

## 'Every opportunity to educate everyone forever'

### Intent

This policy sets out expectations based on requirements set out in the 2025 Statutory Framework for the Early Years Foundation Stage (EYFS). This document also complies with our funding agreement and articles of association.

At the Federation of Mellers Primary School and Nottingham Nursery School, our goal is to place our children at the heart of everything we do. We value all of our children as unique individuals. We celebrate difference and diversity as well as foster curiosity, creativity and independence. We want our children to flourish and thrive and build strong foundations for learning, regardless of their starting points. We strive to offer rich opportunities for learning both indoors and outdoors, including our passion for Forest School.

Through our inspiring and enabling environments, we aim to ensure that all of our children feel a sense of awe and wonder. Our staff team build warm, nurturing, respectful and trusting relationships with our children. By providing high quality interactions with them, we also extend and enhance our children's language and vocabulary.

We have a strong sense of community and work in close partnership with our parents and other stakeholders to enhance the children's learning. We believe that these are the foundations upon which our children will develop a lifelong love of learning, which will support them to succeed and reach their true potential.

### Implementation

We follow the EYFS Statutory Framework (2021, updated 2024) and Reception Baseline Assessment requirements. Learning is planned across the prime and specific areas, with strong emphasis on children's starting points, interests and developmental needs.

We create:

- **Long-term plans** which map coverage and key events.
- **Medium-term plans** which outline key learning experiences within our creative, book-based curriculum.
- **Short-term plans** which detail weekly provision, adult-led activities and enhancements to continuous provision.

Phonics is taught using *Little Wandle Letters and Sounds (Revised)*. Maths follows a mastery approach. F2 children complete regular guided English and maths sessions.

Children cover learning in three prime areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

As well as in four specific areas of learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We aim to develop and foster positive attitudes towards learning through providing experiences that allow children to practice the *characteristics of effective learning*: playing and exploring, active learning, creating and thinking critically. Furthermore, planning has a sharp focus on the children's starting points, their needs, interests and stages of development. We recognise that the seven areas of learning cannot be delivered in isolation and seek opportunities to make links between them. We aim to deliver the curriculum through planned, purposeful play and present new concepts in meaningful contexts that enable the children to build on what they already know.

### **The Learning Environment**

As the Ofsted guidance from the 'Early Years Inspection Handbook' clearly states: '*It is the role of the setting to help children experience the awe and wonder of the world in which they live, through the seven areas of learning*'. We create stimulating, well-organised spaces that promote exploration, independence and first-hand learning. Resources are clearly labelled, regularly reviewed and adapted. Children and staff refer to the EYFS unit as the 'Learning Environment' and focus on what they are learning, not just what they are doing.

### **Effective Teaching and Learning**

Children help shape their learning through discussion and choice. Adults extend learning through high-quality interactions, modelling and 'playful teaching'. Adult-led activities increase gradually as children's concentration develops. Adult-led activities are practical in nature and based on first-hand experiences wherever possible. The children are supported to develop problem-solving skills through some open-ended tasks and opportunities to share their thinking with others. Continuous provision offers open-ended, practical opportunities that are enhanced weekly based on observations and skill/knowledge development.

### **The Wider Context and Inclusion**

We work with external agencies, local schools and nurseries to support children's development and ensure accurate assessment. We value every child regardless of background, ability or need, and we plan provision that enables all children to achieve or exceed the Early Learning Goals. Early identification of additional needs is prioritised, supported by the SENDCo and external professionals. We are committed to being a deaf-friendly, deaf-aware and deaf-inclusive settings, using visual communication strategies, such as British Sign Language, wherever possible.

### **Equal Opportunities**

We promote equality, celebrate diversity and ensure all children can access resources and experiences. British Values and Religious Education (statutory in Reception) are embedded throughout the curriculum.

We agree that:

- A range of cultures/religions will be shared, celebrated and experienced by all.
- Resources and learning experiences will be accessible to all children.
- Children will be given opportunity to discuss share and celebrate their ideas and experiences with their peers.
- British Values (Democracy, Individual Liberty, Rule of Law, Mutual Respect, Tolerance of Those with Different Faiths and Beliefs) will be appropriately taught throughout the foundation stage.
- The teaching of Religious Education is statutory in Reception, and this is adhered to throughout our planning.

## Impact

### Assessments and Observations

Assessment is purposeful and informs teaching. We use floor books and targeted planning to capture significant learning. Staff use school devices for observations/assessments.

