

Early Years Foundation Stage (E.Y.F.S.) Policy

Early Years Foundation Stage (EYFS) Policy.

About the School

Branton is a small hamlet situated in the Breamish Valley which lies in the foothills of the Cheviot Hills and is on the border of the Northumberland National Park.
At Branton we aim to provide:

- A happy purposeful school which is bright and busy.
- A broad and balanced curriculum through which each child can achieve the highest standard of which he/she is capable of at each stage.
- Opportunities to develop self-confidence, independence, initiative and self-reliance as well as co-operative group work.
- A care, concern and knowledge of the environment and community in which the children live.
- A caring family atmosphere.

Our Mission Statement

At Branton Primary School we are full of cheer!

Confident
Happy
Enlightened
Effective
Respectful

Our vision is

'To care for, nurture and value everyone, while guiding, enlightening and developing a lifelong love of learning.'

We work together to make the start of every child's journey as inspiring and as fulfilling as possible with a creative curriculum designed around them, supporting and encouraging each individual child's talents and aspirations, in a safe and nurturing environment.
We teach them to explore the world around them, to become confident learners and to always challenge themselves to develop and improve.

About our nursery

The Breamish Valley Community Nursery was opened in September 2012, being officially opened by Her Grace, The Duchess of Northumberland in November 2012.

Our nursery operates in Owl Class, which they share with our reception children, forming an Early Years Class.

Our Nursery operates for ten sessions, five mornings sessions and five afternoon sessions each week, offering flexibility for our local, rural community. The morning sessions run from 9.00 am to 12.00pm, and once children either stay for full days or are fully funded as 3-4 year olds they are also welcome to stay for a paid school lunch. For children having a school lunch the collection time is 12.30pm.

The afternoon sessions run from 12.30 to 3.30pm, with many parents preferring to collect children at 3.15pm when our school day ends for the children in school.

On Thursday mornings we are joined by our Parent Baby and Toddler group 'The Goslings'. This runs from 9.30am until 11.00 a.m. in class 1 while our nursery and reception children work outside in our Forest School. The group have access to all the equipment inside and outside in our Early Years Classroom, and share a healthy snack and milk during the session.

Our Early Years Classroom is made up of the main room, the conservatory and a safe and secure outdoor area.

In the main room we have a variety of areas that we change frequently to provide a broad and balanced range of activities for our children. They may include computers, quiet reading areas, writing areas, construction and role play areas. There are cushions and throws, so if our children are tired and need to rest there are spaces for them to do this.

Our creative area is in the conservatory. There are areas where the children can paint, draw on whiteboards and blackboards, play with malleable materials, construct, play musical instruments and use a wide range of other creative resources. We can also sometimes have the sand and water trays inside.

The outdoor area typically has ride-on toys, big bricks, sand and water trays, plant pots for gardening, amongst other resources. The children also have use of the larger playground and the school field, which now includes a willow maze and seating.

At Branton we also have a thriving Forest School with two fully trained Forest School Leaders, our nursery specialist being one of those. Our children are timetabled to work outside in our Forest School on a Tuesday afternoon and a Thursday morning currently, although our Forest School is accessible whenever we wish to work outside!

The children enjoy a rich variety of activities to support their learning, including learning languages such as Spanish, cooking, singing and moving to music. They take part in drama and dance or yoga activities through the week and in their final term in nursery before they make to move into reception they have the opportunity to join our children for their swimming sessions at Willowburn when accompanied by an adult, and take part in our PE afternoons.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Branton Community Primary School and Breamish Valley Community Nursery, children are welcome into the Nursery once they are 2 years old. We offer both funded (for eligible 2 year olds) and paid for sessions, with a targeted 2 year old session running each Wednesday afternoon. In the term that they turn 3 children are invited to take up to 15 hours/five sessions in our nursery as a 'rising 3'. Please see information below in the admissions section with regard to rising 3 places.

Children become fully funded the term after they turn 3 and can take between 15 and 30 hours of nursery (30 hours depending on whether they are eligible for the additional funding).

Children join Reception in the September of the year that they turn five, and parents need to apply for a school place for entry to reception through Northumberland County Council, whether or not your child is already attending our nursery.

