

Early Years Foundation Stage (EYFS) Policy

Regulation ISSR: This policy covers many ISSRs across Parts 1-3

Reviewed and updated by: Mrs Sharon Bathurst

Approval: Full Governor Board

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This policy will be amended before the review date if necessary.

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

“Statutory Framework for the Early Years Foundation Stage” (DfE 2024)

1. Introduction

In accordance with the Statutory framework for the Early Years Foundation Stage (2024) Alderley Edge School for Girls recognises that ‘The Early Years Foundation Stage (EYFS) sets the standards that all early year’s providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the right foundation for good future progress through school and life’ (DfE 2024)

The summary pages of the revised Statutory Framework 2024 clarifies which provisions in the EYFS document are requirements which are mandatory (provisions indicated by the word ‘**must**’). Some of the items provide information that providers ‘**should**’ take into account when delivering the requirements and should not ignore them without a good reason. The learning and development requirements are in Section 1, the assessment requirements are in Section 2, and the safeguarding and welfare requirements are in Section 3 of this framework.

The Early Years Foundation Stage (EYFS) extends from birth to five and provides the statutory framework and guidance for teaching in the Nursery, Pre-School and Reception classes at Alderley Edge School for Girls.

The Head of Early Years is appointed to oversee the Early Years Department at Alderley Edge School for Girls.

A Deputy Manager, the Head of the Prep School, will support the Manager in their role and take charge in her absence.

1.2 Early childhood is the foundation on which children build the rest of their lives and the school greatly values the importance of this stage of education, not only in laying secure foundations for future learning and development but in its own right as a distinct phase of childhood. Children learn at faster rates from birth to five than any other times in their lives.

1.3 All children begin school with a variety of experiences and learning and the early years education we offer our children is based on the following principles:

- it builds on what our children already know and can do
- it ensures that no child is excluded or disadvantaged
- it offers a structure for learning that has a range of starting points, content that matches the needs of young children and activities that provide opportunities for learning both indoors and outdoors.

1.4 Entry into our Nursery is from the age of two.

Entry into our Pre-School is flexible. Transition from our Nursery provision is usually in the term that the child will be three or as they reach their third birthday, dependent upon the learning needs of the individual child. The actual moment of transition will be discussed and planned with the parents and/or carers.

Entry into our Reception class is at the beginning of the school year in which children are five.

1.5 The school accepts the notion of ‘school readiness’ as being the skills and knowledge required, as defined by the Early Learning Goals, that will enable a smooth transition through to Pre-Prep and beyond.

2 Aims and Objectives

We aim to provide a broad and balanced curriculum which will enable each child to develop personally, socially, emotionally, spiritually, physically and intellectually to their full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates and at different times.

3 The Learning and Development Requirements

The learning and development requirements are clearly identified within the Statutory framework in detail, in Section 1. They define what must be done in partnership with parent and/or carers, to promote the learning and development of all children and ensure the Early Years’ experience contributes

positively to brain development and their readiness for Year 1. The framework covers the education and care of all children, including SEND. We guide the development of children's capabilities to help ensure that children in our care will fully benefit from future opportunities. The requirements comprise:

- the seven areas of learning and development and the educational programmes
- 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.
- the assessment requirements (See section 5)

3.1 The Areas of Learning and Development

There are seven areas of learning and development that *set out what providers must teach the children in their settings*. All the areas of learning and development are important and inter-connected. Three areas are particularly crucial for learning and forming relationships. These three areas, the prime areas, are:

- Communication and language
- Physical development
- Personal, social and emotional development

Children must also be supported in four specific areas, through which the three prime areas are strengthened and applied, and the curiosity and enthusiasm of the children ignited. The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

3.2 The Early Learning Goals

The Early Learning Goals define the level of progress children should be expected to have reached by the end of the EYFS (end of Reception year). They support practitioners to make a holistic, best-fit judgement about a child's development and their readiness for Year 1. Teachers draw on their knowledge of each child to assess using their expert professional judgement

4 Approaches to Learning and Development

Practitioners are ambitious for all children. They consider the individual needs, interests, and development of each child in their care. They use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development. There is particular importance in developing language and extending vocabulary.

