

|   |  |  |
|---|--|--|
|  | <p><b>Cavendish Close Infant and Nursery School</b></p> <p><b>Early Years<br/>Foundation Stage<br/>(EYFS) Policy</b></p> | <p>Wood Road<br/>Chaddesden<br/>Derby<br/>DE21 4LY</p> <p>662239</p> |
|---|--|--|

Date of Policy: **November 2025**

Member of staff responsible: **Mrs C. Howett (Deputy Headteacher)**

Review date: **November 2026**

**Policy approved by:**

| Name | Role | Date |
|------|------|------|
|      |      |      |
|      |      |      |

|    | Contents   | Page |
|----|--|------|
| 1  | Aims   | 1    |
| 2  | Legislation  | 2    |
| 3  | Our Intent   | 2    |
| 4  | Structure of the EYFS  | 4    |
| 5  | Curriculum   | 5    |
| 6  | Assessment   | 8    |
| 7  | Working with parents   | 8    |
| 8  | Safeguarding and welfare procedures                                | 8    |
| 9  | Monitoring arrangements  | 9    |
| 10 | Appendix 1. List of statutory policies and procedures for the EYFS | 9    |
| 11 | Policy review dates and changes                                    | 10   |

## 1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum gives them a strong foundation for learning, development and good progress through school and life

- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

## 2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#), effective from 1 September 2025.

## 3. Our Intent

Seven guiding principles shape our curriculum intent for nursery and reception children.

### 1. The best for every child

- All children deserve to have an equal chance of success.
- High-quality early education is good for all children. It is especially important for children from disadvantaged backgrounds.
- High-quality early education and care is inclusive. Children's special educational needs and disabilities (SEND) are identified quickly. All children promptly receive any extra help they need, so they can progress well in their learning.

### 2. High-quality care

- The child's experience must always be central to the thinking of every practitioner.
- Young children thrive when they are loved and well cared for.
- High-quality care is consistent. Every practitioner enjoys spending time with children.
- Effective practitioners are responsive to children.
- Practitioners know that starting school, and all the other transitions in the early years, are big steps for small children.

### 3. The curriculum: what we want children to learn

- The curriculum is a top-level plan of everything we want the children to learn.
- Planning helps every child to develop their language.
- The curriculum is ambitious. Careful sequencing helps children to build their learning over time.
- Children's learning is often driven by their interests. Planning is flexible to meet the needs of the children.
- Children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line.
- Depth in early learning is much more important than covering lots of things in a superficial way.

### 4. Pedagogy: helping children to learn

- Children are powerful learners. Every child can make progress in their learning, with the right help.
- Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching.
- Practitioners carefully organise enabling environments for high-quality play. Sometimes, they make time and space available for children to invent their own play. They join in to sensitively support and extend children's learning.
- Children in the early years also learn through group work, when practitioners guide their learning.
- Older children need more of this guided learning.
- A well-planned learning environment, indoors and outside, is an important aspect of our pedagogy.

### **5. Assessment: checking what children have learnt**

- Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence.
- Effective assessment requires practitioners to understand child development. Practitioners are also clear about what they want children to know and be able to do.
- Accurate assessment can highlight whether a child has a special educational need and needs extra help.
- Assessment does not take practitioners away from the children for long periods of time.

### **6. Self-regulation and executive function**

- Executive function includes the child's ability to: – hold information in mind – focus their attention – think flexibly – inhibit impulsive behaviour.
- These abilities contribute to the child's growing ability to self-regulate: – concentrate their thinking – plan what to do next – monitor what they are doing and adapt – regulate strong feelings – be patient for what they want – bounce back when things get difficult.
- Language development is central to self-regulation: children use language to guide their actions and plans. Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.

### **7. Partnership with parents**

- It is important for parents and school to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.
  - This includes listening regularly to parents and giving parents clear information about their children's progress.
- The help that parents give their children at home has a very significant impact on their learning.
- By knowing and understanding all the children and their families, we can offer extra help to those who need it most.

