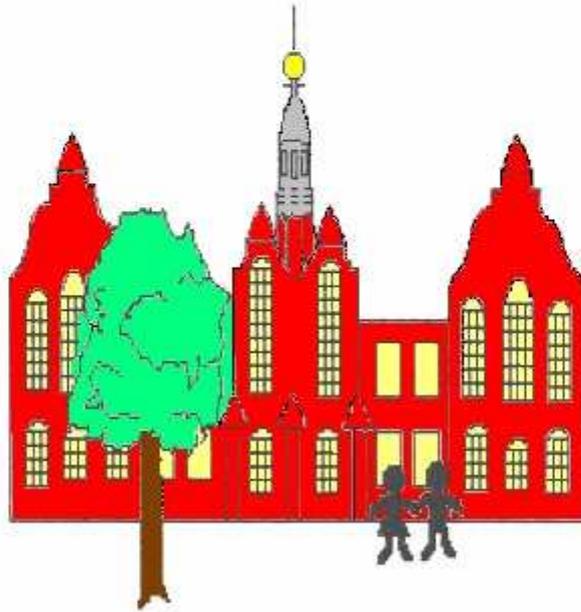


Stepney Primary School



A Small School With Great Expectations

Early Years Foundation Stage Policy
2016 – 2017

At Stepney raising the achievement and basic skills of pupils and ensuring that they reach their full potential is the responsibility of all staff

1. THE EARLY YEARS FOUNDATION TEAM

The Early Years Foundation Staff are:-

Mr Neil Cameron (EYFS Co-ordinator) (Year 1 teacher)

Mrs Sally Cameron covering maternity for Mrs Kay Warcup – 3 days FS2 teacher.

Mrs Andrea Stamp FS1

Mrs Sally Stimpson 2 days including FS2

Miss Zoe Hill Teaching Assistant – FS1

Mrs Angela Bayley – FS2 Teaching Assistant (first aid) lunchtime teacher cover,

Miss Kerry Webb –Teaching Assistant / Nursery nurse (first aid) lunchtime teacher cover,

2. TIMINGS

Nursery times

Morning Session 9.00am - 12.00pm

Afternoon Session 12.00pm - 3.00pm

Note that afternoon session includes the lunchtime.

Reception times

Morning Session 8.55am - 12.00pm

Afternoon Session 1.00pm - 3.15pm

At Stepney; the children in the Foundation Stage will be identified as being part of the Nursery Class or the Reception Class. These classes are age-related and children will join the Nursery class in the term after they become three and will join the Reception class in the September of the school year they will become five.

The Nursery class has 26 places available on a part time basis; 26 morning places. The Reception class has 30 full time places.

The Early Years Foundation Stage (EYFS) is the statutory framework published in 2012. This has been reviewed from 1st September 2015 by the Department for Education that sets the standards for the development, learning and care of children from birth to five:

- The Childcare Act Section 39(1) (a) 2006 stipulates that Early Years providers must ensure that their provision meets the learning and development requirements as specified in the EYFS (Learning and Development Requirements) Order 2007 (amended in 2012). The Act states that this Order can specify the arrangements which are required for assessing children for the purpose of ascertaining what they have achieved in relation to the early learning goals (ELGs). (**2013 Early Years Foundation Stage Handbook, Published 2012, Standards agency**);
- In partnership with parents and carers we enable the children to begin the process of becoming active learners for life;
- We endeavour to ensure that children “learn and develop well and kept healthy and safe.” We aim to support children in their learning through “teaching and experiences that gives children the broad range of skills that provide the right foundation for good progress through school and in life.” (Statutory Framework for the EYFS 2012)

3.1 The New EYFS September 2015 Summary

At Stepney we implement all national policies in Early years education

This framework is mandatory for all early years providers (from 1 September 2015) maintained schools; non-maintained schools; independent schools; all providers on the Early Years Register; and all providers registered with an early years childminder agency². Ofsted and inspectorates of independent schools have regard to the Early Years Foundation Stage (EYFS) in carrying out inspections and report on the quality and standards of provision. Ofsted publishes inspection reports at www.ofsted.gov.uk. Ofsted may issue a notice to improve (in respect of any failure to meet a requirement in the document) and/or may issue a welfare requirements notice (in respect of Section 3). It is an offence for a provider to fail to comply with a welfare requirements notice. Early years childminder agencies are also under a duty to have regard to the EYFS in the exercise of their functions.

The revised framework, which became effective from September 2012, and takes forward the Government’s reforms to the 2008 framework as recommended in the reforms aims to:

- reduce paperwork and bureaucracy;
- strengthen partnerships between parents and professionals;
- focus on the three prime areas of learning most essential for children’s readiness for future learning and healthy development;
- detail the four specific areas of learning which build on the prime areas;
- introduce a progress check at aged two to provide for early intervention as necessary; and
- simplify assessment at age five – usually at the end of the reception year

Who is this framework for?

This framework is for all early years providers (from 1 September 2015): maintained schools; non-maintained schools; independent schools; all providers on the Early Years Register; and all providers registered with an early years childminder agency. **Changes to 2015 EYFS Profile Handbook**

At Stepney we follow the EYFS handbook. On this policy we have noted the handbook changes (see table)

There are no major changes other than the ones listed below; the main differences are the order of some sections and some of the wording. The messages about the purpose and principles, observational assessment and responsible pedagogy remain the same.

4. CHANGES TO THE LEARNING AND DEVELOPMENT REQUIREMENTS 2014 (these are same in 2012)

While the learning and development requirements remain unchanged, as do the assessment requirements, several aspects of the safeguarding and welfare requirements have been amended:

REMOVAL OF POLICY REQUIREMENTS: The current EYFS framework states that “providers must have and implement a behaviour management policy” and that “a named practitioner should be responsible for behaviour management in every setting” (3.50, *current framework*). However, this requirement has been removed in the new version of the framework.

Similarly, the existing requirement on providers to “have, and implement, a health and safety policy, and procedures, which cover identifying, reporting and dealing with accidents, hazards and faulty equipment” (3.53, *current framework*) has also been removed.

The requirement on providers to have a “clear and well-understood policy, and procedures, for assessing any risks to children’s safety, and [to] review assessments regularly” (3.63, *current framework*) has been replaced with a requirement on providers to “take all reasonable steps to ensure staff and children in their care are not exposed to risks and must be able to demonstrate how they are managing risks” (3.64, *new framework*).

STAFF APPRAISALS: Section 3.22 of the existing framework, which states: “Providers should ensure that regular staff appraisals are carried out to identify any training needs, and secure opportunities for continued professional development for staff,” has been removed. This section also previously stated that “providers should support their staff to improve their qualification levels wherever possible. For staff without a relevant qualification, providers should consider supporting them to obtain a relevant level 2 qualification”.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES: The ‘Equal opportunities’ section of the framework has been renamed ‘Special educational needs’. The current requirement on providers to “have and implement a policy, and procedures, to promote equality of opportunity for children in their care, including support for children with special educational needs or disabilities” (3.66, *current framework*) in this section has been replaced with a requirement to “have arrangements in place to support children with SEN or disabilities” (3.67, *new framework*). However, the provider “equality policy” is referenced in point 3.18 in the new framework.

The new framework now specifies that maintained nursery schools and other local authority-funded providers “must have regard to the Special Educational Needs (SEN) Code of Practice”. It also states that maintained nursery schools “must identify a member of staff to act as Special Educational Needs Co-ordinator (SENCO) and that other group providers “are expected to identify” a SENCO.

The current requirement on providers to “ensure that, so far as is reasonable, the facilities, equipment and access to the premises are suitable for children with disabilities” (3.57, *current framework*) has been removed.

WRAP-AROUND/HOLIDAY CARE: New information has been included on the regulations around before/after school care and holiday provision (3.40, *new framework*). This follows the publication of the government’s response to its consultation on childcare regulation earlier this year. The new framework confirms that “where the provision is solely before/after school care or holiday provision for children who normally attend Reception class (or older) during the school day”:

- It is up to providers to determine the necessary staffing levels, though there “must be sufficient staff as for a class of 30 children”
- It is up to providers to decide what qualifications, if any, the manager or practitioners need to have
- Providers do not have to meet the EYFS learning and development requirements

SAFEGUARDING: The new framework includes more detail on provider responsibilities under the Safeguarding Vulnerable Groups Act 2006”, highlighting that it “includes a duty to make a referral to the Disclosure and Barring Service where a member of staff is dismissed (or would have been, had the person not left the setting first) because they have harmed a child or put a child at risk of harm” (3.13, *new framework*) .

It also provides more detail around disqualification, stating that “a provider must notify Ofsted or the agency with which the childminder is registered of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided,” adding that “the disqualification of an employee could be an instance of a significant event” (3.16, *new framework*).

OUTINGS: The current requirement on providers to “obtain written parental permission for children to take part in outings” (3.64, *current framework*) has been removed.

QUALIFICATIONS: The new framework now clarifies that, to count in Level 3 ratios, practitioners holding Early Years Educator qualifications must hold GCSEs in English and maths at grade C or above (3.23, *new framework - footnote 17*).

It also now states that early years apprentices (aged 16 or over) may be included in staff ratios if the provider is satisfied that they are competent and responsible (3.29, *new framework*). This was already the case for students on long-term placements and volunteers (aged 17 or over).

The framework at Stepney

4.1 Areas of learning and development

Areas of learning and development now consist of three prime areas and four specific areas. The prime areas cover the knowledge and skills which are the foundations for children’s school readiness and future progress, and which are applied and reinforced by the specific areas. Where they have close links with National Curriculum subject areas – particularly literacy and maths – they form an appropriate baseline for the National Curriculum.

