



EARLY YEARS FOUNDATION STAGE POLICY

The Early Years Foundation Stage (EYFS) is the statutory guidance for all children from birth to age five. As we have our entire EYFS on one site this enables a seamless transition from one year group to the next and allows continuity of learning and teaching.

In September 2021, the new Early Years Foundation Stage (EYFS) came into effect. The EYFS sets the standards that all early years providers must meet to ensure that the children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The Educational programmes act as our curriculum, with the development of children's spoken language underpinning all seven areas of learning and development.

Our Aim

Our aim is for every child to enjoy their achievements and develop their own ideas. We seek to encourage children's natural curiosity by providing plenty of opportunities to investigate and explore inside and outside. We encourage our children to 'have a go' at every activity and to persevere to a satisfying conclusion. We achieve this by planned purposeful play through a mix of adult led and child initiated activity in the seven areas of learning which make up the EYFS. As the children move through the EYFS the balance changes towards more activities led by adults in order to make the transition into Year 1 smooth and seamless. The EYFS guidance focuses on four guiding themes. We use these to support the learning, care and development of each child as detailed below.

Our practice, in line with the statutory guidance from the EYFS (2021) is shaped by the four guiding principles as follows.

A Unique Child

"Every child is a unique child who is constantly learning and can be resilient, capable, confident and self assured" (Statutory framework for the Early Years Foundation Stage September 2021).

1. Child development

We consider each child's individual needs and stages of development when planning for their learning and development. The Early Years Foundation Stage at Hazelwood comprises:

- Fledglings (2 groups) 9 months- 2years
- Robins (2 groups): 2-3 years
- Skylarks: 3-4 years

- Oak Reception: 4-5 years

The children are grouped in 'school years' from Robins with carefully managed transitions into the new rooms taking place each September. We have a dedicated under two's unit at the heart of the site, allowing for easy access to the site. We endeavour to keep the youngest of our under two's together and these children will spend two years in the unit, with those eligible moving to Robins at the end of the academic year, where the children will then move through the Nursery site in their 'school year'.

2. Inclusive practice

We support equality and diversity by;

- Treating each child as an individual.
- Using resources that reflect diversity.
- Providing appropriate strategies to meet each child's learning needs.
- Facilitating equal access to activities by all children.

We support children with Special Educational Needs and Disabilities by;

- Liaising with the Special Educational Needs Co-ordinator (SENCO) at Hazelwood School.
- Observing, assessing and monitoring each child's progress.
- Working with parents to involve them in their child's learning and to keep them informed of their child's progress.
- Involving external agencies to ensure appropriate support is in place, if needed.
- Having regard to the Special Educational Needs Code of Practice.

We support children with English as an additional language by;

- Valuing the child's home language.
- Enabling them to use their home language in play.
- Helping them to attain a good standard of English by ensuring they have a variety of opportunities to use English in their play and learning.
- Using appropriate resources to promote languages from other countries.

We provide challenging opportunities for more able children by;

- Liaising with the Able, Gifted and Talented coordinator at Hazelwood School.
- Having a member of staff responsible for advising on Able, Gifted and Talented in the EYFS.
- Using a range of appropriate resources.
- Achieving the National Association for Able Children in Education (NACE) challenge award as part of the whole Hazelwood School programme.
- Providing opportunities for all children to take on a challenge and 'risk'.
- Observing, monitoring and assessing.
- Working with parents to keep them informed of their child's progress.

3. Keeping safe

We keep our children safe and protected and our premises are suitable for the ages of the children attending in the following ways:

Safety

- We carry out regular fire practices, test fire alarms weekly and an external agency checks fire alarms and equipment and we have an emergency evacuation procedure.
- Resources and equipment are appropriate to the age and stage of the child's development.
- Resources and the environment are checked regularly for signs of wear and tear. Maintenance and safety issues are reported to the Estates Team.
- We do not allow smoking anywhere on our site.
- We have comprehensive risk assessments in place.
- Termly Health & Safety Meetings.
- Health and Safety on weekly room leader meeting agenda.

