



Early years policy

Independent school standards and other statutory guidance

Independent School Standard 2(2)(f) and the Safeguarding and Welfare Requirements of the EYFS statutory framework (September 2026)

Last updated by the head of early years

September 2026

Last reviewed by the Principal and advisory board

September 2026

Next review due

September 2027

Introduction

This policy outlines the provision we offer to children in our Pre-Prep. (Nursery) and Prep. One (Reception) classes. These two classes make up our EYFS department.

- Our EYFS is led by Mrs. Michelle Aylott (BEd, QTS, SLE) who is an experienced EYFS leader and ISI team inspector. She is also the Head of Pre-Prep. Our Head of Prep. One is Mrs. Fiona Winterhalder (BA Hons, EYTS), also an experienced EYFS teacher. Each class has two or three members of support staff, some of whom are also qualified teachers and others are level 3 teaching assistants. The Head of Year is the key person for every child in their class.
- Children may spend up to five terms in our Pre-Prep. class, as they have the option to join immediately after their third birthday. Children must attend for five days a week, but parents may choose between full days or half days, and we offer both morning and afternoon sessions. There is an option to stay until 4.30pm in both classes.
- St. John's is an independent school, and as part of our school readiness expectations, children are typically expected to be toilet trained before entry to our Pre-Prep class. However, we recognise that some children may require support in this area due to medical, developmental or additional needs, and we are fully committed to making reasonable adjustments in line with the Equality Act 2010.
- St. John's Preparatory and Senior School holds an exemption from the EYFS learning and development requirements for children aged three to five, as approved by the Secretary of State in February 2026. The school adheres fully to the EYFS safeguarding and welfare requirements (September 2026). Termly internal audits are completed to ensure continued compliance with our statutory duties. The school is inspected against the Independent School Standards (ISS) in relation to the quality of education for children aged three to five years.

This policy is to be read in conjunction with the following policies:

- safeguarding
- complaints
- first aid, medication and allergies
- health and safety
- risk assessment
- positive relationships and behaviour
- curriculum (which includes SEND and EAL)
- assessment.

EYFS exemption statement

St. John's Preparatory and Senior School holds an exemption from the EYFS learning and development requirements for children aged three to five. As a result, the school is not required, for example, to administer the statutory EYFS Profile or deliver the educational programmes as prescribed within the EYFS statutory framework. The school continues to adhere to the EYFS safeguarding and welfare requirements and is inspected against the Independent School Standards (specifically paragraph 2(2)(f)) in relation to the quality of early years provision.

Aims

At St. John's, we place great value on the development of children as individuals and our aim in the EYFS is to build strong foundations, rooted in academic success, so that children go on to be active citizens and curious, life-long learners.

We strive to:

- provide excellence in education.
- bring out the best in every individual child.
- develop moral integrity and the confidence in children to be themselves.
- nurture children from childhood to adulthood.
- build a sense of community and environmental awareness.

EYFS principles

At St. John's Preparatory School, we embrace the EYFS Statutory Framework and shape our practice around the following four guiding principles.

A unique child

- We recognise that every child can be resilient, capable, confident and self-assured; and that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement appropriately as well as celebration and rewards to encourage and develop positive learning attitudes.

Positive relationships

- We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.

Enabling environments

- We recognise that environment plays a key role in supporting, extending and celebrating children's learning. Classrooms and outdoor spaces are updated termly to reflect a chosen topic and to enhance children's sense of awe and wonder. There are areas where the children can be active, quiet and restful. All

children have daily access to an outdoor play area, in line with the EYFS statutory framework (September 2026).

Learning and development

- Early Years areas are organised to allow children to explore and learn securely and safely. Through observations we assess the children's interests, stages of development and learning needs before planning challenging and appropriate activities and experiences to extend their learning. Early childhood is the foundation on which children build the rest of their lives. At St. John's, we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. However, we also believe that early childhood is valid in and of itself as part of life. It is important to view the EYFS as both a preparation for and a part of life, not solely preparation for the next stage of education.
- At St. John's we believe that children learn in a variety of ways; through their senses, through investigation, experimentation, listening, watching, social interaction, questioning and exploring. A safe, secure environment is provided for the children in which to interact and explore rich and diverse learning and developmental opportunities. During their time in the Early Years classes, all children are given the opportunity to gain independence, constructive feedback and a positive self-image. There are opportunities to develop skills and understanding of the world around them through a range of planned activities both inside and outside the classroom, broadening what they know and deepening their understanding.