Assessment processes include:

- Baseline assessments (within 6 weeks)
- Termly assessment updates (Arbor)
- Progress Check at Age 2
- Reception Baseline Assessment
- EYFS Profile at the end of F2
- Attendance at Local Authority 'Agreement Trialling' events to moderate judgements

Progress is tracked termly, with interventions planned to address emerging needs. Staff moderate assessments at least half-termly to ensure consistency, and EYFS Profile outcomes are shared with parents and Year One staff to support transition.

Teachers use their knowledge of each child to judge whether they are working at expected, working towards, or below age-related expectations. This informs planning, ensures learning is pitched appropriately, and provides a clear baseline of attainment. Progress is closely monitored, with additional support provided where needed. Children making smaller steps of progress are reviewed through pupil progress meetings.

Nursery and F2 progress is discussed termly with staff and senior leaders, with interventions planned to narrow gaps. Regular internal moderation ensures accuracy and consistency in judgements against the Early Years outcomes.

At the end of the year, Year One teachers are given a copy of the EYFS Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This helps to create a smooth transition and assists with the planning of activities in Year One.

The EYFS profile results are reported to the local authority, who monitor and moderate the judgements made.

## Staffing and Organisation

At Mellers Primary School, we have both Nursery and Reception classes, and these are situated within different spaces. School will ensure that people looking after children are suitable to fulfil the requirements of their roles. Staffing ratios comply with statutory requirements. All staff and volunteers undergo suitability checks. Students and apprentices may be included in ratios when appropriate. Reception classes are taught by a qualified teacher.

## Transitions

We ensure smooth transitions:

- **Into Nursery:** Setting visits and settling in sessions, parent meetings, liaison with previous settings.
- **Nursery to F2:** Setting visits and a staggered start to full-time provision, parent meetings, liaison with previous settings.
- **F2 to Year One:** Transition sessions, classroom visits and gradual alignment of provision. The Year One classrooms are initially organised to reflect aspects of EYFS provision. The first half term of Year One is based on the principles of the EYFS, allowing the children to feel secure in their new environment.

## Partnerships with Families, Other Settings and the Community

We work closely with parents through newsletters, meetings, reports and open events. Children take reading books home and parents can contribute to learning evidence. We engage with the local community through visits, visitors and cultural learning experiences. Film clips, non-fiction texts and artefacts are also used to introduce new concepts in real-life contexts. We aim to develop the children's awareness of other cultures by exploring different countries and celebrations.

We provide a pack for new parents and carers that includes information about our daily routines, the types of activities provided, staffing and food and drink.

We recognise that children may access EYFS provision through other providers throughout the week and that all providers have an equally important role to play in their early year's experiences. We seek information about the other settings that our children attend so that we can establish communication about their learning and development.

## Safeguarding and Welfare

We uphold the highest standards for safeguarding and well-being. In line with the EYFS and KCSIE 2024, we ensure:

- All staff are DBS-checked and trained in child protection
- We follow safer recruitment, whistleblowing and health and safety procedures robustly
- We regularly train and ensure adequate numbers of staff with Paediatric First Aid
- Children are supervised at all times
- Toileting, nappy changing and mealtime routines prioritise dignity and safety
- Two emergency contacts are maintained for each child

We understand that we are legally required to comply with safeguarding and welfare requirements. The Federation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All staff receive annual safeguarding training, updates and monitoring procedures are also in place.

## Intimate Care and Toilet Training

Intimate care is any care which involves washing, touching or carrying out an invasive procedure that most children can carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene.

Intimate care is carried out respectfully and in partnership with parents. Children not yet toilet trained are supported appropriately, with parents providing necessary supplies. Please

also refer to our schools' policy on procedures for continence/intimate care.

## Health and Wellbeing

### Being Active

We recognise that a healthy body is essential for the development of a healthy mind. The children have access to an outdoor area, which provides a range of physical activities; including climbing equipment, large balls, bats and balls, rockers and digging equipment.

### Nutrition and mealtimes

We adhere to the DfE Nutrition Guidance for Early Years Providers (April 2025). From September 2025, this guidance became part of the statutory welfare requirements.