Premises

- All rooms have free flow access to outside and all children use the outdoor environment every day unless the weather is very bad. They have access to the central lawn and surfaced play area as well as their own outdoor spaces. Children visit the local park, library and the older children go to the Hazelwood School site for swimming.
- Areas are set aside for sleeping, Fledglings 1 and 2 have dedicated sleep rooms and the child's own routine (use of comforters etc) is adhered to.
- All rooms share use of the gym and hall. The older children also use the dining room.
- Nappy changing areas are hygienic and agreed procedures are followed.
- Confidential conversations may be had with parents in one of the offices and there is a staff room and conference room.
- We never release children into the care of anyone unless express permission has been given by the parent beforehand with a password.
- The external doors to all the buildings are protected by electronic key fobs. The external green gate adjacent to the Hazelwood School Nursery and Early Years (HNEY) Office is unlocked during drop off and pick up times in the morning and afternoon only. The side gate by Upper Robins is linked to a visual Audio System that transmits into Robins and Skylarks rooms. At all other times entry to the site is through the main office.
- Wherever possible we make reasonable adjustments for the range of children attending our setting, following our legal responsibilities under the Equality Act 2010.
- Visitors report to main office, show ID and sign in after which they are required to wear a visitor badge/or recognised visitor ID badge.
- We carry public liability insurance.

Risk assessment

- We take all reasonable steps to ensure staff and children are not exposed to risks and we manage risks carefully.
- We risk assess our outdoor and indoor areas regularly, ensuring any new experiences or equipment are included.
- There is a daily environment check carried out in each room and outside space.
- Staff are vigilant, ensuring the environment is safe and children are closely monitored.

Outings

- Risk assessments are completed when children are taken off site, following the whole School Offsite Activities and Visits Policy. Staff to child ratios are rigorously enforced.
- The School minibuses are used to transport children short distances and we have a list of named drivers for Early Years.

Staff to child ratios

- Staff to child ratios are maintained at all times as;
Under 2's: 1:3
Age 2: 1:4
Age 3: 1:8
Skylarks Pre-School 3-4 years: 1:8
In addition the Assistant Head, Early Years is supernumerary during teaching time.
Oak Reception: Up to 3 classes with maximum class size 21.
1 teacher and 1 full time teaching assistant per class.
- Rooms are set up and organised as appropriate to the child's age and stage of development.
- Children are usually within sight and hearing of staff all times during the day.

4. Health and well being

We are alert to any issues for concern in the child's life at home or elsewhere.

Child protection

- We have a comprehensive whole school Safeguarding Policy in line with Surrey Safeguarding Children's Board which is implemented and followed rigorously. It includes the procedure to follow should an allegation be made against a member of staff and the use of mobile phones and cameras in our setting.
- We have a whole school Designated Safeguard Lead. In addition, we have a Designated Safeguard Lead and Deputy Designated Safeguard lead for the EYFS, all of whom attend appropriate training.
- All staff receive safeguarding training (including Prevent) and are instructed to follow the Safeguarding Policy, to recognise signs of possible abuse and neglect and report their concerns at the earliest opportunity. All staff have safeguarding refresher training each year.
- We have regard to "Working together to safeguard children 2020".
- As a registered provider we must inform Ofsted of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether allegations relate to harm or abuse committed on the premises or elsewhere). We also notify Ofsted of the action taken in respect of the allegations. These notifications must be made as soon as is reasonably practicable but at the latest within 14 days of the allegations being made.

Suitable people

- We obtain enhanced criminal records checks and barred list checks on all persons aged 16 and over who will be working directly with the children and those who work on the premises.
- Staff are required to disclose any criminal convictions and are reminded to do so during the supervision processes.
- We have a whole school central register on which all qualifications, identity checks and vetting procedures is recorded.
- We are aware of the requirement to meet our responsibilities under the Safeguarding Vulnerable Groups Act 2006 by making a referral to the Disclosure and Barring Service if a member of staff is dismissed because they have harmed or put a child at risk of harm.

Disqualification

- We are aware that as a registered setting we or a member of our staff may be disqualified from registration in accordance with regulations made under Section 75 of the Childcare Act 2006 and that in such an instance the provider must not continue as an Early Years provider.

