

Early Years Foundation Stage (EYFS) Policy

Southfields Primary School



Written by: Mandeep Dhesi (EYFS Lead)

Approved by:	Governing Body	Date: Summer 2023
--------------	----------------	----------------------

Last reviewed on:	Summer 2023
-------------------	-------------

Next review due by:	Summer 2024
------------------------	-------------

Contents

1. Introduction.....	3
2. Statement of Intent	3
2.1 Inclusion	4
2.2 Legislation	4
2.3 Structure of EYFS.....	4
3. Implementation	5
3.1 Prime Areas	6
3.2 Specific Areas	6
3.3 Characteristics of Effective Learning	8
3.4 Planning	9
3.5 Teaching	9
3.6 Roles and Responsibilities of adults	9
3.7 Tiger Team - GARK Values	10
3.8 Classroom Organisation and Resources.....	11
3.9 Induction.....	11
4. Impact.....	12
4.1 Assessment	12
4.2 Behaviour, Rewards and Sanctions in Reception.....	13
4.3 Parents as Partners	14
5. Safeguarding and welfare procedures	14
6. Monitoring arrangements.....	15

1. Introduction

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up."

- *'Statutory framework for the early years foundation stage Published: 31 March 2021*
Effective: 1 September 2021'

Early Years education is important for all children. The period from the age of three to the end of the reception year is the Foundation Stage. It is distinct and important in its own right and also in the preparation for later schooling. Young children need an environment which is safe and secure where they can play, explore, experiment, develop confidence, be independent, be curious and learn.

2. Statement of Intent

At Southfields Primary School we ensure that the child's welfare is paramount and that they develop as young learners in a safe environment. We aim to recognise and meet the needs of the unique child, promote their strengths, and nurture a self-belief to aspire. We know that our children enter the Nursery and Reception classes with varied life experiences, so we offer a curriculum rich in wonder. We ensure children strive through challenges, gain resilience and experience regular successes as well as making memorable experiences. We work hard to provide a stimulating indoor and outdoor environment that provides exciting opportunities, promotes challenge, exploration, and adventure which supports their personal learning and development.

It is our intent that all children develop physically, verbally, cognitively, and emotionally in an environment which values all cultures, communities, and people and reflects the needs and strengths of our school community. We aim for our children to be confident and independent, to believe in themselves and interact positively with others. We encourage questioning and the exploration of ideas and understand that play is an integral part of learning; this is at the heart of our Early Years curriculum. We believe that the correct mix of adult directed, and child-initiated play ensures the best outcomes for pupils.

We believe warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. **We recognise the crucial role that early year's education must play in providing firm foundations upon which the rest of a child's education is successfully based.** We prepare children to reach the Early Learning Goals at the end of the Foundation Stage and ensure that children make good progress from their starting points.

2.1 Inclusion

The Early Years children will be taught in accordance with the present policy for teaching and learning. We value the diversity of individuals within the school and embrace a no discrimination philosophy. All children are treated fairly regardless of race, religion or ability. All children and families are valued within our school. We recognise that all pupils bring different experiences, interests and strengths which influence the way they learn, and we encourage all children to succeed and do their best.

In Early Years we aim to give each child the opportunity to experience success in their learning and ensure equal opportunities will be extended to all pupils. We encourage children to make their own choices and give reasons for decisions and actions. We recognise that **children develop in individual ways and at varying rates. Children's attitudes and dispositions** to learning are influenced by feedback from others, therefore we praise and encourage as well as celebrate their achievements in and out of school.

Those children who are recognised as having Special Educational Needs and Disabilities (SEND) will follow similar programmes of study as their peers. However, the teaching and learning, if necessary, will be adapted or supported to meet individual children's needs. As part of Every Child Matters, we ensure that we provide children with the opportunity to be healthy, stay healthy, stay safe, enjoy and achieve and make a positive contribution and achieve economic wellbeing.

[\(For more information on our SEND provision please refer to the SEND Policy\).](#)

2.2 Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#).