4.2 Early learning goals and assessment

Early learning goals and assessment: instead of 69 goals, there are now 17. Instead of the current set of judgements against 117 scale-points, teachers will make judgments against the 17 goals. For each goal, teachers determine whether children are meeting expected levels, are exceeding them, or are below the expected level (‘emerging’). Providers are required to share the report on each child, along with a brief report on the characteristics of learning, with the Year 1 teacher.

a. Play and teaching

It has been made clearer that providers are responsible for ongoing judgements about the balance between play and teaching, between activities led by children and activities led or guided by adults.

b. English as an additional language

The relevant requirements give clearer focus on the reasonable steps providers must take, including the assessment of Children’s skills in English.

c. Guiding principles

The EYFS at Stepney is based on the four guiding principles that should shape practice in early years settings. These are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through positive relationships;
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early year’s provision, including children with special educational needs and disabilities.

Each of the themes has an overarching principle. The principles underpin all that practitioners are required to do and apply to all children from birth. Each principle is supported by 4 commitments that describe how the principle can be put into practice. (The principles are stated later in the policy).

The areas of learning and development must shape activities and experiences (educational programme) for children in all early years settings; The *Early Learning Goals* that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five); and *Assessment arrangements* for measuring progress (and requirements for reporting to parents and/or carers).

4.3 The EYFS at Stepney seeks to provide:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind;
- a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- partnership working between practitioners and with parents and/or carers;
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

4.4 Stepney Primary School firmly supports the *Every Child Matters* documentation.

We believe all of our children have the right to:

- Be Healthy;
- Stay safe;
- Enjoy and achieve;
- Make a positive contribution;
- Achieve economic well-being.

5. A UNIQUE CHILD

At Stepney 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, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

6. INCLUSION

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Stepney Primary School are treated fairly, regardless of race, religion or abilities. All children and their families are valued within our school.

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the EYFS, we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs; providing a wide range of opportunities to motivate and support children and to help them to learn effectively; providing a safe and supportive learning environment in which the contribution of all children is valued; using resources which reflect diversity and are free from discrimination and stereotyping; planning challenging activities for children whose ability and understanding are in advance of their language and communication skills; monitoring children's progress and taking action to provide support as necessary;
- It is important to us that all children in the EYFS are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well being of all children.

7. WELFARE

“Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.”

At Stepney we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2008 and 2014.

We understand that we are required to:

- promote the welfare of children;
- promote good health, preventing the spread of infection and taking appropriate action when children are ill;
- manage behaviour effectively in a manner appropriate for the children’s stage of development and individual needs;
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so;
- ensure that the premises, furniture and equipment is safe and suitable for purpose (regular risk assessments carried out);
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs;
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

We endeavour to meet all these requirements.

8. POSITIVE RELATIONSHIPS

At Stepney we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

9. PARENTS AND CARERS

We recognise that parents are children’s first and most enduring educators and we value the contribution they make. At Stepney Primary School we value the involvement of parents and carers in their child’s education.

9.1 Parents as Partners

We recognise the role that parents have played, and their future role, in educating the children. We do this through:

We have set an EYFS e-mail system where parents can celebrate their child's work.

- talking to parents about their child before their child starts in our school;
- support children through the transition from Nursery to Reception with the children attending part time during the first two weeks. This is also to support staff and parents in getting to know each other as well as the children;
- inviting all parents to an induction meeting during the term before their child starts school and again during the first half term of the child's Reception parents evening in order to detail how we aim to work with their child, particularly in relation to reading and phonics;
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each school year;
- arranging a variety of activities throughout the year that encourage collaboration between child, school and parents: stay and play sessions, celebration assemblies, school visits, enterprise days; exhibitions, open mornings, class assemblies etc;
- providing parents an opportunity to celebrate their child's learning and development by completing "wow" moments which inform planning and provision;
- a written contact through the home-school reading as well as the acknowledgement that parents can ring school to contact key workers.
- ensuring all parents know that their child's teacher and teaching assistant are their key workers;
- by providing a quiet and confidential area where parents are able to discuss any concerns;
- offering parents and carers opportunities to talk about their child's progress and sharing children's files.
- We also aim to support parents welfare. Providing them with support and advice in helping develop their child in a safe learning environment at home as well as in school.
- At Stepney we are developing close links with Fenchurch Street, Kingston Nursery and other agencies in the aim of supporting parents and children.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. In our setting each child has their own 'Key Person' or mentor linked within the mentors target group.

9.2 Other Partners

We are part of the Wyke cluster and attend all meetings. This includes moderations and developing links. We have a member of Fenchurch on our governing body. We are trying to develop close relationships with the local community. We attend the local LA meetings in helping to develop a positive working relationship with other schools and agencies.

For transition to the FS2 we encourage the local private settings to visit us. We have established a close working relationship with Fenchurch learning centre. We have weekly sessions and they also participate in any special events that take place.

10 ENABLING ENVIRONMENTS

At Stepney we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning. We believe the creation and organisation of the early year's environment is a crucial factor in helping us to deliver a high quality learning experience. It reflects our understanding of how children learn. Planning and organising a quality learning environment is a continuous, evolving and interactive process which involves all Foundation Stage members, staff and children.

The Foundation Stage Unit is divided into well-defined areas e.g. home corner, book corner, construction area, creative area, writing area etc. Resources are clearly labelled with both pictures and writing. Displays are used to provide a stimulating environment and reflect and promote children's learning. We want to provide a rich and stimulating programme of play which will lead to the growth in all aspects of the child's development and establish the foundations of future learning. Boys and girls are given equal access to, and encouraged to take part in, all activities. Children are given opportunities to explore and enjoy stories, music, and art and play materials from a range of cultures.

In spring 2013 we have completely redeveloped and resourced our areas in providing a rich and stimulating environment to learn. During 2014 we are continuing to develop this.

11 RISK ASSESSMENT

Stepney has clear and well-understood policies and procedures, for assessing any risks to children's safety, and we review risk assessments, regularly. At Stepney we determine where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how they are managing risks if asked by parents and/or carers or inspectors. Risk assessments should identify aspects of the environment that need to be checked on a regular basis: these are carried out daily by the caretaker, Teachers/ TA's and monthly by the EYFS coordinator to see how those aspects will be checked, and how the risk will be removed or minimised. This is in line with the schools risk assessment policy (see policy for more details)

12 OBSERVATION, ASSESSMENT AND PLANNING

The Planning within the EYFS follows the achievements, interests and needs of the children, following careful observation of each child and discussions with the parents and carers of the children.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are available to share with parents and carers,

We have 5 key assessment points throughout the year and these are in line with the local authority. We also have ongoing assessment meetings and moderation meetings within the school. We also have cluster school moderations.

We have moderation meetings within the phase, Wyke Cluster and any Local Authority agreed meetings.

The school from the 1st of September 2015 will be using the new Early Years Baseline Assessment Tool. This has been set up by the Local Authority.

We use the School pupil Tracker on a termly basis .

From Summer 2016 we will be starting to role out Tapestry as our new online assessment system. This links into developing parental involvement

For the end of FS2, at Stepney we follow the 2016 Early years foundation stage assessment and reporting arrangements (ARA)

12.1 The areas of learning and development

The EYFS learning and development requirements at Stepney comprise:

- The seven areas of learning and development and the educational programmes (described below);

There are seven areas of learning and development that must shape educational programmes in our Early Years' settings. All areas of learning and development are important and inter-connected. Three 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;
- Personal, Social and Emotional Development.

At Stepney we also support 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.

12.2 Educational Programmes

Educational programmes involve activities and experiences for children as follows;

- 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, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food;
- 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; and to have confidence in their own abilities;
- Literacy development involves encouraging children to link sounds and letters and to 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;

- Understanding the World involves guiding children to make sense of their 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 Early Learning Goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year at Stepney;
- The assessments are fed back to all staff including the head. We aim to build a strong working relationship the parents and they are encouraged to attend open mornings, exhibitions as well as parents' evenings.

At Stepney we use the Local Authority Assessment Tool and the Local Authority Moderation Process. We have monthly meetings to evaluate and moderate. We also have weekly phase meetings. We work in the partnership cross-school moderation cluster. We endeavour as a cluster to meet and moderate once a half term.

13 THE LEARNING ENVIRONMENT

The setting is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The rooms are set up in learning areas, where children are able to find and locate equipment and resources independently. The EYFS has it own enclosed outdoor areas for physical development. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the opportunity to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all 6 areas of learning.

14 LEARNING AND DEVELOPMENT

At Stepney we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter-connected.

15 TEACHING AND LEARNING STYLES

Our policy on teaching and learning defines the features of effective teaching and learning in our school. Features include:

- the partnership between teachers and parents, so that our children feel secure and develop a sense of well-being and achievement;
- the understanding that teachers have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the ages and stage and Early learning Goals (ELG) throughout EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are shared with parents

15.1 Play

Children's play reflects their wide ranging and varied interests and preoccupations. In their play, children learn at their highest level. Play with peers is important for children's development.

15.2. Early Years Foundation Stage (EYFS) Learning and Development

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

The importance of play cannot be over emphasised. It is the principal means by which young children learn. For the young child, play is a means of coming to terms with the environment. First discoveries of the world are made possible through play; Language and thought are developed in play situations. Social and emotional development are supported and developed through play. In childhood, play is the equivalent of work. It is most important to the development of the individual personality. Young children are active and curious. They need to be able to discover, to imitate, and pretend. They have an inner drive, an irresistible urge to investigate their surroundings. They need to plan and construct and be active. In play, children become absorbed in what they are doing. This fixes habits of concentration which can be transferred to other learning. In modern psychology, it is agreed that play is the starting point for cognitive development. Cognitive learning includes the forming of concepts - mathematical and scientific, the use of language, the development of perception, investigation, exploration, and imagination, experimentation, problem-solving and reasoning.

15.3 Active Learning

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

15.4 Creativity and Critical Thinking

Children should be given opportunities to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the areas to extend their learning.

15.4.1 Areas of Learning and Development

The EYFS is made up of seven areas of learning and development:-
(A new curriculum for Reception was implemented from September 2012 and reviewed 2014)

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult-led and child-initiated activities. In each area there are 'Ages and Stages' expectations that define the expectations for most children to reach by the end of the EYFS.

