
Grimsdell

GRIMSDELL - MILL HILL PRE-PREPARATORY SCHOOL

Early Years Policy

This Policy will continue to be reviewed throughout the year to keep in line with the government guidance relating to COVID -19

Revised and amended Autumn Term 2020

To be reviewed Autumn Term 2021

Key points of the Early Years Policy

Purpose	To provide a comprehensive guide to staff and parents. Setting out the curriculum, how it is delivered and how we adhere to ISI (Independent Schools Inspectorate) regulatory guidance.
Learning and Development Requirements	Our foundation stage curriculum is based on the seven areas of learning and development. Learning is planned to cater for individual needs and follow children’s interests. The characteristics of effective learning are also used to assess how each individual learns and these are linked to our whole school Learning Friends.
Assessment	<p>Baseline assessments are conducted at the beginning of the year.</p> <p>Formative assessments and observations are used to inform planning as an ongoing process.</p> <p>End of year assessments are conducted and sent to parents in the form of a report.</p>
Safeguarding and welfare requirements	<p>We have regard for KCSIE (Keeping Children Safe In Education), Prevent duty guidance and Working together to Safeguard Children. Regular training from specialist external providers and annual Safeguarding updates are completed so that the staff understand the safeguarding policy and procedures to ensure an up to date knowledge of safeguarding issues.</p> <p>DSL (Designated Safeguarding Lead) for early years is Jen Ticehurst, Senior Deputy Head</p> <p>DDSL (Deputy Designated Safeguarding Lead) for early years is Emily Jenner, Assistant Head Early Years</p>
Supervision in EYFS (Early Years Foundation Stage)	<p>We adhere to ISI statutory guidance for supervision of children in the early years please see relevant section for details about ratios and staffing.</p> <p>Please see appendix 4 for coronavirus disapplication</p>
<p>The above Key Points are a synopsis and are not intended to replace the policy. The full policy must be read and followed in the event that it needs to be applied. If the Key Points are found to be in conflict with the wording of the full policy, the policy takes priority.</p>	

1. This policy is to be read in conjunction with the following policies:

- Grimsdell Promoting Positive Behaviour Policy
- Supervision of Pupils Policy
- Policy to Safeguard and Promote the Welfare of Pupils at the Foundation
- Feedback/Marking Policy
- SEND Policy
- EYFS Supervision of Staff Policy
- First Aid Policy
- Administrations of Medicine Policy
- Grimsdell Educational Visits Policy
- Retention of Records Policy

2. The Foundation aims are:

- To provide excellence in education
- To bring out the best in every individual child
- To develop moral integrity and the confidence in pupils to be themselves
- To nurture pupils from childhood to adulthood
- To build a sense of community and environmental awareness

3. Opting out of the learning and development statutory requirements

Grimsdell has chosen to opt out of the learning and development requirements for the Early Years Foundation Stage.

'The vast majority of our schools will technically opt out but still continue to use the best parts of the EYFS. We do not have an argument in terms of the principle of developing Literacy and Numeracy and the Learning Goals themselves make sense'

David Hanson, Former Chief Executive IA

This allows us greater freedom to tailor our curriculum to meet the needs and abilities of our children, and to deliver this in the manner and style we deem most suitable and effective for our children. We believe that child initiated play and opportunities are essential for a child's

development and encourage a life-long love of learning. We also see the value of adult led tasks where the child is encouraged and supported to experience and acquire new learning or practise their skills. This approach enables us to ensure appropriate challenge for our pupils but also allows us to engage in an effective partnership with our parents, fulfilling their expectations and our aims whilst preparing the children for their journey through KS1 and the Foundation. We continue to use the main structure and elements of the Early Years Foundation Stage curriculum and to meet the statutory requirements of safeguarding and welfare:

4. Section 1 – The Learning and development requirements

EYFS Principles at Grimsdell

- **To value early childhood**
- **A unique child.** We recognise that every child can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children’s attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement appropriately as well as celebration and rewards to encourage and develop a positive attitude to learning.
- **Positive relationships.** We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.
- **Enabling environments.** We recognise that the environment plays a key role in supporting, extending and celebrating the children’s learning. Classrooms and outdoor spaces are designed each term to reflect a chosen topic and to enhance the children’s sense of awe and wonder. There are areas where the children can be active, quiet and restful.
- **Learning and development.** Early Years areas are organised to allow children to explore and learn securely and safely. Through observations we assess the children’s interests, stages of development and learning needs before planning challenging and appropriate activities and experiences to extend their learning.

Early childhood is the foundation on which children build the rest of their lives. At Grimsdell we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as both a preparation for and a part of life; not solely preparation for the next stage of education.

