

# **WARWICK PREPARATORY SCHOOL**



## **Early Years Foundation Stage Policy**

**Last Review: Autumn 2018  
Next Review: Autumn 2019  
Responsible: Head of Pre-Prep**

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## **1. INTRODUCTION AND BACKGROUND**

- 1.1 The Early Years department at Warwick Preparatory School comprises Nursery (children aged 3-4) and Reception (children aged 4-5). The setting is unregistered as we do not provide an education for pupils who are below the age of three.
- 1.2 A copy of this policy is available to all current and prospective parents on the school website. It forms part of the induction pack for all staff who are new to the EYFS at Warwick Preparatory School, together with other documentation and policies, including information relating to child protection and safeguarding.
- 1.3 This policy has been drawn up with due regard for current Education (Independent School Standards) Regulations 2014, the *Statutory Framework for the Early Years Foundation Stage* March 2017, Early Years Foundation Stage Profile Handbook 2018, Keeping Children Safe in Education 2018, Prevent duty guidance and Working Together to Safeguard Children.
- 1.4 The Early Years department of Warwick Preparatory School is a fully integrated part of Warwick Preparatory School and therefore, complies with other policies related to the rest of the school.
- 1.5 The Headmistress has ultimate responsibility for the EYFS department at Warwick School, but day-to-day management is carried out by the Head of Nursery and Reception Co-ordinator and is assisted by the Head of Pre-Prep.
- 1.6 The Head of Pre-Prep line manages all staff within the Nursery and Reception.

## **2. STATEMENT OF ETHOS: WARWICK PREP**

- 2.1 We place great emphasis on a broad and inclusive education, in a nurturing and supportive environment, whilst striving for excellence in all that we do.
- 2.2 In celebrating each girl and boy for the unique qualities they bring to our community, we encourage them to explore and develop their interests, gain confidence in themselves and in their abilities, and seize the rich opportunities life offers.
- 2.3 We seek to prepare all our boys and girls for a life of learning and fulfilment, and for the fast-changing world of the 21st century as responsible, active, and compassionate global citizens.
- 2.4 In all that they do, we encourage our children to 'Aspire, Achieve, Enjoy', and to be the best that they can be.

### **Statement of Religious Ethos**

- 2.5 Founded on Christian principles, we welcome pupils of all faiths and none. King's High School and Warwick Preparatory School are committed to enhancing the contribution we can make to society as a whole, and, in embracing diversity, to equal opportunities for all.

### **Aims**

- 2.6 Scholarship - To foster a love of learning, intellectual curiosity, independence of thought, and effective learning habits.
- 2.7 Environment - To provide a safe, stimulating and supportive school environment, where each pupil can feel inspired, challenged and valued.
- 2.8 Community - To foster a vibrant school community, built on trust and respect, and instil a sense of social responsibility.
- 2.9 Character - To develop resilience and confidence, and to inculcate integrity.
- 2.10 Opportunity - To provide a rich and stimulating school experience, where our pupils can explore and develop their interests, gifts and talents, and discover new ones.

## **3. STAFFING RATIOS, SUPERVISION AND PROVISION**

- 3.1 Within the Nursery there are 3 classes, each headed by a Room Leader and overseen by the Head of Nursery, who is a qualified teacher. Class size is limited to 20 children.
- 3.2 Within the Reception there are 4 full time teachers who hold qualified teacher status, and lead classes of up to 20 children. Each teacher is assisted by a Teaching Assistant, who all hold a minimum of an NNEB or NVQ3 qualification. (See Supervision Guidelines)
- 3.3 The table below shows the current staffing level and qualifications of staff (as at November 2018).

<b>EYFS Staff</b>	
Mrs G Smeeton BSC QTS EYPS, Head of Pre-Prep Deputy Safeguarding Lead (DSL for Early Years)	
Ms Williamson BEd Hons PG Dip, EYFS SENCo	
<b>Nursery:</b>	
Mrs K Smart BA Hons, PGCE Head of Nursery	Paediatric 1st Aid
Miss P Barlow - NVQ3, Room Leader	Paediatric 1st Aid + First Aid at Work
Mrs A Lees Level 5 Diploma, Room Leader	Paediatric 1st Aid
Miss H Turner NNEB, Room Leader	Paediatric 1st Aid
Mrs N Francis NVQ 3, Teaching Assistant	Paediatric 1st Aid
Mrs C Brain NNEB, Teaching Assistant	Paediatric 1st Aid
Mrs R Nunn NNEB, Teaching Assistant	Paediatric 1st Aid
Mrs L Wolverson NVQ 2, Teaching Assistant	Paediatric 1st Aid
Mrs P Carter NVQ2, Teaching Assistant	Paediatric 1st Aid
Miss S Pitt NVQ3, Teaching Assistant	Paediatric 1st Aid
Mrs M Majerowska NVQ3, Teaching Assistant	Paediatric 1st Aid
<b>Reception</b>	
Mrs H Sykes BA Hons, PGCE, Class Teacher & Reception Coordinator	First Aid at Work
Miss E Keen Class Teacher	Paediatric 1st Aid
Mrs H Earl BEd Hons Class Teacher	Paediatric 1st Aid
Mrs E Burbidge BEd Hons– Class Teacher	Paediatric 1st Aid
Mrs J Bunn NNEB Teaching Assistant, EYFS ASC Coordinator	Paediatric 1st Aid
Mrs J Clutton NVQ3 – Teaching Assistant	Paediatric 1st Aid
Mrs C Clifford-BA Hons Teaching Assistant (Maternity leave)	Paediatric 1st Aid
Miss R Goode NVQ3, Teaching Assistant (Maternity Cover)	Paediatric 1st Aid
Mrs R Johnston BSc Hons EYTS – Teaching Assistant	Paediatric 1st Aid
Mrs J McHugh NNEB Teaching Assistant	Paediatric 1st Aid
Miss M Bloise NVQ 2 Teaching Assistant	Paediatric 1st Aid

- 3.4 Within the EYFS each pupil is allocated a 'Key Person'. In Reception the key person is the child's form teacher and in Nursery, the key person is the Room Leader. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child, build a relationship with the parents and have overall responsibility for them, their learning, welfare and day-to-day needs. The key person also seeks to engage and support parents in guiding their child's development at home, and where appropriate, help families engage with more specialist support (see Section 6).