In partnership with parents and carers we enable the children to begin the process of becoming active learners for life. We endeavour to ensure that children "learn and develop well and kept healthy and safe." We aim to support children in their learning through "teaching and experiences that gives children the broad range of skills that provide the right foundation for good progress through school and in life." (Statutory Framework for the EYFS 2012)

The EYFS is based upon four principles:

- A unique child – developing resilient, capable, confident and self-assured individuals.
- Positive relationships – supporting the children in becoming strong and independent.
- Enabling environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and developing – An acknowledgement that children learn in different ways and at different rates.

School lunches

Our nursery children are able to stay at school and have a hot mid-day meal if

- They are staying in school for a full day *and /or*
- They are a funded 3-4 year old

Lunches are charged at £2.20 per day for all our nursery children, payable in advance. (Children in reception currently receive a Universal Infant Free School Meal.)

Children attending a morning session and staying for school lunch need to be collected at 12.30pm.

Children who are 2 years old (including those classed as rising 3s) attending a morning only session need to be collected at 12pm.

Admissions

Requests for admission to Breamish Valley Community Nursery need to be addressed directly to the school and are welcome from when a child turns 2 years of age. We offer the 15 hours of free childcare for eligible 2 year olds and also offer paid for sessions to 2 year olds who are not eligible for funding.

In the term that a child turns three they are classed as a 'rising 3' and we offer (dependent on places) five sessions/15 hours to children who will then go on to take up a funded place in our nursery in the term after they are 3 years of age. If parents wish their child to attend these sessions but do not intend their child to take up a funded place at Breamish Valley Nursery then any sessions taken will be charged for.

The School receives funding for 15 hours a week for all 3 year olds (and for eligible 2 year olds) in the term following their third (or second) birthday, as follows:

- Children born in the period 1st January to 31st March will receive funding from 1st April following the child's third (or second) birthday
- Children born in the period 1st April to 31st August will receive funding from 1st September following the child's third (or second)birthday
- Children born in the period 1st September to 31st December will receive funding from 1st January following the child's third (or second) birthday.

Requests for a place in the reception class of Branton Community Primary School need to be submitted to Northumberland County Council for all children in the application period (usually the end of October to mid-January prior to the September they will start in school), regardless of whether they are attending Breamish Valley Nursery.

Toilet training

Due to the age of children attending our nursery, we do not expect all children to be toilet trained on entry. We have an intimate care policy and consent form for children wearing nappies (see appendix 1) and staff will work closely with the parents and the child to make toilet training an easier and more effective experience when the child is ready to make that change.

A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by

feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion/Special Educational Needs and Disabilities (SEND)

All children and their families are valued at Branton Community Primary School and Breamish Valley Community Nursery. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities.

Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the school will call upon outside agencies for further information, advice and specialism. Appropriate steps are taken in accordance with the school's Inclusion policy SEND Policy.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.

Dyslexia friendly

In order to accommodate the individual's particular learning style lessons will be planned wherever possible in a multi-sensory way so that the various activities will cater for all pupils in the spirit of inclusion. There will also be a consideration of how to record lesson outcomes so that the pupil is offered a variety of methods and is not inhibited by any specific difficulty.

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)

"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 Branton Community Primary School and Breamish Valley Community Nursery 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.

Positive Relationships

At Branton Community Primary School and Breamish Valley Community Nursery we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children.

We do this through:

- Talking to parents about their child before their child starts in our school;
- Inviting children to visit our nursery and have the opportunity to spend time with their teacher before starting nursery;
- Supporting children through the transition from Nursery to Reception with the children attending part time during the first two weeks, if needed. This is also to support staff and parents in getting to know each other as well as the children.