At Alderley Edge School for Girls we use the guidance contained in the non-statutory Development Matters documentation to formulate our own, bespoke curriculum. This is then used to plan suitable age-related experiences for the children in Nursery, Pre-School and Reception in relation to the Prime and

Specific areas of learning. A thematic approach along with opportunities to plan ‘in the moment’ provides an overview of suggested learning experiences, taking account of events in the calendar year and the children’s own interests. In our Reception class we use elements of Cornerstones, Pathways to Write and Write Rose Maths to enhance our planning.

Practitioners use planning and tracking documents to plan subsequent experiences and can also identify the learning needs of individual children.

4.1 Play in the Early Years Foundation Stage

The Statutory framework clearly states that play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play or taking part in play and learning that is guided by adults. Practitioners decide what they want the children to learn and the most effective ways to teach it. They **must** stimulate children’s interests, responding to each child’s emerging needs and guiding their development through warm, positive interactions and secure routines for play and learning.

These are the principles that underpin all the teaching and learning in the Early Years department at Alderley Edge School for Girls. We firmly believe that it is through play and carefully planned, focused activities, our children explore and develop the learning experiences that help them make sense of the world. They practise and build up their ideas, learn how to control themselves, and begin to understand the need for rules. They have the opportunity to think creatively both alongside other children and on their own. They communicate with others as they investigate and solve problems. They express fears, or re-live anxious experiences in controlled, safe situations.

As children grow older and move into Reception, there is a greater focus on teaching essential skills and knowledge in the specific area of learning. This helps them prepare for Year 1.

4.2 Teaching and Learning considerations at AESG

The features of effective teaching and learning in our school are defined in our policy on teaching and learning. They apply to teaching and learning in the EYFS just as much as they do to the teaching and learning in the Pre-Prep and Prep school.

The more general features of good practice in our school that relate to the EYFS are:

- The partnership between teachers and parents that helps our children to feel secure at school, and to develop a sense of well-being and achievement
- The understanding that teachers have of how children develop and learn, and how this must be reflected in our teaching
- the range of approaches to provide first-hand experiences, give clear explanations, make appropriate interventions and extend, and develop the children’s play, talk or other means of communication

- the carefully planned curriculum which also takes account of the children's own interests and that helps children achieve the Early Learning Goals by the end of the 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 space, facilities and equipment, both indoors and outdoors
- the identification through observations, of children's progress and future learning needs, which are regularly shared with parents
- the clear aims of our work and the regular monitoring of our work to evaluate and improve it
- the identification of training needs for all adults working in Early Years Foundation Stage.

In planning and guiding children's activities the Statutory framework states that practitioners **must** reflect on the different rates at which children are developing and adjust practice appropriately. This is clearly reflected in our practice and also forms part of our reporting to parents on the progress that their child is making. Three characteristics of effective teaching and learning are:

- **playing and exploring** - children investigate and experience things, and 'have a go'
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

4.3 The Learning Environment

All children deserve high quality early education and care. This requires a quality workforce. Our well-trained, skilled team of practitioners help every child achieve the best possible educational outcomes. To support an effective teaching and learning environment we recognise that each child **must** be assigned a key person. The children build an attachment with their key person/people for their confidence and well-being. They promote their learning by developing a deep understanding of individual needs and children can particularly benefit from their modelling and support. They are equally important for children's learning and development as they are for their safety and welfare and can also help families engage with more specialist support if appropriate. Due to the small and cohesive nature of the setting, all staff are equally involved in the care and education of all the children and are therefore all named key workers for all children. Parents are informed of this on admission and reference can be made to the separate Key Person Policy which details how this achieved at Alderley Edge School for Girls.

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from, and the wider world. We encourage the children to make their own selection of the activities on offer as we believe

that this encourages independent learning, providing support and guidance for our youngest children as they progress towards this aim.

The rooms within our Early Years department provide for flexibility of use, the Nursery and Pre-School rooms adjoining each other with a shared kitchen and cloakroom facilities and direct access from the Pre-School room to a bespoke outdoor area.

All EYFS children have access to a large, purpose-built playground area where large scale learning and development can take place. The Reception classroom is situated close by, again with direct access to an outdoor area. We strongly believe that the close proximity of this provision is very effective in promoting a smooth transition within the Early Years department for the children in our care.

4.4 The Daily Routine

The Nursery and Pre-school welcome children each day during term-time from 8.30am in the morning until 3.15pm. The children can attend mornings or a full day. The morning session ends at 1.00pm, after lunch. Additional provision is available in our after-school provision 'Fun@TheEdge', until 5.45pm. Further information is available in the whole school Wrap Around Care Policy.