- It is important to encourage all parents to chat, play and read with their children.

**Our STAR expectations for all children are;**

At Cavendish Close Infant and Nursery School, we are all stars.

Together, every day, we reach for the stars.

Together, we can all shine



**Our 10 Learning Values and 8 Behaviour Values are;**



#### 4. Structure of the EYFS

At Cavendish Close Infant and Nursery School, our Early Years provision includes a 39 place Nursery for 3 and 4 year olds and three Reception classes, each with space for 30 children.

Our Nursery class has an indoor and outdoor learning environment within a large room and garden and is led and managed by two fully qualified teachers and early years specialists, supported by two teaching assistants. The nursery is open term time and offers 3 session options;

- 30 hours provision over 5 days; Monday to Friday 8:50 to 14:50. Only parents with an eligible 30 hour code can access this option.

- 15 hours provision over 2.5 days; Monday and Tuesday from 8:50 to 14:50 and Wednesday 8:50 to 11:50.
- 15 hours provision over 2.5 days; Wednesday 12:10 to 15:10 and Thursday and Friday 8:50 to 14:50 between the hours of 8.50am – 2.50pm and more details can be found in our Admissions Policy

| Free Entitlement Sessions for 3-4 year olds<br>1:13 ratio   |  | Cost to parent   |
|---|--|--|
| <b>OPTION 1</b><br>15 hours per week over 38 weeks  | <b>2.5 days</b><br>Monday – 6 hour day<br>Tuesday – 6 hour day<br>Wednesday – 3 hours during the morning<br><i>*Limited places available*</i>    | NIL COST<br><br><i>Optional school dinner £2.40 per day</i>  |
| <b>OPTION 2</b><br>15 hours per week over 38 weeks  | <b>2.5 days</b><br>Wednesday – 3 hours during the afternoon<br>Thursday – 6 hour day<br>Friday – 6 hour day<br><i>*Limited places available*</i> | NIL COST<br><br><i>Optional school dinner £2.40 per day</i>  |
| <b>OPTION 3</b><br>30 hours per week over 38 weeks  | <b>5 days</b><br>Monday to Friday - 6 hour days<br><br><i>*Limited places available*</i>   | NIL COST<br><b><u>Upon receipt of valid 30 hour eligibility code for each school term</u></b><br><br><b>Or</b><br><i>If not eligible, parents can pay for an additional 15 hours £90 per week</i><br><br><i>Optional school dinner £2.40 per day</i> |
| We offer Breakfast and After School Club from 7:45 until 17:45 at an additional cost to parents. Please contact the school office for additional information and costs. |  |  |

Our Reception classes each have their own classroom which are connected by a shared area as well as a large outdoor garden. Each class has a fully qualified teacher and teaching assistant.

The reception class doors open at 8:40, with registration at 8:50. Reception children are dismissed at 15:00 from the classroom door. We offer Breakfast and After School Club from 7:45 until 17:45 at an additional cost to parents.

## 5. Curriculum

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

- Literacy

- Mathematics
- Understanding the world
- Expressive arts and design

**Each area of learning is split into the following 17 Early Learning Goals;**

Communication and language;

- Listening, attention and understanding
- Speaking

Personal, social and emotional development;

- Self-regulation
- Managing self
- Building relationships

Physical development;

- Gross motor skills
- Fine motor skills

Literacy;

- Comprehension
- Word reading
- Writing

Mathematics;

- Numbers
- Numerical patterns

Understanding the world;

- Past and present
- People, culture and communities
- The natural world

Expressive arts and design;

- Exploring and using media and materials
- Being imaginative

We believe children should be given as many opportunities and experiences to develop lifelong skills in a variety of contexts across the areas of learning. In planning and guiding children's activities, we reflect on the different ways that children learn.

**Three characteristics of effective teaching and learning are:**

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

### 5.1 Planning

At Cavendish Close Infant and Nursery School we are ambitious for all children, and plan activities and experiences for the children that enable them to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Our staff motivate children to learn by planning learning topics that are relevant and exciting with meaningful reasons to read, write and be numerate across the curriculum.