‘Early Years’ encompasses all children in our Nursery and Reception classes. At Grimsdell we believe that children learn in a variety of ways; through their senses, through investigation, experimentation, listening, watching, social interaction, questioning and exploring. A safe,

secure environment is provided for the children in which to interact and explore rich and diverse learning and developmental opportunities. During their time in the Early Years classes, all children are given the opportunity to gain independence, constructive feedback and a positive self-image. They develop skills and understanding of the world around them through a range of planned activities both in and out of the classroom, broadening what they know and deepening their understanding.

Foundation Stage Curriculum

In the Foundation Stage the **Key Person** allocated to each child will be the class teacher, who ensures the child's care is tailored to meet their individual needs. Parents will be given the name of their child's teacher in the summer term before the child starts school. The Nursery teacher will be assisted by two assistants and the Reception teachers by one. The class teacher will be responsible for communication with parents. Every member of the Early Years team is aware of the need for confidentiality and privacy of information. As the child progresses through the Foundation Stage the teachers will make judgements based on their observations of the child in all seven areas of learning. The children's progress is assessed against the Early Learning Goals. This is recorded in a variety of ways including observation and ongoing progress trackers. The information is shared with parents who also contribute to these records with their own observations of the child outside of school.

More information about the EYFS can be found at www.gov.uk. A copy of the Early Learning Goals is given to all parents and stuck inside each child's learning journal. More information is posted on the school portal.

There are seven areas of learning and development that must shape educational programmes in early years' settings. All areas of learning and development are important and inter-connected. The three prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- communication and language;
- physical development; and
- personal, social and emotional development.

Support is also provided for children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy;
- mathematics;
- understanding the world; and
- expressive arts and design.

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, fine and gross motor skill and movement. Children must also be helped to understand the importance of physical activity, to make healthy choices in relation to food and to manage their basic needs independently.

Personal, social and emotional development involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; to have confidence in their own abilities and be reflective learners. **British values** are embedded through these ideals.

Literacy development involves encouraging children to link sounds and letters, mark-make at every opportunity and begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures. Beginning with concrete objects then moving towards pictorial representations with an end goal for children to understand mathematical concepts in the abstract.

Understanding the world involves guiding children to make sense of the physical world and their community through opportunities to explore, observe and find out about people, places,

technology and the environment. We welcome parents to come into class to share their own celebrations and experiences with the children.

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

The above areas are underpinned by **The Characteristics of Learning –**

Playing and exploring – showing curiosity and seeking challenge

Active Learning – concentration and determination

Creating and thinking critically – ideas and decision making

These involve assessing how the children are learning in order to provide quality experiences for the children, guiding them to be reflective, independent learners. At Grimsdell we link the characteristics of learning to KS1 (Key Stage 1) through our Learning Friends, more information is in the curriculum policy.

Principles into Practice – The teaching approach

Teachers will:

- Enable children to make an effective and happy transition from home to school, through effective liaison and support.
- Plan stimulating activities using the Early Learning Goals to ensure progression from the Foundation Stage to Key Stage One.
- Provide a curriculum that is delivered through a range of child initiated, independent and teacher directed activities, achieving a healthy balance with clear learning intentions and objectives.
- Use information from baseline entry level assessment to track pupil progress and identify the different learning needs of each individual.
- Value children's own experiences, imagination, curiosity and the range of skills that they bring into school and to use these as starting points in their learning.

- To promote an atmosphere that encourages confidence, reflection and independence.
- Make use of the extended classroom (outdoor provision) throughout to provide challenge and stimulation across the seven areas of learning.
- Use observations and assessments to identify individual's ongoing next steps and the differing needs and abilities of the children.
- Inform parents if progress in any of the prime areas gives cause for concern and agree how to support the child.
- Plan for differentiation, including necessary support for EAL children and children with SEN, ensuring that all children are given tasks that will appropriately challenge and stimulate their thinking including enrichment.
- Ensure through planning and appropriate resources, that all children have equal access and opportunities.
- Record children's progress in Autumn and Summer Term written reports to parents.
- In the final term, assess each child against the Early Learning Goals.
- Value parents as partners in the education of their child. Share observations with parents and encourage parental involvement. Keeping parents well informed about the curriculum and their child's progress. Conducting regular Parent Consultation Evenings and keeping records of these.
- Pass up to date records and assessments to the next class teacher, together with face to face discussions about each child referring to skills and abilities in relation to the three key characteristics of effective learning.
- Record each child's learning through a Learning Journal.
- In event of remote learning teachers will follow the blended learning document for guidance. (See Appendix 6)
- In event of year group or school closure the EYFS curriculum will be delivered remotely using the online learning platform Tapestry.

Outdoor Provision

In the Nursery class children have free flow access to the outdoor learning environment. Reception children have access (not free flow) to an outside area throughout the day. Reception classes are also allocated 1 day a week where they have use of an outdoor classroom to give children free flow access to the outdoors. This learning environment is set up to support, promote and extend children's learning in all areas of the curriculum.

