



# SOMPTING ABBOTTS PREPARATORY SCHOOL

## EARLY YEARS FOUNDATION STAGE POLICY

**Definition:** The Early Years Foundation Stage applies to children from birth to the end of their Reception year. In our school this will apply to the children admitted to PP1 and PP2.

### Aims

- To provide a safe, friendly, happy and stimulating environment for children in the Early Years Foundation Stage, enabling them to feel safe, confident and valued.
- To recognise each child as unique, to scaffold learning at their own pace and build on what they have already learned at home, from their families and their individual communities.
- To value the diversity children bring to an early years setting and respect and welcome children and their families from all social, cultural and religious communities and family groupings, operating in strict accordance with our equal opportunities policy and all current legislation relating to discrimination.
- We aim to make every reasonable adjustment to include children and their parents and carers with respect for any disabilities or additional needs they may have, working in strict accordance with our equal opportunities policy, special educational needs policy and all current legislation relating to discrimination, working in partnership with relevant outside professionals as appropriate, with parental permission.
- To enable children to feel they belong to the school and that the school belongs to them, paving the path of transition into Key Stage One.
- The environment is planned, staffed and maintained in accordance with the Statutory Framework for the Early Years Foundation Stage 2012 and the 5 Outcomes of Every Child Matters.

### Objectives

To provide a broad and balanced curriculum within an enabling environment to encourage every child to:

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a Positive Contribution
- Enjoy and Achieve

The curriculum is planned and delivered in direct accordance with the areas of learning specified in the Practice Guidance of the Early Years Foundation Stage. The 7 areas of learning and development are in line with the reviewed framework (Autumn 2012)

Children should mostly develop the 3 prime areas first. These are:

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

These prime areas are those most essential for a child's healthy development and future learning. As children grow, the prime areas will help them to develop skills in 4 specific areas.

These are:

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.



## SOMPTING ABBOTTS PREPARATORY SCHOOL

### Staffing

Mrs Kate O'Neill, head of Pre-Preparatory, has overall responsibility for the Early Years Foundation Stage and is the person registered with Ofsted.

- Mr Stuart Douch Headmaster has overall responsibility for the Safeguarding of children in the Early Years Foundation Stage. Kate O'Neill is the deputy Child Protection Officer for the school. Please refer to the Child Protection and Safeguarding Policy .
- Mrs Joanna Carrington oversees the planning and running of the EYFS and teaches in PP1 with Ms Karen Andrews (NVQ Level 3) .
- Mrs Serena Jardine and Mrs Penny Meares teach in PP2
- Mrs. Ali Denning (NVQ Level 3) supports the EYFS on Wednesday and Thursday afternoons.
- Mrs. Sarah Stuart (NVQ Level 3) also supports the department to cover PPA and staff absences.
- Our well qualified Teaching Assistants and Teaching staff cover playtime duties and after school care. An auxiliary staff member also assists the morning playtimes in the EYFS. At all times we maintain the correct staff to child ratios, in line with recommendations by the EYFS Statutory Framework.
- In PP1, children will be allocated a key person. In Reception the key person will be the class teacher.
- In the EYFS we use the concept of 'supervision' as a way for staff to discuss issues and identify solutions as well as receive coaching to improve their personal effectiveness. Supervision involves a meeting between a manager and each staff member, including teaching assistants, in order to support their role as key persons working with children and their families. The frequency of meetings is determined according to the needs of the families and the staff member supporting them. This is in addition to regular staff appraisals and other opportunities for staff training. Please refer to the separate policy on staff supervision.
- All staff are recruited safely according to the school's Safeguarding Policy. Stuart Douch and Kate O'Neill are trained in safe recruitment.
- All EYFS staff regularly attend training courses for their Professional Development. These courses are accessed through the West Sussex Early Childhood Service.
- Trained kitchen staff prepare the meals for the children and members of the EYFS team also attend courses in food hygiene.
- Staff seek medical advice if they are taking medication which may affect their ability to care for children, and any staff medication must be securely stored at all times. ( Refer also to the whole school medicine policy)
- Mr. David Sinclair, the Bursar has overall responsibility for financial management of the EYFS setting.
- Staff in the Nursery (PP1) and Reception (PP2) maintain their own registers. A register is taken for each session. This lists each child present and records total numbers. Registers are used in the event of fire and for child protection monitoring purposes when necessary.

