

Title: Early Years Policy			
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Early Years Policy

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1. Introduction

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

2. Introduction to Statutory Framework for the Early Years

The overarching aim of the Early Years Policy at Yateley Manor School is to promote the principles of the EYFS Statutory Framework for the Early Years Foundation Stage. (Published March 2017 effective from 3 April 2017).

We are guided by the statutory document which states the requirements for schools and early year's settings to support children's learning and development, safeguarding and welfare. We follow the Statutory Framework which sets out the educational programmes and the early learning goals for each area. It also makes it **mandatory** for practitioners to use the Characteristics of Effective Learning to show *how* children learn.

We use 'Development Matters in the Early Years Foundation Stage (2012)' to provide detailed guidance on observing what children are learning, plus examples of what practitioners might do or provide to support positive relationships and develop enabling environments across each aspect of each area.

The Designated Safeguarding Lead for EYFS is the Head of Pre-prep, Shena Washer



The Designated Safeguarding Lead for Yateley Manor School is Simon Head



The Deputy Designated Safeguarding Leads are Clare Boyd (Matron) and Emma Sewell (Holiday Club and Nursery Assistant)



3. Child Protection

3.1 Children's rights and entitlements

- We promote children's right to be strong, resilient and listened to by creating an environment in our setting that encourages children to develop a positive self-image. This includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.
- We promote children's right to be strong, resilient and listened to by encouraging children to develop a sense of autonomy and independence, to have the self-confidence and the vocabulary to resist inappropriate approaches.

- We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
- We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

3.2 Safeguarding

Safeguarding the children in our care is **everyone's** responsibility at Yateley Manor and within our Early Year's provision.

Safeguarding is:

- **Protecting** children from maltreatment
- **Preventing** impairment of children's health or development
- **Ensuring** that children grow up in circumstances consistent with the provision of **Safe and effective care**
- **Taking action** to enable all children to have the best outcomes

Safeguarding is **NOT** child protection **alone**. Safeguarding is **preventing** harm and **promoting** well-being for **ALL children** and as such includes the following areas:

- The health and safety of each pupil
- Bullying
- Racist abuse
- Harassment & discrimination
- Use of physical intervention
- Meeting the needs of our pupils with medical conditions
- Providing first aid
- Drug & substance misuse
- Residential and Non-Residential educational visits
- Intimate care
- Internet/E-Safety
- School security

Following their appointment, all staff are enrolled onto the school's on-line training provision Educare. Before their first day at the school, they are required to complete the following on-line courses:

- Child Protection in Education
- The Prevent duty
- Fire Safety in Education

It is imperative that all members of staff remain up to date with Child Protection and Safeguarding issues and they are expected to complete further on-line training at regular intervals, as instructed by the Staff development manager, on a rolling cycle. Training will include topics such as:

- FGM
- Peer on Peer abuse
- Mental wellbeing in children and young people
- Preventing bullying
- Use of reasonable force
- On-line safety

In addition, all staff will receive ‘face to face’ training from the Designated Safeguarding Lead [Simon Head] on their first day at the school and regularly during workshop sessions by way of refresher. The purpose of this training is to ensure all new members of staff are aware of the systems in place to support safeguarding at Yateley Manor.

This training focuses on the following areas:

- The Yateley Manor Child Protection & Safeguarding Policies
- The Yateley Manor Behaviour Policy
- The Yateley Manor code of Conduct
- The school’s response to a child who goes missing from education
- Peer on Peer abuse
- The identity & role of the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads at Yateley Manor (Simon Head, Clare Boyd, Shena Washer)
- Managing Disclosures & Record Keeping
- The importance of members of staff safeguarding themselves

The EYFS setting and staff follow the procedures as laid out in the whole school policy:

[SOP006 Child Protection Safeguarding Policy](#)

3.3 Looked after children

We are committed to providing quality provision based on equality of opportunity for all children and their families. All staff in our provision are committed to doing all they can to enable ‘looked after’ children in our care to achieve and reach their full potential.

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken in to the care of the local authority. Whatever the reason, a child’s separation from their home and family signifies a disruption in their lives that has an impact on their emotional well-being.

We place emphasis on promoting children’s right to be strong, resilient and listened to. Our policy and practice guidelines for looked after children are based on two important concepts: attachment and resilience. The basis of this is to promote secure attachments in children’s lives, as the foundation for resilience. These aspects of well-being underpin the child’s responsiveness to learning and enable the development of positive dispositions for learning.