We provide/ensure:

- Healthy, balanced and nutritious meals and snacks.
- The school dinner menus are displayed in the school entrance area.
- Menus based on four food groups: starchy carbs, fruits/vegetables, proteins, and dairy
- Portion sizes appropriate to age and activity level
- Safe food preparation practices and allergy management
- Staff that are preparing and handling food will be trained in food hygiene.
- Whilst children are eating, there is always a member of staff in the room with a valid paediatric first aid certificate for a full course.
- Fresh drinking water is always available and more opportunities for drinking water will be provided in hot weather.
- Activities to promote a healthy eating/choices and oral hygiene are planned throughout the year in taught sessions, continuous provision and as a part of the wider school community.
- Foods high in sugar and salt will be limited whilst processes foods that are high in fat, sugar or salt will be avoided. We will avoid sugary treats for birthdays and celebrations.
- Parents/carers will receive a copy of our food and nutrition policy to ensure that they understand the expectations regarding any food that is brought in from home. Please see our food policy regarding packed lunches and snacks.

### Allergies and intolerances

- Before a child is admitted to the setting, we will obtain information about any special dietary requirements, preferences, food allergies and intolerances that the child has, and any special health requirements. This information must be shared by the administration team with all staff involved in the preparing and handling of food.
- Ongoing discussions will be held with parents and/or carers and, where appropriate, health professionals to develop allergy action plans for managing any known allergies and intolerances. This information must be kept up to date by the provider and shared with all staff. We will ensure that all staff are aware of the symptoms and treatments for

allergies and anaphylaxis, the differences between allergies and intolerances and that children can develop allergies at any time.

- At each mealtime and snack time, staff must be clear about who is responsible for checking that the food being provided meets all the requirements for each child and take action to limit the chance of cross contamination.
- Food allergies/intolerances must also be taken into consideration, if any food substances are to be used within continuous provision or as part of a special celebration etc.

## **Choking**

- Children will be discouraged from sharing food and from walking around whilst eating.
- Staff must prepare food in a way that aims to prevent choking (i.e. cutting up food as needed).
- Children must always be within sight and hearing of a member of staff whilst eating. Choking can be completely silent; therefore, it is important for staff to be alert to when a child may be starting to choke.
- Where possible, staff should sit facing children whilst they eat, so they can make sure children are eating in a way to prevent choking and so they can prevent food sharing and be aware of any unexpected allergic reactions.
- When a child experiences a choking incident that requires intervention, staff should record details of where and how the child choked and ensure parents and/or carers are made aware. The records should be reviewed periodically to identify if there are trends or common features of incidents that could be addressed to reduce the risk of choking. Appropriate action should be taken to address any identified concerns.

## **Illnesses**

Parents and carers are asked not to send their child to school if they are unwell and to inform the school/nursery office of their absence. Parents and carers are asked to inform staff if their child is suffering from a minor ailment so that appropriate care can be given. Children must not return to school within 48 hours of a bout of sickness or diarrhoea.

If a child becomes unwell whilst at school, a member of staff will:

- Phone the parents/carer, explain that their child is unwell, explain the symptoms noted and ask them to collect their child.
- Sit with the child in a quiet place away from other children, if possible, until the parents arrive.
- If the child has had sickness or diarrhoea, explain the policy of at least a 48-hour clearance of either symptom before the child may return.

Advice relating to notifiable diseases is displayed in the school/nursery office.

## **First aid and injuries**

All EYFS staff are qualified in paediatric first aid. A fully stocked first aid kit is kept in or near each classroom, in line with Health and Safety Executive guidance, and additional kits are

taken on off-site visits and nature garden sessions. Kits are checked and replenished regularly. First aid cover is always available at lunchtimes.

All accidents are recorded on the school's accident form and signed by the staff member who dealt with the incident. A copy is sent home, and parents/carers are contacted by phone when necessary—for example, for head injuries or injuries to intimate areas that staff cannot examine. Parents are informed verbally and usually in writing of any incident requiring first aid. Staff follow a structured questioning process to ensure injuries are fully assessed.

For more serious accidents, parents/carers are contacted to agree next steps where possible. If they cannot be reached, the school will seek appropriate medical attention. Children must not be given food or drink. If hospital transport is required, two adults accompany a child travelling by car (with appropriate insurance), or one adult accompanies the child in an ambulance. The child's details are taken to hospital.

### **Medicines and medical needs**

We promote children's good health, including oral health, which include supervised toothbrushing sessions.

Only children with individual care plans or prescribed medication will have medicine administered by staff. Written parental consent is required, and all administration is recorded. Staff ensure essential medication (e.g., inhalers) is available during off-site visits.

Staff receive training for administering invasive prescribed medication, such as EpiPens, through the Community Training Team. Care plans are created with parents and relevant health professionals when needed.

