



3.1

Early Years Foundation Stage Policy

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Statement of intent

At St Chads Community Project, we greatly value the importance of the Early Years Foundation Stage (EYFS) in providing a secure foundation for future learning and development.

This policy has been developed in conjunction with the relevant guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's readiness for the next stage of their education, and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We seek to provide:

- **Quality and consistency**, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2021) 'Early years foundation stage profile: 2022 handbook'
- DfE (2021) 'Development Matters'



- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- Early Education (2021) 'Birth to 5 Matters'
- UK Council for Internet Safety (2020) 'Education for a Connected World'

This policy operates in conjunction with the following organisation policies:

- 3.5 Early Years Assessment Policy
- 3.2 Early Years Teaching and Learning Policy
- Chapter 13 - Child Protection and Safeguarding Policies
- 12.1 Complaints Procedures Policy
- 10.1 Special Educational Needs and Disabilities (SEND) Policy
- 14.5 Online Safety Policy
- 7.4 Administering Medication Policy
- 6.1 Health and Safety Policy
- 6.8 Fire Safety Policy
- 1.1 Safer Recruitment Policy
- 14.1 Data Protection Policy

2. Roles and responsibilities

The Board of Trustees are responsible for:

- Ensuring there is a policy in place to safeguard children that includes an explanation of the action to be taken when there are safeguarding concerns about a child, the use of mobile phones and cameras, and staff safeguarding training requirements. These issues are addressed in part in this policy and in further detail in the organisation's Child Protection and Safeguarding Policy and Photography Policy.
- Ensuring there is a policy in place in the event of an allegation being made against a member of staff (including apprentices, trainees and students) or a volunteer. These issues are addressed in the organisation's Allegations of Abuse Against Staff Policy.
- Monitoring the implementation of this policy.
- Ensuring that this policy does not discriminate on any grounds.
- Handling complaints regarding this policy, as outlined in the organisation's Complaints Procedures Policy.

The Chief Executive Officer, in conjunction with the Deputy Project Manager and the Head of Children Services, has responsibility for the day-to-day implementation and management of this policy.



Staff, support staff, Volunteers, trainees and apprentices are responsible for:

- Familiarising themselves with, and following, this policy.
- Remaining alert to any issues of concern in children.

3. Aims

Through the implementation of this policy, we aim to:

- Give each child a happy and positive start to their academic life in which they can establish a solid foundation for a love of learning.
- Enable each child to develop socially, physically, intellectually and emotionally.
- Encourage children to develop independence within a secure and friendly atmosphere.
- Support children in building relationships through the development of social skills such as cooperation and sharing.
- Work alongside parents to meet each child's individual needs to ensure they reach their full potential.

Four overarching principles shape our practice:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- 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 the organisation and parents.
- **Learning and development** is important. Children develop and learn in different ways and at different rates.

To put these principles into practice, the organisation:

- Provides a balanced curriculum which takes children's different stages of development into account.
- Promotes equality of opportunity and anti-discriminatory practice.
- Works in partnership with parents.
- Plans challenging learning experiences, based on individual needs, which are informed by observation and assessment.
- Assigns each child with a key person to ensure that each child's learning and care is tailored to meet their individual needs.
- Provides a safe and secure learning environment.



4. Learning and development

In partnership with parents, the organisation promotes the learning and development of children to ensure they are ready for the next stage of education.

The EYFS provision and practice is based on an observation of children's needs, interests and stages of development. Learning and development in the setting are planned to reflect these interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two important and interconnected sections – prime and specific:

The 'prime' areas of learning and development are:

- Communication and language:
 - Listening, attention and understanding
 - Speaking

- Physical development:
 - Gross motor skills
 - Fine motor skills

- Personal, social and emotional development:
 - Self-regulation
 - Managing self
 - Building relationships

The 'specific' areas of learning and development are:

- Literacy:
 - Comprehension
 - Word reading
 - Writing

- Mathematics:
 - Numbers
 - Numerical patterns

- Understanding the world:
 - Past and present



- People, culture and communities
- The natural world

- Expressive arts and design:
 - Creating with materials
 - Being imaginative and expressive

In organising and implementing educational programmes, the organisation will ensure that a broad range of activities and experiences are planned, having regard to three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring – children investigate and experience things, use what they know in their play and are willing to try new things.
- Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas and use what they already know to learn new things, and develop strategies for doing things.