Staff also take into account the individual needs, interests and development of each child in their care, and consider whether the child needs any additional support. They use this information to plan a challenging and enjoyable experience.

Where a child may have a special educational need or disability (SEND), staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding the children's activities, staff reflect on the different rates at which children are developing, and take these into account.

Children in the early years follow a daily timetable which includes;

**Word Wise** session following [Little Wandle Letters and Sounds](#) programme and [Collins Big Cat Phonics for Letters and Sounds](#) reading scheme. This includes explicit teaching of phonics, reading and writing through modelled, shared and independent activities to revisit previous learning and apply and embed new learning.

**Power Maths** session following [Pearson Power Maths](#) approach and teaching programme. This includes explicit teaching of mathematics through modelled, shared and independent activities to revisit previous learning and apply and embed new learning.

**Time For Us** where children learn how to regulate their emotions, build relationships and manage their self-care.

**Together Time** where children and staff come together to share and explore our 10 learning values and our 8 behaviour values. We also learn about cultural diversity and celebrate how unique we are.

**Challenge Time** offers opportunities for children to apply and embed their knowledge and understanding in enabling environments linked to current topic and themes.

### **Story Time**

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

## **5.2 Teaching**

Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults.

Staff make sure that the children experience the 3 key characteristics of effective teaching and learning.

They respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As the children grow older, and as their development allows, the balance gradually shifts towards more focus on teaching essential skills and knowledge in the specific areas of learning, to help the children prepare for Key Stage 1.

Each area of learning and development is implemented through planned, purposeful play, and through a balance of adult-led and child-initiated learning opportunities in the indoor and outdoor learning environment.

At Cavendish Close Infant and Nursery School we motivate children to learn by

- ✓ Bringing subjects to life, enjoy being Historians, Artists etc.
- ✓ Connecting learning to our children's lives and interests.
- ✓ Finding the story in learning (People, Places, Problems and Possibilities).
- ✓ Ensuring that learning has:
  - a HOOK (a wow starter)
  - a PURPOSE (a challenge)
  - and an AUDIENCE
- ✓ Valuing the process of learning as well as the outcome.
- ✓ Giving our children the time and space to learn in greater depth.
- ✓ Enabling our children to make choices in their learning.
- ✓ Helping our children to work independently and collaboratively using their communication and social skills.
- ✓ Creating enabling environments with relevant and interesting resources

We are committed to developing high quality continuous provision with accessible, relevant, and open-ended resources that promote enquiry-based learning. At our school we create indoor and outdoor environments that are;

- ✓ Welcoming
- ✓ Positive and happy
- ✓ Safe and calm
- ✓ Orderly
- ✓ Inviting, stimulating, and engaging

Early years' staff make ongoing judgements about the balance between activities led by children, and activities led or guided by adults. Staff skillfully respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

## 6. Assessment

We share the EYFS profile the child's year 1 teacher. This helps to inform a discussion between reception and year 1 teachers about the child's stage of development and learning needs, and helps with planning activities in year 1.

The school shares the results of each child's 'progress check' and EYFS profile (but not the reception baseline assessment) with their parents and/or carers.

In exceptional circumstances, after discussion and only in agreement with parents and/or carers, a child might stay in EYFS provision beyond the end of the academic year in which they turn 5. In these exceptional cases, we will continue to assess the child throughout their time in EYFS provision and complete their profile at the end of the year before they move into year 1.

The profile is moderated internally and in partnership with other local schools, to ensure consistent assessment judgements. We submit EYFS profile data to the local authority on request.

At Cavendish Close Infant and Nursery School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their

level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers and any relevant professionals.

Children's progress in nursery is regularly reviewed using [Observing, Play And Learning – BEYA](#) approach. Using the OPAL milestones guidance, staff provide parents and/or carers with a written summary of the child's development in the 3 prime areas and in literacy and mathematics every six months from their child's 3<sup>rd</sup> birthday. This progress check is called a 'Spotlight' and highlights the areas in which a child is following typical development and the areas in which additional support is needed.