Forest School

The philosophy of Forest Schools is to encourage and inspire individuals through positive outdoor experiences. Forest Schools will aim to develop:

- Self-awareness
- Good social communication skills
- A positive mental attitude
- Independence
- Empathy

Children begin their Forest School experience from the second half of the spring term in Nursery until they reach the end of Reception. Forest school sessions are led by qualified Forest School practitioners and are supported by the teachers and assistants.

Planning

The Foundation Stage Curriculum is planned mainly through topic work with phonics, handwriting and maths taught discretely. Planning is led by the children's interests and next steps and so is done on a weekly basis but may be adjusted as the week progresses. Termly plans and detailed weekly plans are produced by all early years class teachers and there are termly 'whole child' meetings to discuss the progress and well-being of all pupils with the Head and Deputy Head. Please refer to Appendix 1 for more information on Early Years topic cycle.

The Organisation of the Nursery

At Grimsdell we believe that a gradual introduction into school life is the most reassuring and comfortable start for each child joining our part-time nursery classes. In the summer term prior to starting nursery, children are brought in for a settling in session. A New Nursery Parents Introduction Evening is held each summer term providing parents with key information, before the academic year commences. (This will be reviewed in the summer term to be in line with health and safety guidelines regarding COVID-19 it is likely the meetings will be held via zoom)

At the start of the new school year families are asked to come in for a half hour 'chat and play' session. This enables the children to make themselves familiar with the staff and environment before their first official day. It also allows the Nursery teacher to talk to the parents and find out valuable information about each new child. Following this the nursery children are split into half classes for their first day to enable a smooth transition. On the third day all morning and afternoon children attend. This allows a gentle introduction to the Nursery environment; the

children and the staff get to know each other in small groups making the children feel more secure.

During the Nursery year the children are gently introduced to a wider school environment. They soon become accustomed to having different teachers for PE and Music and sometimes attending school assemblies. They gradually begin to feel that they belong to the larger community, thus making the transition from Nursery to Reception with little difficulty. Indeed it is our aim that the children are ready and eager to make the move to the next stage. At the beginning of the next school year the nursery children enter full-time school and are divided between the three Reception classes.

Learning through Play - we do not make a distinction between work and play. Children learn through planned play activities and staff will decide when child-initiated or adult led play activities would provide the most effective learning opportunities.

5. Section 2 – Assessment (if subject to disapplication see Appendix 4)

Observation, Assessment and Planning: Developing child led and adult directed learning that is play based.

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. We use observations and assessments to inform planning and set next steps for individuals using the EYFS areas of learning and Early Learning Goals. All staff working in the early years are involved in this process.

An online programme is used to take in the moment observations and inform teachers of the next steps to progress an individual's learning.

Learning journals are used to evidence both adult led and independent work, this is initialled accordingly to demonstrate progress and marked with a variety of verbal and written feedback.

Baseline assessments are conducted at the beginning of the year. These are used to produce a class chat form which is updated and reviewed termly.

In the final term the EYFS profile is completed for each reception child. Development is assessed against the early learning goals. This is shared with parents through written reports and the opportunity for parents to discuss them in person is offered. A transition document is completed by reception and nursery teachers providing the next teacher with assessment information for each child including commentary on each child's skills in relation to the characteristics of effective learning.

There is further detail in our *Feedback Policy*.

6. Section 3 – The safeguarding and welfare requirements

Safeguarding

Please see Mill Hill School Foundation **Policy to Safeguard and Promote the Welfare of Children who are pupils at the School.**

This Policy has regard to the statutory guidance issued by the Department for Education (the 'DfE') in Keeping Children Safe in Education (September 2019) (the 'KCSIE'), Prevent duty guidance and Working together to Safeguard Children. Regular training from specialist external providers and annual Safeguarding updates are completed so that the staff understand the safeguarding policy and procedures to ensure an up to date knowledge of safeguarding issues. This training enables staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. These include:

- significant changes in children's behaviour;
- deterioration in children's general well-being;
- unexplained bruising, marks or signs of possible abuse or neglect;
- children's comments which give cause for concern;
- any reasons to suspect neglect or abuse outside the setting, for example in the □child's home; and/or
- inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities.
- the inappropriate sharing of images.

The Designated Safeguarding Lead for safeguarding in the Early Years is the Senior Deputy Head of Grimsdell, Jen Ticehurst jticehurst@grimsdell.org.uk . The Deputy Designated Safeguarding Lead is Emily Jenner, Assistant Head Early Years ejenner@grimsdell.org.uk .

Our recruitment process ensures that all staff recruited in the early years have been subject to the relevant checks, including a prohibition from teaching check (for teachers) and an enhanced criminal record check. Any delay to the DBS being obtained would warrant constant supervision

from another member of staff when they are in contact with the children, and successful completion of other checks including the barred list.

