



Newland House School

Early Years Foundation Stage **Policy**

Updated	September 2024
Updated by	Deputy Head Pre-Prep Head of EYFS
Authorised by	Head Governing Body

This Policy applies to all sections of the school, including the Early Years Foundation Stage

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Appendix 1: List of staff who are Paediatric First Aiders

1. Rationale

- 1.1 It is our intention at Newland House School to provide a safe and secure environment for our children. Through our Early Years Foundation Stage (EYFS) we endeavour to provide the children with opportunities to interact with positive relationships and enabling environments.

2. What is the Early Years Foundation Stage?

- 2.1 The Early Years Foundation Stage (EYFS) is the stage of education for children from birth to the end of their Reception Year. It is based on the recognition that children learn best through play and active learning.
- 2.2 The four distinct themes that underpin our curriculum are:
- Unique Child
 - Positive Relationships
 - Enabling Environments and
 - Learning and Development
- 2.3 Each of these themes are of equal importance and are referred to in all aspects of planning, assessing and observing.

3. Aims

- 3.1 We follow the EYFS Framework (January 2024)¹ and aim to give the children in the EYFS a platform from which their holistic needs as growing children can flourish. We do this through careful planning, evaluating and discussing.
- 3.2 The Nursery and Reception teachers work very closely as a team and input from all staff is welcomed and encouraged.
- 3.3 A weekly meeting with the Nursery and Reception team members, the Learning Enrichment co-ordinator and the Deputy Head (Pre-Prep) is a valuable opportunity to further embed the themes and principles of the EYFS. This is when the children and their next steps are discussed, to be evaluated by the next half term.

4. Learning and Development in EYFS

- 4.1 Newland House School has chosen to not become 'exempt' from the Statutory Framework and the school sees the EYFS as an important aspect of a child's overall learning.

¹ [Statutory framework for the early years foundation stage for group and school providers \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

- 4.2 The emotional and cognitive conditions for learning change little with age – we all learn best when we are motivated, interested and happy, engaged in experiences that both fascinate and challenge us. Our confidence in ourselves as learners flourishes when we know that our thoughts and feelings are both sought after and valued.
- 4.3 Adults and children are critical partners in the learning process; and if adults are to model and ‘scaffold’ the skills that they would prize in their children – skills of enquiry, creativity and critical thinking, problem-solving, reasoning and conflict resolution – they must also have the capacity to embrace for themselves the risks and challenges that all new learning brings.
- 4.4 The four themes and principles of the EYFS provide a map that is just as relevant for practitioners on their learning journeys, as it is for guiding the children on theirs. They actually describe the conditions necessary for life-long, life-wide learning and apply equally to learners of all ages.

The Unique Child

- Every child is a competent learner from birth, who can be resilient, capable, confident and self-assured.

Positive Relationships

- Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

Enabling Environments

- The environment plays a key role in supporting and extending children’s development and learning.

Learning and Development

- Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected. The EYFS is made up of seven areas of learning, 3 Prime Areas and 4 Specific Areas:

Prime Areas

- 1) **Personal, Social and Emotional Development** –Self Regulation, Managing Self, Building Relationships
- 2) **Physical Development** – Gross Motor, Fine Motor
- 3) **Communication and Language** – Listening Attention and Understanding, Speaking

Specific Areas

- 4) **Literacy** – Comprehension, Word Reading, Writing
- 5) **Mathematics** – Number, Numerical Patterns
- 6) **Understanding the World** – Past and Present, People Culture and Communities, The Natural world

7) Expressive Arts and Design – Creating with Materials, Being Imaginative and Expressive

- 4.5 None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child-initiated activities.
- 4.6 Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level and play with peers is important for children’s development.
- 4.7 Through play children explore and develop learning experiences which helps them make sense of the world. They practice and build up ideas and learn how to control themselves and understand the need for rules. They think creatively alongside other children as well as on their own and they communicate with others as they investigate and solve problems.
- 4.8 Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.
- 4.9 Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.
- 4.10 When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.
- 4.11 Children should be given opportunities to be creative through all areas of learning. Adults can support children’s thinking and help them make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions.