- If, as a provider, we become aware of relevant information that may lead to disqualification of an employee we as the provider must take appropriate action to ensure the safety of the children.
- We are also aware that a registered provider or child care worker may also be disqualified because they live in the same household as another person who is disqualified.
- We are aware that 'A provider must notify Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with the children on the premises where childcare is provided'.
- We, as the provider, must give Ofsted the following information; details and date of any such order, determination, conviction or other ground for disqualification, body or court which made the order and sentence imposed and a certified copy of the relevant order.
- The information must be provided to Ofsted as soon as reasonably practicable but at the latest within 14 days of the date the provider became aware of the information or ought reasonably to have become aware of it if they had made reasonable enquiries.

Staff taking medicine/other substances

- Medical advice is sought by any member of staff taking medication that may affect their ability to care for children. No member of staff is permitted to work with children unless medical advice confirms the medication is unlikely to impair that staff member's ability to look after children properly.
- Staff must inform the Nursery Manager or Assistant Head, with responsibility for Early Years, of any medication they are taking.
- Staff medication is stored securely in the lockable medicine cabinets at all times.

Health

- Medical forms are completed by parents on the child's entry to the Nursery or School.
- Allergy/intolerance information is completed on entry and reviewed annually.
- We follow a procedure for dealing with children who are unwell. Parents are contacted and an unwell child monitoring form is completed on those children whose parents cannot collect them immediately.
- If an infection breaks out in the nursery, suitable steps to control the spread are taken.
- We have and implement thoroughly an EYFS Medication Policy

Oral health

In addition to promoting the overall good health of the children, there is also a statutory requirement to promote good oral health in the EYFS. At HNEY, the children are provided with whole milk, containing higher levels of calcium in order to strengthen teeth. Throughout the day, there is fresh water available to the children and not sweet or fizzy drinks as these would be detrimental to good oral health. There will be a planned 'Oral Health Week' each academic year, which will encourage the children to think about all aspects of good oral health, including, but not exclusively, tooth brushing and a healthy diet. Where possible, we will endeavour to have a dentist/oral hygiene expert visit the children to discuss at age appropriate levels.

There is also a dedicated section in the library that houses age appropriate stories that reference the importance of looking after your teeth and oral hygiene.

Food and drink

- The children have a range of healthy, balanced and nutritious meals, locally sourced where possible and freshly prepared in our onsite kitchen under the direction of the catering manager and team.
- Before a child starts at our setting we ask parents to complete a form to obtain information regarding allergies and special diets which are always catered for.
- Special diets and food allergies are circulated to each room. These are displayed on the boards to ensure all staff working in the room are fully aware of the child's needs.
- HNEY is a nut free environment.
- Our Fledglings 1 unit has its own kitchen and includes sterilisation equipment.
- Daily menus are displayed around the site and published on our website. The menus include meals with nutritional value and from all major food groups. In order to limit sugar intake and therefore promoting good oral health, 'sweet treats' are limited when the children are in attendance at Nursery.
- Fresh drinking water is available to all children throughout the day.
- Staff receive food hygiene training.
- We, as a registered provider, must notify Ofsted of any food poisoning affecting two or more children cared for on the premises. Notification must be made as soon as is reasonably practicable, but in any event within 14 days of the incident. A registered provider who without reasonable excuse fails to comply with this requirement commits an offence.

Accident or injury

- All areas of the site have access to a first aid box and a written record is kept of all accidents, injuries and includes any treatment given.
- Accident books are monitored by the EYFS First Aider.
- We inform parents either by telephone (or at the end of the day for a minor injury) of any accident or injury to their child during the day.
- We, as a registered provider, must notify Ofsted of any serious accident, illness or injury to or death of, any child while in our care and of the action taken. Notification must be made as soon as is reasonably practicable, but in any event within 14 days of the incident occurring. A registered provider who without reasonable excuse fails to comply with this requirement commits an offence. Providers must notify local child protection agencies of any serious accident or injury to or the death of any child while in their care and must act on any advice from those agencies.

Positive Relationships

*"Children learn to be strong and independent through positive relationships."
(Statutory framework for the Early Years Foundation Stage September 2021.)*

1. Respecting each other

The key person approach is vital for the care and development of every child. Induction, performance management and training ensure a professional approach is maintained. Our Behaviour Management Policy and Code of Conduct Policies encourages respect for others.

