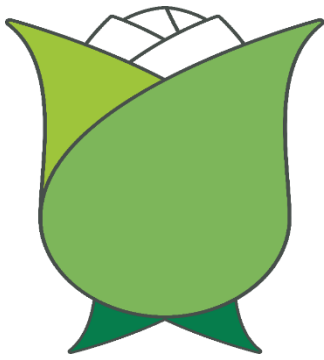




Fradley Park
Primary & Nursery School

Early Years Foundation Stage
Procedure

Reviewed February 2025

This procedure is available on our school website and is available on request from the school office.

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Vision & Aims

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Fradley Park Nursery and Primary School our Foundation Stage is for children from 3 to 5 years. Children can join us in Nursery from when they turn 3 years old and in Reception the September before they turn 5. In partnership with parents and carers we enable the children to begin the process of becoming active lifelong learners.

At Fradley Park Nursery and Primary School, we encourage all stakeholders to encourage our children to respect the rights of others, aspire for success, aim for excellence and achieve their full potential as a vision we can all live. This is reflected in our school mission statement “What happens early, matters for a lifetime”.

Intent:

At Fradley Park Nursery and Primary School, our Early Years Foundation Stage (EYFS) curriculum is designed to ensure a secure foundation is laid for future learning. Our children are exposed to a wide range of learning opportunities that capture their interest and imaginations through active learning and first-hand experiences. Our curriculum is ambitious and designed to give all learners, particularly the most disadvantaged and those with Special Educational Needs and/or disabilities (SEND) the knowledge and cultural capital they need to succeed in life. The curriculum is designed in a sequential way to ensure progress towards our ‘Fradley Five’ curricular goals. In each year group at Fradley Park, including Nursery and Reception, there will be five curricular goals which the children will work towards. Every child is recognised as a unique individual and we celebrate and welcome differences within our school community.

We intend:

- To work in partnership with parents and carers to encourage independent, happy learners who thrive in school and reach their full potential from their various starting point.
- To develop a unique child promoting curiosity, creativity, thoughtfulness, leadership skills and resilience.
- To create an indoor and outdoor environment which supports learning through play and first-hand experiences. We want our children to be excited by the real world and develop their imagination.
- To provide a fully inclusive curriculum that embraces the rich and varied culture of our community.
- To provide a structured curriculum which builds knowledge and skills in all of our areas of learning and provide opportunities for children to practise and embed these through our continuous provision.
- To encourage children to become skilful communicators, who connect with others through language and play, ensuring that they play and learn in a vocabulary rich environment.
- To ensure that all children have the opportunity to be challenged and have access to challenge during their independent learning.

EYFS Framework 2021

“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.”

The EYFS Statutory Framework 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 planning for the learning and development of each individual child, and assessing and reviewing what they have learned 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.

The Early Years Foundation Stage is based on four guiding principles, which shape effective practice in our setting:

- A Unique Child
- Positive Relationships
- Enabling Environments with Teaching and Support from Adults
- Learning and Development

A Unique Child

We recognise that children learn and develop in various ways and at different rates and this is reflected in our provision. The characteristics of effective learning support the child to become a motivated and effective learner. Children will play and explore and ‘have a go’ at using available resources, developing their language and experiences. Children will develop resilience and enjoy achievements through active learning and will make links, explore their ideas and strategies for problem solving through creating and thinking critically. Practitioners support children in developing all these characteristics through playing alongside children and where necessary, scaffolding and supporting their thoughts. Children are treated fairly regardless of race, religion, gender or abilities. We welcome all children and families into our setting so that they feel included, safe and valued.

