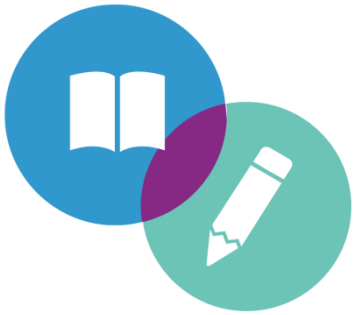
EARLY YEARS FOUNDATION STAGE POLICY
Reviewed Autumn 2026



CURRICULUM INTENT STATEMENT:

At TWS the curriculum is designed so that it builds on children's prior learning, provides hands on and enriching experiences, allows the children to develop aspirations, resilience and independence and become articulate, creative individuals.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school and the local and wider community. We are respectful of everyone. We provide a creative and linked curriculum that enables children to make connections, embed learning and build on their knowledge. Children are given opportunities outside of the National Curriculum that enhances and enriches their learning, giving them real life experiences and allowing them to think in enterprising ways.

We believe that childhood should be a happy, investigative and enquiring time where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

Children will leave Thomas Willingale School and Nursery with high aspirations and a strong sense of belonging, they will have the confidence and skills to articulate themselves, make decisions, make connections and self-reflect enabling them to be lifelong learners.

Whole School Curriculum Drivers			
Oracy To ensure all children have the skill set to be able to express and articulate themselves accurately, confidently and fluently so that they are able to take on any challenge.	**Environment/Community** Our children will play an active part in the local and wider community, utilising our rich surroundings within their learning and supporting how our community develops.	**Independence** Through engaging and inspiring learning that we provide, we want our children to become more independent learners, be proactive and strategic and transfer their skills to different areas of learning.	**Positive Growth** To instil a positive mind-set which allows children to build aspirations, empathy towards others and opportunities for their future lives; it supports their resilience so that they take chances, learn from failures and deepen their skillset and understanding.

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EYFS Characteristics of Effective Learning (CoEL):			
Speaking **ELG – Children participate in discussions, offering their own ideas, using new vocabulary and explaining why things might happen. They express their own ideas, feelings and experiences using full sentences and using tenses appropriately.**	**Playing and Exploring** **Our children investigate and experience things and aren't afraid to 'have a go.'** Engaging with curiosity and using senses to investigate the world.	**Creating and Thinking Critically** **Our children have and develop their own ideas, make links between ideas and develop strategies for doing things.** Having ideas, making connections, and choosing ways to approach tasks.	**Active Learning** **Our children concentrate and keep on trying if they encounter difficulties and enjoy achievements.** Being involved, concentrating, and persisting in tasks.

Basic principles

- Learning is a change to long term memory.
- Our aims are to ensure that our pupil experience a wide breadth of study and have, by the end of each Key stage, long- term memory of an ambitious body of procedural and semantic knowledge.

Introduction

This policy outlines the philosophy, aims and principles of early years teaching and learning at Thomas Willingale School and Nursery. It should be read in conjunction with the Induction Policy, Admission Policy, Safe-guarding and Welfare Policy and the 'Early years foundation stage statutory framework' effective from 1 September 2026.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In our school, children may join us from the age of three and will be admitted to our Nursery or when they are due to start in the Reception year.

"All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential."

"The EYFS sets the standards that all early years providers must meet to ensure that 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 right foundation for good future progress through school and life."

"The EYFS is about what children learn, as well as how they learn. Effective practice is a mix of different approaches. Children learn through play, by adults modelling, by observing each other and through adult-guided learning."

The EYFS seeks to provide:

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• Quality and consistency in all early years settings, so that every child makes good progress, and no child gets left behind.

• A secure foundation through planning for the learning and development of each individual child and assessing and reviewing what they have learned regularly.

• Partnership working between practitioners and with parents and/or carers.

• Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.
Statutory Framework for the Early Years Foundation Stage (Effective 1 September 2026)

Our Vision

A child in the EYFS at TWS will be happy, sociable, confident and an independent learner. They will feel safe and valued. They will build positive relationships with their peers and familiar adults and will become articulate, independent and creative individuals. We believe in providing all children with a safe and stimulating environment that builds on everyone's individual wants, needs and interests. They will explore their learning environment and choose activities that interest them.