Curriculum

Our curriculum is informed by the seven areas of learning and development outlined within the EYFS framework. These areas provide a strong foundation for early education and continue to underpin our provision. All areas of learning and development are important and inter-connected. The three prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas, the prime areas, are:

- **communication and language**
- **physical development**
- **personal, social and emotional development.**

Support is also provided for children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- **literacy**
- **mathematics**
- **understanding the world**
- **expressive arts and design.**

Communication and language

- The children are given 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.
- We identify children at risk of language delay early and provide targeted support through small-group and one-to-one language enrichment sessions. Particular attention is given to children with limited prior exposure to spoken English, ensuring no child is left behind in their language development.

Physical development

- We provide opportunities for young children to be active and interactive; and to develop their co-ordination, control, fine and gross motor skill and movement. Children must also be helped to understand the importance of physical activity, to make healthy choices in relation to food and to manage their basic needs independently.

Personal, social and emotional development

- We deliver focused PSHE education lessons through weekly circle time sessions, following the whole-school 'Jigsaw' scheme. This encourages children to:
 - reflect and be mindful about their learning.
 - recognise that they are good at different things.
 - learn to respect themselves and others, and build respectful friendships.
 - follow their own interests and be themselves.
 - develop self-esteem and confidence in their abilities.
- Children are taught about growth and fixed mindset through the medium of 'Mouse' and 'Gruffalo'. 'Mouse' has a growth mindset and is willing to tackle challenges, and children are encouraged to 'be like mouse'. Gruffalo is not willing to challenge himself and therefore does not further his learning. This helps children to overcome adversity and persevere when faced with a challenge.

Literacy

- We encourage children to link sounds and letters, mark-make at every opportunity and begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Numeracy and mathematics

- In mathematics, we use the White Rose scheme in Prep. One, which adopts a mastery approach with an emphasis on studying key skills of number,

calculation and shape so that children develop deep understanding and the acquisition of mathematical language. Pre-Prep. children begin to develop these key skills during daily mathematics activities where they explore the six key areas of early mathematics: cardinality and counting, comparison, composition, pattern, shape, and space and measures, using the NCTEM progression maps. Children learn through games and tasks using concrete manipulatives which are then applied to their own learning during exploration both inside and outside classrooms.

Understanding the world

- We guide children to make sense of the physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. We welcome parents to come into class to share their own celebrations and experiences with the children.

Expressive arts and design

- We enable 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 and role- play.

The characteristics of learning

- The above areas are underpinned by the characteristics of learning:
 - **Playing and exploring** – showing curiosity and seeking challenge.
 - **Active learning** – concentration and determination.
 - **Creating and thinking critically** – ideas and decision making.
- These involve assessing how children are learning in order to provide quality experiences, guiding them to be reflective, independent learners.
- Our ambitious curriculum provides children with the skills, knowledge and understanding they need to prepare them for the challenges of Key Stage One and beyond. We embed the right habits for learning through recognising the importance of nurturing the Characteristics of Effective Learning, encouraging problem solving, creativity and communication, fostering natural curiosity and promoting innovation and reflection.
- Our children learn within a coherent and progressive framework as we carefully select topics, core texts and schemes to ensure they experience the challenge and enjoyment of learning and understand the purpose and value of learning. We offer vibrant indoor and outdoor provision and warm, skilful adult interactions. We seek to create a sense of fascination and enjoyment in learning, offering a host of memorable experiences that provide the cultural capital our children need for future success. Our investment in specialist teachers for music, languages, games and forest school mean our children continually receive the highest quality teaching

across all areas of the curriculum. These experiences are carefully planned to build each child's cultural capital, ensuring they are equipped with the knowledge, skills and exposure needed to thrive academically and socially.