### Welfare

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (See Whole School Safeguarding Children Policy)



## SOMPTING ABBOTTS PREPARATORY SCHOOL

“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.”

At Sompting Abbots School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2012. We understand that we are required to:

- Promote the welfare and safeguarding of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children’s stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children. Maintain confidentiality of records about staff and children, with access only available to those who have a right or a professional need to see them. Parents and/or carers must be given access to all records about their child, provided that no relevant exemptions apply to their disclosure under the Data Protection Act. Records relating to individual children are retained for three years or longer.

### **Health and Safety**

At Sompting Abbots there are clear procedures for assessing risk (see whole school risk assessment policy) which includes procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment. In addition to this, an annual risk assessment is conducted of the EYFS (see EYFS risk assessment) and in the staff handbook, safeguarding and child protection policies, there is detailed information and procedures to ensure the safety of the children. The EYFS risk assessment must be read in conjunction with other relevant whole school policies (see EYFS risk assessment)

In line with the EYFS statutory framework 2012, at Sompting Abbots we undertake;

- A whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child’s needs for medication are kept up to date. Medicines will not be administered unless they have been prescribed by a doctor, dentist, nurse or pharmacist. Training is provided for staff where the administration of medicine requires medical or technical knowledge. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child’s parent and/or carer.” At Sompting Abbots a written record is kept each time a medicine is administered to a child and informs the child’s parents and/or carers on the same day.” (Statutory framework for EYFS 2012)
- Fresh drinking water is available at all times
- Children’s’ dietary needs are recorded and acted upon when required
- PP1 classroom has a snack and sink area for eating healthy snacks and preparing drinks.
- A first aid box is accessible at all times and a record of accidents and injuries is kept (see accident and injury policy). Paediatric first aiders in the EYFS are Joanna Carrington, Karen Andrews and Serena Jardine.



## SOMPTING ABBOTTS PREPARATORY SCHOOL

- The inclusion manager is Stuart Douch for the whole school with Kate O'Neill as the lead behaviour manager for the Early Years. (refer to Inclusions policy, behaviour policy)
- A health and safety policy and procedures which cover identifying, reporting and dealing with accidents, hazards and faulty equipment.
- A fire and emergency evacuation procedure and policy
- A safeguarding policy stating how mobile phones and cameras are to be used and stored securely whilst children are in the setting. Cameras that are used in school must not be used for staff own personal use. Duty staff are permitted to take one mobile phone outside in case of emergencies. These are never used for personal calls or to take photographs, (refer to mobile phone and electronic equipment policy)
- Appropriate clothing, in particular in relation to the wearing of heels (stilettos or a heel that comes to a point). Staff are expected to wear clothing that supports them in getting to a child's level and playing and engaging with children at floor level.

### Planning, Teaching and Assessment

For EYFS children, 'play' is the natural vehicle of learning. We aim to build on each child's early experiences gained at home or from other pre-school experiences. Importance is placed on the children feeling happy and comfortable in their learning environment. We encourage them to explore, experiment, think, create, talk and question, to solve as far as possible their own problems and to carry an activity successfully through to the end. In this way we encourage them to become independent learners, building their self-esteem and confidence. To enable and support 'purposeful play' the learning environment (both indoors and outdoors) will be organised appropriately, with resources and equipment accessible and available. These will include:

- Sand and Water trays
- Book area/quiet area
- Imaginative/role play
- Construction toys
- ICT equipment
- Interactive whiteboard
- Interest areas and displays
- Creative activities
- Equipment and activities to develop physical skills

The learning environment is flexible, in response to children's changing interests and abilities. Emphasis is placed on adults in the environment listening to and talking to the children as they play, in order to judge the right time to step in and lead them forward by asking questions, making suggestions or providing relevant knowledge, information and additional materials. Throughout the EYFS we start with the concrete and move through to the more abstract.

Recognising that children develop and learn in different ways and at different rates, we provide each child ample time to learn through his/her environment using the toys and games available. We help them develop their fine motor control, pincer grip, hand-eye co-ordination etc. through threading, using pegs, construction toys and various art and craft activities, to foster the ability to hold a pencil well.