Children should have the opportunity to learn through play. Learning should be fun, engaging and suitably challenging. We value the importance of our outdoor environment and believe that it offers children the opportunity to develop their thinking and problem-solving skills. Adults provide high quality interactions; they are role models for learning.

We are committed to providing the best possible start to their school life, with a stimulating and engaging curriculum, teaching them skills and giving them experiences which will support and nurture a love for lifelong learning.

Early Years and Childcare Charter 2026

Thomas Willingale School and Nursery is a member of the Early Years and Childcare Charter. This means we commit to follow a set of shared principles to support all children to get the best start in life. Our policies and practice support these shared principles:
'We commit to having high expectations for each unique child.'
'We commit to respecting parents, carers and families as our partners.'
'We commit to contributing towards the early years system.'
'We commit to work collaboratively with our partners and providers.'
Early years and Childcare Charter 2026.

Aims and Objectives

The objective of this policy is to achieve consistency of practice to ensure the highest quality of education for children in the foundation stage.

Our aims are closely linked to our school aims and those in our Teaching and Learning Policy, which are:

- to enable every child to achieve his/her full potential in all areas of school life
- to develop in every child a desire to learn, and the confidence to move forward into new areas

- to nurture in every child feeling of high self-esteem and experience of success
- to develop skills and attitudes that lead to a life-long desire and ability to learn effectively
- for every child to become a thinking and reflective human being
- to develop, in every child, attitudes of self-reliance and self-motivation
- to develop pupils' spiritual, moral, social and cultural awareness
- to develop, in every child, lively and enquiring minds
- to develop responsible and independent attitudes towards learning
- to develop, in every child, the ability to communicate effectively with others
- to involve all in the community in ongoing learning and to value their contribution to the school

Admission

All children from new families to our school community due to start at Thomas Willingale School and Nursery are visited at home by the school's Family Support Worker. If the family have had a previous home visit for another child, the Family Support \Worker will contact the family and complete a phone call meeting. This is an opportunity for the parents to share information about their child and to become familiar with the school's routines and procedures.

Admission to our Nursery

Children can join our Nursery from the age of three. Since September 2018, the school has offered a full-time Nursery placement to eligible children of 30 hours per week. Children are offered a start date in either a full-time (30 hour session), a 15 hour morning session (8:45 – 11:45am), or a 15 hour afternoon session (12:30 – 3:30pm).

Eligibility for a 30-Hour Per Week Funded Nursery Place

To be eligible for a 30-hour funded nursery place, parents/carers must meet the Government's eligibility criteria:

1. **Minimum Earnings Requirement**
   Each parent (or the sole parent in a single-parent household) must expect to earn at least the equivalent of 16 hours per week at the National Minimum or Living Wage. For a parent aged 21 or over, this is currently approximately £10,575 per year before tax.

2. **Maximum Income Limit**
   Neither parent can have an adjusted net income of more than £100,000 per year.

3. **Employment Status**
   Parents/carers must generally be working, self-employed, or due to start work shortly. Some exceptions apply, for example where one parent is receiving certain disability-related benefits or carers' benefits.

4. **Application Process**
   Applications must be made through the Government's Childcare Choices website. An eligibility code must be obtained and provided to the nursery.

5. **Reconfirmation of Eligibility**
   Parents/carers must reconfirm their eligibility every three months through their Childcare Choices account to continue receiving funded childcare.

For further information and to apply, please visit www.childcarechoices.gov.uk.

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Visiting Our Nursery

The opportunity to visit prior to starting our Nursery is open to all children and their families. The Nursery staff hold an open morning for families to visit the Nursery setting and talk to the Nursery staff in June. The children can engage in a range of early year's activities during the session alongside their parents and meet the Nursery teachers and Learning Support Assistants.

Each child is allocated a key worker who will work closely with the child and parent to ensure consistency and to assess progress and development. The Nursery teacher will have overall responsibility for all the children in his/her class.

The school operates a staggered entry to our Nursery over one week:

- Each new family of a child due to start in our school will receive a home visit from the school's Family Support Worker.
- All children will be offered a transition day with a small group of children (up to ten children) before they start attending every day in the second week of term.
- During the transition day, parents are invited into the nursery setting to help settle the children and give another opportunity to see the nursery environment and speak to the nursery staff.
- From the second week, all the nursery children will attend their allocated sessions each day, we ask parents to say goodbye to their child at the nursery door. If a child is particularly upset, we ask parents to wait with their child under the canopy until most of the children have entered the nursery to enable staff to settle the children.