Children's progress in reception is regularly assessed using the Development Matters [guidance](#).

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA). This is a statutory assessment.

At the **end of the EYFS**, staff complete the EYFS Profile for each child. This is a statutory assessment. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

We share the EYFS profile the child's year 1 teacher. This helps to inform a discussion between reception and year 1 teachers about the child's stage of development and learning needs, and helps with planning activities in year 1.

The school shares the results of each child's 'progress checks', EYFS profile and the reception baseline assessment narrative statement with parents and/or carers.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. We submit EYFS profile data to the local authority on request.

## 7. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development throughout nursery, using the OPAL development milestones.

At the end of reception, the EYFS profile is shared with parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

We ask parents/carers to provide more than 2 emergency contact numbers for their child.

## 8. Staff

### 8.1 Staff training

We will:

- Train all staff in safeguarding procedures in line with Annex C of the most recent EYFS framework and Keeping Children Safe in Education (KCSIE) guidance
- Support all staff to feel supported and confident in implementing our safeguarding policy and procedures
- Renew training every 2 years, or more often when it's needed to help maintain skills; keep up to date with any changes to our safeguarding procedures; or because of any safeguarding concerns
- Outline how training is delivered, and how staff are supported to put it in place, in our child protection and safeguarding policy.

Our designated safeguarding lead (DSL) will:

- Provide ongoing support, advice and guidance to all staff
- Attend a training course consistent with the criteria set out in Annex C of the most recent EYFS framework
- Liaise as needed with local statutory children's services agencies and our local safeguarding partners

### 8.2 Safer recruitment

When recruiting staff, we will follow the procedures set out in the latest EYFS framework guidance on checking the suitability of new recruits, including:

- Obtaining a reference for any member of staff (including students and volunteers) before they are recruited
- Recording information about staff qualifications and identity checks, vetting processes and references

See our safeguarding policy for details of our safer recruitment procedures.

### 8.3 Whistleblowing

We make sure that all staff are aware of our whistleblowing procedures; feel able to raise concerns about any poor or unsafe practice; and know that such concerns will be taken seriously by the senior leadership team.

In the event that a member of staff feels that they need to blow the whistle on misconduct, they should report their concern to the **headteacher**. If the concern is about the **headteacher**, or it is believed they may be involved in the wrongdoing in some way, the staff member should report their concern to **the chair of the governing board**.

See our whistleblowing policy for details of our safer recruitment procedures and more detail on our procedures for handling whistleblowing.

## 9. Safeguarding and welfare procedures

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

We recognise that 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 safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We have a Designated Safeguarding Lead who has lead responsibility for safeguarding children. They are also responsible for:

- Liaising with local statutory children's services agencies, and with the LSPs (local safeguarding partners)
- Providing support, advice and guidance to all other staff on an ongoing basis, and on any specific safeguarding issue as required
- Attending a safeguarding training course that complies with the criteria set out in annex C of the latest EYFS framework

### 9.1 Responding to allegations or concerns

If we have concerns about children's safety or welfare, we will immediately notify our local authority children's social care team, in line with local reporting procedures. In emergencies, we will also inform the police.

All practitioners are alert to any issues of concern in children's lives at home or elsewhere.

See our [child protection and safeguarding policy](#) for more information.

### 9.2 Staffing ratios

We make sure that the appropriate statutory staff:child ratios are maintained to meet the needs of all children and ensure their safety:

For children aged 3 and over:

- We have at least 1 member of staff for every 13 children.
- At least 1 member of staff is a school teacher as defined by section 122 of the Education Act 2002
- At least 1 other member of staff holds an approved level 3 qualification, or has received approval to be included in the ratios at level 3 after attaining experience-based route status

For reception classes:

- We comply with infant class size legislation and have at least 1 teacher per 30 pupils

### 9.3 Paediatric first aid (PFA)

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

### 9.4 Absence

We promptly follow up on absences.