Principles

- The term ‘looked after child’ denotes a child’s current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.
- We offer places for funded three and four-year-olds who are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a minimum of one month and that they will have formed a secure attachment to the carer.

- Where a child who normally attends our setting is taken into care and is cared for by a local foster carer, we will continue to offer the placement for the child.

Procedures

- The designated person for looked after children is the Head of Pre-prep with support from the Designated Safeguarding Lead.
- Every child is allocated a key person before they start and this is no different for a looked after child. The designated person ensures the key person has the information, support and training necessary to meet the looked after child's needs.
- The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensure that appropriate information is gained and shared.
- The setting recognises the role of the local authority children's social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parent's or foster carer's role in relation to the setting, without prior discussion and agreement with the child's social worker.
- At the start of a placement there is a professional's meeting to determine the objectives of the placement and draw up a care plan that incorporates the child's learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.
- The care plan needs to consider issues for the child such as:
 - Their emotional needs and how they are to be met;
 - How any emotional issues and problems that affect behaviour are to be managed;
 - Their sense of self, culture, language(s) and identity - and how this is to be supported;
 - Their need for sociability and friendship;
 - Their interests and abilities and possible learning journey pathway; and
 - How any special needs will be supported.
- In addition the care plan will also consider:
 - How information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it will be recorded and stored;
 - What contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be at the setting, when, where and what form the contact will take will be discussed and agreed;
 - What written reporting is required;
 - Wherever possible, and where the plan is for the child to return home, the birth parent(s) should be involved in planning; and

- With the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the setting's activities that include parents, such as outings and fun-days etc alongside the foster carer.
- The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the 'proximity' stage is followed until it is visible that the child has formed a sufficient relationship with his or her key person for them to act as a 'secure base' to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.
- In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.
- Further observations about communication, interests and abilities will be noted to form a picture of the whole child in relation to the Early Years Foundation Stage prime and specific areas of learning and development.
- Concerns about the child will be noted in the child's file and discussed with the foster carer.
- If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social care worker according to the setting's safeguarding children procedure.
- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
- The transition to school will be handled sensitively. The designated person and/or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child's birth parents.

3.4 Uncollected children

The EYFS setting and staff follow the procedures as laid out in the whole school policy:

[SOP015 Late Collection Policy](#)

In the event that a child is not collected by an authorised adult by their expected collection time, we put into practice agreed procedures. The child will receive a high standard of care in order to cause as little distress as possible.

We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

Parents are asked to provide the following specific information when their child starts attending our setting, which is recorded on our Registration Form:

- Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
 - Place of work, address and telephone number (if applicable).
 - Mobile telephone number (if applicable).
 - Names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.
 - Who has parental responsibility for the child
 - Information about any person who does not have legal access to the child.
- On occasions when parents, or the persons normally authorised to collect the child, are not able to collect the child, they provide us with written details of the name, address and telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is to collect their child.
 - Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. Our contact telephone number is 01252 405500.
 - Depending on circumstances, we reserve the right to charge parents for the additional hours worked.

3.5 Missing Child

Children's safety is our highest priority, both on and off the premises. Every attempt is made, through the implementation of our outings procedure and our exit/entrance procedure, to ensure the security of children is maintained at all times. In the unlikely event of a child going missing, the school missing child procedure is followed.

The EYFS setting and staff follow the procedures as laid out in the whole school policy:

[SOP017a Missing Child Procedure – Pre-prep](#)

3.6 Online safety

We take steps to ensure that there are effective procedures in place to protect children from the unacceptable use of Information Communication Technology (ICT) equipment or exposure to inappropriate materials in the setting.

Procedures

Information Communication Technology (ICT) equipment

- Only ICT equipment belonging to the setting is used by staff and children.
- The Head of EYFS/Head of EYFS/Nursery manager is responsible for ensuring all ICT equipment is safe and fit for purpose.
- All computers have virus protection installed and managed centrally by the school IT support company

Internet access

- Children do not normally have access to the internet and never have unsupervised access.
- The Head of EYFS/Nursery manager has overall responsibility for ensuring that children are safeguarded in line with whole school online safety policy.
- All computers for use by children are located in an area clearly visible to staff.
- Children are not allowed to access social networking sites.
- Staff report any suspicious or offensive material, including material which may incite racism, bullying or discrimination to the Internet Watch Foundation at www.iwf.org.uk.
- The Head of EYFS/Nursery manager ensures staff have access to age-appropriate resources.