- 3.5 In addition, the Nursery children are allocated a 'Key Worker' to help support the work of the Room Leader and so provide the best possible care for the young children in our setting.
- 3.6 A very large number of Warwick Preparatory School staff hold first aid at work or paediatric first aid qualifications. In addition, a highly qualified trained school nurse is available on site during peak hours every day of the school term. A list of staff who hold current first aid or 12 hour paediatric first aid qualifications is located by key telephone points and at various other locations around the school. A number of staff who work within the EYFS have completed the paediatric first aid training that is approved by the local authority and is consistent with guidance set out in the *Statutory Framework for Early Years Foundation Stage*. During school hours from 8.00am until 5.45pm each day, there is a trained paediatric first aider on the premises.
- 3.7 At all times, staffing arrangements meet the needs of all the children and ensure their safety. Children within our setting are adequately supervised and are usually within the sight *and* hearing of staff, but always within either sight *or* hearing. Parents are made aware of staffing arrangements through our introductory evenings for both Nursery and Reception. (Further details can be found in the Supervision Guidance for staff)
- 3.8 Although the *Statutory Framework for Early Years Foundation Stage* does not specify different ratios for break and lunchtimes, the governors are committed to ensuring appropriate provision for children to ensure their maximum wellbeing and safety during these times. The school has a large number of lunchtime supervisors, some of whom are specifically allocated to classes within the EYFS. During lunchtimes and break times, teachers and other qualified staff are always within the vicinity. The school has risk assessments in place for playtimes and all areas where EYFS children play. These are revised annually or more frequently when the need arises. The school reviews all areas of supervision, including those linked with EYFS termly.
- 3.9 The named governor with EYFS responsibility is Mrs Marie Ashe.

## 4. STAFF TRAINING AND CONTINUOUS PROFESSIONAL DEVELOPMENT

- 4.1 Warwick Preparatory School is committed to providing CPD opportunities for all its staff, including those who work within the EYFS.
- 4.2 All staff receive induction training to help them understand their roles and responsibilities. This training covers information about supervision and appropriate/legally required ratios, emergency evacuation procedures, safeguarding, the Prevent Duty, child protection, the equal opportunities policy and health and safety issues. It is normally delivered by the Foundations Head of Health & Safety, members of the school's Senior Leadership Team or Senior Mentor.
- 4.3 All new members of staff are required to undertake a Probationary Review meeting, which forms the first part of the school's appraisal system. The school has a programme for staff appraisal in place.
- 4.4 Opportunities for staff to discuss any issues – particularly those concerning children's development or well-being and identify solutions to address issues as they arise, are frequent. Staff meet outside the company of the children in their care - daily, and more formally, at regular staff meetings.
- 4.5 For all staff who work within our early years, training and development needs are regularly considered. Identification and response to such needs ensure they are able to offer a quality learning experience for children, as well as receive training that improves their personal effectiveness within the setting.

## 5. THE EARLY YEARS FRAMEWORK

- 5.1 Children within the EYFS at Warwick Preparatory School are taught in line with the Statutory Framework for the **Early Years Foundation Stage 2017**. *'This sets standards that all early years 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 broad range of knowledge and skills that provide the right foundation for good future progress through school and life.'*
- 5.2 The EYFS seeks to provide:
  - **quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind.
  - **a secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly.

- **partnership working** between practitioners and with parents and/or carers.
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

**5.3** The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The **learning and development requirements** cover:

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

**5.4** The **safeguarding and welfare requirements** cover the steps that providers must take to keep children safe and promote their welfare.

## 6. AREAS OF LEARNING AND DEVELOPMENT

**6.1** The EYFS is based on four themes:

- A unique child – all children are valued and should be special;
- Positive relationships – with carers, children and all Warwick Prep staff, as well as a positive attitude towards diversity and difference;
- Enabling environments – recognising that it is important to build on what children already know, through their interests and individual learning styles;
- Learning and developing – the environment should be stimulating and challenging to each child’s development and learning.

**6.1.1** When planning and guiding children’s activities, staff reflect on the different ways that children learn and reflect these in their practice, taking into account the characteristics of effective teaching and learning;

- Playing and exploring
- Active learning
- Creating and thinking critically

6.1.2 The curriculum is carefully planned in line with the new Early Years Foundation Stage requirements which now include seven areas of learning and development. All areas are important and interconnected. There are 3 prime areas which are most essential for children's healthy development and future learning. These are:

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

The prime areas will help children develop skills in 4 specific areas. These are:

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

6.2 Development Matters 2012 is also guidance for professionals supporting children, on planning the learning activities and observing and assessing what and how individual children learn and develop. More information can be found at [www.foundationyears.org.uk](http://www.foundationyears.org.uk). This website is accessible to all parents.