In planning a Foundation Stage Curriculum, the starting point must be the children and must ensure equality of opportunity as well as taking into account developmental needs, current interests and previous experience in order to produce self-motivated, enthusiastic, independent learners.

We believe that an appropriate early years' curriculum should include opportunities for:

- exploring, investigating and problem-solving using a wide variety of equipment and materials;
- representing and communicating ideas and feelings;
- developing a positive self-image and a sense of identity;
- creating imaginary worlds and stories;
- interacting and exchanging ideas with others;
- learning from lively interaction with adults who understand the developmental needs of young children;
- developing a positive attitude to healthy living;
- talking, discussing, puzzling, wondering and reflecting;
- a broad range of stimulating experiences that support development in personal, social, emotional, spiritual and cultural understanding, language and literacy, mathematics, knowledge and understanding of the world, creative and physical abilities;
- watching, listening, repeating and practising.

Activities in the Foundation Stage are a balance of teacher-directed and child-choice activities, which are matched to the abilities of the children and structured in such a way that the children can develop further skills and understanding. Activities are developed from objectives in the EYFS guidance and the Foundation Stage profile points.

The Long Term Plan identifies the skills developed in each classroom area. Planned regular observations are made by practitioners, which lead to assessments of the children's needs and achievements. Each child in the Foundation Stage has their own portfolio with evidence of their learning and developments. The portfolios are available for parents and carers to look at as they wish. Parents/carers receive a report summarising their child's achievements and future targets at the end of both the Nursery and Reception Year. Assessments are carried out continuously with a focus being 20/80 ratio. Evidence is carried by observations, children's work, photos and the team developing a holistic view of the child.

16 COMMUNICATION, LANGUAGE AND LITERACY

The children are provided with opportunities to promote language development and communication skills. Children enter the Foundation Stage with a wide range of language skills, from using single words or 'word strings' to using language flexibly and for a variety of purposes.

This year in 2014 -15 we have been very privileged to be using the *talk of the town* programme. This is aimed at closing the gap and developing a range of key skills for children, focusing on speaking and listening.

Many of our children have English as an Additional Language (EAL) and on entering the Foundation Stage; some have very little understanding of English. Some children also have speech impediments. It is essential to extend and enrich the variety of skills the children have. Vocabulary, clarity and complexity of speech, confidence and listening skills are developed as an integral part of their activities.

As oral competence develops, children are brought to see the relationship between speaking, listening and the written word. The children are provided with opportunities to listen to and enjoy stories through 'whole class' story-time, shared reading and with story cds.

Rhymes, songs and poems are also used to foster reading, listening and memorising skills. Children are given opportunities to paint, draw, trace and write with increasing control. They are encouraged to write as part of play activities in the 'writing corner', using their own invented symbols, and this is then developed in more structured play activities through handwriting patterns and forming letters and print in the conventional way. Children are encouraged to trace, write their names using individual name cards for a variety of purposes e.g. on a painting or drawing. They are also encouraged to talk and draw about their own experiences and use emergent writing to record their ideas.

16.1 Maths

The children are provided with opportunities to develop mathematical skills, concepts and language. Activities in the Foundation Stage present a wide range of experience where mathematical activity is purposeful, relevant and meaningful. Everyday activities are used as a base for learning and structured practical activities which are often theme-related are designed to help the children understand aspects of number, shape, pattern, measurement etc. Talking with the children at every stage extends their understanding and skills.

The children learn to sort, match, order and count during domestic play, as well as when they use mathematical equipment such as sets objects that are different, for example, in size, shape and colour. They have opportunities to solve mathematical problems and to develop spatial awareness when they use constructional equipment, such as bricks, blocks and other building materials. Through using a variety of threading equipment such as beads, teddy bear shapes etc. and multilink, they can copy, devise and extend their pattern-making skills. Through structured sand and water activities children begin to understand capacity, conservation and comparative measurement. Enjoyable activities such as playing games, singing and reciting number songs and rhymes help the children to begin to see sequences and patterns in number and encourage their interest in mathematics.

From summer 2014 we will be training staff to use Numicon to help bridge the gap of number and calculation.

17. KNOWLEDGE AND UNDERSTANDING OF THE WORLD

The children are provided with opportunities to develop their knowledge and understanding of the world. Young children are instinctively curious. They are fascinated by living things and natural phenomena, so it is essential to be aware of the potential in daily learning experiences and in the general environment and capitalise on the children's interests and curiosity.

Scientific activities in the Foundation Stage are theme-related and designed to promote observation, investigation and inquiry. The children are encouraged to look closely at similarities and difference both in natural and man-made objects. They are encouraged to ask questions, suggest explanations and experiment to test out their ideas. Scientific enquiry often focuses on themselves, animals, plants and a variety of materials. Children are encouraged to make observations and to record some of them in an appropriate manner such as painting, drawing or modelling. The practitioners may record the children's spoken observations in writing where appropriate.

The children have access to a computer and interactive whiteboards as well as other equipment, such as ipads. Using this helps them to develop physical co-ordination and control while aiding their understanding of information technology and its applications. There is a big focus at Stepney to be ICT ready. This means we have acquired 10 Ipads and all staff has been Ipad trained. This allows the children to help build and enhance their ICT and small motor skills. Ipads allow opportunities for all cohorts to access and stimulate their learning and enjoyment. It allows the practitioners ways of enriching skills such as phonics, literacy and problem solving.

18. CREATIVE DEVELOPMENT

The children are provided with opportunities to explore and experiment with a wide range of two and three dimensional materials, to be creative and imaginative and to develop their ability to handle tools. They are encouraged to observe in detail and also use their imagination in painting and other mark-making activities and to use and extend their knowledge and skills in a wide range of materials e.g. powder, block and finger paints, chalk and oil pastels, felt-tip pens, pencils, crayons etc. They are also introduced to a range of 3-D materials e.g. play dough, plasticine, junk-modelling, woodwork etc and encouraged to explore and develop an understanding of the different properties of these materials.

Children enjoy singing a variety of songs and rhymes and are encouraged to incorporate actions and 'role-play' into them. They are introduced to a wide range of musical instruments and listen to and make a variety of sounds with them. All these activities help to cultivate children's imaginative and creative thinking as well as developing co-ordination and manipulative skills.

19. PHYSICAL DEVELOPMENT

The children are provided with opportunities to improve fine and gross motor skills through handling a wide range of equipment, materials and tools correctly and safely. The programme of activities in the Foundation Stage is planned and resourced, thus encouraging the children to become familiar and more competent in handling these materials.

The children develop strength and body and spatial awareness through movement, both indoors and outdoors. Activities in the Foundation Stage include running, jumping, skipping, climbing and balancing using a range of large and smaller climbing equipment, and playing with bicycles and smaller outdoor play equipment, bats, balls, 'stompers', skittles etc.

20. PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

The daily Foundation Stage routine allows for children to participate in a range of activities as part of a small group, whole class group or on an individual basis. Equipment is clearly labelled and organised so that it is accessible to children and so promotes independence. Children are encouraged to select activities and resources as appropriate and tidy up after themselves.

The children are helped to develop important attitudes e.g. a sense of fairness, justice, honesty, truthfulness, care and respect for each other and living things. Well-chosen stories, group discussion and role-play help the children to understand 'right' and 'wrong' behaviour and to come to terms with emotions. Talking with the children about their experiences at home can help them adjust to events which they have not understood or have found upsetting.

The quality and consistency of relationships in school are important in shaping children's regard for themselves and others. The programme of play provides the children with opportunities to socialise with members of their peer group, to co-operate and work with others and to identify socially acceptable and unacceptable behaviours in an environment which encourages generosity, tolerance and care for others. Through using the variety of cultural backgrounds of the children, supported by both stories and visits for example, from the Traveller Education support service, or visiting the local church, we aim to encourage the children to become more culturally aware and to show respect for others irrespective of race or religion

21. BEHAVIOUR POLICY (Link to School Policy)

Behaviour Management in the EYFS

'Children's behaviour must be managed effectively and in a manner appropriate for their stage of development and particular individual needs.' (*Statutory Framework for the EYFS 2008*)

In the EYFS, children begin to learn how to behave in the school situation. As with all learning, children will make mistakes as they develop.

Staff will:

- always approach behaviour management positively, rewarding good behaviour with praise and stickers;
- remind the children of the rules;
- if a child is misbehaving, sit the child down in a quiet area to calm down and reflect;
- if the child does not respond, they will be taken to another adult to sit with them;
- use restorative practices principles when discussing incidents;
- discuss incidents with parents and carers;
- offer to provide sticker charts to reinforce good behaviour at home and at school.

Physical intervention will only be used to prevent personal injury to the child, other children or adults, or to prevent serious damage to property or in what would reasonably be described as exceptional circumstances. All incidents will be recorded and parents/carers will be informed the same day.

Any incidents where children do not respond to ordinary behaviour management methods will be discussed with the EYFS team, the SENCo and the Inclusion Team. Parents/carers will be included in discussions at every stage.

22. ADMISSIONS – link to School Policy

22.1 Children will be offered places for F1 for the term after their third birthday.

When places are limited, children will be offered places:-

- First, in order of date of birth;
- Secondly, when children have a brother or sister in school;
- Next, to children applying to Stepney School as well as the EYFS.

This will be reviewed in line with the Flexible Offer for 15 hrs per week which was introduced in Sept 2010.

Places for F2 children follow the local authority and school admission policy which was set out in Sept 2011.

The children in the Foundation Stage will be identified as being part of the Nursery Class or the Reception Class. These classes are age-related and children will join the Nursery class aged three years and will join the Reception class in the September of the school year they will be five.

The Nursery class has 52 places available on a part time basis 26 morning places, and 26 afternoon places. The Reception class has 30 full time places.

22.2 15 Hours Flexible Offer for Nursery Pupils

In line with national policy, we offer 15 hours of nursery provision to all three and four year olds. The 15 hours may be taken flexibly over full and half days, when places are available.