Further information regarding learning and development, including how these link to and underpin the national curriculum in KS1 and beyond, is set out in the organisation's Early Years Teaching and Learning Policy.

5. Assessment

Assessment plays an important part in helping the setting to recognise children's progress, understand their needs, plan activities, and assess the need for support.

Parents will be kept up-to-date with their child's progress and development, and the Head of Children Services will address any learning and development needs in partnership with parents.

Ongoing formative assessments are used to assess the day-to-day learning and development of children in the EYFS. Practitioners interact and observe children to understand their interests and learning needs, and will use this information to inform practice and provision for each child.

The EYFS setting will undertake a summative assessment of the level of each child's development. This will be:

- Progress check at age two – a short written summary of children's development in the prime areas.



The organisation ensures that practitioners actively engage children, their parents and other adults who have significant interaction with specific children in their assessment processes to provide a well-rounded picture of their development and attainment.

The organisation will ensure that assessment processes do not prevent practitioners from spending as much time as possible interacting with children and directly supporting their learning and development. Practitioners will not be required to record or document evidence to prove children's level of development; however, they may decide to record particularly noteworthy achievements in order to plan teaching and where this is beneficial for building knowledge of children.

Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.

The Head of Children Services will discuss any cause for concern in a child's progress with the child's parents, especially where this concern relates to the prime areas of learning. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have SEND which requires additional support.

The organisation takes reasonable steps to provide opportunities for children with EAL to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to reach a good standard of English. During assessment, if it is found that a child does not have a strong grasp of English language, the Head of Children Services will contact the child's parents to establish their home language skills and discuss whether there is cause for concern about a language delay.

Assessment procedures are set out in full in the Early Years Assessment Policy.

6. Inclusion

All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The Pupil Equality, Equity, Diversity and Inclusion Policy ensures that the needs of all children are met, regardless of any protected characteristics they have.

The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by the organisation's SENCO; Jaspreet Kaur and Amanda Scarff.

The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.



7. The learning environment and outdoor spaces

The learning environment is organised in such a way that children can explore and learn independently in a safe and interactive environment.

Children have access to an enclosed outdoor environment, and daily access to the outdoor environment is planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.

There are 2 toilet facilities available to the EYFS with hygienic changing facilities containing a supply of towels and spare clothes. Nappy changing facilities are also available.

8. Safeguarding and welfare

All necessary steps are taken to keep the children in our care safe and well. Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy, and all members of staff in the EYFS setting are required to read this policy as part of their induction training.

Designated Safeguarding Lead (DSL): Leanne Coxon – Chief Executive Officer (CEO)

Deputy Designated Safeguarding Lead: Kate Meldrum – Deputy Project Manager

Jaspreet Kaur – Head of Children Services

Lindsey Ahmed – Family Support Worker

Patricia Sharpless – Thrift Shop Supervisor

The DSL is responsible for safeguarding children and liaising with local children's services as appropriate. The Deputy DSL's will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL. The DSL and deputy DSL's will undertake child protection training as required.

Staff will receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

9. Mobile phones and devices

For the purposes of this policy, the term 'mobile phone' refers to any electronic device that can be used to take images or record videos, including tablets and smart watches.

Photography policies and procedures are addressed in full in our Photography Policy.



Use of personal mobile phones by staff and volunteer's

Staff members and volunteers must not use personal mobile phones or cameras when children are present. Staff and volunteers may use mobile phones on the premises outside of working hours when no children are present. Staff and volunteers may use mobile phones in the staffroom during breaks and non-contact time. Mobile phones should be safely stored in lockers and in silent mode whilst children are present.

Staff may take organisation mobile phones on trips, but they must only be used in emergencies. Mobile phones must not be used to take images or videos at any time during trips.

Staff who do not adhere to this policy will face disciplinary action. Staff must report any concerns about another staff member's use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy and the Allegations of Abuse Against Staff Policy.