6.3 In partnership with parents we enable the children to begin the process of becoming active learners for life. We consider the individual needs, interests and stage of development of each child in our care and use the information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

6.4 The EYFS department has a detailed scheme of work in place that tracks pupils' learning and also details coverage through thematic-based teaching. In Reception the themes build on and extend the experiences and skills learnt in Nursery. Parents are provided with a termly Learning Journey which provides not only an overview of the planned curriculum for the term, but also details advice and support for parents, encouraging them to share learning at home, and encourage home/school links through the whole early years' journey.

6.5 We endeavour to provide opportunities that enable children to be articulate and use rich vocabulary, provide learning that stimulates their interests and capitalises on their areas of strength. We want children to enjoy their work, show determination, co-operation and curiosity. We aim to support the children in areas where they show less confidence and foster a 'can do' attitude that they are able to take through into the next stage of their development. Through encouraging a positive learning environment, we reward and praise pupils in their achievements regularly, working in line with the school's Behaviour Policy. We endeavour to provide an environment whereby the individual needs of all the children are met.

6.6 We aim to integrate outdoor learning within our curriculum and embrace the opportunities and challenges that this provides. Children have access to the outdoor

play areas daily, unless circumstances make this inappropriate (for example unsafe weather conditions).

6.7 Children are encouraged to explore, use their senses and be physically active in the Nursery garden and Reception playground. Some of the opportunities children enjoy include:

- role play (dinosaur cave, police station etc.);
- clipboards to support observational drawing and emergent writing;
- story telling area/quiet area for looking at books;
- circle games/parachute games;
- maths trails;
- autumn walks;
- growing plants, investigating mini-beasts, observing the weather;
- sand and water play;
- large construction;
- large scale art work;
- small world toys;
- wheeled toys, climbing/balancing equipment;
- small apparatus such as bean bags, hoops, skittles.

6.8 Through our teaching in EYFS each area of learning and development is implemented through planned purposeful play and through a balance and mix of adult-led and child-initiated activity. This balance may be adjusted according to the age, ability, stages of development and individual needs of the children within our care. We respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

6.9 Within the seven areas of learning, we believe that we meet the requirements through a rich tapestry of activities and in a range of ways:

**Communication and language development** involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

**How we meet the requirement:** We aim to give all children the best opportunities for effective development in communication and language through daily activities. Assemblies, Show and Tell, interactive stories, rhymes and songs focus on developing listening skills, promoting understanding and communication. Open-ended questions stimulate thinking and encourage the children to express themselves. Role play, small world activities, sharing books and practical activities allow children to extend their vocabulary and use language for a range of purposes. Support is provided for children learning English as a second language and for children with speech and language difficulties.

**Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

**How we meet the requirement:** We plan activities that offer physical challenges and plenty of opportunities to develop co-ordination and control. All the children have the opportunity to visit the Sports Hall. They are provided with climbing and balancing equipment, bats, balls, hoops and wheeled toys to develop their gross motor skills. These skills are demonstrated in Reception and Nursery Sports Days. Reception children benefit from working with specialist PE teachers. The children also enjoy sessions such as body poetry, mini karate, 'Wake and Shake' activities to develop core strength, crossing the mid-line.

Fine motor control is developed through purposeful activities such as playing with playdough, clay, sand, water, operating the computer, cutting and sticking, tweezers, garlic press, whisk, threading and building with Lego or completing puzzles. Children need well developed fine motor skills to control a pen/pencil when writing. Children in Reception practise letter formation.

Children learn about the importance of exercise and healthy eating through group discussions, mealtimes and topic work (visiting a local restaurant and supermarket).

**Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

**How we meet the requirement:** We aim to create an environment that values and nurtures each child. Children are encouraged to develop their confidence, sense of independence and self-respect. In self chosen activities they are supported to extend and explore their ideas, persevere, tidy up and care for equipment. They are encouraged to engage in activities independently and also to take part in groups. Sharing and co-operating, forming relationships with other children and adults are part of the everyday curriculum. Through stories, puppets, conversation and practical example, children learn acceptable ways to express their own feelings and have respect for the feelings of others. Through celebrating religious festivals and cultural experiences, role play, music and movement and games children are helped to understand that people have different needs, views and beliefs. They are supported in developing a positive self-image and being comfortable with differences between themselves and others through multicultural resources and the use of resources promoting positive images of differences. Children are allowed time to focus on activities and develop their own interests and their achievements celebrated with praise, stickers and certificates. Parents are encouraged to contribute by writing 'Wow' Awards, praising the children's achievements at home. The

school also follows the 'Protective Behaviours' scheme which encourages the children to think about their personal safety and the network of people they could talk to if they are not feeling safe.

**Literacy development** involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

**How we meet the requirement:** We provide the children with opportunities to develop a love of books and stories along with the knowledge that print carries meaning. Fiction and non-fiction books are readily available for children to enjoy and there is always an adult on hand to read a favourite story. Children are encouraged to join in with repeated refrains, anticipate key events in familiar stories and make up their own stories. Children are taught to hear, recognise and say the initial sounds in words, linking these sounds to the letters of the alphabet. In the Nursery children enjoy activities from the phonics based activities. In Reception Read Write Inc and other phonics schemes are used. We encourage handwriting skills, adopting an effective pencil grip and beginning to form letters correctly, by supporting fine motor control and hand eye co-ordination such as threading, peg boards, finger paints and drawing in sand. Children are encouraged to make marks and are supported in recognising and writing their own names. They have many opportunities to experience writing for different purposes about things that interest them, for example, making a shopping list. Children's emergent writing is promoted through inviting writing opportunities linked to role play and the writing area, for example, postcards and letters. In Reception there are daily handwriting activities, in the form of letter formation and reading activities. We also have regular visits from a local book company where children and parents are able to share their interest in books by choosing new reading materials together and make regular visits to the school library.

**Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

**How we meet the requirement:** We aim to develop mathematical understanding through practical activities and first hand experiences. Mathematical resources are available both indoors and outdoors. There are opportunities to investigate number, shape, space and measure through everyday routines, songs and stories. Children are encouraged to problem solve in practical play situations and develop mathematical concepts and vocabulary. Beads, pegs and mosaics develop children's understanding of sequence and pattern. When handing out drinks and fruit at snack time, children learn to add and subtract with real objects. Number games are readily available as well as collections of interesting objects for children to sort, match, order, count and label in their play. Bricks, blocks, construction toys, train tracks, sand and water, playdough and junk modelling help children explore shape, space, capacity, position and direction. Role play areas provide many opportunities for children to develop their mathematical skills for example, in the builder's yard, children make towers with bricks, compare sizes, measure and record numbers. Children learn to use and develop mathematical language, for example, using

positional language to locate teddy in the room. A sense of time is developed through daily routines. Children use and experiment with numbers, including numbers larger than ten. In addition, the Reception children work with numbers to a hundred and begin counting in twos and tens. ICT games are also used to help promote number skills. Reception children begin to record their maths formally.

**Understanding the World** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

**How we meet the requirement:** We plan a learning environment both indoors and outdoors with a wide range of resources and activities to stimulate children's interests and curiosity and help them to develop their enquiring minds. Walks, visits and school trips enable children to experience the world around them. Children are encouraged to investigate the natural environment, observing things closely. They use magnifying glasses, dig and plant, explore sand, pour water through funnels and guttering and make dens. Play maps, small world equipment and natural resources allow children to create their own environments. Cooking activities enable children to experience tastes and foods from different countries as well as exploring the properties of liquids and solids, for example, cooking chocolate! In water play children investigate floating and sinking and ice. Children are supported in using a range of ICT equipment such as computers, Learnpads, programmable toys, cameras, CD players and the interactive whiteboard. We celebrate festivals and special events and invite visitors to talk to the children to widen their knowledge, for example, police officer, guide dogs, vet. We have half termly themes to base some of our work around but are also led by children's interests and ideas.

**Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

**How we meet the requirement:** We encourage the children to express their ideas, thoughts and feelings through a stimulating environment with multi-sensory experiences. Children are encouraged to develop confidence in their ideas and abilities as they make choices, select equipment and evaluate their own work. There are many opportunities to develop imaginative role play both indoors and outdoors with small world toys, puppets, stories and our role play areas such as a space station and a car wash. They also enjoy building dens. Equipment that includes paint, glue, crayons, pencils, scissors, string and tape as well as natural and junk materials provide for the open ended exploration of colour, shape, texture and the development of skills in painting, drawing, collage making and modelling. Children are encouraged to join in with and respond to stories and music, for example, telling the story of 'The Rainbow Fish' with instruments with the support of specialist music staff.

6.7 When working with the youngest children, we focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. In doing so, we prepare the children for their more formal schooling.

6.8 As children grow in confidence and ability within the three prime areas, there is a shift of balance towards a more equal focus on all areas of learning.

## **7. SPECIAL EDUCATIONAL NEEDS, ENGLISH AS AN ADDITIONAL LANGUAGE AND INCLUSION**

7.1 The school SENCo is Miss E Eastwood, and for the EYFS, the named SENCo is Ms M. Williamson.

### **Special Educational Needs**

7.2 For children with specific learning difficulties or disability we have regard to the SEND Code of Practice and are able to draw not only on the skills and expertise of our own staff, but also a number of external agencies. More detail can be found in the SEND and Inclusion Policy, which applies to and covers the EYFS. We may also help families to access relevant services from other agencies as appropriate. Ms Williamson is responsible for providing additional information and advice to practitioners and parents, and for arranging external intervention and support where necessary.

### **English as an additional language**

7.3 For children within our setting whose home language is not English, we may draw on support from our learning support team and where appropriate, outside agencies. We 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. It is important to us that children within our EYFS reach a good standard in English to enable them to be ready and benefit from the opportunities available to them when they begin Year 1.

7.4 When assessing communication, language and literacy skills, practitioners must assess the children's skills in English. If a child does not have a strong grasp of English language, we aim, where possible, to explore the child's skills in the home language with parents, to establish whether there is cause for concern about language delay.

7.5 For more details, please refer to the school's EAL Policy, which applies to and covers the EYFS.

## **Inclusion**

7.6 We aim to ensure our provision is fully inclusive and make reasonable adjustments where necessary.

7.7 Children who are thought to have special needs are identified and assessed as early as possible and will be given support as appropriate to enable them to benefit from the curriculum and so be included within our provision, where reasonable. This includes children that are more able and those with SEND. Adult support is provided for children with SEND. Individual Education Plans identify targets in specific areas of learning for those children who require additional support, in line with the school's SEND and Inclusion Policy. The EYFS form teachers discuss these targets with the child's parents and progress is monitored and reviewed regularly.

## **8. EARLY LEARNING GOALS AND ASSESSMENT REQUIREMENTS**

8.1 The level of progress children are expected to attain by the end of the EYFS is defined by the early learning goals. Assessment of each individual's progress is recorded and a document of evidence collated (The Learning Journal or Busy Book), which supports the teacher in how judgements have been reached in relation to each child's level of development against the early learning goals.