Children in in Nursery, Pre-school and Reception are able to arrive from 7.30am and access the 'before school' facility. Collection is from the Millennium Hall entrance and the children are taken to the Nursery Room. This service is provided free of charge.

Daily routines are flexible according to the needs, ages and stages of the children in our care, with greatest flexibility for our youngest children. The balance of child initiated, and adult led activities changes over time and always reflects the learning needs of the children. Snack times, circle times and PE are built into the daily and weekly routines.

For our youngest children that require a sleep, we provide good quality bedding and constant supervision from staff. They are always in sight and staff are aware of the latest government safety guidance.

For children in Reception class, daily teaching of Literacy and Maths takes place from the start. Provision for PE, Music and French are taught by specialist teachers.

When planning daily routines and activities for the children in the Early Years, we are always mindful of meeting the needs of all the children in our care, including those that might have identified SEN. All our staff know the children well and plan routines to meet the needs of all the children in our care.

4.5 The Early Learning Goals

The Early Learning Goals define the level of progress children should be expected to have reached by the end of the EYFS (end of Reception year). They support practitioners to make a holistic, best-fit judgement about a child's development and their readiness for Year 1. Teachers draw on their knowledge of each child to assess using their expert professional judgement.

4.6 Acting on Concerns

If at any point we practitioners are worried about a child's progress in any prime area, we would discuss this with the child's parents and agree how to support the child. Practitioners consider whether a child needs any additional support, including SEN or disability which requires specialist support.

The Early Years department at Alderley Edge School for Girls fully recognises that all children are entitled to an education that enables them to:

- achieve the best possible educational and other outcomes, and
- become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education

We recognise our responsibilities as a provider of Early Years education in receipt of Local Authority Funding, to have due regard to the SEND Code 2015, the Equality Act 2010, sections of the Children and Families Act 2014, the SEND regulations 2014 and the Statutory Framework 2024.

Our programme of on-going assessment and review of progress throughout the Early Years, using our curriculum based on the non-statutory Development Matters guidance, provides a tool to assess the extent to which a young child is developing at expected levels for their age across the seven areas of learning. The Progress Check at age two identifies a child's strengths and any areas where the child's progress is slower than expected, particularly in the Prime Areas of communication and language, physical development and personal, social and emotional development.

If there are significant emerging concerns as a result of this progress check or earlier (or identified SEND), a targeted plan to support the child will be developed. This will involve the school's SENCO and/or advice from the Local Authority SENCO as appropriate. Where any specialist advice has been sought from beyond the setting, this will also inform decisions about whether or not a child has SEN.

Special educational provision will be matched to the child's identified SEN. The SEND Code 2015 identifies four broad areas of need and support as:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

Where a decision is made that special educational provision is required for a child with SEN, parents should be informed and a graduated approach with four stages of action: assess, plan, do, review, will be adopted in line with the principles of our normal practice. This process is clearly documented in the SEND Code 2015 (paragraph 5.39 – 5.46) Also see the Whole School SEN Policy.

4.7 English as an Additional Language

For children whose home language is not English, practitioners take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. We ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring they are ready to benefit from the opportunities available to them when they begin Year 1. When assessing communication, language, and literacy skills, we assess children's skills in English.

5 Assessment

At Alderley Edge School for Girls it is recognised that assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Practitioners draw on their knowledge of the child and their own professional judgement.

5.1 Progress Check at Age Two

The Statutory framework clearly states that when a child is aged between two and three, practitioners **must** review their progress, and provide parents and/or carers with a short-written summary of their child's development in the prime areas. The progress check highlights areas in which a child is progressing well and highlights areas where additional support may be required. There is focus on any areas where there is a concern that a child may have a developmental delay, which may indicate a special educational need or disability. Activities and strategies are described and parents or other professionals eg. SENCO are involved as appropriate. Consent of parents to share information is always obtained and our parents are encouraged to share this information with other relevant professionals. At Alderley Edge School for Girls, this is an inclusive part of our reporting procedure.

5.2 Assessment at the end of the EYFS – the Early Years Foundation Stage Profile

In the final term of the year in which the child reaches age five, and no later than 30th June in that term, the EYFS Profile must be completed for each child. This is therefore usually undertaken by the Reception teacher. The Profile provides parents, practitioners and teachers with a well- rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. The Profile reflects practitioners' own knowledge and professional judgement of a child to inform discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development must be assessed against the early learning goals. Practitioners must note whether children are meeting expected levels of development, or if they are not yet reaching expected levels ("emerging").