Positive Relationships

At Fradley Park Nursery and Primary School, we recognise that children need to learn to form strong, independent and secure relationships. We aim to develop caring, respectful and professional relationships with the children and their families. (*see **Parent Teacher Partnership** section*)

Enabling Environments

At Fradley Park Nursery and Primary School our areas are thoroughly thought out to allow children to explore and learn securely and safely. We aim to provide an enabling environment that balances child led and adult guided provision. There are specific areas both indoor and outdoor where the children can be active, be quiet, be creative and be challenged. Our enabling environments are set up to support all learning areas, where children can find and locate equipment and resources independently. Children have the opportunity to work with adults during our guided teacher led activities, where children are taught specific skills, as well as opportunity to access our continuous provision. Our Continuous Provision offers a balance of child-initiated play as well as enhancements that allow children to practice previous taught skills and apply taught knowledge. Free choice and child-initiated activities allow our children to pursue their own interests and to practise and apply knowledge and skills already taught. Furthermore, all children have the opportunity to access more challenging learning when choosing activities for themselves by accessing ‘Pot of Gold’ challenges.

Once a week, our children participate in an afternoon of Forest School led by a fully qualified Forest School Leader, where we aspire to develop our children's confidence and self-esteem via hands-on learning experiences in our developing forest area, the school grounds and the local community. Our sessions support our children's wellbeing by providing and implementing positive, outdoor, child centred experiences in a natural setting. We ensure that our children learn how to work as a team, build their resilience, confidence, friendships and many more transferable skills.

Learning and Development

Our curriculum for the Foundation Stage reflects the learning aims and objectives set out in the Early Years Foundation Stage Curriculum. There are seven areas of learning and development that must shape educational provision in all Early Years' settings. All areas of learning and development are important and inter-connected, and none can be delivered in isolation from the others. Our curriculum is built on progression, and this can clearly be seen throughout Nursery and Reception.

Our children will have access to Continuous Provision throughout the school day both indoors and outdoors. The Continuous Provision will have enhancements where prior learning is built upon, and taught skills can be practised. Our children's learning requires a balance of adult led and child-initiated activities in order for children to develop effectively and to give them the best chance of obtaining a good level of development at the end of their Reception Year. 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.

The three **Prime Areas** are:

- **Personal, Social and Emotional Development** – children learn to self-regulate, manage themselves and their needs and build positive relationships.
- **Communication and Language** – children learn to listen attentively and respond appropriately showing a good level of understanding. They will develop their ability to speak with confidence to express their own ideas and feelings.
- **Physical Development** - children have opportunities to be active and develop coordination in both gross motor and fine motor skills.

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

The **Specific Areas** are:

- **Literacy** – children learn how letters link to the sounds and begin to use this knowledge when word reading and writing. They will also learn to develop their comprehension of both what is read to them and what they read themselves.
- **Mathematics** – children learn to have a good understanding of number to 10, including composition and some number facts. They will also learn to explore and recognise numerical patterns, e.g. odd and evens.
- **Understanding of the World** – children have opportunities to explore and learn about the natural world, people, cultures and communities as well about the past and present.
- **Expressive Arts and Design** – involves creating with a range of materials and techniques and being imaginative and expressive when telling stories and performing songs, rhymes and responding to music.

We extend children's learning through getting involved in their play, supporting their thinking, open-ended questions and observing. Children's development levels are assessed and as the year progresses, this

information is shared with parents at regular intervals. If a child's progress in any of the prime areas gives cause for concern, staff will discuss this with the child's parents/carers in order to agree how to support their child.

Characteristics of Effective Learning

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

Playing and exploring

Children will have opportunities to investigate and experience things, and 'have a go'.

'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.'

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, learn how to control themselves and understand the need for rules. The children can think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

Active learning

Children will have time and space to concentrate and keep on trying if they encounter difficulties and enjoy their achievements.

'Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.'

Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning. As a result, our children will have access to free choice throughout our Continuous Provision to motivate and engage them in their learning.

Creating and thinking critically

We encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

'When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.'

Children should be given the opportunity to be creative through all areas of learning. Adults can support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

Play

Children's play reflects their wide ranging and varied interests and preoccupations. In their play, children can be inquisitive, creative, questioning and experimental and will learn at their highest level. Playing with their peers is important for children's development. Through play our children explore and develop learning experiences, which help them make sense of the world. The adults model play and play sensitively with the children fitting in with their plans and ideas. The children are encouraged to try new activities and

risk take, judging risks for themselves. We talk to them about how we get better at things through effort and practice and that we can all learn when things go wrong. They practice and build up ideas learning 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.