- Children learn through a balance of child-initiated and adult-directed activities with a gradual shift from the former to the latter as children move through our EYFS, in preparation for Key Stage One. In Prep. One, the timetable is carefully structured so that children have directed teaching in literacy, mathematics and phonics every day. These sessions are followed by focused group work where children work with a member of staff to develop their individual targets. This focused group time means the teacher can systematically check for understanding, quickly identify and respond to misconceptions and provide verbal feedback which results in a strong impact on the acquisition of new learning.
- Topics are mapped out in advance to ensure clear progression and coverage of the curriculum. They are carefully sequenced to coincide with seasonal changes and national celebrations. Both classes engage in the same topics at the same time, with clear differentiation of key knowledge and vocabulary to ensure they are building on prior knowledge in Prep. One. This also allows for us to plan and share exciting and memorable experiences to launch and conclude topics. Topics are flexible and can be adapted to ensure we respond to children's needs and interests. Within these topics, we plan around a core text each week, allowing us to put high-quality texts at the heart of our curriculum.
- We share half-termly 'Themed Days' across the EYFS, celebrating different festivals or focusing on a theme such as the environment or healthy lifestyles. We also have a comprehensive enrichment programme comprising workshops and trips that are based on the children's interests and link with their current learning. For example, when learning about 'The Little Red Hen' Prep. One visits The Mill Green Museum and Mill to see how flour is made. This first-hand experience makes learning a more memorable experience.
- Children in Prep. One attend whole-school assemblies, both at the church where we mark significant events, and in school. Pre-Prep have assemblies in their classroom each week based on the whole school theme. Both classes have a reflection book, where the children have a chance to express their feelings and learning taken from the assemblies.
- Music, games, art, drama, French and forest school are delivered by specialist teachers. EYFS staff actively participate in these sessions to ensure we are fully aware of what the children are learning and can extend and reinforce this learning throughout the week. By including EYFS in the wider subject offer, we support continuity and build secure foundations for a smooth transition into the next stage of education.

Principles into practice

Teachers:

- enable children to make an effective and happy transition from home to school, through effective liaison and support.
- in the final term of Prep. One, complete a comprehensive internal transition assessment to ensure readiness for Key Stage One.
- provide a curriculum that is delivered through a range of child initiated, independent and teacher directed activities, achieving a healthy balance with clear learning intentions and objectives.
- use information from baseline entry level assessment to track progress and identify the different learning needs of each child.
- value children's own experiences, imagination, curiosity and the range of skills that they bring into school and to use these as starting points in their learning.
- promote an atmosphere that encourages confidence, reflection and independence.
- make use of the outdoor provision to provide challenge and stimulation across the seven areas of learning.
- use observations and assessments to identify individuals' ongoing next steps and the differing needs and abilities of the children.
- inform parents if progress in any of the prime areas gives cause for concern and agree how to support the child.
- plan for differentiation, including necessary support for children with EAL and SEND, ensuring that all children are given tasks that will appropriately challenge and stimulate their thinking, including enrichment. We support children with EAL by using visual aids, modelling language, and offering additional adult interaction to build vocabulary. We also celebrate their home languages and cultures within the classroom to support confidence and identity.
- ensure through planning and appropriate resources, that all children have equal access and opportunities.
- record children's progress in autumn and summer term written reports to parents.

- value parents as partners in the education of their child. Indeed, we work hard to build and maintain positive relationships with parents, inviting them in for training workshops and school events to ensure they understand our expectations and can effectively support their child at home, particularly with phonics, early reading and handwriting, and to encourage them to celebrate their child's achievements and successes.
- share observations with parents and encourage parental involvement, keeping parents well informed about the curriculum and their child's progress, including via regular parent consultations.
- pass up to date records and assessments to the next class teacher, together, with face-to-face discussions about each child referring to skills and abilities in relation to the three key characteristics of effective learning. To support a smooth and confident transition to Key Stage One, we also provide opportunities for the children to meet their new teachers, visit their next classroom, and engage in shared activities with their future peers in the summer term.