Year 1 teachers are given a copy of the Profile report. There is a discussion about each child's stage of development and learning needs and this helps assist with the planning of activities in year 1.

The Profile results are shared with parents and it is explained to them when and how they can discuss the Profile with the practitioner who completed it. At Alderley Edge School for Girls the results of the Profile are an inclusive part of the end of year report to parents.

The Profile must be completed for all children, including those with special educational needs or disabilities (SEND). Reasonable adjustments to the assessment process for children with SEND are made as appropriate. Children have differing levels of knowledge, skills and abilities across the Profile, and a full assessment of all areas of their development informs plans for future activities and to identifies any additional support needs.

During the first term in Reception class, the teacher assesses the ability of each child using our bespoke curriculum, based on the age-related expectations contained within 'Development Matters'. For those children who have attended our Nursery and Pre-School, records of each child's progress to date is discussed with the Reception teacher.

5.3 Assessment in Practice

Assessment and observation of learning are on-going as an intrinsic part of daily routines and practice at Alderley Edge School for Girls. Practitioners continually assess progress and this informs future planning. At the end of the final term in Reception we send a summary of these assessments to the Local Authority for analysis, for those children who are not yet five years old. This is in accordance with current Local Authority guidelines and requests. The child's next teacher uses this information to make plans for the year ahead. We also share this information at our parental consultation meetings.

Observations of the children's achievements are shared through the iPad app 'Tapestry', an accredited program that records the achievements of the children, including photographs and observations. Parents logging into the system can only access their own child's Learning Journey. Parents may input new observations and photos and add comments to existing observations. They do not have permission to edit existing content. Parents are asked to sign a consent form giving permission for their child's image to appear in other children's Learning Journeys, and to protect images of other children that may appear in any photographs contained in their child's Learning Journey.

In addition to the ongoing assessment that is part of everyday practice in the EYFS, children in Reception class, in line with the rest of the school, are also assessed in Mathematics and reading using PUMA and PIRA published materials (PIRA in the Spring term and PIRA and PUMA in the Summer Term) which provide a standardised score and other data which will enable progress to be tracked through the Prep School.

6 Inclusion in the Early Years Foundation Stage

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 we are planning for their learning.

In the Early Years Foundation Stage, we set realistic and challenging expectations according to the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. Some children progress beyond this point. We help them do this by planning to meet the needs of all our children; children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children from different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- Planning opportunities that build on and extend children's knowledge, experience and interests, and develop their self-esteem and confidence
- Using a variety of teaching strategies that are based on children's learning needs
- Providing a wide range of opportunities to motivate and support children, and to help them learn effectively
- Offering a safe and supportive learning environment, in which the contribution of all children is valued
- Employing resources that reflect diversity and that avoid 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 providing support as necessary.

6.1 Fundamental British Values

The fundamental British Values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are implicitly embedded in the Early Years Foundation Stage. These values are actively promoted in our Early Years setting and all staff have received Prevent training.

7 Safeguarding and Welfare Requirements

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

7.1 Safeguarding policies and procedures

In accordance with the Statutory framework, there is no requirement to have a separate policy to cover EYFS requirements, where these are already met through an existing policy. At Alderley Edge School for Girls, the Early Years is included in the AESG Child Protection Policy, Whistleblowing Policy, Staff Code of Conduct and Cyber and Online Safety Policy. Staff are expected to read and understand the policies. All staff receive training from the DSL annually and as

and when new guidelines are issued. Staff understand to contact the DSL as the first point of contact or a DDSL in her absence if they have any concerns regarding safeguarding or child protection.

Due regard is also given to the government's statutory guidance 'Working Together to Safeguard Children 2015' and to the 'Prevent duty guidance for England and Wales 2015'.

As a school setting there is a requirement to have regard to the government's 'Keeping Children Safe in Education' statutory guidance. Staff have been provided with a short guide to the documentation as part of the school's commitment to the safety and wellbeing of all our pupils and have completed on-line training to support this. In addition, they have received guidance on Prevent duty and Working Together to Safeguard Children.

7.2 Personal Mobiles and Electronic Devices:

All staff or parent helpers working directly with children in EYFS, must ensure that their mobile phone is stored safely in their bag, in a designated area, away from the children and does not distract them from paying full attention to the children in their care. In cases of personal emergencies or similar where it is necessary for a member of staff to keep their mobile phone to hand, prior permission must be sought from the Head of Early Years.