Mobile phones and cameras in the setting

We adhere to the guidance provided in the 'Tool Kit for mobile phones and cameras in the Early Years'. Members of staff keep their phones away when the children are present. Personal cameras are not permitted in the setting and school camera equipment is used for the taking of any photographs (school iPads are used for observations of children). Visitors to the school are not permitted to use mobile phones at all in the school building and are advised of this when signing in to the school. Foundation staff and contractors may use their phones in the school office only.

Walkie Talkies are available for short trips and on the playground.

On school trips staff may only use their mobile phones in case of an emergency or to communicate amongst staff if groups have been separated. Staff must not use their mobile phones to take photos or videos. Parent helpers are kindly asked not to use their mobile phones while supervising children on a trip. Parents are given a 'parent code of conduct' to read and sign explaining the school expectations of parent volunteers on a trip including use of mobile phones.

Disqualification

A provider or a childcare worker may be disqualified from registration. In this event the provider would not continue as an early year's provider. Where a person is disqualified, the provider would not employ that person in connection with early year's provision. Where an employee becomes aware of relevant information that may lead to disqualification of an employee, the provider must take appropriate action to ensure the safety of children.

Staff medication

Staff must seek medical advice about medication they are taking which may affect their ability to care for children. Staff medication is always safely stowed away out of the reach of children. Staff are aware that they must declare to either Kate Simon or Emily Jenner if they are taking any medication, which might affect their ability to work with children. Staff handbags must be stored out of reach of children at all times.

Staff Induction

All new members of staff receive a full induction that includes:

- Help in understanding roles and responsibilities, including supervision duties
- Information about emergency evacuation procedures
- Procedures, responsibilities and expectations for safeguarding and child protection
- Information on school and foundation policies, including the equality policy
- Health and Safety information, procedures and issues
- Curriculum familiarisation

Alongside this members of staff are provided with a detailed staff handbook.

All staff members working in the early years at Grimsdell are Paediatric first aid trained.

Food Hygiene

All food is prepared in our kitchen on-site.

All Early Years Staff are provided with training in food hygiene from our onsite catering team. This helps ensure that staff have a basic understanding of food hygiene principles when preparing or handling food. Fresh drinking water is available for pupils at all times.

Staff Supervision

All Early Years staff members are given thorough induction programmes that allow them to understand fully their roles and responsibilities, this induction also includes Safeguarding and Child Protection, emergency and evacuation procedures and health and safety. Staff are also provided with opportunities to attend training and relevant professional development. This is further ensured through our Supervision structure which seeks to support staff to undertake appropriate training and professional development to ensure that they can continually improve the quality learning and development experiences they offer for children. The concept of 'supervision' is a way for staff to discuss issues and identify solutions as well as receive coaching to improve their personal effectiveness. *Please see EYFS Supervision of Staff Policy.*

Staff records are kept confidential.

Supervision of Children in the EYFS (if subject to disapplication see Appendix 4)

Staffing arrangements in our Nursery class and in all our Reception classes meet the needs of all the children and ensure their safety. We are compliant with the statutory requirements for staff: child ratios which state that for children aged three or over:

'In Reception classes, where the majority of pupils are five or over within the school year, the staffing ratio is 1:30 (as in maintained schools) provided that a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another suitable level 6 qualification is working directly with the children. Such a person may be an overseas qualified teacher or an 'instructor' (someone with the necessary qualifications or experience or both, where the governors/proprietor are satisfied with the qualifications or experience)'

In other EYFS classes for children of three and above, with a person with Qualified Teacher Status (or other suitable person as defined above), the ratio is 1:13, and at least one other member of staff is required to hold a full and relevant level 3 qualification. In EYFS classes for children of three or above, without a person with Qualified Teacher Status (or other suitable person as defined above), the staffing ratio must be at least 1:8. At least one member of staff must hold a full and relevant level 3 qualification and at least half of all other staff must hold a full and relevant level 2 qualification.

Children are usually within sight and hearing of staff members and always within sight or hearing. The only regular occasion where children may not be in sight is within Reception Forest School where children are actively encouraged to develop both their independence and sense of responsibility within a safe and specific context; an area of woodland in the grounds of the Foundation, accessed only by our private road. The children are given clear guidelines about the ground rules for their Forest School explorations and physical boundaries. All children are taught to present themselves to the teacher/leader when the signal is given. Alternative arrangements would be put in place for any child who it is deemed may struggle with these expectations. Forest School takes place once a week and is usually for a full morning or afternoon session.

Nursery children attend Forest School within a contained area. A full risk assessment is in place and updated regularly.

At lunch times Reception children eat in the main dining room where they are supervised by qualified members of staff and all the teaching staff are also present at a table adjacent to the children.

These ratios are adhered to at break and lunch times.

Any sleeping children are checked frequently.

After school activities:

Due to COVID restrictions all clubs are currently delivered through zoom. Parents are required to stay with their child for the duration of the session.