Planning and assessment

- Planning is based on each child's ongoing formative assessment. We have long, medium- and short-term plans to ensure continuity of curriculum coverage, but these change according to the needs of individuals and the class.
- Assessment in the EYFS takes the form of observation by all adults working with the child. These observations, which are made using the iPad-based Tapestry Journal software, are informed by Development Matters (non-statutory guidance) and our own internal progression framework. They inform ongoing planning, differentiation and transition decisions. Parents are invited to contribute to their child's Tapestry journal, allowing them to share milestones and experiences from home, which helps create a holistic view of each child's development.
- As an independent school, we are not required to administer the statutory Reception Baseline Assessment. Instead, we carry out our own detailed internal baseline assessments during the first few weeks of Prep. One. These assessments enable us to gain a clear understanding of each child's starting points across the prime and specific areas of learning, allowing us to tailor teaching, track progress and swiftly identify individual needs. Our internal assessments are supported by Development Matters and inform planning, differentiation and targeted support.

Early reading

- Reading is essential for developing the language skills that enable our children to participate fully as members of society; only children who learn to speak, read and write fluently and confidently, are able to effectively participate in wider society.

- We are therefore proud to offer our children a text-rich learning environment where imagination and creativity are fuelled. Through our rigorous phonics curriculum, we ensure children develop the skills and knowledge they need to develop as confident readers with a love of books. To achieve this, we ensure that:
 - there is a sharp focus on ensuring that younger children gain the phonic knowledge and language comprehension necessary to read and write.
 - reading is prioritised to allow children to access the full curriculum.
 - a rigorous, sequential approach to the reading curriculum develops children's fluency, confidence and enjoyment in reading.
 - at all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all children.
 - at the early stages of learning to read, reading materials are closely matched to the children's phonic knowledge.
- Our chosen systematic synthetic phonics (SSP) programme is the DfE accredited *Essential Letters and Sounds*. This scheme distils Letters and Sounds to its purest form - its essence - to ensure every phonics lesson is taught to the highest standard. Only the essential elements are included, ensuring simplicity and consistency. Lessons are delivered to the whole class, by the class teacher, using consistent and familiar resources and routines. Children receive a daily phonics lesson from Pre-Prep (nursery) to Prep. Two (year 1) and the scheme continues into Lower Transitus (year 2) for those that still need it.
- Our chosen reading scheme is *Rocket Phonics* as it corresponds closely with our phonics scheme. Children are sent home with a *Rocket Phonics* book once a week that carefully matches the phase they are working within and uses the sounds they have learnt so far to ensure they experience blending success at home. These books also include comprehension questions and a parental guide at the front, pointing out tricky words and the sounds to focus on. In addition, they can also be assigned books from the *Comet Kids* and *Galaxy* range, within the same reading level, to offer breadth and variation in their home reading. Teachers read 1:1 with all children, a minimum of twice a week. Any children identified as working behind expectations are read with daily.
- Children learn to encode, using the sounds that they have been taught, throughout phases 2-5 of *Essential Letters and Sounds*. At this stage, children should be able to spell words phonemically although not always correctly. In Lower Transitus, children are becoming more fluent readers and more accurate spellers. Therefore, it is appropriate at this point for our children to start our whole school spelling programme, following *Headstart Primary Spelling*. Children are introduced to taking spelling lists home and participating in weekly spelling tests.