- Inviting all parents to termly meetings during their child's time in nursery and also an induction meeting during the term before their child starts school and again during the first half term of the child's Reception year in order to detail how we aim to work with their child particularly in relation to reading and phonics;
- Encouraging parents to talk to the child's teacher or Key Worker if there are any concerns. There is a formal meeting for parents offered each term at which the teacher and the parent discuss the child's progress in private.
- Providing a termly update on their child, which includes where they are within the monthly developmental bands and the Characteristics of Effective Learning.
- Offering a meeting with parents before a child turns 3 so the parents and staff can discuss their child's progress in relation to their milestones and the age related expectations and linked to the 27 month check;
- Providing parents of children in Reception a report on attainment and progress at the end of each school year, as well as a EYFS Profile report which includes the Characteristics of Effective Learning;
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: open assemblies, school visits, coffee mornings, fundraising events;
- Providing parents an opportunity to celebrate their child's learning and development by sharing and contributing to their child's online Learning Journal on Tapestry which inform planning and provision;
- Online contact through Tapestry, as well as the acknowledgement that parents can ring school or come into school to contact key workers through our open door policy.
- Ensuring all parents know that their child's teacher and teaching assistant are their key workers;
- Providing a quiet and confidential area where parents are able to discuss any concerns.

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident and secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.
Effective learning builds and extends upon prior learning and following children's interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. These observations are recorded in the children's individual online learning journey through Tapestry.
Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

Teaching and Learning

At Branton the Early Years class consists of Nursery and Reception.
The Early Years Foundation Stage (EYFS) has seven Areas of Learning.
The Prime Areas are:

- Personal, Social and Emotional Development (PSED)
- Communication and Language
- Physical Development.

The Specific Areas are:

- Mathematics
- Literacy
- Knowledge of the World
- Expressive Arts and Design.

Each child in the EYFS is designated a key worker. Amongst other things, the key worker is responsible for keeping the child's Tapestry Online Learning Journal up to date in order to ensure their progress.

Parents receive a progress update for their child each term, accessible on Tapestry as well as being provided on paper, and will be offered the opportunity to attend a Parents Meeting each term. At Branton we also operate an open door policy so parents can talk to their child's key worker, or any teacher, whenever they need. The beginning and end of sessions are the best times to catch us.

Supporting learning in the EYFS

The EYFS practitioners will support learning in different ways in different areas of the classroom and for different stages of development. We plan adult-led activities to introduce themes or support learning. Child-initiated play is encouraged as it is the main and most important way for children to learn.
We are always looking to support and extend the children's play so that they get the most out of all the areas in the classroom. We do this by planning for each area, getting involved in the play and questioning.
There are resources set up in each area of the classroom and outside to enhance the children's play, and also resources for children to choose for themselves so they can become independent learners and to encourage enquiry and investigation.
As the children progress through Reception, we provide some more structured activities so that they are ready for Year 1.

Key workers

Each child in Early Years will be assigned a key worker. The parents will be notified of their child's key worker.
The role of the key worker is as follows:

- To help ensure that every child's care is tailored to meet their individual needs
- To help the child become more familiar with the setting
- To offer a settled relationship for the child
- To build a relationship with the child's parents

- To seek to engage and support parents and/or carers in guiding their child's development at home
- To help families engage with more specialist support if appropriate
- To keep the child's Learning Journal up to date

The Observation, Assessment and Planning (OAP) Cycle

Observation

- The adults in our early years and throughout school will observe children in a variety of situations, and there will be at least one observation for each child added to Tapestry each week. Once an observation is added, parents will receive notification via email so they can view the observation online.
- Tapestry has a section for parents where they can record their children's likes and dislikes, routines and the people who are important in their children's lives. All parents will be asked to complete this section and can update it over time.
- Parents will be asked to view the online observations and comment/contribute to them. They will also be able to add photos, videos or comments about their child and their experiences outside of school, to enable us to gather as full a picture as possible of each child.
- Children will be asked about their favourite activities at school, or what they would like to do in school.

Assessment

In the Early Years, assessment is ongoing and although school staff will pull together findings, parents views and observations will contribute along with in school observations to the termly summative assessments for each child.

At Branton Primary School and Breamish Valley Nursery, assessment will be carried out by

- Staff completing a baseline assessment as each child enters our setting. There will also be a baseline assessment carried out on each child on entry to our reception class
- Observations that are carried out and are used to identify a child's next steps
- Parents observations, and these will also be used to identify next steps
- Gathering information and knowledge of the child and using this to identify progress in developmental bands and to complete the Progress Tracker
- Completing a summary of each child's progress each term

Planning

- Use identified next steps to plan the next week's activities based on that particular child
- Use gathered information to plan activities based on the child's likes, interests and needs.

"Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is used as an essential part 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. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must 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." (Statutory Framework for EYFS 2014)

Planning and guided children's activities will reflect on the different ways that children learn and reflect these in their practice. At Branton we support children in using the three characteristics of effective teaching and learning. These 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; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
  (Taken from statutory framework for the EYFS 2012 and 2014)

Religious Education is taught throughout school and this include the Reception year.

Outdoor Play

Outdoor play is important in order to ensure that the children are actively involved in physical activities, which encourages the children to become healthier, happier and more physically competent when playing outdoors. Outdoor play enables to children to access different skills, ideas, knowledge and materials which promote social learning, creativity and problem solving skills.

As mentioned earlier, we have a fantastic Forest School on site and trained Forest School Leaders who lead outdoor activities in our Forest School at least twice each week.

Arrival and Departure of Children

Gates

The vehicle access gate to the back of the school and the playground, and the gates to the school field are locked at all times. The pedestrian gate at the side of the school with access to the playground is locked by 9:30am when all the children, including Nursery, are in school. The gate is not opened until 3:15pm when a member of staff takes the children to the main gate to be collected.

Arrivals

A member of staff will be available on the rear playground from 8.45 am, with the start of school and nursery at 9.00 am. There are door bells at the front door, rear door and nursery conservatory door if you need to speak to the team when the doors are not open.

Nursery - Parents come onto the playground at the rear of school where they will be greeted by a member of staff. Children may be dropped off at anytime between 8.45 and 9.00 am.

Reception –Y4 – Children come around into the rear playground, either from school transport or escorted by parents between 8.45 and 9.00 am with the school day beginning at 9.00 am.

All members of staff are available to parents/carers every morning between 8:45 and 9:00am.

Attendance is recorded each day and for each session for all children and information on the attendance of all children in a funded place is provided to the Local Authority. Children are encouraged to self-register through our online learning platform, school360, which is displayed on the interactive whiteboard in each classroom at the beginning of each day. A member of staff will then submit that register electronically to the school office.

Once in Reception and therefore in main school, children arriving after 9.00 am and before 9.30 am will be marked as late.

Any children arriving at school after 9:00am must come in through the front door in order to be registered as staff will no longer be available to let children in through the rear door.

Lateness or absence

The school office needs to be notified as soon as possible if a child is going to be arriving late or not attending school. If any children are not accounted for by 9:30am the school office will endeavor to contact their parents/carers to ask for a reason, This is to ensure that the parents/carers and the school know where the children are at all

times. If no reason is available then that child will have that absence recorded as an unauthorized.

Departures

Nursery – Parents will collect their children from the front door at lunchtimes and at the end of the school day children will be encouraged to leave school with the other children. Only named adults will be allowed to leave the school with a child. A password system is in place if an unknown and unexpected adult arrive to collect a child.

Reception – Y4 At 3:15pm a member of staff will take the children to the front of school to wait for parents/carers and school transport. The children are only allowed to leave the adults in school when the adult who is collecting them comes into the school grounds and takes charge of the child before leaving through the gate, whether it's a parent/carer or school transport driver. Any children who are not collected are taken back into school where they are supervised by a member of staff until they are collected.

If a parent/carer or other named adult knows they are going to be late for collection, staff must be informed as soon as possible. If the adult is late without prior warning, the provisions of the Uncollected Children policy will be activated.

No adult other than those named will be allowed to leave the school with a child. In the event that someone should arrive without prior knowledge, the school will telephone the parents/carers immediately and await their advice.

Early Departures

The school needs prior notification if a child needs to be collected early. The school also needs prior notification if a different/unfamiliar adult will be collecting a child and the adult needs to be informed of the security password for your child which they will be asked at school to verify their identity. If we are unable to verify the identity of an adult attempting to collect a child we will contact the child's emergency contacts.