The children are given many opportunities for free play, guided by the practitioners who discuss with them what they are doing and how they are going to develop their ideas. This encourages the child to extend vocabulary and develop communication skills. Large group activities such as singing, music and movement, games and action songs all help build confidence and communication skills.



## SOMPTING ABBOTTS PREPARATORY SCHOOL

PP1 and PP2 have a timetabled Outdoor Classroom on a Wednesday morning as well as many other opportunities for outdoor learning throughout the week.

We place high importance on circle time activities, which help the children develop listening skills, increase concentration and build confidence. We also instil in the children the concept of good manners, respecting others and being aware of feelings, both our own and those of others. Story time is another important part of the timetable, either in a large group or as smaller groups or individual activity. When ready, the child is given the opportunity to put his/her ideas, thoughts and knowledge on to paper in a formal way.

Reading and writing are introduced through phonics. Sounds are learned with a multi-sensory approach using body movement, ears, eyes and speech to help memory. Number work is approached in a similar fashion with songs, rhymes and games. Each child is treated as an individual. If a child is happy, content and given the opportunity to develop their skills, then they will flourish within their environment.

- The teachers and TAs meet and plan together for the EYFS. The Pre Prep 'Umbrella' Topic provides some stimulus with individual tailoring to match specific development matters.
- Individual plans are created, showing the next steps in each area of learning with additional individual play plans for children with special educational needs.
- Planning will include a 'look listen and note' section to specify the indicators of evidence of learning to inform observations
- Staff complete an Early Learning Journal for each child, using photographic and observational evidence collected in the setting based on 80% child led activities and 20% adult led activities.
- Children are encouraged to take ownership of their Early Learning Journals and choose items to be included in it, such a favourite drawing or photograph.
- Parents and carers are warmly encouraged to contribute to the Early Learning Journals by sharing observations made at home with staff.
- With permission from parents and carers, evidence in the Early Learning Journals is shared with professionals from other Early Years settings that the child attends.
- Learning Journals will be shared with parents and carers at least once a term, more often upon request and is seen as a two way exchange of communication. Written reports are also sent to parents at the end of the Autumn and Summer term. There is a more formal parents' evening during the Spring term.
- Staff will complete a progress check on any 2 year olds attending the setting and will share the information with parents.
- As mentioned below in the Transition section, at the end of the EYFS the Reception teacher uses the EYFS Profile to assess how children have progressed through the Foundation Stage. The EYFS Profile must be completed for all children in the final term of the year in which they reach age five, no later than 30 June in that term. The results of the EYFS Profile must be shared with parents, with an explanation of when and how the Profile can be discussed with the teacher who completed it. West Sussex County Council also request this information for their database.

### Parental Partnership

- Parents and carers are regarded as the child's first educator. We seek to work in close partnership. Communication with parents and carers is welcomed through the following channels:
  - Face to face contact at drop off or pick up time on a daily basis.
  - Telephone calls
  - Messages in red book bags
  - 'My child's interests' activity sheets



## SOMPTING ABBOTTS PREPARATORY SCHOOL

- Parental questionnaires to help us improve the setting
- Meetings by appointment
- The attached sheet is given to parents when their child joins the setting to give them good insight and understanding of the EYFS

### Transition

Before joining PP1 or PP2 children are offered a number of taster days to become familiar with life at Sompting Abbots. Parents are invited to stay with their child during these tasters and can stay for as long as necessary, depending on the needs of the individual. During these taster sessions staff can chat to the parents and find out key information to help the child settle when joining. All children and their parents/carers are provided with an Early Years welcome pack and a copy of the Pre Prep handbook. Children are also invited to complete an interest sheet with their parents. This is then given to staff to help inform their planning. If a child has attended another nursery staff liaise with that setting and the Learning Journals are requested.

Children generally move into PP2 in the September before their fifth birthday. We do offer summer born children the opportunity to move to PP2 in the January before their fifth birthday. This is very dependent on the needs of individual children. Our Early Years teachers plan together and work with all the EYFS children, the younger children enjoy many activities in PP2 classroom. This promotes a very smooth transition from PP1 to PP2 with staff communicating the needs of each pupil.

### From Reception Class (PP2) to Key Stage 1 (PP3)

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the early learning goals. 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'). Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

### Funding

- Children in the Early Years Foundation Stage may be eligible for Early Years Entitlement Funding depending on their age. Parents and Carers should contact the Bursar for details.