In event of onsite clubs resuming -

Reception children attending after school clubs do so under the minimum requirement of their normal class ratios (1:30 but usually much less) and only where a suitably qualified member of staff or external coach is directly supervising/instructing.

Our after school care facility 'Stay and Play' is open to Nursery and Reception children and operates on a 1:8 ratio due to the presence of Early Years children and the qualifications of the staff leading the care. Information about the nature of this provision is given in our parent handbook and at our information evenings. Due to COVID precautionary measures have been taken and children are kept in year group bubbles for this provision.

Sleeping: There is no structured sleep or rest time in our setting, however a child wishing or needing to sleep would be accommodated so that they are both comfortable and under supervision, away from any hazards. A risk assessment has been carried out to ensure maximum safety for any sleeping child. Any sleeping child is frequently checked.

Information about staff deployment is shared with parents at our 'New Parents' meeting prior to their pupils starting at the school. This information is also in our *Supervision of Pupils Policy* which can be found on the Foundation website.

Health/Medicines

Parents are provided with the relevant medical forms during the acceptance process, this ensures relevant medical information is shared in order to promote the good health of pupils at Grimsdell. Please see *First Aid Policy / Administration of Medicines Policy* for further information. The detail within these policies, including the procedure for responding to children who are ill or infectious, is shared with parents at the information evening for new parents and in the parent handbook.

All accidents and first aid treatment are recorded and communicated to parents as soon as possible or appropriate.

Training is given to any member of staff for administration of medicines that require medical or technical knowledge. Prescription medicines must not be administered unless prescribed by a

doctor, dentist, nurse or pharmacist (and medicines containing aspirin must have been prescribed by a doctor).

We have a school nurse, a medical centre and there are first aid boxes located in the nursery playground, the main playground and in the medical room on the ground floor.

All staff members working in the early years at Grimsdell are Paediatric first aid trained.

Intimate Care

On some occasions it may be necessary for nursing staff or nursery nurses to give intimate care to pupils. These are defined as care tasks of an intimate nature, associated with bodily functions, body products and personal hygiene. For pupils in the Early Years it can be contact with, or exposure to, the genital area when wiping bottoms, or for all ages, assessment of illness or injury. Full PPE will be worn if carrying out these tasks.

- Apart from wetting/soiling issues in Early Years pupils, intimate care will only rarely be required.
- Routine personal hygiene is not carried out by teachers or assistants but they will offer verbal support for pupils who may require this.
- Nursing staff will inform another member of staff (e.g. the school nurse or another qualified paediatric trained staff member) when they are giving intimate care. Sometimes this may result in having a colleague in an adjacent room with the door ajar.
- Pupils will be treated with respect; each stage of the procedure will be carefully explained and will only proceed with the pupils consent. Should the pupil become uncomfortable, distressed or withdraw consent the procedure should be halted until they are comfortable and willing to continue.
- Any member of staff who is reluctant to participate in intimate care in a specific case or situation must inform the School Nurse or Nurse Manager.
- Non-nursing staff should not routinely carry out an intimate examination: in case of injury or illness they should seek the opinion of a nurse/doctor at the earliest opportunity.
- If there are any safeguarding concerns relating to any illness or injury of an intimate nature the nurse or nursery nurses must inform the Designated Person.
- Communication about the wetting or soiling incident will be handled sensitively and discreetly between members of staff and to the parents of the child.

Food and drink

All food is prepared in our kitchen on site. The menu is planned to be healthy, balanced and nutritious and is published for parents to see in advance on the website. Fresh drinking water is available for pupils at all times. Early Years children are provided with a morning and afternoon

snack consisting of fruit, crudités and crackers. Up to date records are kept regarding individual dietary needs, a list is distributed to each teacher and the kitchen staff. All children wash their hands before eating. Staff wear gloves and distribute the snack to avoid any contamination.

All staff members working in the early years at Grimsdell are Paediatric first aid trained.

Accident or injury

Staff are aware of their duty to inform parents of any accident or injury sustained by the child on the same day, or as soon as reasonably practicable and any first aid treatment given. Forms to record this are kept in the medical room. First aid boxes are accessible from all areas of the school.

Behaviour

The *Promoting Positive Behaviour Policy* applies to the EYFS. Please see the policy for more details.

Physical intervention may be used to avert immediate danger of personal injury. This must be recorded (records held by Emily Jenner – Assistant Head of Early Years) and parents informed on the same day or as soon as reasonably practicable.

Security and suitability of premises

The security and safety of the children at Grimsdell are paramount and to that end the Mill Hill School Foundation has regularly sought advice from specialist security consultants and other professional bodies including insurers, the local Police Crime Prevention and Police Safer Neighbourhoods Team Officers. We have also considered the security guidelines to schools issued by the DFE and undertaken regular periodic internal reviews. This ensures that the children also feel safe and secure within their learning environment. (*See Mill Hill School Foundation Security Strategy*)

The school is secure at all times, with gates and doors closed and locked (with confidential combinations) at all times except drop off and pick up, when all external doors are manned and monitored by members of staff. Children are only released into the care of individuals who have been notified to us by the parent/carer, a list is kept in the office and by class teachers.