The Nursery staff can advise on the best way forward in helping a child to settle. All children are individual, and some children may need a longer transition period where parents may wish to collect their child earlier for the first few weeks to support their child's transition into the nursery.

Most of the children who attend our Nursery move on to one of our reception classes, but attending our nursery does not give a child an automatic place in one of our reception classes. Essex Local Authority allocate school places and parents must apply directly to the Local Authority between November to January, before the September their child is due to start in Reception. A small number of children transfer to other local schools in the area.

Admission to our Reception

All children that accept a place in our reception year are provided with a place in the September when their fifth birthday falls in the current academic year. Children do not have to attend school until the term that they reach the age of five.

Children due to start in the reception classes are invited to attend a transition day in June/July prior to starting in September. During this day the children will meet their class teacher and the class teaching assistant. Parents are invited to join their child for a teddy bears picnic lunch on this transition day.

The school operates a staggered entry to Reception over one week:

- Each new family of a child due to start in our school will receive a home visit from the school's Family Support Worker.
- Parents of Reception children will be invited to a short (10 minutes) 1:1 face to face meeting with their child's class teacher during the transition week at the beginning of September.

- All children will be offered a transition day with a small group of children (up to 10 children) before they start full-time in the second week of term.
- Most children begin school full-time following the transition days. In exceptional cases, a child may be on a reduced timetable and this will be monitored and reviewed weekly.

The school family support worker offers a welcome session during the transition days, offering parents a chance to meet other Reception parents and to chat and discuss any concerns or worries they may have.

EYFS Principles

Effective practise in the EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Children developing and learning in different ways and at different rates

A Unique Child

At our school we recognise that every child is a learner who can be resilient, capable, confident and self-assured. We promote high expectations for independence with all children, considering their individual needs, levels of confidence and ability. We use praise, encouragement, celebration, sharing and reward to support children to develop a self-confident attitude to learning.

Positive Relationships

We recognise that children learn to be strong and independent from secure relationships. We aim to develop an understanding, caring, respectful, 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. We see the indoor and outdoor learning environment as one. Through discussion and observations we assess the children's interests and level of development, this informs planning to create a challenging environment with achievable activities. We provide a range of practical activities for the children to experience which will extend their learning. We set up the indoor and outdoor classrooms so that the children can access a range of self-chosen resources to encourage problem solving, independence and logical thinking.

Children develop and learn in different ways and at different rates

We provide a framework that covers the education and care of all children in the Early Years provision, including children with special educational needs and disabilities. We recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development and understand they are interconnected. We offer a differentiated, adaptive teaching curriculum with specific interventions that support different areas of learning. We aim to stretch the more able children but allow them to consolidate their learning at a level that is suitable within an Early Years setting.

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Our Curriculum

The early learning goals and the educational programmes are set out in the "Statutory Framework for the Early Years Foundation Stage, document. (Effective from 1 September 2026)

The seven areas of learning and development are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

Foundation stage teachers plan an inter-connected curriculum creating a learning environment with activities and experiences which carefully deliver these areas of learning. They provide experiences which may provide the child with opportunities to develop a number of competencies, skills and concepts across all areas of learning, with a balance of adult led and child-initiated activities. They understand that there are three 'prime' areas of learning (Communication and Language, Physical Development, Personal, Social and Emotional Development) which influence the 'specific' areas of learning (Literacy, Mathematics, Understanding the World and Expressive Arts and Design).

All children in our early years follow the EYFS curriculum and are offered a wide variety of learning opportunities.

