

**GRIMSDELL**

**MILL HILL PRE-PREPARATORY SCHOOL**



**EARLY YEARS FOUNDATION STAGE  
POLICY**

Revised and amended Autumn Term 2018  
To be reviewed Autumn Term 2019

## Key Points of the Early Years Policy

<b>Purpose</b>	<p>Provide a comprehensive breakdown of the EYFS.</p> <p>Ensure compliance with EYFS statutory guidelines.</p> <p>Demonstrate how the EYFS is implemented in this setting.</p>
<b>Principals</b>	<p>The EYFS is based upon four principles:</p> <ul style="list-style-type: none"> <li>• Unique Child</li> <li>• Positive Relationships</li> <li>• Enabling Environments</li> <li>• Learning and Development.</li> </ul>
<b>Opting out of the learning and development statutory requirements</b>	<ul style="list-style-type: none"> <li>• Grimsdell has chosen to opt out of the learning and development requirements for the Early Years Foundation Stage. 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.</li> <li>• 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.</li> </ul>
<b>Foundation Stage Curriculum</b>	<ul style="list-style-type: none"> <li>• Each class teacher will be the Key Person for every child in their class.</li> <li>• There are seven areas of learning and development that must shape educational programmes in early years' settings.</li> <li>• The 7 areas are underpinned by The 3 Characteristics of Learning.</li> </ul>
<b>Observation, Assessment and Planning</b>	<ul style="list-style-type: none"> <li>• Developing child led and adult directed learning that is play based.</li> <li>• We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs.</li> </ul>
<b>Inclusion and Equal Opportunities</b>	<ul style="list-style-type: none"> <li>• Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully.</li> <li>• We have a clear approach for identifying Special Educational Needs and there is ongoing monitoring of progress throughout the early years.</li> </ul>
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The Designated Safeguarding Lead for safeguarding in the Early Years is the Deputy Head of Grimsdell, Jen Ticehurst. The DDSL is Emily Jenner.</li> </ul>
<b>Supervision of Children in the EYFS</b>	<ul style="list-style-type: none"> <li>• In Reception classes, where the majority of pupils are five or over within the school year, the staffing ratio is 1:30. <ul style="list-style-type: none"> <li>• In other EYFS classes for children of three and above, with a person with QTS the ratio is 1:13. In EYFS classes for children of three or above, without a person with QTS the staffing ratio must be at least 1:8.</li> <li>• Children are usually within sight of staff members and always within sight or hearing.</li> </ul> </li> </ul>
<b>Staff Supervision</b>	<ul style="list-style-type: none"> <li>• Meeting with all EYFS will be held termly and led by the Assistant Head Early Years.</li> </ul>
<b>Review</b>	<ul style="list-style-type: none"> <li>• Policy to be reviewed Autumn Term 2019</li> </ul>

## Introduction

*“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences during this time 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 together provide the foundation children need to make the most of their abilities and talents as they grow up.”*

*Statutory framework for the early years foundation stage 2017*

## Principles

The EYFS is based upon four principles:

- **A unique child.** We recognise that every child is a competent learner who 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 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.

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. 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.

### **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. 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:

'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, Chief Executive IAPS*

### **Every Grimsdell Child is an Individual so our principles and aims are:**

- To provide a solid foundation in the seven areas of learning through well planned activities. To provide a balanced range of experiences and activities to enable each child to develop emotionally, socially, physically, creatively, intellectually, spiritually and morally.
- To enable children to make an effective and happy transition from home to school, through effective liaison and support.
- To value children's own experiences, their imagination, their curiosity and the range of skills that they bring into school and to use these as starting points in their learning.
- To ensure the children feel safe and secure within their learning environment.
- To provide a caring, stimulating, challenging and well-structured environment in which children are motivated towards independent learning.
- To ensure equal access and opportunity.
- To prepare children for their continuing education through effective liaison with their next teacher.
- To value parents as partners in the education of their child. To keep parents well informed about the curriculum and their child's progress.
- To value early childhood itself.
- To ensure that children with special needs are identified and receive appropriate support wherever possible.
- To promote an atmosphere that encourages confidence, reflection and independence.
- To plan and structure activities with clear learning intentions and objectives.