We adhere to the legal responsibilities under the Equality act 2010. (see *SEND policy*)

A staff room allows for staff to take breaks away from areas used by children. Teachers may use a number of rooms depending on the time of day, in order to conduct meetings with parents/carers confidentially.

Smoking is not allowed in or on the premises.

Risk Assessments

Risk assessments are routinely carried out and utilised to minimise a range of risks relating to daily life in the classroom or the school grounds, special activities, trips and clubs. These are kept either on the classroom wall or centrally by the Deputy Head, as appropriate. They are updated and reviewed at suitable intervals. Daily Risk assessments are completed to cover the areas inside and outside of the Early Years classrooms and are held by the Assistant Head Early Years. Risk assessments identify risks that need to be checked on a regular basis, when and by whom, and how the risk will be removed or diminished. Risk assessments for outings must be conducted, though not necessarily in writing. These should take account of adult to child ratios and the steps taken to remove, minimise and manage identified risks and hazards.

Outings

Separate risk assessments are carried out for educational outings. We follow different ratios for educational outings, these are outlined in the *Grimsdell Educational Visits Policy*.

7. SEN, Inclusion and Equal Opportunities

Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully. This provision is coordinated by our Grimsdell SEN (Special Educational Needs) Co-ordinator and our Enrichment Coordinator in the Early Years. This includes providing all children with the opportunity to be appropriately supported and challenged. The four areas of need are: communication and interaction, cognition and learning, social emotional and mental health, sensory and /or physical needs.

We have a clear approach for identifying Special Educational Needs and there is ongoing monitoring of progress throughout the early years. Where a child appears to be below expected developmental levels, the teacher works with the SEN Co-ordinator to gather information and seek early help if appropriate.

Where a child appears to be behind expected levels and 'Early Help' sought, the cycle of action: assess/plan/do/review is used to create a graduated response to needs, this is carried out throughout the year. Decisions to involve specialists are taken in discussion with parents and parents are informed if their children are to receive SEN support. Any child on SEN support will be on an intervention programme where clear targets are set, agreed and reviewed and tracked. The school's SEN Co-ordinator manages these plans and is responsible for providing additional information and advice to staff and parents and for arranging external intervention and support as necessary, in close liaison with the child's class teacher (Key Worker). In line with the Foundation's Equal Opportunities Policy, we will endeavour to provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual. All staff members are role models and are aware of the influence they have in promoting positive attitudes and using that influence to challenge stereotypical attitudes.

8. Information for parents

(This will be reviewed in the summer term to be in line with health and safety guidelines regarding COVID-19. Sessions are likely to be run via zoom.

Reception Introduction Evening and Nursery Introduction Evening:

Before the start of each academic year parents are invited to attend a talk on the Nursery and Reception curriculum and how this is provided to the children in our school. They are also given guidance on where to find more information on the Early Years. Parents are made aware of their children's **Key Worker** (their class teacher) at this time and their role and additional staff in the class. They will also be given initial support on how they can help their child's development and readiness for Nursery or Reception at home and how SEN support is coordinated and arranged. Our learning support coordinator is also available to parents for further information and advice if required.

At the beginning of each term the Nursery and Reception classes invite the parents into school. During this meeting the class teachers explain the daily routines (including food and drink provisions) organisation and management for the class, the range and type of activities and experiences, the topic for that term and how to help and support their child at home. Parents have the opportunity to ask any questions, thus making sure they are as well informed as possible about the term to come. There is an additional forum in the autumn term for parents to share feedback of a general nature.

Formal parents' evenings provide the opportunity to provide child specific feedback on the individuals' progress, performance and next steps across the curriculum.

Every Friday parents are invited into their child's class for an Open House session (currently suspended due to COVID 19). This provides the opportunity for the parents to explore the learning environment and share some of the children's creations that are on display and collected in the classroom. They can also look through the children's learning journals, record their child's voice and add 'wow' moments from learning at home. The learning journals will also be sent home each term for parents and children to add their own comments. We also welcome contributions from home to go into the children's books.

Parents receive a short written report on the progress of their child at the end of the Autumn Term in Nursery and Reception classes and a detailed report at the end of the school year.

The emergency telephone number for EYFS is 07845 053447.

9. Records

Each teacher in the Early Years has access to records which contain the following information: the names of the children in their class, their hours of attendance, their key person and emergency contact details.

We maintain confidentiality in keeping these records with access being available only to those who may need them. Staff are aware of this and of the right that all parents and carers have to these records, unless relevant exemptions apply under the data protection act. Details about the retention period for records relating to individual children can be seen in our *Retention of Records Policy*.