8.2 Assessment within the Early Years, and evidence for the Learning Journal is carried out in a number of ways:

- To understand a child's level of achievement, interests and learning styles, ongoing formative assessments are made in both child-initiated activities and planned activities. This information is used to ensure that future planning matches identified needs. Assessments take the form of observations, things a child has said, made or drawn, the process of learning, written records, annotated samples of work, taped interactions and photographic evidence. Judgements of what a child is doing in their day-to-day activities are based on this observational evidence. All adults who interact with a child contribute to this process. A computer based tracking system '2Simple Profile Builder' is used by the Reception staff.
- In addition information given by parents about the things their child can do at home is incorporated into the evidence base. When a child starts Nursery or Reception staff take account of records provided by previous settings. On entry, staff make systematic observations and assessments of each child. In Reception pupils take part in GL Baseline Assessment. This information is used to identify the needs of individual children and plan accordingly.

8.3 Information is shared with parents at stages throughout the year, both verbally and in written format (Autumn and Summer Terms). We use the Development Matters in the Early Years Foundation Stage Guidance and Early Learning Goals to monitor and track children's progress and achievements, reporting back to parents as appropriate. Throughout the Reception year children are assessed against the 17 Early Learning Goals and at the end of the year the Early Years Foundation Stage Profile is completed as a record of achievement.

8.4 Within Warwick Preparatory School sensitive observational assessments take place in order to plan and meet young children's individual needs. In order to do this:

- Staff recognise that children learn in individual ways and at varying rates. They value the play of all children, joining in when needed. They respond to children's needs and interests through warm, positive interaction. Staff build up trusting relationships, know the children well, offer encouragement and elicit their views. Staff extend and develop children's language and communication through sensitive and appropriate intervention, clarifying ideas and asking open ended questions. Staff make ongoing judgements about the balance between activities led by children and activities led or guided by adults. As children's development progresses, the balance gradually shifts towards more activities led by adults to help children prepare for more formal learning, ready for Year 1.

8.5 Within the setting, experiences are provided which are appropriate to each child's stage of development towards the early learning goals. This is enabled in a number of ways:

- The learning environment is organised to allow children to explore and learn securely and safely. Children are able to access well-resourced learning areas independently. A carefully planned curriculum throughout the Foundation Stage helps children work towards the Early Learning Goals. We work in partnership with parents, valuing parent contributions and planning opportunities to build on children's experiences and extend their learning. We provide opportunities to motivate, challenge and support children, helping them learn effectively. Staff use a wide range of teaching strategies based on children's learning needs. Regular assessment of children's learning is used to ensure that future planning reflects identified needs. Progress is monitored and action taken to extend or support as necessary. Training needs for all adults working in the EYFS are regularly identified.

### **EYFS Profile**

8.6 The EYFS requires that all children are assessed in the final term of the year in which they reach the age of 5 (Summer Term of Reception) and no later than 30 June. This assessment is called the EYFS Profile. At Warwick Prep this is completed by the required date and passed to parents together with an end of year Report.

Throughout a child's time in the EYFS, the profile is completed in stages. At the end of the Reception year, the Reception teachers complete the EYFS profile based on what they, and other staff caring for the child have observed over a period of time and recorded in the child's Learning Journal. Each child's level of attainment is assessed against the Early Learning Goals. The result of the profile indicates whether children are meeting 'expected' levels of development or if they are 'exceeding' expected levels or not yet reaching expected levels 'emerging'. This Profile, (together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning) is passed to Year 1 teachers who then plan an effective and appropriate curriculum for each child, taking into account their previous learning and current attainment level.

- 8.7 Our EYFS profile results are reported to Warwickshire Local Authority upon request.
- 8.8 Warwickshire Local Authority are welcomed into the school in order to observe the implementation of the arrangements for the completion of the EYFS profile, as well as to moderate the work that we do. They are permitted to take copies of documents and other articles relating to the profile and assessments. Any advice and support is duly considered and shared with the Reception Co-ordinator, Head of Pre-Prep and other members of the school's leadership team, prior to deciding how any changes may be implemented.

## **9. INFORMATION FOR PARENTS**

- 9.1 We endeavour to involve parents openly in our school and communicate with them regarding assessment and their child's progress in a number of ways, including: daily contact at drop off and pick up; regular invitations into school to observe work and be part of special events (sports day, Christmas productions, open classrooms, open mornings etc.); by indicating to parents that we are happy to see them at any stage, should they, or we, have any concerns or worries; through regular parents' evenings; report writing; sharing and sending work home; 'Wow cards' and 'House Cards' recording special achievements at home, 'Special Praise' certificates and at the end of the Foundation Stage, through sharing the EYFS profile.

### **Written communication on progress and attainment**

- 9.2 Parents are provided with four written reports on their child's progress within the EYFS (assuming the child starts in the Autumn Term of Nursery and continues through until the Summer Term of Reception). In the Summer Term of the Nursery, this document is separated into the seven areas of learning. Where appropriate pupils are set targets, many of which directly correlate to the early learning goals.
- 9.3 When the final report in Nursery is issued, parents are given their child's Learning

- 9.4 Journal, Busy Book and a record of their year in Nursery. These serve as not only a purposeful record of their time in Nursery, but also, as a record of their progress.
- 9.4 When the final report in Reception is issued, parents are given their child's learning Journal and EYFS Profile. The written report is a summary of the child's progress in each area of learning. It highlights the child's strengths and development needs and gives details of the child's general progress. These are completed in June and sent to parents in early July each year. Following the issue of these documents parents are invited (if they wish) to discuss the report / profile with their child's class teacher.

### **Verbal communication on progress and attainment**

- 9.4 Regular parents' meetings are scheduled throughout the academic year. At such meetings, parents are given individual feedback on their child's attitude, progress and attainment. These are normally held early in the Autumn Term, during the Spring Term and then for Reception parents, after the End of Year Report and EYFS Profile have been issued towards the end of the Summer Term. Where a child is under the watch of the SENCO, or has an identified learning difficulty, additional meetings will be held, as required.
- 9.5 If, at any time, in a child's journey through the early years, progress in any prime areas gives cause for concern, parents of the affected child will be involved with discussions about how best to support their child.
- 9.6 In addition, it is made known to parents in the termly Learning Journey that all their child's developmental records are available to see at a mutually convenient time.