Email

- Children are not permitted to use email in the setting.
- Staff do not access personal or work email whilst supervising children.

Mobile phones - staff and visitors

- Personal mobile phones are not used by our staff in areas where children are/could be present. Staff may use their personal mobiles in the staffroom/office.
- Our staff and volunteers ensure that the setting telephone number is known to family and other people who may need to contact them in an emergency.
- If our members of staff or volunteers take their mobile phones on outings, for use in case of an emergency, they must not make or receive personal calls, or take photographs of children.
- Parents and visitors are requested not to use their mobile phones whilst on the premises.

Cameras and videos

- Our staff and volunteers must not bring their personal cameras or video recording equipment into the setting.
- Photographs and recordings of children are only taken for valid reasons i.e. to record their learning and development, or for displays within the setting, with written permission received by parents (see the Registration form). Such use is monitored by the manager.
- If photographs of children are used for publicity purposes, parental consent must be given and safeguarding risks minimised.

Electronic learning journals for recording children's progress

- Staff use tablets and the online system Tapestry to record the children's progress

4. Staffing

The setting will be guided by whole school policies in matters arising to employment of staff, appraisal, training and any disciplinary matters.

[EM001 – Employment](#)

[EM009 – Disciplinary Procedures](#)

[EM012 – Equal Opportunities](#)

[EM018 – Staff Recruitment Policy](#)

[EM020 – Staff Code of Conduct](#)

5. Key Person

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. We are committed to the key person approach which benefits the child, the parents and the setting. It encourages secure relationships which support children to thrive, give parents confidence and make the setting a happy place to attend or work in.

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with our staff. We also want parents to have confidence in both their children's well-being and their role as active partners with our setting. We aim to make our setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each child must have a key person. These procedures set out a model for developing a key person approach that promotes effective and positive relationships for children.

Procedures

We allocate a key person before the child starts. In reception, the key person will be the child's class teacher.

- The key person is responsible for:
 - Offering unconditional regard for the child and being non-judgemental.
 - Acting as the key contact for the parents.
 - Developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.
 - Having links with other carers involved with the child and co-ordinating the sharing of appropriate information about the child's development with those carers.
 - Encouraging positive relationships between children in her/his key group, spending time with them as a group each day.
- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other adults and children.

5.1 Settling In Nursery

Before a child starts to attend our setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies) and individual meetings with parents.

- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting.
- The Nursery manager welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process, with support from other staff.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- We are comfortable for the parent, carer or close relative, to stay for some of the session during the first week, gradually taking time away from their child; increasing this time as and when the child is able to cope.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for the key person when he/she arrives, goes to them or another member of staff for comfort, and seems pleased to be in Nursery. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We recognise that some children will settle more readily than others, but that some children who appear to settle rapidly are not ready to be left. We expect that the parent will honour the commitment to stay for at least the first week, or possibly longer, until their child can stay happily without them.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left.
- Within the first four to six weeks of starting, we discuss and work with the child's parents to begin to create their child's record of achievement.

5.2 Transition to Year R

- Pre-school visits are arranged, in the second half of the summer term, to see those children joining Yateley Manor from other local settings. This enables Year R staff to observe/meet the children in a familiar environment and also gives a valuable

opportunity for the transfer of relevant information from pre-school practitioners to Year R staff.

- All children joining our Year R classes are invited to attend a series of 'familiarisation' visits which are organised to take place throughout the Summer term. These visits give the children, and parents, opportunities to develop familiarity with the setting, the Year R staff and with each other. Some of these sessions are with parents and some without, one will include having lunch with the wider school.
- Admission information, and more specific details, are collated by the school's Registrar and shared with class teachers. A school welcome pack outlines all the information parents need regarding arrangements for children starting school, introduction to key person (namely the class teacher) and other staff, contact phone numbers or emergency procedures.
- The day before term starts the parents and children of all Year R entrants are invited to attend a welcome 'afternoon tea' with the opportunity to bring in any belongings, see their classrooms, pegs etc as well as meet the Year R staff again following the long summer break.
- The start on the first official day of term is delayed so that Reception children join after the main body of the school. Our present nursery children are welcomed first and then the children joining from other settings.
- During the first term, reception children remain in the classroom before school and have a separate morning break time.
- Parents are encouraged to bring children into the classroom each morning for the first few weeks and can raise any questions regarding the settling in process. There are scheduled formal consultation evenings towards half term of the autumn term allowing information to be shared on how the children have settled in, their identified interests and attitudes to learning.
- Parental engagement is fostered throughout the year and parents are welcomed into school, they are invited to assemblies, productions, parent drop-in, parents invited to lunch. There are a variety of methods of communication to parents the school uses - noticeboard, meetings, workshops, diaries, phone and email contacts, INAMOS. Planning overviews enable parents to support their children's learning at home, these are produced half termly.
- The 'Welcome to Pre-prep - Reception' booklet informs parents about how the EYFS is delivered in the setting and also contains additional information regarding administration/daily routines.