Cameras photography and images:

It is the responsibility of Head of Early Years to:

- Obtain parents' and carers' consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- Ensure the setting's designated camera is only used in the setting and any images taken will not be emailed as it may not be secure. (In some instances, it may be required to seek parental permission to email images, but the potential risks must be made clear to parents).
- Ensure that children are appropriately dressed, and do not use the child's name with an image on a photograph
- Ensure that parents personal cameras are not used to take photographs, video or audio recordings in our setting without prior explicit written consent from the setting, for example, for a special event, such as Christmas plays
- Ensure that all images are stored securely and password protected
- Ensure where professional photographers are used they follow our Child Protection processes and a member of staff is with them at all times
- Ensure 'acceptable use' rules regarding the use of cameras by children are embedded in practice
- Ensure the use of cameras, webcams and CCTV is closely monitored and open to scrutiny.
- All visitors must be under the supervision of a member of staff at all times

Further guidance is found in 'Safeguarding children and protecting professionals in early years settings: online safety considerations'.

7.3 Health and Wellbeing

The health and well-being of all the children in our Early Years department is of paramount importance.

Parents are advised of procedures for responding to children who are ill or infectious and the necessary steps that we need to take to prevent the spread of infection. Reference is made to Guidance on Infection Control in Schools and other Childcare Settings, which sets out when and for how long children need to be excluded from settings, when treatment/medication is required and where to get further advice.

A whole school policy on First Aid and Administration of Medicines Policy clearly identifies the procedures that should be followed in the event that a child requires medication or first aid whilst they are attending the setting.

An adequate number of toilets and handbasins is available as well as hygienic changing facilities.

7.4 Accident or Injury

At Alderley Edge School for Girls we have made a commitment that all staff working in our Early Years department will be fully trained in Paediatric First Aid. We hold a current 'Millie's Mark' Accreditation.

First Aid Boxes are located in each of our Early Years rooms.

Records are kept electronically of any accident or injury and the first aid treatment given. This record is completed as an online form by the member of staff giving the treatment. Parents and/or carers are informed of any head injury sustained by the child on the same day as, or as soon as reasonably practicable after, and of any first aid treatment given.

7.5 Food and Drink

Meals, snacks and drinks are healthy, balanced and nutritious. Dietary requirements are obtained on admission and information is passed on to practitioners and shared with catering company by the school nurse. All children bring in a water bottles each day so they have constant access to water.

7.6 Managing Behaviour

At Alderley Edge School for Girls we fully recognise our responsibilities in supporting, understanding and managing children's behaviour in an appropriate way (Statutory Framework 3.59-3.61).

Corporal punishment or any punishment which could negatively affect a child's well-being must not be given or threatened under any circumstance. As providers we understand that we are required to take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with the child, or by any person living or working in the premises where care is provided. Any Early Years provider who fails to meet these requirements commits an offence. A person will not be taken to have used corporal punishment (and therefore will not have committed an offence) where physical intervention was taken for the purposes of averting immediate danger

of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary.

A written record is kept of any occasion where physical intervention is used and parents and/or carers must be informed on the same day or as soon as reasonably practicable.

Further details in the Behaviour Policy and the Positive Handling Policy,

8 Reporting and Record Keeping

8.1 Reporting

Pre-School and Reception

Parents receive two reports, one at the end of Autumn term and the other at the end of the year that offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and developmental needs and gives details of their general progress. The date on which these will be sent home is advised to parents in advance. In Reception a Learning Journey (on paper) also forms part of the end of year formal reporting to parents. The children's progress is assessed against the Early Learning Goals and the level of achievement is indicated in relation to these as an emerging or expected judgement.

Nursery

The Nursery at Alderley Edge School for Girls is defined as the provision for children aged 2 to 3 years. As such, the reporting procedures are covered by the Two -Year Progress Check. Parents will be invited to share in discussions and review their child's learning and development as part of the Progress Check for two-year olds. This will usually take place once the child is fully settled into Nursery.

Pre-School and Reception

In addition to written reports, there is also the opportunity for a formal meeting for parents in the Autumn, Spring and Summer terms, at which the teacher discusses the child's progress in private with the parents.

Once in receipt of the end of year report, parents are again welcome to discuss their child's progress if they should wish to do so.

It is also recognised that the daily contact with parents and/or carers provides informal opportunities to discuss children's progress and any significant milestones.