- Evidence suggests that teaching cursive letter formation can hinder phonics progress. Therefore, we follow the Cambridge University's *Penpals Handwriting Scheme* throughout the whole school. As per our handwriting policy, children progress through the programme as they proceed through the school.
- Our whole-school literacy curriculum is based around engaging and age-appropriate children's texts. In the EYFS, reading is at the heart of the curriculum, with each week designed around a 'book of the week' that links to the current topic. We also send home 'reading for pleasure' books in addition to our reading scheme books. All teachers read to their children every day, modelling enthusiasm for reading and sharing a variety of inspiring children's fiction. We have a popular weekly book club which is well attended by children in the lower school. We have a vibrant and well-stocked library, as well as classroom reading areas, and have recently updated our selection of independent reading books in the lower school to include a greater variety of fiction and non-fiction, poetry books and books that celebrate diversity.
- All parents are invited to a phonics workshop in the first term of Prep. One. This is a practical workshop where parents are introduced to our phonics scheme and taught the basics. They are introduced to our reading scheme and taught how to support their child at home with phonics and their home readers. Children have reading records to enable staff and parents to exchange information about individual children's reading progress. Parents are regularly kept informed of their child's phonics progress through termly consultations and reports. *Essential Letters and Sounds* also includes training videos for parents, including videos on pure sounds and blending for reading.
- The *Essential Letters and Sounds* scheme includes an online training portal that comprises a comprehensive set of training videos, covering every element of subject knowledge required to be a phonics expert, and each aspect of the teaching, including interventions, modelled by the authors of the scheme. All staff across the school have accessed this training, and all phonics teachers use these videos regularly to ensure we are delivering the scheme with fidelity and rigour.
- *Essential Letters and Sounds* combines continuous and reactive assessment and robust interventions. All children are assessed in the fifth week of each half term, to enable class teachers to identify individual gaps and address these before the end of term. There is an online assessment tool that allows us to assess children one-to-one and then provides an analysis, at an individual level and cohort level, to inform subsequent teaching.
- *Essential Letters and Sounds* have designed their scheme to ensure that children 'keep up rather than catch up' through thorough assessments and timely interventions. There are immediate 'in the lesson' interventions, designed to offer immediate support for children that may need it during each lesson. There are also three further interventions, that are delivered one-to-one or in very small groups, by the person most qualified to do so in each classroom. These interventions are 'Oral Blending', 'GPC Correspondence' and 'Blending to Read' and are very short sessions, aimed to address gaps in knowledge or

provide targeted practise in areas of difficulty. These children also receive *daily* one-to-one reading with their class teacher.

- All children in Prep. Two participate in the national phonics screening check, which is carried out in June each year. We consistently aim for 100% of our children to pass. However, any child who does not attain the required standard will repeat the screening check in Lower Transitus.

Promoting healthy eating and nutrition

- We are committed to promoting children's health and wellbeing through a focus on healthy eating and nutrition. We ensure that children have access to fresh drinking water throughout the day and that all meals and snacks provided are healthy, balanced and nutritious. Mealtimes are supervised to support safe eating practices, foster positive food experiences and allow staff to respond to individual dietary needs, including allergies, cultural requirements and parental preferences. Staff remain within sight and hearing of children at all times while they are eating and are alert to choking hazards, ensuring food is prepared and cut appropriately for each child's age and stage of development. Children are always seated to eat and are never left unsupervised, even briefly, during mealtimes or snacks. At each mealtime and snack time, the class teacher or key person is responsible for checking that both the food and the drink provided meet the individual needs of each child.
- Staff receive training in food hygiene and allergy awareness, and we work in partnership with parents to ensure children's nutritional needs are consistently met. We also use mealtimes as an opportunity to encourage independence, model good manners, and promote oral health by discussing healthy food choices.

Professional development of EYFS staff

- All EYFS staff are expected to engage in regular professional development opportunities. This includes training focused on the promotion of early language development, phonics teaching, safeguarding, and best practice in early education to ensure consistent and high-quality teaching and care.

Supervision of staff

- As per the EYFS Statutory Framework, we have appropriate arrangements in place for the supervision of all our staff who have contact with children and families. The supervision structure is clear, with all knowing to whom they report. Supervision is not appraisal; it is a termly one-to-one meeting and reflective discussion with the Head of Early Years. New and trainee staff, and early career teachers, receive more frequent supervision on at least a half-termly basis.

The purpose of supervision is to:

- enable key people to immediately share information and even the slightest concern with a class teacher and the Head of Early Years.
- develop a positive relationship with members of the team as individuals, enabling them to understand where the setting is going and how they can be involved and contribute to it, improving communication and sharing responsibility.
- reiterate organisational expectations; manage performance, capabilities and workload; reflect on, evaluate and respectfully challenge practice; make appropriate changes; allow disagreements to be recorded and solutions explored.
- value, motivate and empower; coach and discuss training opportunities.
- ensure that children and their families receive the highest quality care and education.
- maximise the effective safeguarding of children and safer working practices.