10. Parent Handbook:

A summary of our Introduction Evenings are contained within our parent handbook. In addition, they contain details on staffing in the setting and emergency contact numbers.

The following policies and procedures are also issued in this handbook:

- The Policy to Safeguard and Promote the Welfare of Children who are pupils at the School
- SEND policy
- Concerns and complaints policy
- Missing Child Policy / Late collection procedure
- Recruitment, Selection and Disclosure Policy
- Details for contacting ISI and OFSTED (Please refer to *Appendix 2 of this policy*)

11. Complaints

Complaints procedures are explained in *the Policy on the Handling of Concerns and Complaints received from Parents Policy* which is available for parents to view on the Foundation website. We communicate this in our parent's handbook.

12. Review

This Policy shall be reviewed annually.

Last Review: September 2020

Next Review: September 2021

This Policy has been approved by the Academic Committee of the Court of Governors

Appendix 1

Early Years Topic Cycles

The whole school works around the same topic which is changed termly with a different focus for each year group. Children in Early Years will be given the opportunity to explore the topic by addressing their own questions and interests. The topics will change each year to ensure the children experience a range of topics throughout their time at Grimsdell enhancing their sense of excitement and exploration.

Appendix 2

Contacting ISI

If you are unhappy with the school's initial response to your complaint ISI can be contacted by writing to: concerns@isi.net. Or by phone 020 7600 0100. The DFE can also be contacted on 0370 000 2288

Contacting OFSTED

The new Ofsted – the Office for Standards in Education, Children's Services and Skills – came into being on 1 April 2007. It brings together the wide experience of four formerly separate inspectorates. It will inspect and regulate care for children and young people, and inspect education and training for learners of all ages.

To call OFSTED

- 0300 123 1231 for general enquiries
- 0300 123 4666 if you want to make a complaint or have a concern about any service Ofsted inspects or regulates(08.00 to 18.00)

To contact OFSTED by email:

enquiries@ofsted.gov.uk

For complaints - CIE@ofsted.gov.uk

Appendix 3

Glossary of acronyms and abbreviations in order of appearance in the policy.

EYFS – Early Years Foundation Stage

ISI – Independent Schools Inspectorate

KCSIE – Keeping Children Safe In Education

DSL – Designated Safeguarding Lead

DDSL – Deputy Designated Safeguarding Lead

KS1 - Key Stage 1

SEN – Special Educational Needs

EAL – English as an Additional Language

DFE – Department For Education

SENCo – Special Educational Needs Coordinator.

Appendix 4

Statutory Guidance

Early Years Foundation Stage: Coronavirus Disapplications updated by the Department of Education 4th September 2020

'To support early years providers during the coronavirus (COVID-19) pandemic, the government temporarily disapplied and modified certain elements of the EYFS statutory framework.

This was to allow providers greater flexibility to respond to changes in workforce availability and potential fluctuations in demand, while still providing care that is high quality and safe.

The disapplications came into force on 24 April 2020 and will end on 25 September 2020. These disapplications have been reviewed on a monthly basis.

Provisions were made in the regulations to allow for a transitional period of up to 2 months for disapplications around staffing levels to continue in recognition that some providers may need some time to get back to full staffing levels once the disapplications are lifted.

If there are further restrictions or requirements related to coronavirus (COVID-19) due to a local or national lockdown, these may affect a provider's ability to comply with the EYFS. Therefore we have made new regulations as follows – these will come into force on 26 September 2020 and would only apply where a provider is prevented from complying with the prescribed requirements of the EYFS due to coronavirus (COVID-19) related restrictions or requirements which have been imposed on a geographical area by regulations or a direction.'

Appendix 5



Department
for Education

What to do if a child is displaying symptoms of coronavirus (COVID-19)

If anyone in your setting develops a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and be advised to follow the [guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#). This sets out that they must:

- self-isolate for at least 10 days
- arrange to have a [test to see if they have coronavirus \(COVID-19\)](#)

Action list

1. In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital except in an emergency.
2. Call parents/legal guardian to collect child and take them home. Advise them that all household members will need to isolate and refer them to the [guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#).
3. While the child is awaiting collection, move them to an isolated room and open a window for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.
4. Since it's unlikely that staff caring for a young child while they are awaiting collection will be able to maintain a 2 metre distance, they should wear suitable PPE¹:

Situation	PPE
2m distance cannot be maintained	A face mask should be worn
Contact is necessary	Gloves, an apron and a face mask should be worn
Risk of fluids entering the eye (e.g. from coughing, spitting or vomiting)	Eye protection should also be worn

¹ More information on PPE use can be found in the [Safe working in education, childcare and children's social care settings, including the use of personal protective equipment \(PPE\) guidance](#).