8.2 Record keeping

Records are obtained, maintained, shared where appropriate to ensure the setting is safe and efficiently managed. Records are easily accessible and confidential information stored securely. All staff receive training relating to

data protection and the whole school policy 'Records Management and Retention' highlights how these records are efficiently managed.

9 Staffing

9.1 Appointment of New Staff

Section 3 of the Statutory Framework provides clear guidance with regard to the qualifications, training, support and skills required for staff working within the Early Years. Reference is always made to the specific legal requirements with regard to ratios of adults to children and minimum qualifications as specified in the Statutory Framework for the Early Years Foundation Stage (2024).

In accordance with the Framework, checks are always made as to the suitability of the applicant for any role within the EYFS and due regard is given to disqualification from registration (Paras 3.17 to 3.21).

When appointing new staff to the setting at Alderley Edge School for Girls, reference is made to the government's Early Years Qualification List, to ensure that any prospective staff have the appropriate qualifications to be counted in the ratios.

All newly appointed staff follow the whole school induction schedule as detailed in the Induction of New Staff Policy. Staff new to the Early Years setting are supported in this process by the Nursery and Pre-School Practitioners and the Head of EYFS.

Staff are supervised to foster a culture of mutual support, teamwork and continuous improvement in line with the whole school Appraisal and CPD Policy.

9.2 Paediatric First Aid

The revised Statutory framework (paragraph 3.30-3.33) includes a requirement that all newly qualified entrants to the Early Years workforce must also have either a full PFA or an emergency PFA within 3 months of starting work.

At Alderley Edge School for Girls, we have made a commitment that all staff working in Early Years will be fully trained in paediatric first aid. PFA training must be renewed every three years and the school has a diary system to ensure that qualifications are kept up to date. Training is always provided by an accredited provider. To support this commitment to our provision of first aid, a full audit of policies and procedures has been undertaken, resulting in the NDNA Millie's Mark award – which signifies a gold standard in Paediatric First Aid provision. This is valid for three years.

9.3 Staff Responsibilities and Organisation

The Head of Early Years is responsible for the Curriculum Management and Leadership of the EYFS section of the school (with the support of the Headmistress along with the Head of Prep). This post is currently held by the Reception Class teacher.

The day to day responsibility for all the planning and organisation of the Nursery and Pre-School is supported by the Early Years Practitioners. The Reception class is led by the class teacher.

Practitioners **must** not be under the influence of alcohol or any other substance which may affect their ability to care for children. If at any time practitioners are taking medication which may affect their ability to care for children, those practitioners should seek medical advice to confirm it is unlikely to impair that person's ability to look after children properly. Staff medication on the premises must be securely stored, and out of the reach of children at all times. No smoking or vaping is allowed in or on the premises when children are present or about to be present.

9.4 Ratios

The children in EYFS are supervised by appropriately qualified staff at all times when they are under our care, including outdoor play, playtime breaks and lunchtimes. We have due regard to the recommended ratios specified in the Statutory Framework (2024).

Children are kept safe on outings by assessing potential risks and hazards and taking steps to remove and minimise them, including considering adult to child ratios.

10 The Role of Parents

We believe that all parents/carers have an important role to play in the education of their child. Therefore, we recognise the role that parents have played and their future role in educating the children. We do this through:

- talking to parents about their child before their child starts school
- finding opportunities for the children to spend time with their teacher in the setting before starting school, Pre-School or Nursery
- finding opportunities for parents of Pre-School children to meet with the Reception team at Open events, at Phonics workshops in February/March or in individual meetings to support them in making the decision about the next step in their daughter's education and transition to full time education in Reception class
- inviting all parents to an induction meeting during the term before their child starts in Reception class
- inviting the parents to have lunch with their children and the current Reception class in the last weeks of the Summer term
- offering parents regular opportunities to talk about their child's progress
- encouraging parents to talk to the child's teacher if there are any concerns
- having flexible admission arrangements for Pre-School and Nursery age children
- encouraging parents to stay if a child requires a longer settling-in period
- offering a range of activities throughout the year that encourage collaboration between child, school, parents and their extended families

- providing various activities that involve parents, i.e. regular communication with home through the child's reading record book in Reception and exchange of information
- Stay and Learn sessions that may have a particular focus, phonics, for example

11 Monitoring and review

This policy is monitored by the governing body and will be reviewed in two years, or earlier if necessary.