### Complaints

- Any concerns or complaints should be addressed in the first instance to Kate O'Neill. **However if the matter is not resolved, full procedures for complaints can be found in the Complaints Policy , available in hard copy from the office or on our website. The number for Ofsted is clearly displayed on the Pre Prep notice board.**

(Appointments can be made with Mrs. Kate O'Neill or Mr. Stuart Douch, if parents wish to raise special issues or concerns.)



## SOMPTING ABBOTTS PREPARATORY SCHOOL

### Monitoring

The Nursery is inspected by Ofsted as we are registered with them to include two year olds and also ISI. After an inspection an Action Plan is prepared to address any issues raised. The setting is also supported by a number of Early Years advisors who regularly visit (AQuire and Ecers) and moderations takes place. The head of Pre Preparatory and EYFS staff review their reports and follow up with an Action Plan. (All reports for these visits are available to view, they are stored in the pink EYFS folder that can be located in the PP4 cupboard)

For additional information please see the Pre Prep Handbook and Staff handbooks. The document attached below is sent to all EYFS parents along with a welcome pack.

**Policy reviewed and updated January 2014 by the EYFS Team**

**Review date- January 2015 or sooner if we receive notification from ISI or Dfe of statutory changes to policy and procedure in the EYFS.**

### The Early Years Foundation Stage at Sompting Abbots

#### Pre Preparatory

Our Early Years children progress through PP1 with Mrs. Joanna Carrington and Ms. Karen Andrews. Then through PP2 with Mrs. Penny Meares.

The Pre Prep opens at 8.30 am, but it is not necessary to arrive before 8.50 am. Parents who need to drop their children earlier can use the Early Room facility from 8.00 am. Each day begins with registration and assembly. Please find details of the day-to-day running of the Pre Prep in the accompanying handbook.

We hope the following information will provide you with some insight into the early stages of your child's education:

#### **What is the Early Years Foundation Stage?**

**Early Years Foundation Stage (EYFS)**, is how the Government and early years professionals describe the time in your child's life between birth and age 5.

**This is a very important stage as it helps your child get ready for school as well as preparing them for their future learning and successes. From when your child is born up until the age of 5, their early years experience should be happy, active, exciting, fun and secure; and support their development, care and learning needs.**

Nurseries, pre-schools, reception classes and childminders registered to deliver the EYFS must follow a legal document called the Early Years Foundation Stage Framework.

#### **What is the EYFS Framework – why do we have one?**

The EYFS Framework exists to support all professionals working in the EYFS to help your child, and was developed with a number of early years experts and parents.

In 2012 the framework was revised to make it clearer and easier to use, with more focus on the things that matter most. This new framework also has a greater emphasis on your role in helping your child develop.

It sets out:

- The legal welfare requirements that everyone registered to look after children must follow to keep your child **safe** and promote their welfare



## SOMPTING ABBOTTS PREPARATORY SCHOOL

- The 7 areas of **learning and development** which guide professionals' engagement with your child's play and activities as they learn new skills and knowledge
- Assessments that will tell you about **your child's progress** through the EYFS
- Expected levels that your child should reach at age 5, usually the end of the reception year; these expectations are called the "**Early Learning Goals (ELGs)**"

There is also guidance for the professionals supporting your child on planning the learning activities, and observing and assessing what and how your child is doing.

What does it mean for you as a parent?

### **Ensuring my child's safety**

Much thought has been given to making sure that your child is as safe as possible. Within the EYFS there is a set of welfare standards that everyone must follow. These include the numbers of staff required in a nursery and things like administering medicines and carrying out risk assessments.

### **Quality**

You can find out about the quality of your child's nursery and other early years providers in relation to the EYFS Framework by checking what the Government's official inspection body for early years, Ofsted, has to say about it. You can find this information at [www.ofsted.gov.uk/inspection-reports/find-inspection-report](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report)

### **How my child will be learning**

The EYFS Framework explains how and what your child will be learning to support their healthy development.

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development**.

Children should mostly develop the **3 prime areas** first. These are:

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

These prime areas are those most essential for your child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in **4 specific areas**. These are:

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.