Curriculum

Communication and Language underpins all areas of learning within our Early Years curriculum and continues to be developed within our provision, teaching, learning and planning methods. Planned learning supports the progress and development of listening and speaking, enabling children to process information into thinking and understanding. Children practise their physical skills alongside developing social skills, which supports greater independence and higher levels of confidence.

The 4 specific areas of learning provide a context for development and reflect cultural knowledge and accumulated understanding. They are dependent on learning in the Prime areas. Our continuous provision demonstrates a strong emphasis upon supporting children's understanding of the world along with enabling them to express themselves imaginatively and creatively, using art and design. New learning and themes are adapted to reflect the needs of the children and their interests. Prior learning is revisited throughout Early Years Foundation Stage to embed skills and knowledge to allow learning to be built upon ensuring progression.

Planning

The planning is based upon children's interests with discrete daily phonics, maths and literacy lessons being taught according to the needs of the children. At Fradley Park, we teach phonics using 'Little Wandle', Letters and Sounds Revised. One to one reading sessions also take place twice a week in line with the 'Little Wandle' scheme. Literacy lessons are taught using the 'Talk for Writing' approach through a class text. 'Talk for Writing' enables children to imitate the language they need for a particular topic orally which develops children's range of vocabulary and allows them to apply it in an appropriate context. Maths lessons are linked to the White Rose document with careful steps of progression built in along with opportunity for immediate intervention to ensure a secure level of understanding of mathematical concepts. The 3 prime areas are also at the core of Early Years planning. Staff carefully plan activities which enable children to link personal experiences with new learning, providing a wide range of contexts in our continuous provision, both indoor and outdoor, to revisit, practise, apply, and develop transferable skills and understanding. Emphasis is placed upon the importance of using sensory play in the development of language skills, alongside enhancing provision for identified groups of children. Staff take into account the individual needs, interests, and stages of development of each child in their care and use this information to plan challenging and enjoyable experiences. Where a child may have a Special Educational Need or Disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. Staff are reflective in their practice and systematically observe and evaluate the effectiveness and value of planned provision within the inside and outside learning spaces. They respond to children's levels of interest and engagement, ensuring accurate pitch and pace for developing cognition and learning. Planning and interactions are supported by progressive sequences of questioning to develop thinking, understanding and language for reasoning.

Teaching

Our Early Years practice demonstrates a balance between play and formal teaching inputs. Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led and carefully structured activities, to help children prepare for more formal learning, ready for year 1. Staff interactions with children during planned and child-initiated

play, provides rich opportunities for communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. Staff understand that play is about much more than content, but helps to build flexible minds and an enquiring spirit. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. They take into account the equipment provided and the attention to the physical environment as well as the structure and routines of the day that establish expectations. Staff understand that teaching is in every activity provided within all of the learning environments. There are no activities that occur in the setting which adults do not consider to be opportunities for teaching and learning. It is the skill of the adults that enable them to readily recognise the 'teachable moments' when they arise and respond to them appropriately.

Curriculum overview

Our curriculum is taught through a range of broad themes tailored to the cohort in both Nursery and Reception. Our curriculum encompasses all areas of learning and has been planned to allow steps of progression throughout the year in each area to facilitate children achieving the Early Learning Goals by the end of Reception. A detailed overview showing these steps can be seen in a separate long-term planning document. Brief overview of themes:

TERM	THEME	LEARNING
Autumn 1	Getting to Know you!	Nursery Settle in & school routines. Begin to understand how others might be feeling. Use large muscle movements to wave flags, streamers, paint and make marks. Develop positive attitudes about the differences between people. Create closed shapes with continuous lines.
		Reception Settle in & school routines. Talk about ourselves and our families. Painting self-portraits with accuracy. Understand the effects of changing seasons on the natural world around them. Develop small motor skills so that they can use a range of tools competently, safely and confidently.
Autumn 2		Nursery Talk about their feelings using words like 'happy' and 'sad'. Use longer sentences of four to six words. Be increasingly independent in meeting their own needs.
		Reception <i>Give a community performance – Fradley 5!</i> Express their feelings and consider the feelings of others. Develop social phrases. Use core muscles strength to develop posture when sitting at a table or when sitting on the floor.
Spring 1		Nursery <i>Give a tour using positional language – Fradley 5!</i> Collaborate with others to manage large items, such as moving a long plank safely. To know that there are different countries in the world and talk about the differences seen in photos. Explore different materials freely, in order to develop ideas.
		Reception <i>Be a gardener – Fradley 5!</i> Develop the overall body strength, coordination, balance and agility needed to engage successfully with future PE sessions.

		Recognise some similarities and differences between life in this country and life in other countries. Explore, use and refine a variety of artistic effects to express their ideas and feelings.
Spring 2		Nursery <i>Follow a recipe – Fradley 5!</i> Select and use activities and resources, with help when needed. Understand the key features of the life cycles of a plant and an animals. Draw with increasing complexity and detail.
		Reception <i>Create an art exhibition – Fradley 5!</i> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Understand some important processes and changes in the natural world around them, including seasons and changes in states of matter. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
Summer 1		Nursery <i>Make a community friend – Fradley 5!</i> Develop their sense of responsibility and membership of a community. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Show interest in different occupations. Develop their own ideas and then decide which materials to use to express them.
		Reception <i>Design a map of the school – Fradley 5!</i> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Negotiate space and obstacles safely, with considerations for themselves and others Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
Summer 2		Nursery <i>Tell a story – Fradley 5!</i> <i>Be a good loser – Fradley 5!</i> Talk with others to solve conflicts. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Begin to develop complex stories using small world equipment animals sets, dolls and dolls houses etc.
		Reception <i>Be an author – Fradley 5!</i> <i>Show sensitivity to their own and to others' needs.</i> Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Invent, adapt, and recount narratives and stories with peers and their teacher. Transition to Year 1.

Assessment

Accurate assessment is essential to high-quality Early Years education and care. It plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support to ensure that all children reach their full potential. We begin our assessment process through getting to know each child, using close observation in structured and incidental ways.

In Reception, 'Baseline Assessments' are completed within the first six weeks of the Autumn term. These assessments help to determine a baseline, or starting point, for their future learning and are completed using the government baseline test; however, staff will also make their own judgements based on the

adults' observations of children during activities and play. Baseline assessments allow us to identify patterns of attainment within the cohort and to plan for individual children and groups of children.

Throughout Nursery and Reception, the children's knowledge, understanding, skills and achievements are assessed and tracked using the checkpoints outlined in the new 'Development Matters in the Early Years Foundation Stage (EYFS)' document. As part of our daily practice, we observe and assess children's development. Observation and responding to children's thinking inform our planning of experiences and opportunities, how we create our environment for thinking, the strategies the adults use to extend learning (modelling, scaffolding, questioning, discussion) and how we capitalise knowledge of children's interests to ensure high levels of engagement. We record our observations in a variety of ways and all staff in our EYFS setting contribute to children's Learning Journals. Our assessment depends on us getting to know our children and, to this end, we gather information from a range of sources; observations of the children in play, in adult led activities, through discussions with parents and carers and through talking to the children. We keep written and photographic evidence to help us build up a picture of children's strengths and achievements and to help us to plan for children's next steps in learning. Every child has a 'Learning Journal' held on Tapestry in which we record our observations and keep samples of the children's work. Parents/carers receive a notification when an observation has been added to their child's Learning Journal and they can then view this observation and any related photographs/videos and assessments. Parents/carers are encouraged to add their own comments and also to upload their own observations to show us what their children are able to do at home.