The spirit of this legislation is to meet the needs of parents wanting to return to work or to study. At Stepney we want to support parent's aspirations, but also recognise that we are responsible for the wellbeing of the child in our setting.

Our session times are 9.00am to 12.00 noon and 12.00 noon to 3.00pm. Full-time sessions include a lunch period which is led by a level 3 teaching assistant, focusing on personal and social skills.

The process of allocating sessions for the autumn term was:

- parents/carers of children already in the setting request session times;
- children new to the setting request session times;
- sessions allocated/ agreements sent out, agreeing that these sessions cannot be changed;
- staffing in place to meet these requests.

The local network of schools has agreed that we will charge £10.50 per session for parents requesting extra sessions above their 15 hours allocation.

Parents/carers have agreed that the sessions are fixed for the term, but we will be flexible (where staffing allows) to meet the needs of the children.

This system will be reviewed each term.

EPP

The school will be implementing the FS1 early years pupil premium from the 1st May. This is in line with Local authority guidelines. All data is data protected. The school has set up varied plans of how to implement the funding and has established success criteria for evaluating its impact.

Fs2 PUPIL PREMIUM has been in place since it was rolled out nationally. All children that are entitled to this funding are tracked in assessment and supported through target groups provided by the phase staff.

23. ADMINISTERING MEDICINES

We follow the school's administrating of medicines policy and documentation.

Inline with the guidance in the EYFS framework, staff **will not** administer prescribed medicines to children except for asthma pumps, providing that parental consent has been given by completing a form.

If the child needs medication during school time the parent/carer may come into school at any time to administer. Staff are trained for administrating certain medical procedures that allow for the school to follow a total inclusion policy.

Any exceptional circumstances e.g. recording insulin levels follow the legal and health advisors. All staff are to be fully trained and 2 adults will be in attendance. Any child with medical needs has an action plan in accordance with the schools health policy.

23.1 Asthma Inhalers

Inhalers will be kept in the first aid cupboard, clearly labelled with the child's name. Parents/carers will fill out the Asthma Consent Form clearly stating when it is to be given.

Staff will make a note in the Asthma book when they give a child an inhaler. Parents/carers will be informed if staff has any concerns.

24. CHILD PROTECTION (see the school child protection policy)

In the EYFS we ensure that training and procedures follow the school's policy. All staff have had training in 2014.

At Stepney we are alert to any issues for concern in the child's life at home or elsewhere. We must and implement a policy, and procedures, to safeguard children. These are line with the guidance and procedures of the relevant Local Safeguarding Children Board (LSCB). The safeguarding policy and procedures must include an explanation of the action to be taken in the event of an allegation being made against a member of staff, and cover the use of mobile phones and cameras in the setting. At Stepney we only used registered school cameras and these cameras are the responsibilities of the phase leader. We do not allow these to be taken of site and can only be used as supporting observation evidence.

We train all teaching staff to understand our safeguarding policy and procedures, and ensure that all staff has up to date knowledge of safeguarding issues. We have a

main school CP co whom we liaise with and concerns. (**See the CP policy**) Training made available by us enables staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. These may 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; or inappropriate sharing of images.

At Stepney we have regard to the Government's statutory guidance '*Working Together to Safeguard Children*'. If we have concerns about children's safety or welfare, we must notify agencies with statutory responsibilities without delay. This means the local children's social care services and, in emergencies, the police.

The setting works as well under the schools child protection, internet, and welfare policies.

All CP and welfare documentation follows the whole school policy and uses the schools own documentation (See CP, Welfare or SEN policy)

SPECIAL EDUCATIONAL NEEDS

At Stepney we have arrangements in place to support children with SEN or disabilities. Our Senco team are Mrs Brocklebank and Mrs K Wilde. We set up a school agreed IEP system. All SEN children have targeted support and as a cohort assessed and moderated. We have a number of agency involvements and the school is a member of talk of the town. We endeavour to provide the best educational support all children with learning needs. (Please see the school's SEN policy.

25. CHANGING CHILDREN
(See also Local Authority Policy 2014/15)

Procedures for Stepney staff only – at all times ensure that the dignity of the child is respected:

- tell another member of staff that you are going to change a child (if at all concerned, ask that member of staff to support you);
- put on gloves and apron;
- collect 2 bags (one for wipes etc., one for clothes), wipes and spare clothes;
- stand child inside the toilet cubicle, protect the floor with a spare apron;
- assist the child to sit on the toilet and give wipes/help to clean the child;
- put the clothes and wipes in bags and put in the relevant bin;
- clean area, put gloves etc in the bin;
- help the child to dress and wash their hands;
- wash hands;
- write note for parents/carers; complete record book (and pastoral file if required).

26. FIRST AID

First aid will be given by our trained First Aiders. We have 2 Paediatric first aiders at present, ensuring full cover. All support staff have had first aid training that was undertaken during 2011-2012. This training was updated in 2013- 14. All staff will be first aid trained or paediatric trained during 2015-2016.

One member of staff will always be available during outdoor play for first aid. It will be their decision to take the case further i.e. phoning the child's parents/carers, phoning NHS Direct or contacting paramedics. All relevant staff and SLT will be notified and advise given.

First aid equipment kits are kept in the EYFS/ First aid. Gloves and white paper towels are kept in the toilets. Medical bags must be used to contain used dressings.

At all times staff must be aware of their own safety, but must keep the child calm and comforted.

27. ENGLISH AS AN ADDITIONAL LANGUAGE

For children whose home language is not English, Stepney takes reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. Stepney also ensures that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS; ensuring children are ready to benefit from the opportunities available to them when they begin Year 1. When assessing communication, language and literacy skills, Stepney assesses children's skills in English. If a child does not have a strong grasp of English language, we must explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language. We also use agencies to help in the transition with parents. We will be setting up stronger links other agencies.

The school has developed leaflets through the aid of the LA that have been translated into a range of different languages. That will help parent and carers have a better understanding of the curriculum and also develop parental links. The phase has also set EAL support materials and visual links around the setting.

28. STAFF

28.1 Child ratios

Staffing arrangements must meet the needs of all children and ensure their safety. Providers must ensure that children are adequately supervised and decide how to deploy staff to ensure children's needs are met. Stepney will inform parents and/or carers about staff deployment, and, when relevant and practical, aim to involve them in these decisions. Children must be within sight *and* hearing of staff.

Only those aged 17 or over may be included in ratios (and staff under 17 should be supervised at all times). Students on long term placements and volunteers (aged 17 or over) may be included if the provider is satisfied that they are competent and responsible. We also advise them on child confidentiality. Early years apprentices (aged 16 or over) may be included in staff ratios if the provider is satisfied that they are competent and responsible

Our EYFS setting follows the set out Local authority and statutory government requirements.

28.2 Staff qualifications, training, support and skills

The daily experience of children in early year's settings and the overall quality of provision means staff at Stepney have appropriate qualifications, training, skills and knowledge and a clear understanding of their roles and responsibilities. At Stepney, we ensure that all staff receives induction training to help them understand their roles and responsibilities. Induction training will include information about emergency evacuation procedures, safeguarding, child protection, the provider's equality policy, and health and safety issues. At Stepney, we have appropriate arrangements in place for the supervision of staff that has contact with children and families. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues. Training is ongoing through the use of staff meetings, courses and discussions. All staff follows the CPD school procedures that are linked to performance management.

Supervision should provide opportunities for staff to:

- discuss any issues – particularly concerning children's development or well-being;
- identify solutions to address issues as they arise;
- and receive coaching to improve their personal effectiveness.

All staff are DBS- checked (previously CRB) and the school follows the Governments statutory recommendations.

29. SUN SAFETY

We will not allow children to be exposed to strong sunlight for extended periods in the summer. Children are encouraged to wear hats during outdoor activities. Parents and carer's are asked to apply sun protection lotion before the child comes to school but you may send it with the child if he/she is able to apply it themselves.

30. TRANSITION

Our aim is to the end of FS2 children key stage 1 or year 1 ready. This is in line with new 2014/ 15 national curriculum recommendations

Children moving to year one have opportunities to visit their new classrooms in the summer term. Year One staff visits the children in the Foundation Stage, and share information/assessments with staff. There are meetings for parents/carers and opportunities for them to visit the new classes and to speak to the teachers. We have an open morning that involves the coordinator providing a meeting for parents and allows them to meet the staff and the resources we have to offer. We also provide transition sessions late in summer 2 to allow FS2 children experiences in year 1. This also provides opportunities for FS1 to work in similar situations with FS2 team.

31. SETTling IN

Parents/carers will be invited to visit with their child before they start in the EYFS. During this session they will meet with their child's key worker (mentor) and will discuss any concerns. They will have the opportunity to see the setting during a working session and to see how their child settles.

During the child's first two weeks, staff will be flexible to the Childs/parents needs. Parents will be encouraged to leave their child and give them time to settle. If there is an issue, special arrangements will be made (i.e. the child attends for a shorter session or the parent stays longer). The teacher will speak with parents/carers daily, and will share their child's experiences and how their child is settling in.

32. LATE PICK-UP IN THE EYFS

If a child is not collected at the end of the session, the staff will try to contact the parent/carer by phone. All contact details are kept in the school office.

The child will normally be kept in the setting, reassured and given food/drinks as needed until the parents/carers collect them. In some circumstances (where there are brothers and sisters in school) the staff will take the child to the school office to wait with their family members.

If there is a pattern of the child being collected late, the key worker will speak to the parents/carers and ask if we can support them. We need to explain that it can be upsetting for the child to be left after all the other children have gone.

If we cannot make any contact with the parents/carers, after 45 minutes the school policy is to contact the Central Duty team for advice.

33. PICKING UP (collecting) CHILDREN

Parents/carers must inform staff if their child is going to be collected by someone who is not on the official contacts list. Staff will refuse to let a child leave without this permission. Staff must contact the parent/carer to get permission before allowing the child to be taken.