Key person

- Each child is assigned a key person who is responsible for their care, learning and development.
- All children have a secondary key person but all staff in the room are involved in the care, development and learning of all children in the room.
- As part of our transition process each child receives a photograph and postcard from their new key person introducing themselves.
- We arrange transition information meetings and 'meet the key person' meetings before the child moves rooms or starts our setting.

2. Parents as partners

We work in partnership with parents and families.

- Parents are encouraged to share any concerns.
- Registration forms are completed by parents before their child starts nursery or school. They request background information about the child.
- Before a child starts, an 'All about me' form is completed by the parent.
- 'Meet the key person' visits or a teddy bear's picnic is arranged which allows children to spend time in their new room, meeting the staff and other children. Staff and parents have time to talk about their child's routine, special toys, likes, dislikes etc. All new Oak Reception parents meet the Assistant Head, with responsibility for Early Years, to discuss their child's development.
- We are always keen for parents to share home experiences or special events with us.
- Parents from different cultural backgrounds are invited into school to share aspects of their culture or celebrations with the children.
- The Learning Journeys and Profiles are readily available for parents to look at, and contribute to if they wish.
- Menus are displayed on all the boards and published on our website.
- A selection of policies is available on the parent notice boards and the rest are on our website. New parents receive a comprehensive parent handbook.
- Staff photographs and roles are displayed on the central notice board adjacent to the HNEY office.
- During the Autumn term and Spring term we hold parents' evenings for parents to discuss their child's progress.
- We invite parents in to discuss the Foundation Stage Profile in the Summer term.
- End of year reports are produced informing parents of their child's progress and development.
- Information evenings are held during the year including an Information Meeting for all parents in Early Years, detailing how the EYFS is delivered, transition meeting, reading and maths meeting and Foundation Stage Profile Information meeting.
- Parents and families are invited to Productions, Sports Day, Concerts, and Grandparents' Day.

Complaints

- We have a Complaints Policy and keep written records of any complaints and their outcome. We are aware that as a provider we must investigate written complaints relating to their fulfilment of the EYFS requirements and notify complainants of the outcome of the investigation within 28 days of having made the complaint.
- Details of how to contact Ofsted or ISI is on all our parent notice boards.

3. **Supporting learning**

We only employ well qualified staff with the skills and empathy needed to care for, encourage and inspire young children.

Staff qualification, training, support and skills

We expect that all staff will;

- Model appropriate behaviour.
- Listen to children, parents and colleagues.
- Provide a stimulating learning environment indoors and outdoors.
- Observe the children to find out what they already know, how they learn and what they are discovering.
- Use observations to inform planning and plan next steps.
- Encourage and support the children, reinforce existing skills and take on new challenges.
- Reflect on their practice.
- Attend appropriate training and development.
- Participate in performance management.

Our induction programme for new staff equips them to understand their roles and responsibilities. Training is given on emergency evacuation procedures, safeguarding and child protection, staff code of conduct, equality, and welfare health and safety issues. Expectations for planning and the development and learning of the children is discussed. The initial induction is followed up with meetings with their line manager at regular intervals.

We have our own programme of INSET throughout the year in which training is given on various aspects of the EYFS learning and development requirements as well as welfare issues.

Our termly supervision process is thorough and provides practitioners with opportunities to discuss their own professional development and receive coaching to improve their personal effectiveness, with their line manager in a supportive and enabling environment. A second important aspect of these sessions is an in-depth discussion of their key children in which solutions for encouraging their effective learning and development are identified. Through the supervision and performance development review, staff identify their own training needs with their line manager. Local Authority and other external training is booked to aid their professional development.

The staff are well qualified and experienced (see staff qualification list and structure of HNEY). We are also very committed to the training of our own staff and we have had a number undertaking Level 3 qualifications at any one time.

All staff including the Oak Reception teaching assistants hold paediatric first aid certificates which are renewed every three years. (See staff qualification list.)

Our staff are required to have a good standard of written and spoken English in order to communicate effectively with both children and parents verbally and in writing.