These 7 areas are used to plan your child's learning and activities. The professionals teaching and supporting your child will make sure that the activities are suited to your child's unique needs. As your child moves from PP2 into PP3, the work of the EYFS areas will develop into the Key Stages of the National Curriculum.





## SOMPTING ABBOTTS PREPARATORY SCHOOL

### How can I find out how my child is getting on?

It is important that you and the professionals caring for your child work together. You need to feel comfortable about exchanging information and discussing things that will benefit your child. These conversations will be with your child's "**key person**". This is the person who:

- Is your main point of contact within the setting
- Helps your child to become settled, happy and safe
- Is responsible for your child's care, development and learning
- Takes a careful note of your child's progress, sharing this with you and giving you ideas as to how to help your child at home.

At Sompting Abbots Nursery you will have regular opportunities to share and discuss your child's Learning Journal as well as the regular contact with staff at the beginning and end of the day.

There are two stages (at age 2, and again at age 5) when the professionals caring for your child must give you written information about how he or she is doing.

#### **When your child is 5**

At the end of the EYFS – in the summer term of the reception year in school – teachers complete an assessment which is known as the **EYFS Profile**. This assessment is carried out by the reception teacher and is based on what they, and other staff caring for your child, have observed over a period of time.

Play is the way in which children will discover new things about the world, develop new skills and build relationships. Before children learn to read and write they use play as a very important way to express their feelings, ideas and responses. A great deal of learning goes on while children play and we encourage a broad range of play situations for the Early Years children. The children and staff make the most of our fabulous outdoor environment to enhance the children's experiences. Staff use their observations of children's play and listen to their ideas to inform their planning for future activities.

The Early Years pupils join in almost all the activities of the Pre Prep including special activity days, puppet shows, assemblies, services at St. Mary's and Christmas parties. Details of events are posted on the notice board in the entrance to the 'Old Stables' and sent to you by letter or invitation. The younger children also enjoy their own play area in the walled garden which has a sand pit, activity apparatus and large wheeled toys.

On a practical note, your help with the following will build your child's confidence and support their understanding of routines and conventions:

Please encourage your child to put on her/his own blazer, tracksuit, shoes and 'wellies', independently.

Blow and wipe their nose.

If they are dry, please encourage them to use the lavatory on their own, explain about flushing the loo and the importance of hand washing. If they are wearing nappies we work with the parents/carers when they progress to toilet training. Please ensure that you provide nappies, wipes and a change of clothes, all clearly labelled. A copy of our nappy changing policy is available on request.

Please also encourage your child to use 'please', 'thank you' and 'excuse me'.

I hope that the information given here will be of help. We look forward to building a strong bond with you and your child. We are always pleased for opportunities to discuss, explain and help whenever necessary.



## SOMPTING ABBOTTS PREPARATORY SCHOOL

Dear Parents,

Spring Term 2014

We would like to give you the opportunity to complete a questionnaire about the nursery at Sompting Abbotts. Please tick the appropriate box and add any comments in the space provided. We have also added a section to find out children's ideas; you might like to complete this with your child. Please put your completed questionnaires in the box outside PP1.

Thank you

### Section 1

|  | <b>Strongly agree</b> | <b>Agree</b> | <b>Disagree</b> | <b>Strongly disagree</b> |
|--|-----------------------|--------------|-----------------|--------------------------|
| My child is happy at nursery.                                  |                       |              |                 |                          |
| My child enjoys the activities at nursery.                     |                       |              |                 |                          |
| I am happy with the quality of care my child receives.         |                       |              |                 |                          |
| My child is supported to meet their potential.                 |                       |              |                 |                          |
| There are a wide range of activities for my child to do.       |                       |              |                 |                          |
| The nursery is kept clean and bright and in good order.        |                       |              |                 |                          |
| Children's interests are taken into account.                   |                       |              |                 |                          |
| My child is encouraged to be healthy.                          |                       |              |                 |                          |
| There is good communication from nursery staff about my child. |                       |              |                 |                          |
| Staff are approachable.  |                       |              |                 |                          |
| I am confident that staff protect children and keep them safe. |                       |              |                 |                          |
| The nursery helps me to support my child's progress.           |                       |              |                 |                          |

Are there any further comments you would like to make about the nursery and can you suggest any ways in which we can improve our setting?