We will only allow children to leave with a responsible adult, by this we mean that the person must be:

- over 16 years of age;
- capable of caring for the child, not under the influence of drink or other substances (See school Drugs Education Policy).

34. LOST CHILD

If a child cannot be found, two members of staff will begin a thorough search of the setting, the outdoor areas and the school building. The head teacher will be informed at this stage, and Site Maintenance staff will be asked to check security cameras.

If the child is not located, then the parents/carers and the police will be informed.

35. EQUAL OPPORTUNITIES IN THE EYFS (linked to school policy)

This is in addition to policy outlined in the section 'A Unique Child', and Takes account of the adults in the setting.

The EYFS is committed to equal opportunities, racial equality and works within the framework and guidance of the Disability Discrimination Act 2005.

36. RACE EQUALITY

Institutional racism is defined as 'the collective failure of an organisation to provide appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racial stereotyping which disadvantage minority ethnic people.

Any Racial Incidents are recorded and reported to the head teacher and SLT team, Governors and Local Authority. Incidents involving children will be dealt with by the child's key worker. Incidents involving parents/carers or staff will initially be dealt with by the Head teacher.

37. THE DISABILITY DISCRIMINATION ACT 2005

This act protects people with disabilities, in the EYFS we take positive action so that people with disabilities are not discriminated against on grounds relating to their disabilities.

We will discuss individual needs with parent/carers before the child takes a place in the EYFS. We will liaise with other agencies and the SENCO to ensure we meet the needs of the child. We will also carry out a full risk assessment.

38. DEALING WITH HARASSMENT

We expect that the rights and dignity of other people will be respected at all times. Harassment may be seen to be unwanted physical, verbal and non-verbal contact, bullying and any other conduct which ridicules, denigrates, intimidates or is physically abusive of an individual or group. Incidents may be around race, colour, ethnic and national origins, sex and disability. This policy applies to staff and any other adults involved in the setting, including parents/carers.

39. MONITORING AND REVIEW

It is the responsibility of the EYFS leader to follow the principles stated in this policy. Please note this is a working document, and will be reviewed and updated in response to changing practices and procedures. This will be updated annually during the Summer Term ready for the start of the new school year.

40. PUBLIC SECTOR EQUALITY DUTY

Please note: When we have updated policies from September 2014 onwards, we have referred to the requirements of the PSED, which state that as part of their statutory duties, schools needed to have complied with this by 6th April 2012.

The Equality Act 2010 replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that people have equality of opportunity in accessing and experiencing public services. Schools when carrying out their day to day work should have regard to the following:

- eliminating discrimination
- advancing equality of opportunity and
- foster good relations across all characteristics

Schools cannot unlawfully discriminate against pupils because of their disability, gender, race, religion or belief, sex and sexual orientation. Protection is now extended to pupils who are pregnant or undergoing gender reassignment. This means it is now unlawful to discriminate against a transgender pupil or a pupil who is pregnant or recently had a baby.

This policy was reviewed and updated with reference to this duty. The author/s of this document and the Policy Committee of the Governing Body, which checks all policies before publication, considered this policy in the light of these requirements to ensure that Stepney Primary School adheres to these statutory regulations.

41. PERSON RESPONSIBLE

Updated by Mr N. Cameron Summer 2016 to be updated yearly.

BIBLIOGRAPHY

EYFS statutory framework 2015, 2014, 2012& 2008 EYFS framework

2016 EYFS profile handbook

2016 EYFS assessment and reporting arrangements (ARA)

EYFS Profile exemplification materials, 2016

2016 EYFS Profile handbook

2015 revised version of the Early Years Foundation Stage (EYFS) framework

Local Authority

Development Matters Document - PDF 652 KB

Development Matters Document: Published: April 2012: Publication Type: Guidance...

Early Years Foundation Stage (EYFS) Learning and Development

Every Child Matters 2004 Reference: DCSF-00261-2008

Published: May 2008

Publication Type: Guidance

Audience: Early Years Providers, Early Years Teachers, Primary Schools, Primary teachers

2011 Tickell Review

Development Matters in the Early Years Foundation Stage (EYFS)

(Appendix 1)

Statutory Framework for the Early Years Foundation Stage

Section 3 – The Welfare Requirements

- Safeguarding and promoting children’s welfare;
- Suitable people;
- Suitable premises, environment and equipment;
- Organisation;
- Documentation.

Safeguarding and Promoting Children’s Welfare

Contents:

Safeguarding

Information and complaints

Premises and security

Outings

Equality of opportunities

Medicines

Illnesses and injuries

Food and drink

Smoking

Behaviour management

Safeguarding

- We have a whole school Child Protection Policy and the designated Child Protection Co-ordinator is: **Miss J Atkinson**. All Early Years Foundation Stage Staff have had Child Protection Training and have responsibility for safeguarding children and follow the schools’ Child Protection Policy.
- The policy includes guidance and procedures to follow where there are concerns regarding: children’s behaviour and well-being; unexplained marks; neglect and comments made by the child.

Information and Complaints

- Parents/carers apply for a place and complete the Schools admission form
- In the July we have a series of information meetings for parents and carers.
 1. In July we have a meeting with the parents whose children are due to start F2 in the Autumn Term. This is delivered by EYFS co-ordinator. We provide information regarding the FS Curriculum, lunchtimes, daily routines, and a range of activities to share at home, questions are welcomed.
 2. When a child is due to take up a part time (F1) place, parents and carers have the opportunity to attend the school to meet their child’s key worker.

Parents/carers are given an information pack about the EYFS. They are provided with the booklet ALL About Me to complete with their child who gives information about their child and gives parents the opportunity to provide any information that will help us to settle their child.

3. In September 2014 after their child has started school, the parent/carer is invited to a phonics information meeting. They are provided with information regarding Jolly Phonics and Letters and Sounds, handouts are given to support learning at home and updates are given as the children move through phases.

- All complaints will be addressed as far as possible within the EYFS by the staff. If a complaint cannot be resolved the parent/carer will be advised to make an appointment to speak to the Head teacher. The school's complaints procedure will be followed.
- We have a Late Pick-up and Lost Child Procedure (see EYFS policy)
- All children's records (learning and development, observations and assessments) are kept within the child's Key worker area within the EYFS Unit. Pastoral notes are kept in a file and a copy given to the Head teacher.
- Parents and carers have access to their child's key worker (teachers and nursery nurses) and a member of the senior management team on a daily basis. We have consistent greeter who is a member of the EYFS team; they stand at the door each session to liaise information with parents.

It is the responsibility of the Foundation Stage team to produce and distribute termly newsletter/Curriculum summaries for parents. A copy will be available on the wall of the EYFS Notice Board

Half-termly curriculum summaries are sent to parents/carers to inform them of their child's current topics and themes and the work they will be involved in:

- Information regarding services on offer linked to the school such as Health Visitor, School Nurse, Parent Support Workers and Kids Clubs can be found in the cloakroom. (Sept 2014) Leaflets are available for parents/carers regarding curriculum, current newsletters, phonics, maths and activities to do with your child. We also provide information about events in the community, these are found on the notice-boards and leaflets are available in the entrance;
- For English as additional language. The school is making and setting leaflets about the school and the EYFS framework. We will have a range of languages at the school so endeavour to provide the most information for our EAL parents and carers. These also will be available at Fenchurch Street.
- Information regarding the framework will be past on to parents and carers at the according times. All parents receive information packs from September 2013 regarding the new framework.
- Information regarding the school and its procedures are handed out at the beginning of the child's start in EYFS.

Premises and Security

The following security measures are in place in school:

- the EYFS area is secured by lockable exterior doors. We also have adult height handles on doors leading to the school;
- all internal classroom doors are fitted with finger guards;
- All staff is identifiable by the wearing of the school name badge that consists of a photo image of the practitioner or school staff. These must be clearly visible at all times in the school premises.
- visitors enter and leave the school through the main entrance. They complete the signing in/out book and wear a visitors badge whilst on the premises;
- visitors (excluding professional colleagues such as the Educational Psychologist, Speech Therapists, etc) are escorted around the premises by a member of the office staff or by the member of staff they are visiting. Staff at the reception desk will check CRB records if necessary, inline with current Safeguarding procedures;
- it is the responsibility of EYFS staff to inform other EYFS staff members of visitors to the EYFS Foundation Stage and other whole school members of staff as appropriate.
- fire exits are marked clearly and each area has a fire procedure displayed. We are checked regularly by the fire service.

Visits Outside of the school premises

EYFS staff will follow the school visits' policy:

- for each specific visit, we carry out a full risk assessment which includes compliance with adult/child ratios, first aid and lost child procedures;
- parental permission is required for each child for each trip;
- parents/carers (also associate staff – lunchtime supervisors etc) who accompany us on trips receive information explaining the structure and focus of the trip. On the day of the trip, they receive a verbal statement of their role and responsibility whilst on the trip from the teacher';
- we only use bus companies who are on the Hull City Council list of approved companies;
- we have an Educational Visits policy and all outings comply with current Local Authority guidance and procedures.

Equality of Opportunities

The EYFS policy states our commitment to inclusion:

- we have a school Equal Opportunities Policy and SEN Policy;
- the designated SENCOs are: **Mrs R Brocklebank & Mrs K Wilde**

Medicines (see Stepney Health and safety) Links to the school policy on medicines

Key points

See EYFS policy – administering medicines; first aid; changing children procedures:

- In line with the guidance in the EYFS framework, staff **will not** administer prescribed medicines to children **unless passed by the Head**. If the parent/carer is happy for the child to administer medication themselves, they will need to complete a consent form. If parent/carers prefer to come into school to give their child their medicine they may do so at any time;
- all staff are given a copy of children's specific medical conditions and when a pupil has a more serious medical condition such as a severe allergy, staff receives training as necessary;
- We have first aid procedures as part of the policy.