6. Staff:Child Ratios

We provide a staffing ratio in line with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified and we carry out checks for enhanced criminal records and barred list checks through the Disclosure and Barring Service in accordance with statutory requirements.

Procedures

To meet this aim we use the following ratios of adult to children:

- Children aged three years and over: 1 adult : 8 children:
 - at least one member of staff holds a full and relevant level 3 qualification; and
 - at least half of all other staff hold a full and relevant level 2 qualification.
- We follow the Early Years Foundation Stage Safeguarding and Welfare Requirements where a Qualified Teacher, Early Years Professional or other suitable level 6 qualified person is working directly with children aged three and over between the hours of 8am and 4pm as follows:
 - there is at least one member of staff for every 13 children; and
 - at least one other member of staff holds a full and relevant level 3 qualification.
- The number of children for each key person takes into account the individual needs of the children and the capacity of the individual key person to manage their cohort.
- A minimum of two staff/adults are on duty at any one time; one of whom is either our manager or deputy.
- Our Head of EYFS/Nursery manager deploy our staff, students and volunteers to give adequate supervision of indoor and outdoor areas, ensuring that children are usually within sight and hearing of staff, and always within sight *or* hearing of staff at all times.
- All staff are deployed according to the needs of the setting and the children attending.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.

7. Health

The setting will be guided by whole school policies in matters arising to Administering Medicines; managing sick children, infections and allergies; reporting and recording accidents and incidents

[SOP011 - First Aid and Medical Policy](#)

7.1 Nappy Changing (Nursery only)

No child is excluded from participating in our setting who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent, although it is preferable if they are trained prior to commencing in the setting. We work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time.

We provide nappy changing facilities and exercise good hygiene practices in order to accommodate children who are not yet toilet trained. We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults.

Procedures

- We encourage young children from two years to normally wear pull ups, or other types of trainer pants, as soon as they are comfortable with this and if their parents agree.
- Children are changed as and when they become wet or soiled.
- Our changing area is a safe area to lay children and no bright lights shine down in their eyes.
- Nappies and wipes are provided by the school.
- Staff put on gloves before changing starts and the areas are prepared. Staff presently change children upstairs in the changing facilities. Where possible another member of staff will be available in the vicinity. If this is not possible, then a member of staff will be advised that changing will be taking place and that second member of staff will check progress in 5 minutes. We expect these procedures to change towards the end of October 2018 when downstairs changing facilities will be in place.
- All our staff are familiar with our hygiene procedures and carry these out when changing nappies.
- Our staff never turn their back on a child or leave them unattended whilst they are on the changing mat.
- We are gentle when changing; we avoid pulling faces and making negative comments about 'nappy contents'.

- We do not make inappropriate comments about children's genitals when changing their nappies.
- In addition, we ensure that nappy changing is relaxed and a time to promote independence in young children.
- We encourage children to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet.
- We encourage children to wash their hands, and have soap and towels to hand. They should be allowed time for some play as they explore the water and the soap.
- Older children access the toilet when they have the need to and are encouraged to be independent.
- We dispose of nappies and pull ups hygienically in appropriate nappy bins. Cloth nappies, trainer pants and ordinary pants that have been wet or soiled are rinsed and bagged for parents to take home.

7.2 Food and Drink

We regard snack and meal times as an important part of our day. Eating represents a social time for children and adults, and helps children to learn about healthy eating. We promote healthy eating - at snack and meal times, we aim to provide nutritious food, which meets the children's individual dietary needs.

In Reception, children have a morning snack of fruit, a cooked lunch in line with the wider school and an afternoon snack of a piece of cake. Those staying for late provision have tea in line with the school guidelines

In Nursery, children have a 'café style' morning snack, a cooked lunch in line with the wider school and tea at 4.30, if they remain in the nursery until this time. Water is available in both settings at all times.