If a child is absent for a prolonged time or if their parents/carers have not informed us about the absence, we will attempt to contact the parents/carers and alternative emergency contacts.

See our attendance policy for more on this, including our expectations of parents/carers to report child absences.

### 9.5 Oral health and tooth brushing

We promote good oral health, as well as good health in general, in the early years by working with health professionals to deliver key messages about good oral health and **by talking to children about:**

- **The effects of eating too many sweet things**
- **The importance of brushing your teeth**

### 9.6 Safer eating

While children are eating, there will always be at least 1 member of staff in the room with a valid Paediatric First Aid certificate (from a course consistent with the criteria set out in Annex A of the latest EYFS framework). All children will be within sight and hearing of a member of staff while eating, and seated safely in an appropriate chair or highchair and, where possible, in a designated eating space.

Before a child joins our setting, we gather information on their:

- Dietary requirements and preferences
- Food allergies and intolerances
- Health requirements

We share this information with all staff involved in food preparation and handling. At each mealtime and snack time it will be clear which staff member is responsible for checking that the food meets all the requirements for each child.

We make sure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis; the differences between allergies and intolerances; and that children can develop allergies at any time, especially during the introduction of solid foods. See our Supporting Pupil with Medical Conditions policy for more information.

We consult with parents/carers to:

- Create allergy action plans for their child – with the help of health professionals, where appropriate
  - We will also keep this information up to date and share it with all staff
- Discuss their child's progress with solid foods
- Work with them to move on to the next stage at a pace that's right for their child

We will prepare food in a way that:

- Prevents choking
- Meets each child's individual developmental needs
- Is in line with the DfE's [Early Years Foundation Stage nutrition guidance](#)

In the event of a choking incident that requires intervention, we will record details of the incident and make the child's parents/carers aware. We will periodically review the records to identify whether we can change anything in our practice to make eating safer, and then take action as appropriate.

### 9.6 Safety of premises

We make sure that our premises, including overall floor space and outdoor space, are fit for purpose and suitable for the age of children we care for and the activities provided on the premises.

We comply with requirements of health and safety legislation, including fire safety and hygiene requirements.

### 9.7 Toileting and privacy

Our toileting procedures are outlined in our Toileting and Continence policy.

We make sure that there are:

- Enough toilets and hand basins available for the children
- Suitable and hygienic nappy changing facilities
- An adequate supply of necessary items such as clean bedding, towels and spare clothes
- Separate toilet facilities for adults

During nappy changes and toileting, we will balance children's privacy with their safeguarding and support needs.

## 10. Monitoring arrangements

This policy will be reviewed by Caroline Howett every year.

At every review, the policy will be shared with the governing board for approval.

### Appendix 1. List of statutory and non-statutory policies and procedures relating to the EYFS

| Statutory policy or procedure for the EYFS      | Where can it be found?                               |
|---|--|
| Safeguarding policy and procedures              | See child protection and safeguarding policy         |
| Procedure for responding to illness             | See health and safety policy                         |
| Administering medicines policy                  | See supporting pupils with medical conditions policy |
| Emergency evacuation procedure                  | See health and safety policy                         |
| Procedure for checking the identity of visitors | See child protection and safeguarding policy         |

| Statutory policy or procedure for the EYFS                                  | Where can it be found?  |
|---|---|
| Procedures for a parent failing to collect a child and for missing children | See child protection and safeguarding policy                              |
| Procedures for applying for nursery and school places                       | See nursery admissions policy<br>See Derby City Council admissions policy |
| Procedures for supporting children with toileting needs                     | See toileting and continence policy                                       |
| Procedure for dealing with concerns and complaints                          | See complaints policy   |