5. If the child needs to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.
6. Staff/other children who have had contact with the symptomatic child must wash their hands thoroughly for 20 seconds.
7. When parents/legal guardian pick up the child, advise them to get the child tested and notify you of the results.
8. Once the child has left the premises, thoroughly disinfect/clean all surfaces and touchpoints they came into contact with (including the bathroom if used).

What to do if a child tests positive for coronavirus (COVID-19)

1. You must take swift action when you become aware that someone who has attended your setting has tested positive for coronavirus (COVID-19).
2. You can contact the dedicated advice service, introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority. This can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case.
3. If, following triage, further expert advice is required the adviser will escalate your call to the PHE local health protection team (HPT).
4. The advice service (or HPT if escalated) will work with you to carry out a rapid risk assessment and identify appropriate next steps.
5. With support from the advice service or HPT, identify close contacts of the symptomatic individual. Contact tracers will inform contacts that they need to self-isolate for 14 days in line with [guidance for households with possible or confirmed coronavirus \(COVID-19\) infection](#).
6. Notify Ofsted swiftly through the usual notification channels of any confirmed case of coronavirus (either staff member or child). Also notify Ofsted if the setting is advised to close as a result.
7. If applicable, ensure access to remote provision for children who are isolating so that they can continue to learn remotely.
8. A template letter will be provided to settings, by the advice service or the health protection team, to send to parents, carers and staff if needed.
9. Settings must not share the names of people with coronavirus (COVID-19) unless essential to protect others.

Appendix 6

EYFS Blended Learning

<p>Child is self-isolating after returning from a holiday destination on the travel quarantine list.</p>	<ul style="list-style-type: none"> • No remote learning provided. Parents informed of foundation wide policy prior to half term, urging parents to consider the possibilities prior to booking a holiday.
<p>Child is self-isolating due to coronavirus symptoms/positive test and displaying symptoms.</p>	<ul style="list-style-type: none"> • No remote learning will be provided as the child is unwell.
<p>Child is self-isolating due to coronavirus symptoms/positive test but asymptomatic.</p>	<p>Class teacher is responsible for liaising with designated remote learning support to:</p> <ul style="list-style-type: none"> • Upload all resources/activities to Tapestry for their class • Liaise with specialist staff (PE, Music, French, SEN, Enrichment), requesting for work to be uploaded onto Tapestry as per the class timetable. • No video lessons or live streaming of in-school lessons. • Bug Club reading books. No Guided Reading. • Brief feedback/acknowledgement of pupils work on Tapestry
<p>Teacher is self-isolating due to coronavirus symptoms/positive test.</p>	<ul style="list-style-type: none"> • Supply cover arranged. • Class teacher to support by providing planning/resources/contact with parents (depending on severity of illness).
<p>Child is self-isolating due to a member in their household having symptoms/testing positive/NHS Track and Trace/medical advice to shield.</p> <p>Remaining children still in school as normal.</p>	<p>Class teacher is responsible for liaising with designated remote learning support to:</p> <ul style="list-style-type: none"> • Upload all resources/activities to Tapestry for their class • Liaise with specialist staff (PE, Music, French, SEN, Enrichment), requesting for work to be uploaded onto Tapestry as per the class timetable. • No video lessons or live streaming of in-school lessons. • Bug Club reading books. No Guided Reading. • Brief feedback/acknowledgement of pupils work on Tapestry

<p>Teacher is self-isolating due to a member in their household having symptoms/testing positive/NHS Track and Trace/medical advice to shield.</p> <p>Class remains in school as normal.</p>	<ul style="list-style-type: none"> • Year group to plan as normal and distribute tasks accordingly. Teacher self-isolating to join meeting through Zoom. • Supply cover will be arranged for your class. • Class teacher is responsible for providing all lesson plans and resources, liaising with the supply teacher and maintaining contact with the parents.
<p>Whole class bubble are self-isolating (remaining classes in the year group are still in school as normal).</p>	<ul style="list-style-type: none"> • Year group to plan as normal and distribute tasks accordingly. Teacher self-isolating to join meeting through Zoom. <p>Class teacher is responsible for:</p> <ul style="list-style-type: none"> • Uploading all learning to Tapestry • Liaising with specialist staff (PE, Music, French, SEN, Enrichment), requesting for work to be uploaded onto Tapestry as per the class timetable. • To produce one 'Explain the day video' with a warm class greeting and a brief explanation of the lesson tasks children are expected to complete throughout the day. (or a subject that would suit particularly benefit from a video) • Marking/feedback of work on Tapestry (same level of detail as lockdown remote learning). • Live video session once a week with whole class – play Simon says, read a story etc. • Responding to parent emails (up until a certain time as per remote learning).
<p>Year group (all three classes) are in quarantine at home.</p>	<ul style="list-style-type: none"> • Return to full remote learning provision as per lockdown last term with daily video lessons etc.

Maths: White Rose

Phonics: Anima Phonics. Parents will be given remote access.

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