### **Keeping Children Safe in School**

#### **Premises and Security**

The office staff are responsible for verifying the identity of any visitors before they enter school. Visitors are asked to sign in to the school visitor's log and are given a visitor sticker to wear.

The external doors are closely monitored by staff when children are entering or leaving the setting, to ensure that they cannot leave unaccompanied. All staff are aware of the need to monitor the external doors to ensure that they are secure during the session. The register is used to check how many children are present. When moving from one area of school to another, head counts are used to check that all children are present before leaving.

A DBS check certificate must be provided and checked for all staff, students and volunteers, along with photo ID. Staff, students and volunteers will be given an appropriate induction. For Year Eleven work experience pupils, appropriate supervision of these students must be in place.

## **Arrival and Collection of Children**

Children are registered by the class teacher each morning and afternoon. Parents/carers collect children via the external classroom doors at the end of the day, and any collection during the school day must be through the school office.

Children may only leave with adults named on their information form unless parents provide written or verbal permission. If there is any uncertainty about collection arrangements, staff will contact the parent/carer for clarification.

If a child is not collected and parents/carers cannot be reached, staff will contact the other named adults on the registration form. If no contacts are available, the headteacher will inform the Social Care Duty Officer or Out of Hours Duty Point, who will arrange appropriate protective care. Social Care and the Police are then responsible for contacting the parents.

For Nursery children (non-compulsory school age), places may be withdrawn if children are persistently late or frequently absent, following discussions and reminders to parents/carers.

If any child is repeatedly late or absent without explanation, school staff will carry out a home visit. absent, following discussions and reminders to parents/carers.

## **Missing Child Procedures**

If a child goes missing during the school day, practitioners will; check with all members of staff when the child was last seen and that they have not been collected by a parent/carer, organise a thorough and systematic search of the building, surrounding playground, the vicinity if offsite etc, inform the head teacher of the situation and telephone the child's parents or other emergency contact to explain the situation and double check that the child is not there or their whereabouts known. If the child is still unable to be located, the school will notify the police of a missing person.

There are strict measures in place to prevent this from happening, with the EYFS unit and Nursery having locks on doors inside and gates outside. Frequent registers and head counts of the children are taken throughout the day and a board accessible to all staff informs staff of absent children/ children who have left for medical appointments.

## **Safety on Outings**

Parental permission for local walks is obtained on admission, with separate written consent required for all other outings. Staff complete a local trip planner and provide a copy to the office before leaving. Each outing has a risk assessment that considers hazards, control measures and appropriate adult-to-child ratios. Any vehicles used must be adequately insured. Further details are outlined in the Offsite Visits Policy.

## **Promoting Safety Awareness**

Children are encouraged to take an active role in keeping themselves safe, both in the real world and online, through regular discussions about health and safety.

### **Risk Assessments**

Alongside whole-school risk assessments, a specific EYFS risk assessment is in place. Staff complete daily informal checks to identify and address hazards before children enter the classroom/outdoors. Equipment is regularly inspected, with faulty items removed or restricted and reported to the site manager.

EYFS statutory ratios are maintained at all times, with routines ensuring an even spread of adults across the unit. Furniture and staffing are arranged so children can always be seen and heard, and areas may be closed off if staffing levels require it.

## **Admissions**

Both Mellers Primary and Nursery School and Nottingham Nursery School have admissions policies in place that discuss how we admit children and the criteria for this. All F2 school places must be applied for via the local authority.

## **Other Relevant Whole School Policies and Legislation**

The following whole school policies also contain information which relates to the policies and procedures within EYFS in the relevant policy areas. You can find them on the school website:

- Safeguarding and Child Protection Policy
- Whistleblowing policy
- Intimate Care Policy
- Online Safety Policy
- Behaviour and Relationships Policy
- Attendance Policy
- Positive Handling Policy
- Supporting Pupils with Medical Needs
- SEND policy
- Health & Safety Policy
- First Aid Policy
- Admissions policy
- Medicine policy
- Digital safety Policy
- Complaints policy

### **Legislation**

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1153546/2023\\_Reception\\_baseline\\_assessment\\_assessment\\_and\\_reporting\\_arrangements.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1153546/2023_Reception_baseline_assessment_assessment_and_reporting_arrangements.pdf)



## DOCUMENT ORIGINS

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February 2028	Wendy Towle	Safer eating practices added Assessment and safeguarding revised Condensed contents in some areas (clarity)