### **Other communication**

- 9.7 Prospective parents are able to request a copy of the school's Admissions Policy, Complaints Policy, EYFS Policy, Equal Opportunities Policy and a number of other named policies. The Foundation Child Protection & Safeguarding Policy is available for immediate download, as is the SEND Policy and SEND Information Report Statement.
- 9.8 Detailed information is gathered from parents prior to their child starting at the school. This includes information about who has legal contact with the child and who has parental responsibility. Home details, emergency contact numbers, dietary requirements, preferences or food allergies that a child may have, special health requirements, confidential information to support learning, any history of learning difficulties and details of any additional languages spoken are also gained prior to a pupil being admitted to the school.

- 9.9 All parents provided with an online link to the Parent Handbook prior to their child's start date and then directed to annual updates which are downloadable from the school website.
- 9.10 The following information is also made available to parents of children in EYFS:
- how parents and carers can access more information about the EYFS;
  - the range and type of activities and experiences provided for children;
  - the daily routines of the setting;
  - how parents and carers can share learning at home;
  - how the setting supports children with SEN or disabilities;
  - food and drinks provided for children;
  - details of policies and procedures, including
  - the procedure in the event that a parent/carer fails to collect a child;
  - the procedure for dealing with the circumstance of a child going missing at, or away from, the setting;
  - staffing in the setting;
  - the name and role of the child's key person and their role;
  - an emergency contact number for parents to use.
- 9.11 Before starting the school, the parents are issued with parent secure log in for the website, which gives them access to other information relevant to their child's forthcoming education at the school, such as the range and type of activities and experiences provided for the children (termly Learning Journeys posted on the website), the daily routine (listed in the Parent Handbook), staffing (listed in the EYFS Policy) and drinks (listed in the Parent Handbook, with school lunchtime menus provided also downloadable from the website). This policy is also downloadable from the website.
- 9.12 A staff list is accessible to parents on the school website, as well as all contact information relating to the school (although the latter is also detailed in the Parent Handbook).
- 9.13 For September starters, parents are invited to 'New Entrants Morning' where they are able to gather more information directly relating to their child's imminent start as well as organise uniform and purchase essential items etc. Pupils are invited into the school as detailed within the school's Admissions Policy.
- 9.14 Prior to the start of each academic year, parents are invited to attend 'Welcome to Nursery' and 'Welcome to Reception' meetings. The purpose of these meetings is to give parents a flavour of the year ahead; types of activities the children are to experience, daily routines, staffing, arrangements for food and drink etc. For parents who have children coming into Nursery, this meeting is positioned prior to taster sessions, so that parents have an opportunity to hear about these, and ask questions before their child attends this short, informal session.

- 9.15 Throughout the year there are numerous opportunities for parents to share in school activities and feel involved with their child's progress and development as he/she moves through the EYFS, such as Christmas and Sports Day.
- 9.16 Where ISI notifies providers in advance of the period in which an inspection will take place, this information is passed on to parents. Any inspection reports are provided to all parents. Most recent reports are downloadable from the school website.

## **10 . HEALTH & SAFETY**

### **Risk Assessments**

- 10.1 There are a number of written risk assessments in place specifically relating to the EYFS. The school recognises that although not all risk assessments need to be recorded in writing, this is the best way to ensure all staff who need to know about measures in place to minimise risks have access to such information. Written risk assessments are reviewed annually or earlier, if deemed necessary or if an accident occurs and so lessons are learned. The Foundation Head of Health and Safety works alongside the Deputy Head who liaises with the Head of Pre-Prep, Head of Nursery and Reception Coordinator to ensure the school's risk assessments are appropriately managed where specifically related to EYFS children.
- 10.2 Daily checks of the EYFS play areas are made. A record of these is kept. It is the responsibility of the Head of Pre-Prep to monitor that checks are being carried out. Other areas used by EYFS pupils are checked regularly.
- 10.3 The Head of Foundation Health and Safety will carry out audits and draw up risk assessments regularly. Every effort is made to ensure hazards to children, both indoors and outdoors, are kept to a minimum. The Head of Pre-Prep and Head of Nursery attend termly Health and Safety Committee meetings.

### **The School site**

- 10.4 The premises are well maintained and managed and the children in the EYFS work and play within a secure environment. The Nursery is completely enclosed and access is limited and through coded doors. Access to Nursery and Reception at the beginning and end of the school day is through doors which are manned. All doors into the main building are security coded. Parents or visitors to the school are directed to the school office where they are required to sign in and will be accompanied at all times, unless an employee of Warwick Independent Schools Foundation.

- 10.5 The school has a Fire Policy in place which covers the EYFS. The site and building are designated no smoking areas; signs indicating this are clearly displayed around the site. Fire records are kept accordingly and the school has a designated member of staff who has received approved Fire Marshall training. The children practise evacuating the building frequently and appropriate fire detection and control equipment are checked regularly and are in working order. Fire Risk Assessments are in place which are the responsibility of the Foundation Head of Health and Safety and the Foundation Head of Estates.
- 10.6 The school also has containment procedures in place.