We follow the school procedures to promote healthy eating in our setting, including gathering the relevant dietary needs and preferences, including allergies. The menus/provision is managed centrally by the school catering staff, menus are displayed and badges provided to identify the children's specific dietary requirement.

We organise meal and snack times so that they are social occasions in which children and adults participate. We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.

We provide children with utensils that are appropriate for their ages and stages of development. In order to protect children with food allergies, we discourage children from sharing and swapping their food with one another.

8. Managing behaviour

The setting will be guided by whole school policies in matters arising to Managing Behaviour.

[SOP04 Behaviour Policy](#)

9. Safety and suitability of premises, environment and equipment

The setting will be guided by whole school policies in these matters. However consideration will be given to EYFS guidelines on premises facilities and also the guidance offered by the DfE.

The school's policy on Health & Safety will also be considered.

[SOP013 - Health & Safety Policy](#)

10. Equal Opportunities and SEN

The setting will be guided by whole school policies in these matters.

[SOP10 - Equal Opportunities Policy](#)

Within the EYFS setting, EAL will be assessed when a pupil first arrives and any assistance needed will be supported through the Learning support department. Pupils will, where possible, be given opportunities to express themselves in their native language through play from time to time.

[AC014 Learning Support Policy](#)

11. Information and Records

The setting will be guided by whole school policies in these matters.

[AC021 - Recording and Reporting](#) and [GEN 006 - 15 Data Protection](#)

12. EYFS Provision at Yateley Manor School

12.1 Staff in the Early Years are:

Head of Pre-prep;	Shena Washer
Head of Early Years:	Julie Voller
Nursery Manager:	Karen Barber
Deputy Manager Nursery:	Lori Harrigan
Nursery Assistants:	Lesley Sigley, Alicia Main, Emma Sewell
Reception Teachers:	Julie Voller, Suzanne Belshaw
Reception Teaching Assistants:	Katherine Brown, Katherine Salmon

12.2 Organisation and management of provision:

Early Years provision at Yateley Manor School is organised into a separate Nursery Unit and Reception classes within the Pre-Prep department. The Nursery can provide up to 48 places staffed in line with agreed ratios in this policy.

Reception classes cater for up to 19 pupils per class. There is shared access to two classroom areas and an additional outside classroom space. There is access to shared toilet facilities.

A wide range of indoor/outdoor equipment and resources are available to meet the needs of the children in the Early Years department. The children also have access to other equipment and facilities throughout the school e.g. computer suite, drama studio, gym, hall, swimming pool, library etc.

Children in the Early Years have access to specialist teachers for swimming, dance, Music and French

12.3 Early Years Foundation Stage Curriculum

Our Early Years Curriculum is based on the revised EYFS and is planned to lead smoothly into the National Curriculum at KS 1 in a way which is relevant and meaningful for all children. The EYFS curriculum stresses the importance of the child's personal, social and emotional development, the role of physical development and emphasises that early literacy and numeracy lay the foundation for the future learning of all children.

12.4 Early Years Provision

Children are normally admitted full time into Year R from the start of the academic school year after their fourth birthday. Planning is completed with a clear focus on changing activities to meet the needs and the interests of the pupils on a very regular basis.

13. Nursery

Children are normally admitted into the Nursery the term after their third birthday.

- The daily routine will include a few planned activities, such as a welcome circle time or key worker group time.
- The majority of the day is child-initiated activities and in the moment planning supports the development of activities which have arisen from interests expressed by the children
- Outdoor opportunities are consistently offered to the children alongside art, craft and construction. There is a formal weekly visit to the woodland area but additional opportunities are ceased.
- Older children in the Nursery take swimming lessons with specialist teachers
- All children take dance, French and music with specialised teachers. Cookery is a regular addition to the daily activities and a café runs daily.
- Weekly phonics work is undertaken with the group, through simple activities such as 'sound of the week'. Children who are ready will start to take home a reading book, alongside their library book.

- All children are allocated a key worker who will liaise with parents and monitor the child's progress but all staff are responsible for developing the children and recording any progress seen.
- Staff engage with the pupils to stretch, discuss and build upon their experiences to develop them in line with the age and stage bands from 'Development Matters'
- Tapestry is used to monitor each child's progress against the early learning goals.
- General feedback is provided to parents when the child is taken home
- Parent appointments are welcomed should they wish to discuss their child's progress - alongside more formal provision of parent's evenings and an end of year report.
- As appropriate the children are encouraged to share in events across the wider school, such as assemblies', watching plays and attending Christmas parties.
- Lunch is provided in the school hall at a similar time to other Pre-prep children
- The Nursery offers extended provision until 6pm. Tea is provided for those children remaining after about 4.30 and at 5.30 the children move to Pre-prep to wait for parents
- Any children requiring SEN support are identified and referred to the SENCO.