Once a half-term, staff assess the pupils against half-termly 'On-track' statements generated in school. These statements are based on practitioner knowledge and experience of progress in Early Years, progression documents and the necessary skills to work towards the Early Learning Goals. Any pupil who is not currently working at the expected level is offered additional interventions to support their progress and development.

In the final term of the Reception year, children will be assessed against the 17 Early Learning Goals (ELG) to ascertain if they have reached the expected levels of development, or if they have not reached the expected levels including whether they have reached a 'Good Level of Development' (GLD). Children are assessed against the Early Learning Goals (ELG) by the class teacher - who uses the exemplification documents, and their knowledge of the children to make a 'best fit' judgement.

The children are assessed as achieving a 1 or 2 against each area of the EYFS curriculum:

- 2 = Expected ELG – meeting the expected level
- 1 = Emerging ELG – not yet meeting the expected level.

This profile data is the statutory data that is sent to the Local Authority and used to help school benchmark and identify improvements. Parents/carers will be given information of their child's achievements in a written report at the end of the Summer term.

Whilst the Early Years Framework now stipulates schools do not need to assess children as 'Exceeding' the expectations set in the Learning Goals, at the end of Reception we will inform Key Stage One Staff and parents/carers of those children who have shown real depth and mastery in a particular area of the Early Years Curriculum.

Inclusion & SEND children

Fradley Park Nursery and Primary School is an inclusive school. The following information is complemented by our 'Inclusion and SEND Procedure'.

During children's time in Early Years, staff will assess and monitor children's development, progress and achievements. On occasion it may become apparent that children have a specific barrier to progression/learning. Concerns will be shared with parents/carers and support will be undertaken by our Inclusion Department. The Inclusion Department will offer support mechanisms that will compensate for barriers and they may, if required, begin processes to ensure that children are identified and monitored before leaving the department and entering Key Stage One.

SEND Children

At Fradley Park Nursery and Primary School, we celebrate differences; everyone is always included regardless of culture, faith, identity or background. We are aware however, that some children may require additional support in their learning due to multiple factors including:

- English as an Additional Language
- Summer Birth Date (youngest in the year group)
- Speech and Language Development
- Early Childhood Experiences
- Vulnerability or Disadvantaged Background.

The more information shared with our staff in the department, the better personalised support can be given to your child. Hence our induction programme focuses heavily on getting to know families, children and their background.

Pupil Premium

Whilst all children in Reception will qualify for FREE Infant School Meals, some children will qualify for extra funding that can be used by the school to increase resourcing and provide support both in school and out of school for families. Please review the Pupil Premium Document on our Website and contact the Office to seek support in making an application if you think there is a possibility you may qualify.

Induction and Transition

At Fradley Park Nursery and Primary School, we recognise that starting Nursery and school including moving up classes has the potential to be a stressful time for both children and parents. To this end we have established a strong procedure for inductions and transitions to ensure that our children and parents are as confident and secure as they can be when facing the challenge of starting school for the first time and of moving up to a new year group.

We hold a meeting in the summer term before the children start Nursery and Reception to provide parents with key information, school expectations, knowledge on our curriculum and assessment and advice on how they can help their child.

For Nursery children, home visits will be available alongside other visits and transition activities. These will be planned to meet the needs of the child. For both Nursery and Reception children, we offer 'stay and

play' sessions in the summer term before they start school in September. This provides both children and parents the opportunity to meet their teacher and familiarise themselves with the school environment. It also gives parents time to ask questions and share knowledge or any concerns they have about their child. Reception staff will spend time in the Nursery classroom in the summer term, getting to know the children who will be joining us in Reception at Fradley Park. Reception staff also endeavour to visit children in their nurseries, pre-schools or childminders etc. during the summer term if a child does not already attend our Nursery at Fradley Park. If children do not attend any pre-school setting, arrangements will be made to meet children in their homes where appropriate.