Uncollected Child (Nursery children only)

Procedures to be followed by staff when a child is not collected on time

The School will ensure that all children are collected by a parent, carer or designated adult. If for some reason a child is not collected at the end of the session or school day, the following procedures will be activated:

- If a child is not collected after lunch a member of staff will either take the child back into the classroom to wait or if appropriate take them outside with the

other children for the lunchtime play break. The child will be supervised at all times.

- If a child is not collected by 1.00pm, a member of staff will call the parent, carer or designated adult, and use any other emergency contact details available, in order to ascertain the cause for the delay and how long it is likely to last. Messages will always be left on any answer phone requesting a prompt reply.
- A member of staff will continue to attempt to contact the parents, carer or designated adult of the child.
- If a child is not collected by the end of the school day (3.15pm) and all attempts to contact a parent, carer, designated person or emergency contact fail then the person in charge at the time should inform the Local Authority Social Services Department of the situation without delay.
- The duty social worker will take charge of the situation and decide what happens next, and whether the police need to be involved in helping to trace the parents/carers of the child.
- Social Care will attempt to find the parent or relative. Emergency arrangements will be made for the child in consultation with the Local Authority Social Care.
- The child will not leave the premises with anyone other than those named on the Registration Form or in their file.
- Under no circumstances should staff go to look for the parent or take the child home with them.
- On occasions when parents or a designated person normally authorized to collect the child are unable to do so, parents can advise how to verify the identity of the person who is to collect the child by use of the password system.
- A full written report of the incident is recorded in the child's file.
- Continual incidents of late collection will be recorded and discussed with parents/carers at the earliest opportunity.
- If the Nursery child has an older sibling who has also not been collected by the end of school, then the procedures in the Uncollected Child policy for the main school will be followed for both children.

The form for reporting an uncollected child incident is in the policy for the main school.

Intimate Care and Toileting

See intimate care policy attached as appendix 1

Equal Opportunities

All members of the school are treated as individuals. We aim to meet the needs of all, taking account of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs, disability, and social circumstances. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society and have received training to ensure understanding.

Food, drink and Healthy Eating

Snack and meal times are an important part of a child's day. It is a social time for children to enjoy food. We aim to provide healthy, balanced, varied and nutritious food and drink to meet the child's needs and encourage them to develop and promote healthy lifestyles.

We meet the welfare requirements in the EYFS on food and drink:
'Where children are provided with meals, snacks and drinks, they must be healthy, balanced and nutritious.'

Dietary Information

- Before a child starts in Nursery or Reception we find out about their special dietary requirements, including any cultural, religious or medical reasons; preferences or food allergies. The parents fill in an admissions form and an information form which contain this information, and discuss any dietary needs with the teacher/key worker. This information is kept in the child's file in the classroom and is shared with other members of staff, including the school cook.
- The relevant forms are updated when necessary after consultation with the parents.
- Individual dietary needs are displayed in the Office and in the Kitchen and all members of staff are made aware of these needs and/or parental wishes.

Snack time

- The children are provided with a mid-morning snack every day, which includes full fat milk (or semi skimmed if requested) or water and fruit/vegetables.
- Parents are asked when their child joins the EYFS whether they want their child to have milk. If they don't the child is offered water instead. If the child has any other needs/preferences other than milk of water, the drink is to be supplied by the parents/carers.
- The children are provided with a variety of fruit and vegetables, both fresh and dried. They are offered the main fruit of the day along with the other children in school.
- The snack is prepared daily, just before snack time, by practitioners who are trained in food hygiene. We are registered with the Local Authority.
- All food is stored safely in accordance with environmental regulation.
- Children are given their own piece of fruit and are told why they should not share it with anyone else.
- The children are encouraged to eat and drink all their snack and they are all expected to sit at the table until everyone has finished, unless told otherwise.
- Snack times are treated as a social experience to develop healthy practices while maintaining good food hygiene.
- Reception children have a glass of water and fruit in the morning with the nursery children and have their milk (if they choose to take it) with the older children in the afternoon.