2.3 Structure of EYFS

Class	Adults	Timings	Statutory Ratio
Nursery Class	1 Class Teacher 2 Teaching Assistant	AM 8.30-11.30 PM 12.30-3.30	1:13
Reception Class x2	1 Class Teacher 2 Teaching Assistants	8.40am-3.00pm	1:30

Children can be admitted to the Nursery class as soon as they are 3 years old. Their eligibility commences from start of the term after their 3rd birthday. The Nursery has a total of 52 places, comprised of the following:

18 Morning session 8.30am– 11.30am

18 Afternoon sessions 12.30pm – 3.30pm

*8 All day places 8.30am-11.30am plus 12.30pm-3.30pm

*These are subject to eligibility criteria defined by the government. Parents will apply online and will be given a unique code, more information can be found by visiting <https://childcare-support.tax.service.gov.uk/>

In the event that the all-day that the all-day places are not filled, the school reserves the right to offer additional morning and afternoon sessions in their place up to a total of 26 morning and 26 afternoon sessions.

[\(For more information on our Nursery places please refer to the Nursery Admissions Policy\).](#)

In the Nursery, there is 1 Classroom Teacher and 2 Teaching Assistants (ratio 1:13). There are 2 Reception classes in Southfields Primary School. Children can be admitted to the Reception classes the September following their 4th birthday. Each Reception class has 1 Class Teacher and 2 Teaching Assistant who work full time hours (ratio 1:30).

Class	Morning Session	Mid-Morning Session	Afternoon Session
Nursery	Registration/Dough Disco Phonics & Story Continuous Provision Literacy PE (Wednesday) Snack/Number Story/Rhymes/Music		Registration/Dough Disco Phonics & Story Continuous Provision Literacy PE (Wednesday) Snack/Number Story/Rhymes/Music
Reception	Registration/Handwriting Phonics PE (Thursday) Jigsaw (Thursday) Continuous Provision Independent Snack	Mathematics Lunch	Dough Disco Literacy Continuous Provision Reading with adults Story/Rhymes/Charanga

3. Implementation

At Southfields Primary School we offer the children a broad and balanced curriculum which follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021. This is delivered using our own developed and personalised progressive curriculum. This enables the Early Years teachers to incorporate the seven areas of learning and development into a stimulating, creative, cross curricular approach, ensuring breadth and depth. The children are actively engaged in working towards the Early Learning Goals. The goals are made up of the three Prime Areas and four Specific Areas of learning, within these areas they are broken down into 17 individual aspects which eventually lead towards the Early Learning Goals.

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

3.1 Prime Areas

Communication and Language	Personal, social and emotional development	Physical development
Listening, Attention and Understanding	Self-Regulation	Gross Motor Skills
Speaking	Managing Self	Fine Motor Skills
	Building Relationships	

The prime areas at Southfields Primary School:

- Communication and language -When children arrive at Southfields Primary School, we use the WELLCOMM programme to screen all children's speech and language development. Children are then supported using the programme to accelerate development in early language. Once children show progression in WELLCOMM they are then moved onto the BLAST speaking and listening programme which enhances language and auditory skills and talking. In Reception we support children's spoken language ability with the use of the NELI programme. The programme is targeted at children with relatively poor spoken language skills. We give children lots of opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; to speak and listen in a range of situations.
- Physical development -In Nursery and Reception children are given opportunities to be active and interactive; to develop their co-ordination, control and movement. In Nursery, PE is delivered by teaching staff every Wednesday. Activities to support gross motor skills and coordination are incorporated into fun and active games. In Reception, PE is delivered through the Real PE programme which is carried out by PE specialists. We also teach children the importance of physical activity and to make healthy choices in relation to food.
- Personal, social and emotional development - In our Early Years, children develop a positive sense of themselves and others. We follow the Jigsaw programme which also supports children in forming positive relationships and developing respect for others. We support children to develop social skills and learn how to manage their feelings; understand appropriate behaviour in groups; and have confidence in their own abilities.

3.2 Specific Areas

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Comprehension	Number	Past and Present	Creating with Materials
Word Reading	Numerical Patterns	People, Culture and Communities	Being Imaginative and Expressive
Writing		The Natural World	

During the Autumn Term, there is a particular focus on the Prime Areas to promote the well-being and involvement of our learners. We use Leuven Scale assessments to identify those

children who need additional support, and these assessments are then followed up in the Spring and Summer terms.

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

- Literacy – At Southfields Primary School, children are encouraged to become early readers through developing an enjoyment of books and the systematic teaching of phonics. We recognise that phonics knowledge is key to reading and writing. We carry out daily phonics sessions (5 times a week in Reception). The children then apply their phonics skills each day in and around the environment. We currently follow the Read Write Inc. (RWI Inc.) phonics programme.