- *Literacy* – in the early year's classrooms children are offered a variety of opportunities to develop their reading and writing skills. The school uses the 'Phonics Bug' scheme to teach phonics supporting children's literacy skills. Children in the nursery are taught to listen and distinguish and identify different sounds. As children progress, they begin to learn the letter sounds. Children visit the school library weekly and share books, stories and rhymes with adults to support their enjoyment of books.
- In Reception, the children have a phonics lesson twice a day covering the reading and writing of letter sounds, high frequency words and tricky words. Formal sessions are provided daily to enable skills to be developed within the classroom through topical activities. The children in Reception are encouraged to read every day at home, and each reception class has a reading challenge and reward system. We ask parents to sign and date their child's individual reading diary whenever they read with their child and reception staff, or volunteer helpers will also sign and date the diary when they hear a child read in school. Children take home a reading book linked to the letter sounds and phonics phase that are being taught in class to consolidate the teaching and learning that has taken place in school. Children can also borrow library books weekly from the school library to share at home and encourage a love of reading and books.
- *Communication and Language* - Throughout the curriculum we insist on high standards of 'Speaking and Listening'. We expect the children to speak in full sentences, where appropriate, building on articulation and extending the breadth of vocabulary that they use. Children are taught in the first few weeks the importance of 'listening' not only to the adults in class but to one another. Many activities are designed to build on the children's skill to listen to others, to know what a question is and to ask appropriate questions in response to what they have heard.
- *Mathematics* – Children work towards achieving the Early Learning Goal by using a mixture of practical activities that are adult-led and child-led. These cover a wide range of mathematical

activities and concepts based around the mastery of number and numerical patterns and include other mathematical concepts including shape, space and measures.

- *In Reception* – weekly homework is set to consolidate the literacy or mathematical teaching and learning that has taken place in school that week.

Equal Opportunities

At this school no child will be excluded or disadvantaged because of ethnicity, culture or religion, home language, family background, special educational needs, disability, gender or ability.

Continuity and Progression

Well-planned, purposeful activity and appropriate intervention by practitioners engages children in the learning process and enables them to make progress in their learning. All Early Years' experiences are planned to build on what children already know.

Implementation

Practitioners enable the curriculum in the early years by ensuring:

- learning is highly active
- involves investigating, creating, practising, repeating, revising and consolidating
- the children are encouraged to ask questions and take part with enthusiasm in well led, adult directed activities
- children can initiate their own activities

Children should:

- have the confidence to take risks and make mistakes
- have enough time to get deeply involved with a task
- be able to make links in their learning
- have opportunities to try out new ideas in a variety of ways
- have access to planned opportunities for both the inside and outside classroom learning environments
- be given to reflect and improve on their learning

Learning through Play

At our school we support children's learning through planned play-based activities and decide when child-initiated or adult-led play activities would provide the most effective learning opportunities. We believe that it is important for adults to support children's learning through play, by getting involved in the play themselves and modelling by example.

Children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation.

We use the ***characteristics of effective learning*** when planning and guiding children to activities. These 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 achieving what they have set out to do.

- ***Creating and thinking critically*** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Staffing and Organisation

There are currently two class groups within the Nursery. There is a high ratio of adults to children. Statutory guidance requires a ratio of one adult to 13 children. Each Nursery class is led by a class teacher with two additional experienced adults, nursery nurses and teaching assistants. There are two Reception classes, each class is led by a class teacher with support from a full-time teaching assistant.

The staff work as a team, liaising daily and are led by the early year's phase leader who is one of the early year's class teachers and a member of the school's Senior Leadership Team. The early year's teachers meet fortnightly to discuss school issues, to plan and monitor effective provision and to discuss arrangements and review assessments. The class teacher's work together closely sharing ideas and planning together weekly.

The classrooms are of a good size so that practitioners can organise spaces to cover each area of the early year's curriculum. Each classroom is organised to support children's learning and development and has: a reading area, creative area, role play area, carpet area, small world and construction area, literacy and mathematical areas and understanding the world areas.

All classrooms have the provision of our safe, secure outdoor learning environment that is directly accessible to the children which they use throughout the day to support their learning and provides opportunities for physical development including; throwing and catching skills, access to wheeled toys, balancing and climbing equipment and exploration of the outdoor environment and understanding the world.

All children in the early years have a weekly PE session in the school hall, playground or on the school field (weather permitting) led by a PE coach. In Reception, the children have a second weekly PE lesson led by the class teacher. Classrooms have easy access to cloakrooms and toilets.

Playtimes and Lunchtimes

There is no set playtime in the early years as children can access the outdoor learning environment throughout the day through free-flow activities. Children in the Nursery can have a paid school lunch in the school dining hall and will be supervised by the school mid-day assistants from 11:45am – 12:30pm. The children are taken back to the Nursery and have access to the outdoor learning environment following their lunch. The supervision at lunch time is additional to the 15 hour or 30-hour provision and is charged at £5.20 per day which includes the option of a hot or cold school lunch.

Children in Reception are offered a free school dinner and are supervised by the school mid-day assistants. During the autumn and spring terms' the children have access to the Reception outdoor garden following their lunch. In wet weather children have access to the undercover outdoor space or one of the Reception classrooms during the lunch break.