### Policy review dates and changes:

| Review Date   | By whom  | Summary of changes made  | Date implemented |
|---------------|----------|--|------------------|
| November 2025 | C Howett | <p>Section 1: minor wording changes to the aims of the model policy</p> <p>Section 2: minor change to reflect the updated EYFS statutory framework</p> <p>Section 5: added clarification on teaching requirements, plus some minor wording changes to the importance of areas of learning</p> <p>5.1: added ambition for children, clarification on individual needs, plus minor wording changes to 'reflection on learning'</p> <p>5.2: new sub-section on characteristics of effective teaching and learning, plus some wording changes around older children</p> <p>Section 6: updated information on profile sharing with year 1 teachers.</p> <p>Section 7: added a new requirement for at least 2 emergency contact numbers for each child.</p> <p>Section 8: this is a new section on staff, which covers staff training, safer recruitment and whistleblowing – it adds more detail to some staff-related procedures previously seen in the model policy</p> <p>Addition of subsections;<br/>-Staff training (8.1)</p> | September 2025   |

|              |          |   |             |
|--------------|----------|---|-------------|
|              |          | <p>-Safer recruitment (8.2)<br/>-Whistleblowing (8.3)</p> <p>Section 9 (previously section 8): moved information on recruitment into section 7, added information about the designated safeguarding lead (DSL) and added new sub-sections on:</p> <ul style="list-style-type: none"> <li>-Responding to allegations and concerns (9.1)</li> <li>-Staffing ratios (9.2)</li> <li>-PFA (9.3)</li> <li>-Absence (9.4)</li> <li>-Oral health and toothbrushing (9.5)</li> <li>-Safer eating (9.6)</li> <li>-Safety of premises (9.6)</li> <li>-Toileting and privacy (9.7)</li> </ul> <p>Section 10 (previously section 9): no changes, just renumbered from 8 to 9</p>   |             |
| October 2024 | C Howett | <p><a href="#">Sections 2 and 5</a></p> <p>Updated the most recent EYFS Statutory Framework for group and school based providers from 1 November 2024</p> <p><a href="#">6. Assessment</a><br/>Changes made observation and assessment in reception.</p> <p>Progress checks using OPAL are only completed in nursery. Children's progress in reception is regularly assessed using the <a href="#">Development Matters guidance</a>.</p> <p><a href="#">7. Working with parents</a><br/>Parents and/or carers are kept up to date with their child's progress and development throughout nursery, using the OPAL development milestones.</p> <p>At the end of reception, the EYFS profile is shared with parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.</p> | Immediately |

|           |          |  |           |
|-----------|----------|--|-----------|
| June 2024 | C Howett | <p><a href="#">Structure of EYFS</a><br/>Cost to parents added;</p> <p style="text-align: center;"><b>Or</b></p> <p><i>If not eligible, parents can pay for an additional 15 hours £90 per week</i></p>  | Immediate |
| 6/9/2023  | C Howett | <p><a href="#">2. Legislation</a><br/>This policy is based on requirements set out in the <a href="#">statutory framework for the Early Years Foundation Stage (EYFS)</a> for 2023</p> <p>Updated Safeguarding and Welfare regarding statutory staff:child ratios.</p> <p><a href="#">4. Structure of the EYFS</a><br/>The reception class doors open at 8:40, with registration at 8:50. Reception children are dismissed at 15:00 from the classroom door. We offer Breakfast and After School Club from 7:45 until 17:45 at an additional cost to parents.</p> <p><a href="#">8.Safeguarding and welfare procedures</a><br/>We recognise that 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 safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.</p> <p>We make sure that the appropriate statutory staff:child ratios are maintained to meet the needs of all children and ensure their safety:</p> <p>For children aged 3 and over:</p> | 6/9/23    |

|  |  |  |  |
|--|--|--|--|
|  |  | <ul style="list-style-type: none"> <li>• We have at least 1 member of staff for every 13 children</li> </ul> <p>For reception classes:</p> <ul style="list-style-type: none"> <li>• We comply with infant class size legislation and have at least 1 teacher per 30 pupils</li> </ul> <p>We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.</p> <p>Updated revised cost of school dinners</p> <p>Updated phonics programme to Little Wandle Letters and Sounds</p> |  |
|--|--|--|--|