Characteristics of Effective Teaching

- 4.12 The ways in which the child engages with other people and their environment – playing and exploring, active learning and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

Playing and exploring – engagement

Finding out and exploring.

Playing with what they know.

Being ‘willing to have a go’.

Active learning – motivation

Being involved and concentrating.

Keeping trying.

Enjoying achieving what they set out to do.

Creating and thinking critically – thinking

Having their own ideas.

Making links.

Choosing ways to do things.

5. Legal requirements

5.1 To protect both the children and practitioners, the EYFS has 2 areas of legal requirements:

Welfare Requirements

- Safeguarding and promoting children’s welfare.
- Suitable people.
- Suitable premises.
- Environment and equipment.
- Organisation.
- Documentation.

Learning and Development Requirements

- Early learning goals.
- Educational programmes.
- Assessment arrangements.

5.2 Under the EYFS practitioners are required to:

- Maintain standards.
- Improve quality and consistency.
- Provide equality of opportunity for all children.
- Work in partnership with all settings attended by a child.
- Work in partnership with other agencies involved in the child’s welfare.
- Work in partnership with the child’s parents

5.3 EYFS practitioners also make regular ongoing observations of the children’s achievements, interests and learning styles and use these to plan further learning experiences.

6. Communication between home and school

- 6.1 We keep an online profile using 'Seesaw' of each child's learning journey in Nursery. It is very important for us to have a whole picture of each child, as some skills may not be evident in the classroom setting. We ask parents to record on 'Seesaw' any observations or learning experiences that their child has at home. Here are a few examples of observations:
- Tom has learnt to do and undo his buttons independently and is very proud of himself.
 - Lauren was playing 'Snakes and Ladders' with a friend. They shook the die in a controlled way. They picked up the counters and moved them skillfully up and down the board.
- 6.2 They also have the opportunity to make comments on the observations sent to them each week by the Nursery staff members.
- 6.3 We find these observations very valuable, interesting and informative in building a more comprehensive picture of each child. Parental support is vital and appreciated.
- 6.4 In Reception, the parents have the opportunity to discuss their child's progress with two, 15-minute Parent/Teacher meetings. (November and March) They also receive a full report covering the 7 areas of learning at the end of the academic year accompanied with their Early Learning Goal results. Reception Teachers are also available for informal meetings throughout the year.

7. Assessment

- 7.1 In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile will be completed for each child. The Profile will provide parents and carers, practitioners and teachers with a well-rounded picture of the child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.
- 7.2 The Profile will reflect:
- a. ongoing observation
 - b. all relevant records held by the School
 - c. discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.
- 7.3 Each child's level of development will be assessed against the Early Learning Goals. We will indicate whether children are meeting expected levels of development or not yet reaching expected levels ('emerging'). This is the EYFS Profile.

- 7.4 Year 1 teachers will be given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. These will inform the majority of the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in Year 1.
- 7.5 We will share the results of the Profile with parents and/or carers and explain to them when and how they can discuss the Profile with the teacher who completed it.
- 7.6 If a child moves to a new school during the academic year, the original school must send their assessment of the child's level of development against the early learning goals to the relevant school within 15 days of receiving a request. If a child moves during the summer term, relevant providers must agree which of them will complete the Profile.
- 7.7 The Profile will be completed for all children, including those with special educational needs or disabilities. Reasonable adjustments to the assessment process for children with special educational needs and disabilities will be made as appropriate. We will consider whether we may need to seek specialist assistance to help with this. Children will have differing levels of skills and abilities across the Profile, and it is important that there is a full assessment of all areas of their development, to inform plans for future activities and to identify any additional support needs.

8. Intimate Care and Physical Contact

- 8.1 The Intimate Care Policy and Guidelines Regarding Children have been developed to safeguard children and staff. They apply to everyone involved in the intimate care of children.
- 8.2 Intimate care may be defined as any activity required to meet the personal care needs of each individual child associated with bodily functions, body products and personal hygiene. Parents have a responsibility to advise staff of the intimate care needs of their child, and staff have a responsibility to work in partnership with children and parents.
- 8.3 All staff hold a current enhanced DBS certificate. All staff wear protective gloves and aprons for nappy changes, administering first aid or cleaning a child who has soiled themselves.
- 8.4 Every child is to be treated with dignity and respect. Privacy is ensured appropriate to the child's age and situation. We have separate toilets for the children to use with doors. We stick to the requirement to have 1 toilet per 10 children.
- 8.5 Nappies are changed in the nursery bathroom in a designated change area. This is enclosed enough to give the child privacy yet is within sight of other staff.