From the Summer term, the children in Reception join the key stage one children on the main school playground for a 15 minute morning playtime (10:30-10:45am) and following their lunch where they access Opal Play.

Snack Provision

Children are offered a healthy snack, milk and water to drink each day and are involved in giving out the snack to their peers. The children sit in a class group to eat their snack and have the opportunity

to talk about current interests, discuss foods or recent events. Water is available throughout the day. Children are asked to bring their own bottles of water to sip throughout the day. These are kept in the classrooms.

Planning

Good planning will make children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice and is informed by observations made of the children, to understand and consider their current interests, development and learning needs. We use objective led planning to plan a variety of cross-curricular activities to support the children to achieve the learning objectives for the week.

There are three stages of planning the curriculum:

Long Term Planning
This ensures that the coverage of all areas of children's learning is broad and balanced and provides a variety of activities and experiences which enable the children to proceed towards achieving the Early Learning Goals at the end of Reception.

Medium Term Planning
As a staff team different topics and themes will be decided and are usually changed every half-term. The topics support the delivery of the curriculum learning objectives. These are carefully thought about and will be chosen taking into account the children's current interests and special events that happen throughout the year.

Short Term Planning
We identify specific learning objectives, differentiated activities which are adult-led and child-led. The objectives are carefully selected to progress the children towards achieving the Early Learning Goals, taking into account the assessments that teachers have made for the groups of children in their care. It allows for flexibility in response to children's needs and interests and for revision and modification informed by ongoing observational teacher assessment. It allows for individual needs to be met. Some children will have additional support from a familiar adult as part of an intervention group to target and support the learning and development of their specific needs, or may have an adaptive curriculum to meet their individual needs.

Assessment, Recording and Monitoring

Assessing children's attainment and progress is integral to the planning cycle. Children are assessed on their entry into the Nursery and again on admission to the Reception classes. This helps teachers to determine where the children are in their learning. The 'baseline assessment' is usually completed within the first three weeks after the children enter school. It informs the staff how best to move forward with the planning and highlight any areas of strength/weakness that needs to be addressed. Parents are involved at this stage and make a useful contribution throughout. The home visit (phone call) by the school family support worker supports these initial assessments.

At our school we use an electronic system for recording, monitoring and assessing the children's achievements and progress. **Tapestry** is an online learning journal. All staff working in the early years have access to electronic tablets to take photographs or videos of the children while playing, learning and working throughout the school day. Parents have access to their own child's learning profile via this electronic system and can respond electronically or add their own observations of their children's

learning at home. Throughout their time in the Nursery and Reception children are assessed both informally and in structured summative assessments at the end of each term.

Formative Assessment

This type of assessment informs everyday planning.
Daily ongoing assessments are informed by:

- observing their day-to-day progress
- sharing their experiences
- discovering their interests
- understanding their different learning styles
- finding out about their likes and dislikes
- celebrating their successes
- helping them to overcome their difficulties
- recording their speech
- 'next step' marking and verbal feedback allow children to evaluate and develop and improve their own work and skills

All practitioners who interact with the children contribute to the assessment process.

Tapestry is used to keep a record of the children's successes. Parents are sent weekly observations of their own child via the Tapestry app. In the Reception classes as well as using Tapestry to create a learning profile of the children's progress and development, the children also have a writing book, literacy folder, a handwriting and phonics book, a mathematics book or folder, a portrait book, a writing assessment book and a reading diary. In all our EYFS classrooms, a scrap book of children's work is compiled for each child and given to the child and parents at the end of the school year as a celebration of the child's progress and achievements throughout their nursery or reception year.

Summative Assessment

The children are assessed on entry to Reception through the Baseline eportal (BeP), which is an online platform used by schools in England to administer the statutory Reception Baseline Assessment (RBA). This is completed within the first six weeks of a child starting in reception. Pupils are then continually assessmed throughout the school year, using the statutory framework for Early Years Foundation Stage educational programme (September 2025) and the non-statutory Development Matters (Revised July 2021) the steps toward achieving the 'Early Learning Goals'. Each child is given a 'Best Fit' judgement to show how they are progressing within each area of learning as a baseline and at the end of each full term.