### **First Aid, Medical Needs and Medication**

- 10.7 The Foundation has a First Aid Policy and a policy for Administering of Medication. The EYFS follows the guidance within these but in addition further detail relating to medical information can be found within the Parent Handbook, with additional specific guidance for staff detailed in the Staff Handbook.
- 10.8 Written permission for each and every medication is requested from parents.
- 10.9 Medication containing aspirin will only be given to EYFS children, if prescribed by a doctor.
- 10.10 Written records of all medicines administered to EYFS children are kept and parents are informed.
- 10.11 Written records of accidents or injuries and first aid treatment are kept, and parents are advised of any accidents or injuries on the same day, or as soon as is reasonably practicable.
- 10.12 There are numerous first aid boxes located around the school, with appropriate contents to meet the needs of children.
- 10.13 Training is provided for staff where the administration of medicine requires medical or technical knowledge.

### **Nutrition**

- 10.14 Regular training in food hygiene is provided for staff who are involved with the preparation and handling of food. Food that is prepared is healthy, balanced and nutritious. Parents are asked to support healthy eating by providing appropriate, nut free, and break time snacks for their child, although fruit is provided by the school, daily. Further detail is included in the Parent Handbook.
- 10.15 Information relating to any special dietary requirements, preferences and food allergies that a child has (and any special health requirements) are sought from

parents prior to their child starting at the school. We record and act on such information. Allergen training is provided for a number of staff.

10.16 All EYFS pupils have access to fresh drinking water throughout the school day.

### **Educational Visits within the EYFS**

10.17 Educational visits planned within the EYFS are subject to the Warwick Independent Schools Foundation Policy for Educational Visits and the Prep School Procedures. These policies and procedures should be read in conjunction with this policy. The Deputy Head is the Educational Visits Co-ordinator and oversees all trips, including those involving EYFS children.

10.18 Full risk assessments for all EYFS visits are carried out, (including an assessment of the required adult: child ratios). Often ratios are better than recommended ratios detailed by the DfE. When identifying the number of staff that should be taken on the trip, consideration is given to the nature of the outing, as well as the demeanour and behaviour of the cohort. Even when trips are repeated annually, risk assessments are fully reviewed to ensure relevance to the particular cohort of pupils who will be attending.

10.19 Parental consent for each and every educational visit for EYFS children that takes them off the Foundation's Myton Road site, is sought. This is managed through an electronic system.

10.20 There is always at least one paediatric first aid trained member of staff on every EYFS trip, but often more.

### **Missing Children**

10.21 The school has a policy and procedures in place in the unlikely event that a child might go missing either during the school day or on a school trip (Missing Child and Uncollected Child Policy). This document can be downloaded from the school's website.

### **Collection of pupils**

10.22 At the end of the school day children in the EYFS are not allowed to leave the premises unsupervised and are only dismissed to their parents or another named adult for whom permission has been granted by a parent. If in any doubt about collection arrangements practitioners will always contact a parent to confirm.

10.23 The school has a policy and procedures in place in the event of a pupil not being collected from school at the expected time (Missing Child and Uncollected Child Policy). This document can be downloaded from the school's website.

10.24 At all times that there are pupils on site a member of the school's SLT is on site.

## **11. SAFEGUARDING AND PUPIL WELFARE**

- 11.1 Warwick Independent Schools Foundation has a Child Protection & Safeguarding Policy which details information relating to EYFS as well as the rest of Warwick Preparatory School and the other Foundation Schools. All staff are aware of this policy and where to find it (on the website). They are required to indicate to the school on an annual basis, that they have read the policy.
- 11.2 The EYFS follows guidance for safeguarding as detailed by statutory and ISI requirements and works within the guidance of the Independent Safeguarding Authority. All staff linked with EYFS are listed on the school's central register and appropriate checks made and records kept.
- 11.3 The Head of Prep is the schools Designated Safeguarding Lead. The school also has three deputy Designated Safeguarding Leads (Head of Pre-Prep, The Deputy Head and the Headmistress) Together they are responsible for child protection across the school. All these staff are qualified to take lead responsibility for safeguarding children within the EYFS setting and liaising with the local children's service agency accordingly. They are able to provide support, advice and guidance to any staff on an ongoing basis, and on any specific safeguarding issued as required. These designated members of staff attend regular WSCB training meetings and update their training every two years. Training enables them to identify, understand and respond appropriately to signs of possible abuse and neglect.
- 11.4 All staff at the school are required to undertake child protection training every three years. New employees attend a one-hour training session either prior to their appointment or as soon as is practicable following their start date; this is provided by the Head of Prep and Head of Pre-Prep unless the member of staff starts mid-term, in which case training will be provided by the HR department until the next termly training within school. Whole school child protection training given by Warwickshire Safeguarding Children's Board was last delivered in September 2015 & January 2016. Training covers all statutory requirements as required within the EYFS framework. In addition, the DSL and Deputy DSL run regular training sessions for all staff during INSET days and send out monthly safeguarding reminders with topical issues. The School runs separate Prevent Duty training sessions.
- 11.5 Any allegations of abuse will be reported directly to WCSB, without delay. The school understands that it has no duty to investigate such allegations or do anything that may jeopardise a police investigation, such as asking a child leading questions or attempting to investigate the allegations of abuse.