At Fradley Park we believe that a gradual introduction into school life is the most reassuring and comfortable start for each child joining our Nursery and Reception classes. At the beginning of the school year, our Nursery and Reception children are given staggered, part-time entry times to ensure that they have the time to feel welcomed and to support them in exploring their new environment. This allows for a 'settling in' period in smaller groups enabling children to have the time to become secure and familiar with the new routines before starting Nursery and school. During this time, half of the children will attend a session at a time. Prior to these sessions, all children will be organised into key person groups. Towards the end of the first week the children will stay for lunch either at the end of or prior to their half-day session. The children will then all start attending Nursery in their agreed sessions and Reception full time.

At the end of Reception, children have the opportunity to meet with their new teachers in their classrooms on two occasions prior to starting Year One. At the end of each school year, teachers have the opportunity to share their knowledge of each child including their personalities, friendship groups, attainment, knowledge, understanding and achievements, as well as end of year assessment data, with their next class teacher to ensure that all teachers have a well-rounded picture of the children prior to the new school year.

During children's time in Early Years, children make use of the whole school facilities, such as the hall, library and playing field for appropriate activities to ensure that children are confident and well prepared for moving around the school and for mixing with older children. Early on in the Reception year, when we feel the children are ready, they are gradually introduced to whole school activities such as assemblies and to using the big playground. Nursery will attend assemblies later on in the school year, when it is appropriate for them to do so.

Parent Teacher Partnerships

At Fradley Park Nursery and Primary School, we value the importance of the three-way relationship between children, parents and staff. We believe that parents and carers are a child's first educator and therefore work very closely to ensure they are involved in what their child does at our school. We want parents to feel they can speak to us about their children and to feel comfortable in our setting.

Throughout the school year, we will invite parents to curriculum events where important information will be shared. Parents are welcomed and encouraged to share information about their child, to ask questions and to discuss their child's learning with the teachers. We believe that all parents have an important role to play in the education of their child. We provide every child in Early Years with a Tapestry account. This enables teachers to provide information on children's experiences in school, and parents can share information about their child's experiences and achievements outside school. This information helps to build a well-rounded picture of the child in for everyone. Parents are actively encouraged to join in with their child's education from the very start of their school journey. Parents are encouraged to support

children's learning through completing reading records, simple homework activities and by sharing assemblies and whole class activities as well as sharing experiences on Tapestry.

Through twice-annual parent consultations, parents receive information about their child's assessment and have the opportunity to speak with the teacher to discuss their child's progress and development and to share their next steps in learning. At the end of the year a formal written report is sent out to parents. Parents are always welcomed to discuss their children informally at the end of the school day with staff.

Communication with parents is essential in order that we work in effective collaboration. Additional communication tools:

- Talking to parents/carers before their child starts school at induction meetings;
- Providing a 'Welcome Pack' of information about commencing school
- School Letters – including weekly Newsletters
- School emails
- Twitter – An informal method of updating and sharing learning and exciting news. Please install Twitter and follow @FradleyPrimary.
- Tapestry Observations & memos shared in Nursery and Reception
- Parent Teacher Consultations (twice annually)
- End of Year Report
- Reading books (matched to sounds taught) and a reading log book
- Operating an open-door policy for parents/carers with any queries or concerns. Conversely, if EYFS staff have concerns about the progress of a child, they will immediately approach parents/carers to discuss them
- Planned workshops with parents that focus on PSE and 'Reception Readiness' in Nursery and the teaching of phonics in Reception.

Safeguarding

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. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Guidance (2021) and we adhere to the school's safeguarding policy.

Nursery and Reception children will get free milk and free fruit from a Government scheme.

Nursery parents are asked to provide children with a packed lunch for them to eat on a daily basis. The children in Reception are all eligible for free school meals.

Our safeguarding and welfare procedures are outlined in our Safeguarding and Child Protection Policy.

Policy Review

This policy is reviewed every twelve months by the Early Years Lead, Governing Board and the Headteacher.

Member of staff responsible	Headteacher and SENDCO 
Date policy reviewed	February 2025
Signed by Chair of Governing Body	
Date to be reviewed	February 2027