Lunch time

- All 3-4 year old nursery children are invited to stay an extra half an hour after their morning session for lunch with the rest of the school, or if they are staying all day, all children typically stay and have a school lunch.
- The meals are provided fresh from our school kitchen each day by our unit managers, Mrs Helen Wyld or Mrs Debbie Liddle, both fully trained and supported by the Local Authority School Meals service.
- The meals provide a healthy, nutritious and balanced diet. High quality produce is used to avoid large quantities of fat, salt, sugar and artificial colouring, additives or preservatives. Fruit and vegetables are provided daily. We provide a varied diet, in which we encourage the children to try familiar and unfamiliar food. Children with special requirements are catered for. The menus for each season are available on our school website and posted on the parents notice board outside the school office. There is a three week rolling menu.
- The Nursery and Reception sit with the KS1 and KS2 children and members of staff. Older children encourage and help the younger children during the meal.
- All children are encouraged to use their cutlery properly and to sit nicely at the table. Good manners are encouraged at all times.
- As with snack time, children are encourage to eat all the food on their plate and to try everything. The quantity of food that is put on their plate is healthy and the amount they are able to eat is taken into consideration too.
- If a child's food intake/diet is cause for concern or limited, we speak to the parents to cater for the child's need and gradually expose them to more foods.
- Staff are available at the end of lunch or at the end of the school day if parents wish to talk about the menu or what their child has consumed.

Drinking water

- We encourage and support children to drink throughout the day.
- Every child has either milk or water at snack time and water at lunch time.
- Both children and staff have access to drinking water at all times throughout the day. The children can serve themselves at the water cooler using disposable paper cups.

Curriculum

- As part of the curriculum we discuss healthy practices, including food, drink, exercise and hot weather.
- We discuss healthy eating and help the children to understand why some food is healthy and some is not.
- Children participate in cooking activities and gardening. They try food from a range of cultures (respecting parental views and taking into consideration children's dietary needs).

Health and Safety

At Branton Community Primary School and Breamish Valley Community Nursery, there are clear procedures for assessing risk 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 polices, 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 polices (see EYFS risk assessment)

In line with the EYFS statutory framework 2014, at Branton Community First School and Breamish Valley Community Nursery we undertake;

- A whole school policy on Supporting Children with Medical Needs is in place and ensures 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.
- Prescription medicines are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. "*Providers must keep a written record is kept each time a medicine is administered to a child, and inform the child's parents and/or carers on the same day, or as soon as reasonably practicable*." (Statutory framework for EYFS 2014)
- Fresh drinking water is available at all times
- Children's dietary needs are recorded and acted upon when required
- The Nursery has a snack area that can provide healthy snacks and drinks. All EYFS staff have received level 2 food hygiene training.
- A first aid box is accessible at all times and a record of accidents and injuries is kept (see accident and injury policy). All staff hold current Paediatric First Aid certificates indicating that they have undertaken training within the last three years.
- The EYFS teacher is the Headteacher and SENDCo, inclusion and behaviour manager for the EYFS.
- 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 Online Safety Policy stating how mobile phones and devices including 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.
- 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 and this is detailed in the staff handbook.

Transition

Please also see the *Alnwick Locality Early Years Foundation Stage Transition Policy*

From Breamish Valley Nursery to another nursery (PVI or maintained) or school setting

For schools within Northumberland County Council there is a transfer of administrative information via the Sims admin system operated by the majority of schools. Tapestry Learning Journals can also be transferred to another setting using the same online service.

We will communicate and work with the receiving setting to ensure as smooth a transition as possible for all children. We will share appropriate information to assist the smooth transition, in particular the age band related assessment information that we have collected.

For schools and settings outside of Northumberland County Council, we will await contact from them and ask for your permission to share information before doing so.

From Reception Class to Key Stage 1

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'). The profile, along with a short commentary on the child's skills and abilities in relation to the three key characteristics of effective learning, is discussed with the next teacher and is available to look at in the child's file. This informs the next teacher about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

Zoe Ryan
July 2019

Based on the previous EYFS Policy by Rachel Plunkett, January 2014, previously updated January 2017.

Adopted by Governors and Staff ……..

Signed

Chair of Governors **Headteacher**

Reviewed ……..