Staff may use their professional judgement in emergency situations.

Use of mobile phones by parents, visitors and contractors

Posters are used around the childcare area to indicate that it is a mobile free zone.

Parents, visitors and contractors are not permitted to take photographs or record videos without prior permission. Parents may take photographs and videos only containing their own child during organisation events. Parents may take group photographs at organisation events but only with the informed consent of the parents of the children involved.

The organisation strongly advises against the publication of any photographs or videos taken at the organisation or organisation events on social media. Staff must report all concerns about parents, visitors and contractors to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

Use of the organisation's mobile phones and cameras

Staff are provided with a device to ensure that only organisation devices are used to take photographs and videos. Organisation devices must have passcode protection.

Organisation devices must only be used for work related matters, for example recording and documenting a child's learning. Organisation devices must only be used to take photographs in the presence of another staff member and only with the consent of the child's parent/carer.

Staff must not take photographs of bruising or injuries for child protection reasons. Instead, safeguarding disclosure forms and body maps are used to record observations relating to child



protection concerns – these are available in the childcare room and can also be acquired from the DSL and Deputy's.

Organisation devices must not be taken off the premises without prior written permission from the CEO. Where staff members have concerns over material on an organisation device, they must report all concerns to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

10. ICT lessons

ICT lessons will be used to give children the opportunity to use technology, equip them for the demands of the developing digital world, and prepare them for the next step in their education. When teaching ICT and utilising technology, e.g. laptops and tablets, the organisation will have due regard for the '[Education for a Connected World](#)' framework when shaping what children are taught. The organisation aims to:

- Help children work more independently.
- Enable children to develop and enhance their work.
- Encourage children to collaborate on projects.
- Give children the skills and tools to access a wide range of information, ideas and cultures.
- Help children develop skills that can be used in other areas of the curriculum.
- Help children develop good control and coordination through using ICT equipment.
- Encourage children to represent their ideas, thoughts and feelings through technology.

In accordance with the DfE's '[Statutory framework for the early years foundation stage](#)', all educational programmes offered by the setting, including ICT, will work towards the early learning goals (ELGs). This includes:

- **Communication and language:** ICT helps children to develop their self-expression confidence and skills, and allows them to speak and listen in a range of situations.
- **Physical development:** using interactive programmes, computer mice, keyboards and touch screens helps children develop their coordination, control and movement.
- **Personal, social and emotional development:** technology gives children access to new ways to express their emotions and interact with others.
- **Literacy:** the internet gives children access to a vast range of media and materials.
- **Mathematics:** ICT enhances children's experiences of learning mathematics and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems, and describing shapes, spaces and measure.
- **Understanding the world:** children will be taught to use the internet to enhance their knowledge of people, places, technology and their physical environment.



- **Expressive arts and design:** interactive games, activities and materials will be used to encourage children to share their creativity and ideas.

ICT lessons will be conducted in accordance with the Early Years Teaching and Learning Policy. Practitioners will not use formative assessments for ICT, but will use summative assessments to help track children's progress. Resources will be shared fairly between children and, where needed, tasks and equipment will be adjusted to suit children's needs and abilities.

The Head of Children Services will be responsible for ensuring all staff and parents are aware of the setting's policy on using technology and teaching ICT. The Head of Children Services will hold the practitioners and other staff to account for their delivery and support of the ICT curriculum and offer support where needed.

The Head of Children Services will be responsible for:

- Staying aware of new ICT developments and communicating these to staff, including through bespoke training where necessary.
- Attending appropriate in-service training, including safeguarding training.
- Maintaining the upkeep and use of ICT resources.
- Working with the CEO to establish an annual budget to secure the procurement of the required ICT software and hardware.
- Keeping appropriate records of ICT expenditure to review costs and make suggestions for the future.
- Securing and maintaining ICT resources.
- Ensuring ICT resources are up-to-date, fit for purpose and safe for children to use.
- Advising staff on the correct and safe use of digital technologies.