Illnesses and Injuries (see Stepney Health and safety)

Key points:

- it is the responsibility of the Senior Management team to notify the Local Authority, Ofsted, the HSE and local child protection agencies of any serious accident or injury, serious illness or death;
- a list of illnesses and suggested exclusion periods is kept in the school office. Information is given to parents/carers in the EYFS information booklet;
- **Mrs T Crichton, Mrs A Bayley, Miss K Webb and Miss Z Hill** have current paediatric first aid or first aid certificates and these are all up to date First Aid Certificates;
- we have a first aid box kept in the EYFS/First aid room;
- staff dealing with injuries during the school day (including lunchtime) completes a record of accidents and first aid treatment received. A home slip is given to the parent/carer at home time;
- at lunch time, dinner staff record accidents and report them to the Senior Lunchtime Supervisor. The Senior Lunchtime Supervisor then transfers the information on the accident slip form and gives the home slip to the child's teacher who gives it to the parent/carer at home time;
- in order to prevent children burning in the sun, information can be found within the EY Foundation Stage Policy.

Food and Drink (see Stepney Health and safety)

Key points:

- the teachers and nursery nurses are responsible for handling and distributing the milk and snack in both am and pm sessions (fruit provided by a Government Scheme). Hull City Council provides healthy school dinners in the school dining hall and menus which are sent home;

- we do not allow children to bring in any food or drink into school other than within their packed lunch unless the child requires it for a specific condition;
- fresh drinking water is available at all times;
- it is the responsibility of the Head teacher to notify the LA of any incidents involving food poisoning;
- details of children's specific dietary requirements are collected on the initial visit;
- all parents/carers receive a healthy packed lunch information booklet and various healthy choice leaflets throughout the year;
- children and staff will wash their hands thoroughly before handling food or eating.

Smoking (see Stepney Health and safety)

Key points:

We have a No-smoking Policy in place.

Behaviour Management

See the EYFS policy

We have a School Behaviour Policy which is reviewed regularly.

EYFS Health and safety Policy

STEPNEY (Note this is in conjunction with the Stepney EYFS policy September 2014)

In Stepney we are committed to maintaining high standards of hygiene. The Continued good health and wellbeing of the children is of primary importance to us.

We will follow our health policy exactly at all times.

Implementation of the policy in Stepney

The senior management team must:

- update and implement the latest Environmental Health Department and Health Authority requirements and recommendations relating to the premises, staff and children;
- appoint a suitably-qualified, named member of staff who is responsible for updating the policy and keeping a list of notifiable diseases;
- make sure that new members of staff, including students and volunteers, receive copies of the Health Policy or Manual, and that this is discussed with them during their induction meeting;
- ensure that the Health Policy is available to parents whose children attend the school;
- negotiate with any persons or agencies employed to carry out cleaning;
- establish a cleaning routine for all areas within the premises;
- ensure that the premises are clean and tidy before the children arrive;
- ensure that the outside sandpit contains suitable sand that is cleaned and changed (regularly), is free from foreign bodies and small animals, and that it has a cover;
- ensure that the routine cleaning of the premises does not take place while children are engaged in their activities;
- establish a (regular) rota for cleaning equipment (both large and small, furniture, toys, etc);
- provide protective clothing, such as plastic or disposable gloves and aprons;

- provide hygienic, but safe, cleaning materials for emergencies (spillages/accidents/water/vomit);
- wash (dressing up clothes/display drapes/table wear/blankets/other bedding/curtains) (regularly);
- provide sufficient and suitable hand washing and drying facilities;
- provide an adequate selection of clothing to change children who have had accidents of any description;
- provide (tissues/disposable paper towels and towels) for sole use;
- provide (cups/plates/bowls/cutlery);
- ensure rubbish is stored safely and hygienically in appropriate bins;
- actively promote good health and hygiene practice through notices, posters, signs, leaflets;
- invite (visiting speakers/nurses/dentists) to talk to children and carers about healthy life styles;

Hygiene

At Stepney we follow the recommended colour coding system this has been applied to all hygienic situations

At the EYFS we follow the school's hygiene policy. Our toilets are regularly checked throughout the day and recorded on a record sheet. This is with accordance with schools policy for toilet and cloakroom checks- health and safety policy.

Colour coding helps to prevent cross contamination from one area to another.

Red - Sanitary applications and washroom floors

Blue - General low risk areas (not food areas)

Green - General food

Yellow - Washroom basins and other washroom surfaces

At Stepney we:

- observe good practice in matters of hygiene at all times;
- encourage children to use the toilet correctly;
- check that toilets are clean, hygienic and flushed regularly;
- encourage children to wash their hands regularly, especially before handling food, after using the toilet, handling animals, plants and insects, or playing in messy or dirty areas, particularly out of doors;
- encourage children to blow their noses into tissues and dispose of these correctly;
- encourage children to place their hands over their mouths when they cough or sneeze;
- teach children to respect the cultural differences that influence people's different attitudes to hygiene;
- we wipe surfaces and tables between activities;
- we teach children hygiene awareness through planned and spontaneous discussion, routines, planned activities and topics.

Handling food (see the school health and safety policy)

- staff who are involved in the preparation and handling of food appropriate training to comply with local environmental health department guidance and regulations;
- the domestic bursar monitors and assesses food preparation and handling procedures (regularly);
- we keep food preparation areas clean and hygienic;
- we do not allow unsupervised children to enter (the Kitchen/Staffroom/food preparation areas);
- we encourage children to eat a healthy and well-balanced diet.

First Aid (as in accordance to the schools Health and safety policy)

- at Stepney we have a designated member of staff (trained Nursery nurse) responsible for administering First Aid. All teaching and non teaching staff also hold a current Approved Persons first aid certificate;
- First Aid Boxes are clearly posted, identifiable and accessible to all staff;
- First Aid boxes are replenished (regularly);
- we only use supplies in sealed packages;
- we always use disposable gloves;
- we provide suitable bins for the disposal of soiled materials;
- we keep an up-to-date Accident Book for both staff and children which is available to parents. It includes details of the names of the child(ren), time, date, location of the injury and nature of the accident;
- the Accident book also includes details of the circumstances, any witnesses (and whether these are adults or children), what subsequent action was taken and by whom. The signature of the member of staff who was present is witnessed and signed by a second member of staff and countersigned by the parent when he or she arrives to collect the child at the Nursery and in parents are either given a bump note or told personally of the injury to their child;
- in the case of a serious emergency we will call an ambulance. If a member of staff's car has to be used it will be covered by the correct insurance and have seat belts. A second member of staff will always accompany the child;
- we will inform parents immediately if an accident occurs;
- we hold contact and consent details from all parents which includes the following information:
 - Child's name
 - Date of birth
 - Parents' names
 - Emergency contact details
 - Details of past and present medical conditions
 - Allergies
 - Parental wishes
 - Consent signature of a parent to allow staff to make decisions regarding the child's welfare if the parents cannot be contacted.

Sick children and medicine (in accordance with the schools health and safety policy)

At Stepney we:

- make every effort to keep abreast of new information relating to infectious, notable and communicable diseases and local health issues;
- isolate a child if we feel that other children or staff are at risk;
- contact parents to take children home if they (are feeling unwell/being sick/have diarrhoea/have had an accident/may have an infectious disease);
- know that if a child has diarrhoea, sickness or conjunctivitis he or she must be absent and clear of that problem for at least 24 hours before returning to Nursery or Pre-Prep;
- ring emergency contact numbers if the parent or carer cannot be reached;
- make every effort to care for the child in a sympathetic, caring and sensitive manner;
- respect the parents' right to confidentiality;
- keep other parents informed about any infectious diseases that occur in our school;
- expect parents to inform us if their child is suffering from any illness or disease that may put others at risk;
- Will administer non-prescription medicines to children when there is a health reason to do so and we have written parental consent. These include (teething gel/cough mixture/allergy creams and pills/travel sickness pills);
- administer life-saving prescription medicines for (asthma/diabetes/epilepsy) with written permission. We keep a record of how much and how often a child needs his or her medication;
- store medicines out of the reach of children;
- require children to bring hats to wear outside during periods of hot and sunny weather. We expect parents to provide high-factor sun block and give permission for staff to apply.

Animals

Sometimes we have animals in school linked to projects, these can be chicks or animals brought in by specialists.

At Stepney we:

- check that any animals or pets on the premises will be free from disease;
- supervise the children at all times when they are handling animals;
- teach the children to be caring, gentle and sensitive to animals and to be aware of their habits and behaviour patterns. We ask children to wash their hands after handling animals or their equipment;
- clean up any area fouled by animals immediately;
- keep parents informed about any animals on the premises;
- expect parents to inform us if they find their child has an allergy to any of the pets in our school.

Smoking

- we have a no-smoking policy. We display notices and posters around the school to inform staff and visitors of this policy;
- anyone who smokes on the premises will be politely asked to leave.

Links, References and Regulations

Links to other policies

- Stepney Primary EYFS main policy;
- Children Act Regulations relating to our policy;
- a record must be kept of all medicines administered to children;
- OFSTED must be notified of any infectious disease that a qualified medical person considers.

Kitchen/Staffroom/Staff room / classroom /Food Hygiene procedures

Kitchen/Staffroom

- this area is not to be used for preparing or washing up paint pots/craft activities- use play room sink;
- filling /emptying mop buckets- use large bathroom sink;
- Remove washing up bowl before washing hands and dry hands using paper towels.

Washing up

- use dishwasher;
- use washing up bowl & wear rubber or disposable gloves;
- wash in hot water/Rinse in hot water;
- drain and dry using clean tea towels, these must be changed daily;
- clean all Kitchen/Staffroom surfaces/children's tables and disinfect with anti – bacterial spray.

Snack preparation

- wash hands;
- wash fruit;
- cut fruit on the preparation board (use a separate one for a child with a food allergy);
- cover fruit/biscuits until required;
- use jugs with lids for milk /water;
- store milk in the fridge.

Check allergy list

- check for special dietary/cultural requirements;
- prepare, place and store special food and containers separately from the class tray;
- closely supervise a child who has a food allergy;
- lunch Time (children bring their own food if staying for lunch);
- children and staff to wash their hands.