Appendices

Appendix 1 – Intimate Care Policy

Appendix 2 – Nursery Costs per paid session for children not eligible for funding


Branton Community Primary School
Breamish Valley Community Nursery

Intimate Care Policy

2 and 3 year olds in school

Intimate Care and Toileting

This part of the EYFS Policy aims to manage the risks associated with toileting and intimate care needs.

All the children have the right to be safe and to be treated with dignity, respect and privacy at all times.

This Intimate Care policy should be considered in line with our Safeguarding, Health and Safety and Medicines policies. The policy supports the safeguarding and welfare requirements of the Early Years Foundation Stage (EYFS) 2012 and the Disability Discrimination Act 2005.
We will ensure that:

- No child's physical, mental or sensory impairment will have an adverse effect on their ability to take part in the day to day activities
- No child with a named condition that effects personal development will be discriminated against
- No child who is delayed in achieving continence will be refused admission
- No child will be sent home or have to wait for their parents/carers due to incontinence
- Adjustments will be made for any child who has delayed incontinence.

Intimate Care Tasks

This covers any tasks that involve the dressing and undressing, washing including intimate parts, helping someone use the toilet, changing nappies or carrying out a procedure that requires direct or indirect contact to an intimate personal area.

Partnerships with Parents/Carers

Staff and key workers work in partnership with parents/carers to provide care appropriate to the needs of the individual child and together will produce a care plan. The care plan will set out:

- What care is required
- Number of staff needed to carry out the task (if more than one person is required the reason will be documented)
- Additional equipment required
- Child's preferred means of communication (e.g. visual, verbal). Agree terminology for parts of the body and bodily functions
- Child's level of ability, i.e. what tasks they are able to do by themselves
- Acknowledge and respect for any cultural or religious sensitivities related to aspects of intimate care

- Be regularly monitored and reviewed in accordance with the child's development

Parents/carers are asked to supply the following, if necessary:

- Spare nappies
- Wipes, cream, nappy sacks, etc.
- Spare clothes
- Spare underwear

Best Practice

When intimate care is given the member of staff explains fully each task that is carried out and the reason for it. Staff encourage children to do as much for themselves as they can, lots of praise and encouragement will be given to the child when they achieve.

All staff working in the EYFS classroom must have a DBS check. Particular staff are identified to change a child with known needs and they plan and record their work with that child.

Dealing with bodily fluids

Urine, faeces, blood and vomit will be cleaned up immediately and disposed of safely. When dealing with bodily fluids staff wear disposable gloves and wash themselves thoroughly afterwards. Soiled children's clothing will be bagged to go home – staff will not rinse it. Children will be kept away from the affected area until the incident has been completely dealt with.

All staff maintain high standards of personal hygiene and will take all practicable steps to prevent and control the spread of infection.

This intimate are policy is appendices to the Branton Primary School and Breamish Valley Nursery Early Years Policy.

Parents' consent for staff to carry out necessary intimate care of 2 and 3 year old children in school.

Name of child ……

Name of key worker ……..

I have read the Branton First School and Breamish Valley Nursery intimate care policy.

I (parents name) ……
consent to the staff at Branton Primary School and Breamish Valley Nursery carrying out the necessary intimate care of my child

(child's name)……...

during the nursery or 2 year old sessions. If necessary for my child's needs I will supply spare nappies, wipes and creams usually used with my child as well as additional clothing/underwear in a named bag.

Signed ……

Date ……...

Received in school ……

Nursery Costs for children not eligible for funding

Summer term 2017 (April – July 2017)

Half day sessions

Morning session - £9.00 9am -12pm, includes early lunch on Thursdays only due to rec-Y4 children swimming, with pick up at 12pm.

Morning session with lunch – £11.20 9 am – 12.30pm

Afternoon session - £7.50 12.45 pm – 3.15 pm

Lunch and afternoon session - £11.00 12pm – 3.15pm

Full day sessions

Full day - £19.00 (9am to 3.15 pm and includes lunch)

Lunch costs for children attending funded 2, 3 or 4 year old sessions

£2.20 per day, payable in advance.