Staff delivering the ICT curriculum will be responsible for:

- Encouraging children to apply their knowledge, skills and understanding of ICT in other areas of learning.
- Tailoring lesson delivery according to children's age and respective abilities.
- Working with the Head of Children Services to put reasonable adjustments in place to ensure all children can make use of the organisation's ICT equipment.
- Undertaking summative assessments to ensure the aims set out in this policy are being met.
- Keeping the Head of Children Services informed about how the aims of the setting's ICT curriculum are being achieved.
- Supporting children through play and teaching to recognise how technology is used across their lives, such as in their home and in the setting.

The Online Safety Policy will be adhered to at all times. This includes installing internet filters and antivirus software on all devices and ensuring children are supervised appropriately when



using the internet. In the event of children accessing inappropriate content online, safeguarding procedures will be followed in accordance with the Child Protection and Safeguarding Policy.

11. Health and safety

The setting will promote the good health of children in the EYFS, including the promotion of good oral health.

The Head of Children Services will report any accident or injury involving a child to their parents on the day it occurs, and any first-aid treatment administered to a child will also be reported to their parents. Accidents and injuries will be recorded in an accident book, located in the Head of Children Services office. The CEO will report any serious accident, illness, injury, or death of a child whilst in the organisation's care to Ofsted and the Charities Commission as soon as is reasonably practicable, but within 14 days of the incident occurring. Local child protection agencies will also be notified.

First-aid boxes are located in the:

- Out of school - red room
- Nursery - blue room.

Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered. The organisation's Administering Medication Policy outlines the procedures for administering medicines.

Any food or drink provided to children is healthy, balanced and nutritious as outlined in the Food Policy. The CEO will notify Ofsted and the Charities Commission of any incidents of food poisoning affecting two or more children within 14 days of the incident. Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded. Fresh drinking water is available at all times.

Smoking is not permitted on the premises.

The Health and Safety Policy outlines the full health and safety policies and procedures.

The organisation has a Fire Safety Policy in place.

12. Staff taking medication or other substances

The organisation implements a zero-tolerance approach to drugs and alcohol misuse, as outlined in the Staff Drug and Alcohol Policy.



The use of alcohol or any other substance that may affect the ability to care for children by a member of staff will not be tolerated. If there is a reason to believe a member of staff is under the influence of alcohol or any other substance, they will not be allowed to work directly with children and further action will be taken.

Any member of staff taking medication which may affect their ability to care for children will seek medical advice. Staff will only be allowed to work directly with the children if it is confirmed that the medication is unlikely to impair their ability to look after children properly.

Any medication used by staff is securely stored in a locked cabinet.

13. Staffing

A robust Safer Recruitment Policy is in place, which aims to ensure that members of staff employed in the EYFS setting are suitable.

Upon employment, all EYFS staff receive induction training to ensure that they understand their roles and responsibilities, including information about emergency evacuation procedures, safeguarding, child protection and health and safety.

Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.

All members of staff who have contact with children and families will be supervised by the Head of Children Services. The supervision will provide opportunities for staff to:

- Discuss any issues, particularly concerning the development or wellbeing of children, including any child protection concerns.
- Identify solutions to address issues.
- Receive coaching to improve their effectiveness.

The Head of Children Services holds at least a full and relevant level 3 qualification alongside at least two years' experience working in an early years setting. At least half of the other EYFS setting staff hold a full and relevant level 2 qualification.

The Childcare Deputy or Room leader will provide cover for the Head of Children Services in their absence and is deemed fully qualified to do so by the Head of Children Services and CEO.

There will be at least one member of staff who has a current paediatric first-aid (PFA) certificate on the premises at all times, and will accompany children on any outings.

Any member of staff who has sole responsibility for looking after a group of children will hold a PFA certificate. All newly qualified staff with a level 2 or 3 qualification will be PFA trained. The organisation will organise PFA training to be renewed every three years. The list of staff



who hold PFA certificates can be found on notices in all childcare rooms and other areas of the building including the staff room.

The organisation provides a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory framework for the early years foundation stage'. Only members of staff with level 2 English and Maths qualifications will count towards the staffing ratios at level 3 within the pre-school nursery setting.