- 11.6 On occasion, the school may provide community service placements to sixth formers within the Foundation, or work experience placements, Duke of Edinburgh volunteering placements to pupils of school age. These pupils are never left unattended with pupils or given sole responsibility for individuals or small groups of children; they will always work under the careful guidance and scrutiny of the class teacher or another member of staff who has enhanced DBS clearance. These pupils will never be allowed to accompany pupils to the toilet.
- 11.7 Where work experience placements are offered for students over the age of 18 and outside the foundation, a DBS will be carried out prior to the student starting his or her placement at the school. All work experience students are carefully monitored and never left with sole responsibility for EYFS pupils; they will always work under the careful guidance and scrutiny of the class teacher or another qualified member of staff.
- 11.8 Where the school uses agency staff, full safeguarding procedures are adhered to and relevant checks are made.
- 11.9 Any member of staff who is suspected of being under the influence of alcohol or any other substance which may affect their ability to care for children, will be removed from the setting immediately. Any member of staff or parent who suspects this of a colleague or other practitioner should report their concern immediately to a member of the school's leadership team.
- 11.10 Where staff are on medication which may affect their ability to care for children, medical advice will be sought.
- 11.11 Staff are advised that any medication brought onto the premises must be securely stored, out of the reach of children at all times. In order to achieve this, every classroom has an area available that is out of bounds to children.
- 11.12 The school has a Behaviour Policy in place which is applicable to the whole school including EYFS. It meets all EYFS requirements and details that corporal punishment will not be used. The school keeps a record of any occasion where physical intervention is used and parents are informed on the same day, or as soon as is reasonably practicable.
- 11.13 The named person responsible for behaviour management in the Early Years is the Head of Pre Prep, Mrs Gill Smeeton.

## **12. USE OF MOBILE PHONES AND DIGITAL PHOTOGRAPHY**

- 12.1 The school will only take and use images/films that are appropriate and are considered not to be open to misuse.
- 12.2 Children have their photographs taken to provide evidence of their achievements for developmental records. Staff, visitors, volunteers and students are not permitted to use their own mobile phones to take or record any images of EYFS children for their own records.
- 12.3 Parents are requested to write to the Headmistress if they do not wish their child's photo to be taken or used, in line with the Foundation Terms and Conditions and Use of Images policy.
- 12.4 Any photographs that are taken on school equipment and stored on the school's computers or network are password protected. They are printed in the setting by staff and images are then removed from each iPad or camera's memory. Photographs may be taken during indoor and outdoor play and displayed in albums or a child's development records for children and parents to look through. Often photographs may contain other children in the background. Events such as sports day, educational visits, Christmas and fundraising events may be recorded and photographs taken by staff and parents, but always in full view of all those attending.
- 12.5 Staff mobile phones are left with personal belongings and only used away from children. There is a clear expectation, for example, that all personal use of mobile phones is limited to times when staff are not supervising or responsible for children. Visitors may only use their phones in the foyer or outside the building. Cameras and mobile phones are prohibited in the toilet or changing areas.
- 12.6 All mobile phone use is open to scrutiny and any member of the leadership team may withdraw or restrict authorisation for use at any time, if it is to be deemed necessary.

## **13. PUPIL RECORDS**

- 13.1 The school keeps information on each child within the EYFS setting, as required by ISSR regulations.
- 13.2 Information regarding children receiving the free entitlement to early years provision as part of the Early Years Census is completed by the Headmistress' PA and submitted to the local authority.
- 13.3 Records relating to individual children are retained for a reasonable period of time after which they have left the EYFS provision, in line with current legislation.

## **14. BEFORE & AFTER SCHOOL CARE**

- 14.1 Whilst formal school does not start until 8.30am, the children are supervised from 8.00am. Reception children are signed in by their parents and then play in the Reception playground until 8.30am (weather permitting) or have a story in the Open Area. Children in Nursery are supervised from 8.00am in the 'wet room' area.
- 14.2 Pupils in the EYFS are able to stay for After School Care. After School Care runs from 3.50pm until 5.45pm. A Teaching Assistant is responsible for the day to day running of After School Care for EYFS children, in conjunction with the Head of Pre-Prep.
- 14.3 Ratios for EYFS children who attend after school care are calculated on 1:8 ratio or 1:13 when EYTS/ EYPS staff are present.
- 14.4 Through our after school provision we aim to ensure children of Early Years age are suitably cared for and provided with a safe, stimulating and engaging environment.

## **15. MOVING BETWEEN SETTINGS**

- 15.1 Where a pupil joins the EYFS of Warwick Preparatory School during the academic year or at the start of the Reception or Nursery year, the Head of Pre-Prep will ask for records to be forward from the child's previous setting along with a completed bespoke Warwick Preparatory School EYFS Transition Form.
- 15.2 Where a child moves from Warwick Preparatory School to another EYFS setting, records (including the child's Learning Journal, EYFS profile data, all Child Protection Information and most recent written report and any other assessment made in respect of the child) will be forwarded by the Head of Nursery as good practice, or within 15 days of a request from the new provider. The book showing photographs of the child's time in Nursery, will normally be passed directly to the parents of the child as a memento of the time spent in the Nursery at Warwick Preparatory School.

## **16. COMPLAINTS WITHIN THE EARLY YEARS FOUNDATION STAGE**

16.1 Warwick Independent Schools Foundation has a Complaint Policy. EYFS complaints information and procedures are clearly detailed within this.

## **17. EQUAL OPPORTUNITIES**

17.1 The school has an Equal Opportunities Policy in place which is downloadable from the school website.

17.2 The school has a detailed SEND Policy and EAL Policy which indicates how curriculum provision for children across the school and within the EYFS is catered for. The school's Curriculum Policy details how the school including EYFS aims to promote equality of opportunity and anti-discriminatory practice and ensure that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disability, gender or ability.

17.3 The Foundations Admissions Policy and SENDA plan also have detailed additional information.

## **18. MONITORING AND EVALUATION**

18.1 At Warwick Preparatory, the Senior Leadership Team will monitor the practice and effectiveness of this policy and make changes as appropriate. It will be reviewed annually or earlier, if required.

Policy Reviewed: Autumn 2018

Date of next Review: Autumn 2019

(19.12.18)

*Mrs Gill Smeeton  
Head of Pre-Prep*