Managing behaviour

- We have a Behavioural Policy which sets out the expectations and guidance needed to ensure effective behaviour management strategies are employed by all staff.
- We do not give corporal punishment to a child.
- If there is an occasion where physical intervention was taken to avert immediate danger to any person or the child or to manage the child's behaviour if absolutely necessary, a record is taken and parents informed the same day. The School and Nursery have a Physical Intervention Policy which is followed in the event of physical intervention being required.

Enabling environments with teaching support from adults

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. Children benefit from a strong partnership between practitioners and/or carers. (Statutory framework for the Early Years Foundation Stage September 2021.)

1. Observation and assessment

Observations

Observations are made of children's independent and adult led learning.

These observations are assessed and next steps are planned for each child. The range of situations in which the child is observed is varied and can include;

- Notes taken while playing with a child.
- Observations of a specific skill or use of space in a particular area.
- Observations on specific learning objectives for a group of children.
- Running commentary, tracking a child and noting where or who they play with.

Observations are made primarily during child initiated play but they are also observed during adult led group sessions.

Observations may take the form of significant achievements such as;

- Attempting something not previously tried.
- Doing something they have not been able to do before.
- Applying new understanding, skills or knowledge in a different situation.
- Explaining something in a new way.
- Co-operating with others in a new way or for a longer time.
- Persevering for longer at an activity (child initiated or adult led).
- Comments made by parents.

The observations are used to develop the child's Learning Journey or Profile and to aid in planning stimulating new activities and challenges.

Assessment

Formative assessment is our primary form of assessment and is an integral part of the learning and development process.

- Observations and assessments are carried out by the key person and teachers in order to ascertain the level of the child's development and the child's individual needs and learning styles.
- All EYFS staff make judgements against the Development Matters criteria using the Educational Programmes to plan and deliver activities that meet the next steps for individual children. Records of assessment are kept and each child's progress is tracked to ensure their needs are being met appropriately.

- The two year check is completed as part of our assessment process. It details the child's strengths and any areas where progress is less than expected in the Prime areas of learning. Parents receive a written report of their child's development at the end of each year and a targeted plan is produced if any areas of concern are identified and discussed with the parent. We endeavour to complete the check in time to inform the Healthy Child Programme health and development review at age 2, in order to promote integrated working.
- An EYFS profile is completed for each child at the end of the Oak Reception year. Each child's progress is assessed against the Early Learning Goals. The children are judged to be 'emerging' or 'expected'. A summary of each child's skills and abilities in relation to the three characteristics of effective teaching and learning is produced. The profile judgements are discussed with the parents at a meeting at the end of the Oak Reception year and also the Year 1 teachers as part of the transition process and to ensure planning appropriate activities takes place in Year 1. Both parents and Year 1 teachers receive a written copy.
- The profile results are reported to Surrey Early Years department who in turn submit these results to the National EYFS Profile data set.
- End of year reports are written by the child's teacher or key person in all year groups.
- Should a child's progress be less than expected at any time then we produce a Pupil Passport to support the child's future learning. The SENCO or other professionals such as a speech therapist or Early Years Advisor, will be involved if necessary. The consent of parents to share such information is always sought.
- Should a child be developing exceptionally well and considered to be Able, Gifted and Talented in any area of learning then extension activities will be provided, targeted to meet the needs of the particular child.

Planning

This is informed by observations, interests and experiences of the children.

- The key person spends time observing and planning for their key children.
- Staff in the rooms and across the year groups plan together in a dedicated weekly timetabled slot. All staff are expected to contribute to the planning.
- Planning forms are completed for continuous provision and individual targeted learning. These are monitored by the Assistant Head, with responsibility for Early Years and the Nursery Manager.
- Planning is flexible and designed to meet the needs of the child.
- Planning follows the EYFS framework and the Educational programmes outlined within (September 2021)

Records and reporting

We maintain records and share information with parents and other professionals as appropriate.

- Records on staff and children are stored securely in locked filing cabinets and only shared with those who have a right or professional need to see them.
- We liaise with other professionals such as speech therapists and paediatricians and seek advice from Surrey Early Years on matters such as behaviour management for example. If a child is attending another setting, we ensure an exchange of information is undertaken.
- We have a EYFS Confidentiality Policy and all new staff are informed of this at their induction.