In Reception children are sent home with a reading book everyday along with the first key **reception words**. **These are changed weekly and matched to each child's phonics ability**. Staff listen to children reading on a daily basis and record **children's** achievements and next steps. Books bags are collected on a Tuesday and books are changed and returned to children on Wednesdays.

In our Nursery provision, children develop their speaking and listening skills. The structure for supporting children with speaking and listening is as follows:

- Autumn term: Children are assessed using the WELLCOMM programme and supported in group sessions. Children who have a good level of language will be supported with the BLAST 1 speaking and listening programme. Alongside these programmes, children are supported with a range of daily stories which develop language.
- Spring term: As well as the WELLCOMM and BLAST 1 programmes, all children are encouraged to take part in daily phonic games (short sharp blasts). Those children who are confident in speaking and have a good level of language will also be supported in 1:1 or small group intervention for the BLAST 2 programme (usually a reception programme which is adapted).
- Summer term: Children will be assessed prior to the summer term using the assessment sheets from the RWI Nursery Handbook. Children highlighted to start the RWI inc. programme will begin in the summer term.

We practice speaking and listening throughout the day through talk time, role play, story time and class discussions. Our literacy lessons are taught considering the new Early Years Framework. We follow topic-themed work and focus on the knowledge, skills, and comprehension children need to secure the Early Learning Goals at the end of their Reception Year. Lessons are planned to share stories using a similar approach to the Talk 4 Writing concept and to also promote language skills. We prioritise creating a '**language rich**' environment using songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Our teachers and teaching assistants ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators.

- Mathematics –The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences. In Nursery, children are given opportunities to develop and improve their skills in

counting, understanding, and using numbers. Children learn about number formation and quantity using Ten Town. Children experience a number rich environment and are supported to begin to learn numerical patterns and a mastery of numbers 1-5 and beyond if they can. As children move into Reception, we use the Maths Mastery programme. This programme is delivered to deepen the mathematical experiences of all children and to enhance our continuous provision with practical activities.

- Understanding the world – Our topics support children to explore and experience key events from the past and the present. Children secure knowledge through innovative activities. Children make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology, and the environment. We plan visits and trips to support children's cultural capital. Children have opportunities to observe their natural world and discuss similarities and differences.
- Expressive arts and design – In Early Years we follow the school's music programme 'Charanga'. The scheme allows children to experience a range of musical disciplines. As well as this programme, we also allow children to be imaginative and express themselves through a variety of activities involving movement, dance, role-play, and design and technology. We allow children to explore and play with a range of media and materials and provide opportunities for children to create, build and make models relating to our themed topics. We encourage children to use a variety of materials to express their creative flare. Once children have created their artwork, we provide opportunities and encouragement to share their thoughts, ideas, and feelings.

3.3 Characteristics of Effective Learning

The Characteristics of Effective Learning underpin the development of children's personal qualities in Key Stage 1 and 2. Development Matters (Pages 4-5) summarises the different Areas of Learning and Characteristics of Effective Learning and highlights how they are all interwoven in children's play, learning and development.

At Southfields Primary School we endeavour to incorporate these characteristics into our curriculum and teaching by giving children the opportunities to:

- Play and explore,
- Actively learn
- Create and think critically.

Throughout the Early Years there is an emphasis on learning through play, where children are encouraged to talk about their experiences and activities with other children and adults. At Southfields Primary School, learning through play provides the children with child-initiated opportunities where they have the chance to be independent learners, adults will model, scaffold and join in with the children's play to develop, observe and assess the children's learning and development. We also provide the children with adult led activities when we are introducing and teaching new skills and knowledge. Opportunities for play, activities and role play are provided both inside and outdoors, allowing the children to independently practice, apply, and develop the skills with the support of the adults in the setting.

3.4 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas. Staff also take into account the individual needs, interests, and stage of development of each child in their care and use this information to plan a challenging and enjoyable experience. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

3.5 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff 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, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

3.6 Roles and Responsibilities of adults

Early Years teachers aim to motivate children and use resources imaginatively to help children learn. Teachers endeavour to provide a safe and secure environment for our children to develop their social and communication skills, while recording observations and summarising their achievements.

Teachers ensure that activities which are planned and carried out in our setting meet the requirements of the [Early Years Foundation Stage \(EYFS\)](#).