Safeguarding

- St. John's ensures compliance with the latest *Keeping Children Safe in Education* (September 2026), the specific safeguarding and child protection duties set out in the Childcare Act 2006, and the EYFS statutory guidance, including updates to safeguarding expectations as outlined in the September 2026 EYFS statutory framework. The September 2026 framework updates our safeguarding practice in relation to sleeping arrangements, suitable people, concerns about children's safety and welfare, and children's screen use, all of which are reflected below. We ensure that children in the EYFS are kept safe and healthy within a secure learning environment that promotes their welfare and supports their readiness for the next stage of education.
- All safeguarding and child protection policies within the school apply equally to children in the EYFS so far as they are relevant to that age group. Please see our safeguarding policy. In addition, the following child protection procedures apply specifically to the EYFS.

DBS and safeguarding checks

- All staff and volunteers working in the EYFS are subject to the appropriate pre-employment safeguarding and vetting checks in accordance with the requirements of *Keeping Children Safe in Education*, the EYFS statutory framework and relevant DBS guidance. In accordance with the EYFS statutory framework (September 2026) and current DBS guidance, the School obtains the appropriate level of DBS check, including Children's Barred List information where the role is eligible, for persons aged 16 and over who work directly with children or otherwise fall within the relevant checking requirements. This includes part-time and peripatetic staff, and volunteers. No member of staff or

volunteer will be permitted to begin working with children until the required DBS information has been received.

Absence and attendance

- In accordance with the EYFS statutory framework and our attendance policy, all unexplained absences are followed up on the same day. Patterns and trends in attendance are monitored, and staff consider the child's individual circumstances and any factors that may increase their vulnerability.
- Any concerns arising from a child's absence are reported promptly to the Designated Safeguarding Lead (DSL) and managed in accordance with the School's safeguarding procedures. Where necessary, the School will contact parents and/or carers and alternative emergency contacts. Where concerns about a child's safety or welfare remain, the School will refer the matter to local children's social care services and/or request a police welfare check, as appropriate.

EYFS mobile devices use

- To ensure the continued safety of our children within the EYFS, this policy outlines the protocols for the use of personal mobile devices, including smart phones, tablets, watches, cameras and eyewear.

Staff

- The use of personal mobile devices, including phones, tablets such as iPads, video recorders and/or cameras, and smart technology such as smart eyewear is not permitted in the EYFS setting when in the presence of children.
- All such devices must always be stored securely in a designated area.
- Staff are permitted to use personal mobile devices in designated areas only or during non-contact time.
- Contact with parents and carers must be made on school phones only, except in exceptional circumstances (which must be reported).
- Staff may use their mobile phones when on school outings in either an emergency or for necessary contact reasons.

Photographic assessments

- Photographic assessments of children in the EYFS must be taken on school equipment cameras and iPads only.
- School cameras and iPads containing these assessments must be stored securely.

- Children featured in evidence photographs are subject to parental permission.
- To avoid unauthorised access, the evidence app is locked with a user-defined PIN code and can be remotely deactivated should a device be lost or stolen. All digital records, including images and learning journals, are stored securely in accordance with our data protection policy and the UK General Data Protection Regulation (GDPR).

Parents and carers

- As explained at induction meetings, parents are not permitted to use their mobile devices within the EYFS setting.
- In the case of school productions, parents are not permitted to take photographs or videos. This is announced at the beginning of any performance.

Children's screen use

- In line with the EYFS statutory framework (September 2026), we have regard to national guidance on children's screen use in early years settings. Use of screens and interactive whiteboards within the EYFS is purposeful, adult-led and time-limited, and is planned to support specific learning objectives rather than for entertainment. Staff monitor the amount of time children spend engaging with screens across the day, in conjunction with our parents, to ensure a healthy balance with active, hands-on and outdoor learning. Total screen time for each child, inclusive of interactive whiteboard use, does not exceed one hour across the school day.

Collection of children

The safety of children in our care is of prime importance. We therefore have clear procedures in place for the collection of children at the end of a day or a session:

- When registering a child at St. John's Preparatory School, we request names of those who have been given permission and will be picking the child up on a regular basis. These are listed in writing by the parent on a collection authorisation form and we also ask for a photo of each parent.
- When someone other than one of the main named carers is collecting a child, we ask that we are informed on a daily basis when they bring the child to school – or by contacting the school office during the day.
- We ask that the person collecting is a responsible adult (over 18) and is known to the child.
- We require relevant identification and, ideally, we would have met the person previously.