This information is completed by the class teachers in consultation with the class teaching assistants and nursery nurses and is recorded on the school's assessment tool; Insight. This summarises all the formative assessment undertaken and shows how the children are progressing towards the 'Early Learning Goals'. Teachers participate in regular in-house and local moderation meetings.

At the end of the summer term parents receive a comprehensive report. This includes:

Nursery

- Information about the coverage of the early years foundation stage curriculum through the termly themes and topics in the Nursery.
- Information about the child's progress from the keyworker and class teacher including areas for development.

Reception

- Information about their child's progress across all seven areas of the curriculum with targets for future development.
- The level each child has achieved in conjunction to the 'Early Learning Goal', in each area of learning ('*expected*' or is still '*emerging*' toward the 'Early Learning Goal')

End of year *Profile* results are submitted to the Local Authority.

Parents

Parents have an important role to play in the education of their children, and the school actively seeks to develop a positive partnership with parents in order to help children make the best possible progress. Parents are welcome within the school and are always treated with respect.

We do this through

- talking to parents about their children before their child starts school through: home visits, our open day or transition day
- inviting all parents to an induction meeting during the term before their child starts in Reception
- offering parents regular opportunities to talk about their child's progress with the class teacher
- encouraging parents to talk to the class teacher/teaching assistants if there are any concerns
- all parents having access to their own child's learning profile through our electronic monitoring and assessment tool – Tapestry; parents are actively encouraged to add their own comments, photographs or videos to their own child's electronic learning journey
- arranging activities throughout the year that encourage collaboration between child, school and parents
- regular liaison through the daily reading record (in Reception)
- parent volunteers coming in to support children's learning
- Parental consultation meetings 2x a year
- class page, accessible through the school app or school website

Health, Safety and Welfare

We are committed to safeguarding and promoting the welfare of all children. We provide a safe, secure and inclusive environment where children are protected from harm and can thrive. All staff understand their responsibility to identify concerns, act promptly and work in partnership with families and external agencies to ensure the best possible outcomes for every child. The school has a comprehensive and detailed safe-guarding approach with the headteacher as the Designated Safeguarding Lead.

Leaders ensure that safeguarding is effective. Children are cared for in a safe, secure and nurturing environment where their welfare is paramount. Robust recruitment procedures, regular staff training, effective supervision, strong partnerships with families and rigorous safeguarding systems ensure that children are protected and supported to thrive.

Parents are informed promptly of illnesses, accidents or injuries. Children who are unwell are cared for appropriately until collected.

Health

The school promotes good health through:

- Healthy eating opportunities.
- Access to drinking water.
- Daily physical activity.
- Good hygiene routines.

Risk Assessments

Risk assessments are undertaken for:

- Indoor learning environments.
- Outdoor learning areas.
- Educational visits.
- Special events.
- Individual children's needs where required.

Risk assessments are reviewed regularly and following any incident.

Ratios and Supervision

The school maintains statutory adult-to-child ratios at all times of 1:13. Children are:

- Supervised appropriately throughout the school day.
- Supported during transitions.
- Supervised during outdoor learning.
- Monitored during mealtimes and personal care routines.

Intimate Care

Children's dignity, privacy and welfare are always respected. The nursery has a changing area to help and support children in nappies / pull-ups and toileting accidents. The staff

- Follow agreed intimate care procedures.
- Encourage independence where appropriate.
- Inform parents of any concerns.
- Record significant incidents.

Two adults are available when circumstances require additional safeguarding measures.

The school adheres to the LA's policies on Health and Safety. The EYFS Phase Leader and all staff in the Nursery and Reception classes are paediatric first aiders and all teaching and support staff have attended first aid training. This is reviewed and training delivered every three years.

Within the school all surfaces are washable; floors are non-slip and carpets well secured. There is a regular programme of monitoring safety aspects, and all members of staff are vigilant, informing the Headteacher and/or Site Manager of any concerns they may have.

Monitoring and Review

Role of Governors
Governors have a duty to promote high educational standards and to make sure the curriculum is balanced and broadly based and in particular that the principles underpinning the Foundation Stage are being carried out.

The Headteacher and Practitioners
The Headteacher, Senior Leadership Team, class teachers and practitioners identify areas for improvement in terms of organisation, management, extending resources or training to improve provision and enhance the effectiveness of training.

This policy will be reviewed by the staff and governors in October 2026.

K.Piper
EYFS Phase Leader