- Key persons and teachers are responsible for the children's Learning Journeys or Profile. They are available to parents throughout the year but are specifically sent at the end of each half term and shared with them during parents' evenings. Each child's Profile is sent home at the end of Oak Reception.

2. **Supporting every child**

Children have opportunities to explore and use;

- Book area – a range of texts (fiction, nonfiction, poetry)
- Construction – building and designing e.g. duplo, mobilo large wooden bricks
- Graphics – mark making, cutting, sticking
- Small world - imaginative play such as dolls house, space station
- Malleable - moulding, manipulating e.g. dough using tools
- Creative – painting, collage
- Sand – mathematical (pouring, hiding, weighing) imaginative
- Water – mathematical (mixing, floating, washing) imaginative
- Physical development - bikes, bats, balls etc.
- Role play – imaginative play (home corner, garden centre, baby clinic)
- Investigation – growing, instruments
- ICT – computers, programmable toys, cameras

The learning environment both indoors and outdoors is always changing and adapting to the needs of the children.

3. **The learning environment**

Children have access to our large outdoor areas including the playground or physical play, the field, the halls and the garden as well as their own outdoor areas and the outdoor classroom. We endeavour to go outdoors in all weathers.

The wider context

- Children visit their new rooms when it is time to change year groups. The key person discusses each child and passes on all relevant information and records to ensure the transition is smooth.
- When a child is transferring from another setting we arrange visits and the exchange of information and records.
- There is an information evening and transition meeting for parents and the Parents' Handbook contains information about each year group.
- Outside agencies such as speech therapists, paediatricians and local authority advisors are involved where appropriate to ensure each child's needs are met.
- We take the children on educational visits.
- Our new library provides an ideal quiet space for small group work, storytelling and browsing through a range of fiction and non-fiction books. All of these allow the children to develop their spoken vocabulary by discussing stories and books that they have looked at.

Learning and Development

Children learn and develop in different ways and at different rates.

1. Play and exploration

Children learn through play. We ensure children have the freedom, support, time and space to investigate and experience things inside and outside. We encourage children to 'have a go' and we reflect on the different ways in which children learn.

2. Active Learning

Children are encouraged to reflect on their own and their peers' achievements through informal chats and group discussions. They are encouraged to persevere if they find a task difficult and to enjoy their successes. Assessment for learning is used throughout Hazelwood School to enhance teaching and learning. The children's ideas and experiences are used to inform planning.

3. Creativity and critical thinking

Children explore all areas within the EYFS environment and are given opportunities to be creative with a range of materials, paint, clay etc. Open ended questions and activities are used to encourage and extend children's ideas and thinking. They are encouraged to develop their own ideas.

4. Areas of Learning and Development

There are seven areas of learning and development. All areas are important and interconnected. The prime areas are especially important for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. The three prime areas are strengthened and applied through four specific areas. All seven areas of learning have an Educational Programme statement, which helps support staff in providing opportunities for all areas of learning. However, staff use their professional judgement to add in an even wider range of activities to further enhance the offering for all children.

The table below outlines the areas of learning and development and their links with the KS1 Curriculum.

EYFS Areas of Learning and Development		Curriculum areas KS1
Prime Areas		
Communication and language	Listening Attention and Understanding	All curriculum areas
	Speaking	All curriculum areas
Physical development	Gross Motor Skills	PE / swimming
	Fine Motor Skills	PSHE/Science/ Art & DT
Personal, social and emotional development	Self Regulation	PSHE
	Managing Self	PSHE
	Building relationships	PSHE
Specific Areas		
Literacy	Comprehension	English
	Word Reading	English
	Writing	English
Mathematics	Number	Mathematics
	Numerical Pattern	Mathematics
Understanding the world	Past and Present	History/RE
	People, Cultures and Communities	Geography / Science
	The Natural World	Science/ Geography
Expressive arts and design	Creating with Materials	Music / Art / DT
	Being imaginative and Expressive	Music / Art / Drama

This Policy was ratified by the Compliance Committee: 7th March 2022.