## **Principles into Practice – The teaching approach**

Teachers will:

- 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.
- 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 enable all staff to be aware of the differing needs and abilities of the children.
- Use information from baseline entry level assessment to track pupil progress and identify the different learning needs of each individual.
- 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 children with SEN and ensure that all children are given tasks that will appropriately challenge and stimulate their thinking.
- 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. Discuss children's progress in regular Parent Consultation Evenings and keep records of these.
- In the final term assess each child against the Early Learning Goals.
- Share observations with parents and encourage parental involvement.
- Pass on 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.

## **Foundation Stage Curriculum**

Each class teacher will be the Key Person for every child in their class. There is a classroom assistant in each class who will help the teacher observe and assess the children on a regular basis. The responsibility of planning and sharing information with parents will be with the Class Teacher. 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.

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.

**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.

**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.

## **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. Our planning shows how the principles of the EYFS are put into practice and next steps are informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs. All staff working in the early years are involved in this process.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the nursery takes the form of observations informed by practitioner knowledge. These involve the teachers and other adults in the setting as appropriate. The parents and guardians are given the opportunity to meet with the child's key person/teacher regularly to share their child's progress.

### **Learning through Play**

In Nursery, 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.

### **Outdoor Provision**

In the Nursery class children have free flow access to the outdoor learning environment. Reception children have access (not free flow) to this outside area throughout the day. 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 Schools practitioners and are supported by the teachers and assistants.

### **Planning**

The Foundation Stage Curriculum is planned mainly through topic work and the use of different Literacy and Mathematics schemes. Termly plans, detailed weekly and daily 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.

### **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 to the nursery with a parent to meet the nursery teacher and assistants and play alongside our existing nursery children in the classroom and in our early years outside play area. A New Nursery Parents Introduction Evening is held each summer term providing parents with key information, before the academic year commences.

At the start of the new school year the nursery children are split into half classes. The first group comes in on the first day of term for the morning and afternoon sessions. The next day the second group attend in the morning or afternoon. 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.

### **Behaviour**

The Grimsdell Behaviour (rewards and sanctions) Policy applies to the EYFS. Please see the Grimsdell Behaviour Policy for details.

### **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 SENCo and our Enrichment Coordinator in the Early Years. This includes providing all children with the opportunity to be appropriately supported and challenged.

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 SENCo to gather information and seek early help if appropriate. The cycle of action: assess/plan/do/review is used to create a graduated response to needs. 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.

## **Safeguarding**

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

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 Deputy Head of Grimsdell, Jen Ticehurst [jticehurst@grimsdell.org.uk](mailto:jticehurst@grimsdell.org.uk) . The Deputy Designated Safeguarding Lead is Emily Jenner, Assistant Head Early Years [ejenner@grimsdell.org.uk](mailto: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. 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.

## **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.

## **Security**

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.

### **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 lock 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.

School mobile phones are available for short trips and on the playground.

On school trips staff are not permitted to use mobile phones at all in the presence of the children, but can use the school mobile phones which have no camera capacity.

### **Supervision of Children in the EYFS**

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 and a risk assessment is carried out for any potential incidents or moments where ratios could be briefly compromised.

After school activities:

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.

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.

## **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.

## **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 **Supervision of Staff Policy**.*

Staff records are kept confidential.

### **Staff medication**

Staff medication is always safely stowed away out of the reach of children and staff are aware that they must declare whether they are taking any medication which might affect their ability to work with children.

### **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.

- 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.

### **Health**

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.

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.

## **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.

## **Disqualification**

A provider or a childcare worker may be disqualified from registration. In this event the provider would not continue as an early years provider. Where a person is disqualified, the provider would not employ that person in connection with early years 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.

## **Information for parents**

### 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. 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. 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.

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.

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 (*Appendix 2 of this policy*)

## **Complaints**

Complaints procedures are explained in the policy which is issue to parents in the parent handbook. Please refer to our policy for complaints procedures.

## **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. The retention period for records relating to individual children is three years.

## **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: IS, CAP House, 9-12 Long Lane, London EC1A 9HA or to [concerns@isi.net](mailto:concerns@isi.net). The DFE can also be contacted on 0370 0002288

### **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**

- **08456 404045** about education or adult skills
- **08456 014772** if you want to make a complaint or have a concern about any service Ofsted inspects or regulates(08.00 to 18.00)
- **08456 404040** about children's services or any other aspect of our work

#### **To contact OFSTED by email**

- [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)