- If there is any cause for concern or clarification, the parent will be contacted before the child is released to anyone's care.
- If a parent has not informed us that someone else is collecting, we will not allow the child to leave without first checking with the parent.

Uncollected child procedure

This procedure applies to any child uncollected at the end of a school or from after school care. In the event of a child not being collected, the following steps are taken:

1. If it is at the end of the school day, we will reassure the child and settle them in Prep.
2. Check if a message has been received by the office.
3. Ask the office to telephone the child's parents or the emergency contacts for the child if there is no reply. *If the office is closed, the staff member in charge should gain the child's contact details from the school database, and emergency contacts details from the child's collection form.*
4. If no contact is possible, inform the Head of EYFS or a senior leader on site, who will assume responsibility for the child if he / she has not been collected by the end of Prep.
5. If necessary, arrange for the child to be fed.
6. If the child's parents and emergency contacts have not been traced by the evening, a senior leader will assume responsibility for the child, and the DSL, Principal and police will be informed.

Ratios and qualifications

- The EYFS is led and staffed by highly-experienced and qualified early-years practitioners. We are compliant with the statutory requirements for staff: child ratios, which are adhered to at all times, inside and outside the classroom including at break and lunch times. Children are supervised at all times and are always within sight or hearing of staff members. For children aged three and over, this means a ratio of at least 1:13 where a member of staff holding Qualified Teacher Status or an equivalent level 6 qualification works directly with the children, or 1:8 where they do not; at least one other member of staff holds an approved level 3 qualification. In line with the EYFS statutory framework (September 2026), ratios are assessed across the whole EYFS setting rather than room by room.
- Children who require rest or sleep are provided with a safe, quiet area with appropriate supervision. Children are checked frequently in accordance with safe sleep guidance, in line with the updated safer sleep requirements of the EYFS statutory framework (September 2026). Sleeping children are checked

at least every ten minutes, and staff are alert to their breathing, colour and general wellbeing throughout.

- At lunchtimes, Reception children eat in the main dining room. Any sleeping children are checked frequently.

Medical care

- All EYFS staff have in-date training in paediatric first aid. All EYFS staff have completed a full paediatric first aid course, meeting the criteria set out in the EYFS statutory framework (September 2026). Additional training is given to any member of staff for administration of medicines that require medical or technical knowledge.
- Parents are provided with the relevant medical forms during the admissions process; this ensures relevant medical information is shared in order to promote the good health of their children.
- Please see the first aid and medication policy for further information. The detail within these policies, including the procedure for responding to children who are ill or infectious, is shared with parents and applicable to children in the early years.
- As per the first aid policy, all accidents and first aid treatment are recorded and communicated to parents as soon as possible or appropriate.
- Medicines will not be administered unless prescribed by a doctor, dentist, nurse or pharmacist.

Accidents and injuries

- Staff know to inform parents of any accident or injury sustained by the child, and any first aid treatment given, on the same day or as soon as reasonably practicable.
- First aid boxes are accessible from all areas of the school in addition to the medical room.
- All first aid administered is recorded.

Risk assessments

- Risk assessments are routinely carried out and utilised to minimise a range of risks relating to daily life in the classroom or the school grounds, special activities, trips and clubs. These are kept either on the classroom wall or centrally, as appropriate. They are updated and reviewed regularly.

- Daily risk assessments are completed to cover the areas inside and outside of the Early Years classrooms and are held by the Head of Early Years.
- Risk assessments identify risks that need to be checked on a regular basis, when and by whom, and how the risk will be removed or diminished.
- Risk assessments for outings are always conducted in advance. These always take account of adult: child ratios and the steps taken to remove, minimise and manage identified risks and hazards. As all EYFS staff hold full paediatric first aid training, this requirement is met on every outing as a matter of course.
- All health and safety concerns are reported to the Principal without delay.
- Dogs are not permitted on our premises. The School is also aware of, and complies with, the EYFS statutory framework (September 2026) requirements relating to banned dog breeds.
- Please also see our risk assessment policy.