school setting and must be printed on site and not downloaded onto any computer or hand held portable device not under the direct control of the School.

It is not appropriate to take photographs of bruising or injuries on a child for child protection concerns. In these cases a Safeguarding Concern Form must be used.

The Avalon mobile is solely for the purpose of contacting or being contacted by parents/carers. They can also be taken off site in circumstances such as outings. This mobile does not have a camera facility.

Complaints:

The school's written policy for dealing with concerns and complaints from parents and/or carers is available on the school website. (See Complaints policy)

A written record of any complaints and their outcome is maintained.

All written complaints relating to the fulfilment of the EYFS requirements will be investigated and complainants will be notified of the outcome of the investigation within 28 days of the school having received the complaint.

The record of complaints is made available to Ofsted on request. Details about how to contact Ofsted, if parents / carers believe the school is not meeting the EYFS requirements, are identified in the school's complaints policy.

As soon as the school is made aware that they are to be inspected by Ofsted, parents and/or carers will be notified. After an inspection, the school will provide parents and / or carers with a copy of the inspection report.

APPENDIX 1
PAEDIATRIC FIRST AID QUALIFICATIONS

First Name	Surname	Training Provider	Course Date	Expiry Date	Location on Avalon site
Julie	Bache	EYQ Wirral Borough Council	04/01/2018	03/01/2021	Nursery
Jackie	Duffy	EYQ Wirral Borough Council	04/01/2018	03/01/2021	Nursery
Sharon	Edwards	EYQ Wirral Borough Council	11/01/2016	11/01/2019	Nursery
Mandy	Elliott	Coniston Associates	08/11/2016	07/11/2019	Nursery
Sarah	Farrelly	EYQ Wirral Borough Council	18/05/2016	17/05/2019	Reception
Karen	Fleming	EYQ Wirral Borough Council	04/01/2018	03/01/2021	Reception
Angela	Gardner	EYQ Wirral Borough Council	01/12/2015	30/11/2018	Nursery
Janet	Knight	EYQ Wirral Borough Council	28/04/2018	23/04/2021	Nursery
Samantha	Mollard	First Aid & More	07/01/2015	07/01/2018	Office (Currently on Maternity leave)
Ruth	Moody	EYQ Wirral Borough Council	04/01/2018	03/01/2021	Nursery
Sally	Parkins	EYQ Wirral Borough Council	18/05/2016	17/05/2019	Y1
Alison	Prandle	EYQ Wirral Borough Council	04/01/2018	03/01/2021	Nursery
Jo	Rice	EYQ Wirral Borough Council	04/01/2018	03/01/2021	Nursery
Louise	Rigby	EYQ Wirral Borough Council	04/01/2018	03/01/2021	Office
Linda	Tottery	Coniston Associates	30/11/2016	29/11/2019	Nursery/Playground
Jessica	Tweed	EYQ Wirral Borough Council	14/11/2016	13/11/2019	Main School
Sally	Varey	EYQ Wirral Borough Council	04/01/2018	03/01/2021	Nursery