The organisation adopts the following staffing ratios:

- For children under two:
 - There is at least one member of staff for every three children.
 - At least one staff member holds a full and relevant level 3 qualification and is suitably experienced to work with children under two.
 - At least half of other staff hold a full and relevant level 2 qualification.
 - At least half of all the members of staff are trained in the care of babies.

- For children aged two:
 - There is one member of staff for every four children.
 - At least one staff member holds a full and relevant level 3 qualification.
 - At least half of the other staff members hold full and relevant level 2 qualifications.

- For children aged three and over:
 - Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is working directly with the children, there is one member of staff for every 13 children, and at least one other member of staff holds a full and relevant level 3 qualification.
 - Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is not working directly with the children, there is one member of staff for every 8 children, and at least one other member of staff holds a full and relevant level 3 qualification.

Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios. Parents will be informed about staffing arrangements and, when relevant and practical, will be involved in staffing arrangement decisions.

Each child is assigned a Key Worker whose role it is to help ensure that every child's care is tailored to meet their individual needs. The Head of Children Services will inform parents of



whom their child's Key Worker is and will explain the role of the Key Worker when their child begins attending the setting.

14. Information and records

Information is stored in line with the UK GDPR and the Data Protection Act 2018, and with regard to the organisation's Data Protection Policy.

The following information is recorded for each child:

- The child's name and date of birth
- The name and address of every parent or carer who is known to the organisation, including information about all persons who have parental responsibility for the child and which parent or carer the child normally lives with
- The emergency contact details of the child's parent or carer

The following information about the organisation is recorded:

- The setting's name, address and telephone number
- The setting's certificate of registration
- The name, address and telephone number of anyone who will regularly be in unsupervised contact with the children
- A daily record of the names of the children being cared for in the setting, their hours of attendance, and the names of each child's key person

The following information is made available to parents:

- The setting's privacy notice for parents and children
- How the organisation delivers the EYFS and how parents can access more information
- The daily routine and the activities offered in the organisation's EYFS and how parents can assist their child's learning at home
- How the setting's EYFS supports children with SEND
- Details of the food and drink provided to the children
- Details of the policies and procedures in place in the setting's EYFS
- Staffing details, including the name of their child's key person and their role and a telephone number for parents to contact in an emergency

Ofsted and the Charities Commission will be notified if there are any changes to the following:

- The address of the setting
- The organisation's contact details
- The hours during which care is provided



- Any significant event which is likely to affect the suitability of the setting or any person who cares for, or is in regular contact with, children to look after children.

15. Parental involvement

We firmly believe that the EYFS cannot function without the enduring support of parents.

Parents are invited to termly parents' evenings; however, the organisation has an open-door policy and parents are welcome to talk to practitioners at the start and end of the session. Head of Children Services office or the hall area will be utilised for confidential discussions between staff and parents.

Parents are asked to sign permission slips for any visits out of setting, use of photographs of their child and using the internet at the setting.

Parents are asked to complete admission forms, a medical form and to write a brief synopsis about their child to help the organisation to understand their character and personality.

16. Transition periods

The following processes are in place to ensure children's successful transition periods:

- Practitioners will ensure that children are given opportunities to talk about any concerns and ask questions about their transition activities.
- Practitioners will communicate with parents effectively about transition activities that have been planned.
- During the transition process meetings will be held between the professionals involved on either side of the transition to establish a shared, cohesive approach, and to ensure there are no conflicting expectations of children.
- Transition plans will include a handover between practitioners through a transition report.
- Practitioners will make transition plans which may include allowing children to visit their new setting, and allowing staff from their new setting to visit and observe children in their current setting.
- Transition activities will have children's wellbeing as a central priority.
- Transition activities will be planned as a gradual process, rather than a singular event.
- Transition activities will create opportunities for children to develop self-care skills.
- Transition activities will be approached with creativity, acknowledge children's anxieties and focus on core skills, while allowing children to take part in enjoyable activities.



- **Monitoring and review**

This policy is reviewed annually by the Board of Trustees and the CEO.

Any changes made to this policy will be communicated to all relevant stakeholders.

All members of staff directly involved with the EYFS are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

The next scheduled review date for this policy is September 2025.