14. Reception

- Each Reception class teacher is the key person for every child in their class supported by the Teaching Assistants
- Daily routines include a wide variety of planned adult led and child initiated activities both inside and outdoors
- 'Free flow' opportunities for child initiated activities are planned into the curriculum daily
- Outdoor opportunities are consistently offered to the children alongside art, craft and construction. There is a formal weekly visit to the woodland area but additional opportunities are ceased.
- All children undertake weekly swimming lessons with specialist teachers
- All children take French and music with specialised teachers. Dance is an optional club
- All children have access to the gym, swimming pool, library, drama studio and outdoor areas
- During the first half of the autumn term morning playtimes are at a separate time (10 - 10.30) with Year R children joining the rest of Pre-prep for the remainder of the school year. Lunch time play times are in line with the rest of Pre Prep (12.45 - 1.20)
- The school offers extended hours, opening from 8am until 6pm. Provision before school for EYFS children is initially in the quieter surrounds of the classroom but moves outside as confidence grows and the weather is warmer. End of day provision consists of an hour's free play, followed by an hour of extra-curricular activities run by our own staff on a rotation basis. These clubs are mixed age across Pre-prep.
- Children with SEN, EAL and G&T are identified and supported on a daily basis within the class by either the class teacher or the TA. Class teachers liaise closely with the SENCO.

- Parents are kept informed of their child's learning and progress on a regular basis through formal parent's consultation evenings, regular planned open mornings and written school reports.
- There is an open door policy for parents/carers to discuss any issues or concerns with the Early Years staff on a daily basis when children are dropped off/collected from school. Parents are invited to attend welcome meetings and curriculum related workshops. Parents are also welcomed and encouraged to help support aspects of the curriculum by coming into school to talk to the children about religious festivals.
- The school has close links with external support agencies and teaching staff liaise through the SEN department when necessary.
- Phonics is taught within the Year R classes. Activities to support phonics and reading High Frequency words are introduced and sent home as appropriate to individual needs.
- The school ensures that the provision promotes inclusion of children with SEN, EAL and G&T. There is regular contact with the school's SENCO and SEN department.
- The learning environment is continuously adapted and developed throughout the year to maintain relevance and ensure progression of learning and challenge for all children.

15. Reporting to Parents

15.1 Nursery

Staff will record children's progress in line with the 'Development matters, age and stage bands' using the on-line system Tapestry, supported by their observations. Staff will feedback to parents:

- At collection: advising parents of any particularly positive activities or raising concerns of a social or more academic nature. A further meeting may be required if more lengthy discussion is necessary
- Parents evenings are held once during the year to allow face to face more detailed feedback about the child's progress.
- Provision of an end of year report, which provides a summary of achievement for the year or time to date in Nursery.

15.2 Reception

At the end of Year R we share the EYFS Profile judgements with parents/carers to inform them of their child's progress towards achieving the Early Learning Goals. The EYFS Profile is completed for all children, including those with SEN or disabilities.

Throughout the year there are a variety of formal and informal meetings with opportunities for staff to share information regarding pupil progress with parents including:

- On-going daily contact at the beginning and end of the day throughout the entire year
- Information shared in individual daily record books

- Parents open mornings
- Formal parents consultation evenings in the autumn and summer terms

16. Supervision

Staff are guided by the whole school policy

[SOP030 – EYFS Supervision Policy \(staff\)](#)

17. Complaint Procedure

Staff are guided by the whole school policy

[GEN003 – Complaint Procedure](#) – parents

A separate log of complaints is held by Shena Washer, Head of Pre-prep, covering EYFS complaints.

18. Reviewing the Early Years Policy

A formal review of this policy takes place on an annual basis by the Head of Early Years. Early Years provision will be monitored by Head of Early Years and Head of Pre Prep.

The Head teacher, staff and governors will review this policy on a regular basis to ensure it is being implemented appropriately and to take account of changing circumstances.

(Incidental reviews are noted on the front cover)

Review Date	Signature	Position
19/9/2018 Full Review	<i>R. Upton</i>	Head
	<i>J Voller</i>	EY co-ordinator