Check allergy list

- do not allow children to share food;
- closely supervise a child with a food allergy;
- the children have water to drink with their lunch;
- any whole uneaten food should be put back into lunch boxes so parents/carers can see how much their children have eaten;
- food scraps and wrappers should be placed in the Kitchen/Staffroom bin not the playroom bins;
- bathroom time;
- rest/quiet time;
- tables to be cleaned and then disinfected with anti-bacterial spray;
- floors to be swept/spillages to be mopped up.

CHECKLIST

There are three main Checklists:

- Hygiene and Indoor Facilities, carried out by Caretaking Staff on morning rounds;
- Outdoor Play Areas & Perimeter Security, carried out by Caretaking Staff on morning rounds (which should be conducted only when there is sufficient daylight);
- Classroom Safety & Play Equipment, carried out by Teaching Staff at day end, or before the children arrive in the morning.

| |
|---|
| Early Years Foundation Stage Safety Policy |
| CARETAKING INSPECTION CHECKLIST – INDOOR FACILITIES |
| <i>Responsibility – cleaners EYFS Staff and care taker</i> |
| 1.0 Toilets, Washrooms & General Hygiene |
| <i>Item Check</i> |
| <i>Check if</i> |
| <i>1.1 Are toilets clean and sanitised with adequate supply of toilet tissue</i> |
| <i>1.2 Is there an adequate supply of hand soap and clean hand towels</i> |
| <i>1.3 Have all Janitorial cleaning materials been removed from the washroom, or secured under lock and key</i> |
| <i>1.4 Has the nappy bin been emptied and sanitised (where provided) and are there sufficient biodegradable disposal bags</i> |
| <i>1.5 Is the nappy changing area and mat clean and free from damage</i> |
| <i>1.6 Is there a portable step and child toilet seat available for nursery children and are they clean and in good condition.</i> |
| <i>1.7 Do staff have convenient access to well stocked (but secure) supply of cleaning and spill equipment during the day (prevention of infection, wet floor, slips and falls). Note cleaning is provided by a third party contractor, staff may not have access to that equipment. Staff may need access to a separate spill kit.</i> |
| <i>1.8 Do staff have access to a body fluid spill kit (vomit, blood, etc.)</i> |
| <i>1.9 Is the washroom area well maintained (toilet seats, lids, doors, locks, catches, hinges, taps, lighting, etc.) Check for anything that could cut, trap, or otherwise injure a small child</i> |
| <i>1.10 Has the hot water temperature been checked to prevent scalding (Max 41oC)</i> |
| <i>1.11 Do all sinks drain correctly and toilets flush freely (prevention of overflow and risk of infection)</i> |
| 2.0 Corridors and Access |
| <i>2.1 Are corridors and access ways leading to early years classrooms clean, safe and dry. Have all obstructions (cleaning equipment, stacked furniture, bulk deliveries, etc.) been removed and stored in secure locations.</i> |
| <i>2.2 Is the cloakroom area free of obstructions and safe for children to use</i> |
| <i>2.3 Are all storage cupboards and internal security gates locked or latched to prevent children straying into hazardous areas</i> |
| <i>2.4 Is the heating operational and are radiator guards (where required) in place.</i> |
| <i>2.5 Is the lighting effective and operational</i> |
| 3.0 Dining Area & Breakfast Club |
| <i>3.1 Has the dining hall been prepared to receive EYFS children for Breakfast Club or early arrival (floors clean, free from obstructions, choke hazards, etc.)</i> |
| <i>3.2 Where stackable furniture and other equipment is stored in dining hall during Breakfast Club, is it secure and is it located in such a way as not to cause harm to children playing in the area (risk of trapping heads, hands, fingers, etc.)</i> |
| <i>3.3 Are the doors to the decking area closed and secure</i> |
| <i>3.4 Are waste bins empty and cleaning equipment stored safely</i> |

| CARETAKING INSPECTION CHECKLIST – OUTDOOR FACILITIES & PLAY AREAS TO BE CHECKED BY ALL STAFF | |
|---|---|
| 1.0 Outdoor Play Area | |
| <i>(Indicate 'NO' in right hand column if not satisfactory)</i> | |
| Check if | |
| 1.1 | <i>Are the pathways and drive clear of foreign objects such as broken glass, drinks cans, stones, litter and animal faeces.</i> |
| 1.2 | <i>Have the access ways and steps been cleared, or treated for any weather related hazards (ice, snow, or slippery surfaces)</i> |
| 1.3 | <i>Has the EYFS play area been inspected to ensure it is clear of any hazardous objects (see above) and other obvious hazards, such as empty plastic bags (suffocation risk), sharp branches, etc .</i> |
| 1.4 | <i>Is the EYFS play area secure (gate security in place, perimeter fence in good order). Do self latching, or self closing security gates operate freely and correctly,</i> |
| 1.5 | <i>Is the sandpit clean, dry and clear of animal faeces and other contaminants. Does the lid fit the sandbox securely.</i> |
| 1.6 | <i>Has the fixed play equipment been visually inspected for damage and stability. Is it appropriately placed for safe use.</i> |
| 1.7 | <i>Are there any fruiting plants, leaves, flowers, fungi or seeds growing in, or overhanging the play area which may be toxic to children. Note: Check for seeds such as Laburnum and Rowan Berries which may have blown into the area from adjoining gardens. Lift and remove any mushroom like fungi (wear gloves and wash hands thoroughly).</i> |
| 1.8 | <i>Is the play surface even and secure. Check for broken paving flags, damaged macadam, loose steps, etc.</i> |
| 1.9 | <i>Are there any entrapment or strangulation hazards present (broken fencing, rope or cords, etc.)</i> |
| 1.10 | <i>Are all external storage lockers secure and child proof</i> |
| 1.10 | <i>Has the area been checked to ensure no water hazards are present (rainwater filled holes, trenches, containers, etc.). Are drain and inspection covers in good order and secure</i> |
| 1.11 | <i>If there are secluded areas in the school grounds where children may have access, have they been checked for unauthorised entry and out of hours antisocial activities (alcohol bottles, drug paraphernalia, used condoms, etc.)</i> |
| 1.12 | <i>Are there any hazardous projections (e.g. dead branches, wire or sticks in fencing or hedging) that are at eye level for EYFS children</i> |

Early Years Foundation Stage Safety Policy

| CLASSROOM INSPECTION CHECKLIST – TEACHER OR CLASSROOM ASSISTANT | |
|--|---|
| <i>Responsibility – cleaners EYFS Staff and care taker</i> | |
| 1.0 General Hazards | |
| <i>(Indicate 'NO' in right hand column if not satisfactory)</i> | |
| Check if | |
| 1.1 | <i>Have desks, tables and work surfaces been sanitised with an anti-bacterial cleaner to reduce cross infection.</i> |
| 1.2 | <i>Has the floor been visually checked for hazardous objects which may have been accidentally dropped (scissors, pins, glass, etc.)</i> |
| 1.2 | <i>Are there confined spaces areas under side benches, or in alcoves, which children</i> |

| |
|---|
| <i>may be able to access. Are these areas clear of hazardous equipment and materials (e.g. exposed heating pipes, loose equipment, electrical plugs and trailing cables, etc.)</i> |
| <i>1.3 Are there any trailing extension leads that may expose children to the risk of electrical shock, or cause a trip hazard. Have all exposed electrical sockets been fitted with childproof safety covers.</i> |
| <i>1.4 Are there any items of electrical equipment on open desks or side benches that may be pulled onto the floor by a child grabbing the mains lead.</i> |
| <i>1.5 Are low level storage cupboards and other ground level storage systems properly secured against child access</i> |
| <i>1.6 Have all hazardous chemicals and materials been moved into a safe child proof area</i> |
| <i>1.7 Are any potted plants which may cause harm through ingestion kept well out of the reach of children and have any fallen leaves or seeds been removed.</i> |
| <i>1.8 If plants, cuttings or seeds have been brought into the classroom for demonstration, are they safe for children to handle, or are they kept out of reach (advice on plant or animal toxicology is available from HGFS Health & Safety Officer, or Head of Biology)</i> |
| <i>1.9 Are there any glazed panels, mirrors or windows extending below one Metre from floor level, which do not conform to BS safety standards (Kit Mark) for safety glass. Consider any item that may have been brought into the classroom for demonstration (e.g. a dressing mirror).</i> |
| <i>1.10 Are all heating devices in the classroom (central heating, electrical heating, supply pipes) at a safe surface temperature (between 19oC to 21oC). If not, are they fitted with fully enclosed guards to prevent burns.</i> |
| <i>1.11 Is there any other appliance in the classroom accessible to children that may cause inadvertent burns or scalds (hot toaster, table lamp, kettle, etc.)</i> |
| <i>1.12 Have all sharp or hazardous tools and materials (craft tools, scissors, blue tack, etc.) been counted back in to the storage trays and accounted for</i> |
| 2.0 Slips, Trips and Falls |
| <i>2.1 Is the classroom clear of any obvious trip hazards (loose toys, loose rugs and carpets, etc.)</i> |
| <i>2.2 Is the classroom floor clean and dry</i> |
| <i>2.3 Are desks and seating arranged with sufficient clearance to avoid trips and falls</i> |
| <i>2.4 Are steps or changes in level within the classroom clearly marked (e.g. hazard stripes, yellow banding, etc.) to make them clearly visible.</i> |
| <i>2.5 Are floor areas immediately inside external doors fitted with non-slip matting or floor covering. Is this matting secure and level.</i> |
| <i>2.6 Is the classroom furniture and other equipment arranged to minimise the chance of injury if a fall occurs</i> |

**CLASSROOM INSPECTION CHECKLIST – TEACHER OR CLASSROOM ASSISTANT
(Continued) Responsibility – cleaners EYFS Staff and care taker**

3.0 Toys and Classroom Equipment

3.1 Have all toys and classroom equipment been checked (either before issue, or on collection after use), to ensure that they are suitable for EYFS children and are not damaged in such a way as to represent a hazard (e.g. loose or detached parts being a choking risk).