- 8.6 The child should be involved as much as possible in his or her intimate care. Allow the child to be as independent as possible. This can be for tasks such as removing clothing or washing private parts of a child's body. Support the children in doing everything that they can for themselves.
- 8.7 If a child is fully dependent on you then talk to him/her about what you are doing and give choices where possible.
- 8.8 An adult who is not familiar to them will never support a child in intimate care. Be responsive to a child's reactions. Encourage the child to have a positive body image of his/her own body. Confident, assertive children who feel their body belongs to them are less vulnerable to abuse.
- 8.9 Make sure the practice of intimate care is as consistent as possible.
- 8.10 The parent should be consulted about the intimate care that is given to their child, i.e. real nappies, water only, whether they need help to wipe etc.
- 8.11 Children are encouraged to wash their hands after messy play, after using the toilet and before and after eating.
- 8.12 Newland House School understands its legal obligation to meet the needs of children with any delays in any area of their development. We work in partnership with parents on an individual basis to make reasonable adjustments to meet the needs of each child. We seek to find out religious and cultural views around intimate care.
- 8.13 Report any incident as soon as possible to the Nursery staff, Head of EYFS or Deputy Head (Pre-Prep) if you are concerned that during the intimate care of a child:
- You accidentally hurt a child.
 - The child seems sore or unusually tender in the genital area.
 - The child misunderstands or misinterprets something.
 - The child has a very strong emotional reaction without apparent cause (sudden shouting or crying).
- 8.14 All staff must ensure that they protect themselves by following these guidelines.
- Always tell another member of staff when you are doing a change or accompanying a child to the toilet.
 - Always ensure that a child's privacy is protected.
 - Always ensure that the door is open. In some instances, it may be appropriate for two members of staff to change a child for example if a child gets very distressed when being changed.
 - Always wear protective gloves and dispose of the nappies in yellow sacks.
 - Always wash hands thoroughly after supporting a child with intimate care.

8.15 When caring for young children there will be times when staff are required to have close physical contact with a child. It is also important for the children to feel safe, secure and loved in their environment. We understand that children can react differently to physical contact, and we respect this. Staff have received formal training in safeguarding and child protection and receive updates throughout the year with termly updates at Inset.

8.16 It should always be the child who instigates any sort of physical contact such as cuddles. If a child is very upset, then the adult must ask the child if they want a cuddle. Children should not be kissed by staff under any circumstances.

9. First Aid training

9.1 All staff who work in EYFS undergo Paediatric First Aid training every three years. A list of current qualified staff can be found at [Appendix 1](#).

10. Food Hygiene

10.1 All staff involved in preparing and handling food must receive training in food hygiene. Details are on the staff training register.

11. Further information

11.1 This policy will be reviewed every academic year or sooner if changes to legislation, compliance requirements or good practice dictate.

Appendix 1 – List of staff who are Paediatric First Aiders

Name	Role	Date qualified	Expiry date
Laura Clouting	Head of EYFS	04/09/2024	04/09/2027
Emma Rafferty	Pre-Prep TA	04/09/2024	04/09/2027
Sasha Dabrera	Pre-Prep TA	04/09/2024	04/09/2027
Natasha Hill	Pre-Prep TA	04/09/2024	04/09/2027
Gina Warren	Reception Teacher	04/09/2024	04/09/2027
Rebecca Ranken	Reception Teacher	04/09/2024	04/09/2027
Dawn Singh	TA	04/03/2024	04/03/2027
Helen Halstead	Receptionist	22/04/2022	21/04/2025
Caroline Macdonald	Lunchtime Supervisor	04/03/2024	04/03/2027
Zoe Prindiville	Teacher	04/03/2024	04/03/2027
Hannah Foster	Teacher	04/09/2024	04/09/2027
Claire Baker	Teacher	04/09/2024	04/09/2027