3.2 Toys and Classroom Equipment (continued)

| | |
|-------------------|---|
| <i>Item Check</i> | |
| 3.3 | <i>Are there live animals of any kind in the classroom. If so is there a means of sanitising children's hands after handling them. Are the cages or tanks in a hygienic condition.</i> |
| 3.4 | <i>If children are allowed to bring their own toys into the classroom, have they been checked for loose parts and age suitability.</i> |
| 3.5 | <i>Are there any obvious overhead hazards such as heavy objects, or oversized objects on high shelves which may fall and cause injury.</i> |
| 3.6 | <i>Are there any trailing cords which may cause accidental strangulation, e.g. window blind cords, display cords, improvised play equipment, etc.</i> |
| 3.7 | <i>Are there any doors leading into the class which do not have view panels. If so are there arrangements in place to keep children clear of the doors when moving round the class, or playing</i> |
| 3.8 | <i>Does classroom equipment used by EYFS children comply with safety guidelines for their age group (blunt end scissors, etc.)</i> |
| 3.9 | <i>Where display boards and pin boards are used in class, are the pins secure and out of reach of children (check the floor area). Board pins should be large and brightly coloured so that they can be easily seen on the floor.</i> |
| 3.10 | <i>If pin boards are used in class, are they located away from doors and walkways to reduce the chance of pins being dislodged by people brushing against them.</i> |
| 4.0 | <i>Fire, Emergency and First Aid</i> |
| 4.1 | <i>Is the First Aid kit readily available, is it stocked to Health and safety standards and is there a stock list available for checking content.</i> |
| 4.2 | <i>Is there a person with Paediatric First Aid training on site.</i> |
| 4.3 | <i>Is the classroom kept tidy and free of any obstructions that would hinder emergency evacuation</i> |
| 4.4 | <i>Has a fire drill been conducted recently (within the last term)</i> |
| 4.5 | <i>Is there an emergency action notice in the classroom informing staff what to do in an emergency. Does it include a list of First Aid personnel</i> |
| 4.6 | <i>If any door or security gate is kept locked, is the key readily available in an emergency</i> |
| 4.7 | <i>Are coats, bags and children's personal belongings stored so as not to compromise fire safety.</i> |

(Apeendix3)

Changes to 2015 EYFS Profile Handbook

There are no major changes other than the ones listed below; the main differences are the order of some sections and some of the wording. The messages about the purpose and principles, observational assessment and responsible pedagogy remain the same.

| | |
|--|--|
| p.2 | New numbered section provides clarity on the purpose of the handbook and the statutory information underpinning it. |
| 1.1 Practitioners | Asserts that practitioners ' should use it alongside the EYFS exemplification materials '. This replaces 'it is supplemented by exemplification materials'. |
| 1.2 Local Authorities | Local authorities ' must refer to this handbook ' replaces 'must have regard for any guidance produced by STA'. |
| 2. Statutory information underpinning the EYFS | Asserts that practitioners and LAs involved in delivering the EYFS should be aware of the statutory information underpinning it. ' Practitioners and LAs involved in delivering the EYFS should be aware of, and refer to, the following information: 2.1 The Childcare Act Section 39 (1) (a) 2006, 2.2 Statutory Framework for the EYFS, 2.3 Assessment and Reporting Arrangements '. (The handbook previously just listed these and explained what they were in the introduction). |
| 3. Funding for EYFS Profile Statutory Moderation | The funding arrangements for LAs have been added. |
| p.3 4. EYFS Profile | ' The EYFS Profile summarises and describes children's attainment at the end of the EYFS '. Reference to the profile being based on ongoing assessment has been removed from this section, to clarify it is an end of EYFS assessment. |
| 5. Settings | A definition of the term 'parent' has been added. A definition of the word 'settings' has been added to include childminders, providers on the early years register and maintained schools and nurseries. |
| p.4 Purpose and uses of EYFS Profile | The primary purpose - to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS has been changed to ' the main purpose '. The reference to the EYFS Profile having been designed to be valid and reliable to meet both the primary and the secondary purpose (DfE data) has been removed. |
| 2.2 Observational Assessment | Some re-wording but the message is the same. |
| p.5 Child initiated activity | Clarity that children with effective learning characteristics will be demonstrating these traits of child-initiated learning and that practitioners need to observe these. |
| p. 6 | |

| | |
|--|--|
| Embedded learning and secure development | The language has been changed to clarify that this is when practitioners will make judgements rather than just stating what children will do if they have secure development. <i>'Practitioners will make judgements by observing behaviour that a child demonstrates consistently and independently, in a range of situations'</i> . |
| 2.6 Links in the areas of learning | Re-worded for clarity (but the message is the same). <i>"Areas of learning, and therefore the ELGs, are often interlinked. These may be related to the characteristics of effective learning. If practitioners can see these links it will join up the assessment process. You will be able to capture each child's learning more effectively and genuinely. You can also reflect on these links when you quality assure your assessment judgements. When the different aspects and levels of attainment are considered together – do they make sense?"</i> |
| 2.7 Practitioner knowledge | Some re-wording for clarity but the message is the same. New point has been added: <i>'Make sure the child has the opportunity to demonstrate what they know, understand and can do'</i> . New point added to the end of how practitioner knowledge will be used, to include planning for future provision: <i>"Much of your knowledge of what children know and can do will be gathered from your day to day interactions with them. This isn't often formally recorded, however it:</i> <ul style="list-style-type: none"> • <i>provides the basis for making judgements</i> • <i>provides a focus for moderation dialogue</i> • <i>informs future practice and provision"</i> |
| p.7 2.8 Contributions to the assessments | Slight re-wording <i>"Adults with different roles will be able to make different contributions"</i> (replaces 'different insights', but message is the same). |
| 3. EYFS profile assessment processes | Slight re-wording but message is the same. |
| 3.1 Judging whether to use the 'expected' category | Slight re-wording but message is the same. Considering the key stage 1 attainment targets and level descriptors when judging exceeding has been removed. |
| p.8 4. Evidence and documentation of the EYFS profile | Slight re-wording but message is the same. Guidance on the EYFS Assessment requirements has been added: <i>'You are not required or expected to carry out other assessments in addition to EYFS profile'</i> . |
| 5. Transition to year 1 | Slight re-wording but message is the same. Clarity on the characteristics is added: <i>'The narratives must feature in conversations between practitioners and teachers'</i> . |
| p.9 | A definition of the term 'parent' has been added. |

| | |
|--|---|
| 6. Parent – a definition | |
| p. 11 Inclusion and the EYFS Profile | Slight re-wording but message is the same. |
| p. 12 4. Children for whom English is not their home language p.13 | Slight re-wording but message is the same. |
| 5. Children from minority groups. 6. Transition conversations | Slight re-wording but message is the same. |
| p. 15 2. Exceptions and exemptions | Clarity around exemption: ' within 2 weeks of the LA data submission date so a practitioner can't complete an accurate and valid assessment' has been added to guidance about a child arriving from abroad as an exemption. |
| 3. Making EYFS profile assessments | Slight re-wording but message is the same. The following phrase has been moved from the section on reporting the EYFS profile: ' <i>Some children may have attended a range of settings during the final year of the EYFS. In these cases the EYFS profile must be completed by the provider where the child spends the majority of their time between 8.00am and 6.00pm</i> '. |
| p.16 5. Characteristics of effective learning | Slight re-wording but message is the same. Clarity over the length of the commentary has been added: " The commentary should consist of a brief paragraph " |
| p.17 Reporting the EYFS profile assessment | Same message as before but EYFS providers must give a " short written commentary " to parents and Year 1. |
| p.19 Exemplification of EYFS 'expected' descriptors | Some re-wording but the message is the same. |
| p. 23 Moderation of the EYFS profile | Some re-wording but the message is the same. |
| p. 24 Local authority moderation | Some re-wording but the message is the same. New addition: ' <i>If you choose to use a moderation model which isn't reliant on moderation visits, you must be able to demonstrate that all the statutory elements of the moderation visit are protected. Any deviation which doesn't have regard to our guidance will be deemed as not meeting statutory requirements</i> '. |
| p.25 Carrying out | Some re-wording but the message is the same. |

| | |
|--|---|
| <p>moderation activity</p> <p>The moderation sample</p> | <p>Some re-wording. Addition of <i>'Where practitioners are released for parts of the moderation visit, it may be helpful for 1 member of staff to be present for the whole of the visit'</i>.</p> |
| <p>p.25 Moderating children in the 'emerging' band</p> | <p>Some re-wording but the message is the same.</p> |
| <p>p.26 4.5 Moderating children in the 'exceeding' band</p> | <p>The reference to the use of the key stage 1 level descriptors and attainment targets has been removed.</p> |
| <p>p. 28 Quality assurance of EYFS profile data</p> <p>3.1 Headteachers and managers</p> | <p>The data being statutory is emphasised: <i>'The early years foundation stage (EYFS) profile is a statutory data collection'</i>. Some re-wording but the message is the same.</p> <p>New addition to headteacher responsibilities under quality assurance processes: <i>'You are also responsible for resolving any queries your LA has as a result of their processes'</i>.</p> |
| <p>p.43 LA requirement E</p> <p>Moderation visits to schools and settings</p> | <p>The following have been moved from good practice into essential requirements:</p> <ul style="list-style-type: none"> • Contributions from parents and the child are actively sought by practitioners and are used to inform the judgements made for the EYFS profile. • When moderating EYFS profile judgements in multiple form entry schools, moderators must ensure that all practitioners participate in the moderation dialogue. Moderators should ensure that the judgements moderated cover all 17 ELGs including judgements from all 3 attainment bands for each class. Moderators should adjust the size of the sample as appropriate to ensure that this can be achieved. |
| <p>LA requirement I Use of data to support planning in year 1</p> | <ul style="list-style-type: none"> • Year 1 training is removed from essential elements but providing opportunities to support year 1 is still an essential requirement. |