Early Years teachers take on the following responsibilities:

- adhere to [Teachers' Standards UK](#).
- motivate and stimulate a child's learning abilities, often encouraging learning through experience
- provide pastoral care and support to children within a secure learning environment
- assist with the development of a child's personal, social, language and physical coordination abilities
- develop and produce visual aids and teaching resources
- encourage mathematical and creative development through stories, songs, games, drawing and imaginative play
- help children develop curiosity and knowledge
- work with others, including teaching assistants and nursery nurses as well as volunteer helpers, to plan and coordinate work both indoors and outdoors
- share knowledge gained with other practitioners and build and maintain relationships with parents
- observe, assess and record each child's progress
- ensure the health and safety of children and staff is maintained during all activities, both inside and outside the setting
- attend staff meetings and staff training days
- keep up to date with changes in the curriculum and developments in best practice.

During independent learning time adults take on several roles and responsibilities. Some adults support children in guided groups and other adults facilitate children's **learning both indoors and outdoors**. Adults are aware of interventions groups and these children are targeted in the learning provision during learning time. The role of the facilitator is an important and essential role adults take on in the Early Years provision.

The responsibilities and role of the facilitator are:

To supervise all children learning indoors

- Ensure safety of all children
- Remain mobile (i.e. do not sit down and become engrossed in an activity with children) as you need to **oversee all areas of learning "have eyes in all areas"**.

To encourage children to engage with learning

- Encourage children to select the area of the learning and activities in the classroom.
- **Encourage 'wandering' children to choose an area of learning**. Choose appropriate activity for them if necessary.
- Ensure children are using the areas of learning and resources effectively and correctly.

To provide challenges for children through excellent questioning

- At every available opportunity provide suggestions for children to take their learning forward or improve their work (e.g. asking them to explain what they have made/drew).
- Ask children how they could improve their own work (what else could you add to make it better?).

To ensure all areas are kept on top of at all times

- Attend to any other matters that may prevent other practitioners from doing their roles effectively, e.g. topping up resources if the run low, sharpening pencils/crayons, toileting needs, minor friendship disputes etc.

(For details on the role of the Early Years Leader please refer to the school's curriculum policy 2021).

3.7 Tiger Team - GARK Values

Our Early Years promote the whole school '**GARK**' values and celebrate our 'Tiger Team' stars every week in our Friday Assembly. Throughout the week children show how they belong to our special Tiger Team.

In addition to the GARK values, Spiritual, Moral, Social & Cultural (SMSC) aspects run through our **Early Years setting and our children's emotional**, physical, and spiritual needs are fulfilled through a broad, balanced and enriched curriculum as well as strong links with parents.

3.8 Classroom Organisation and Resources

The organisation of the classroom reflects the importance that is placed on children learning through play and first-hand experience, developing independence, and having opportunities to initiate their own activities.

The Early Years classes provide the following areas:

- Small world tray for retelling stories
- Role play area
- Large and small construction
- Sand & Water play
- Book corner with a range of fiction and non-fiction books
- Writing table with a range of writing resources
- Making area with access to a choice of natural and man-made resources
- Table-top and small world toys
- Computer, I-Pads and printer
- Interactive whiteboard
- Musical instruments (Outdoors)
- Painting and creative equipment
- Maths games and equipment
- Outside classroom – a safe, fenced area including a role-play gazebo, water play, den area, outdoor chalkboard, planting equipment and areas, small mud pit, road track, trikes and construction, music instruments
- The Reception class also has a set of boots and waterproof clothing in order to make full use of the outside classroom, school field, trim trail, Fort and the on-site wild-life area.

Use of Whole School Resources

- The Reception class use the hall for dance, drama, physical education and assemblies.
- Use of outside field, playground and trim trail.
- The kitchen for a range of cooking activities.
- Large range of musical instruments.
- Library.

3.9 Induction

Reception and Nursery staff work closely on, delivering a progressive curriculum. The Reception teachers visit the Nursery setting to meet the children, play alongside them indoors and outdoors, and share stories and songs for several whole morning sessions between Easter and the end of the Summer Term. This allows the pre-school children and the Reception teachers to become familiar with each other before the transition period begins.

- The children from Southfields Nursery and external nurseries are then invited to visit the Reception classes to join in with play and share stories and songs towards the end of the Summer Term.
- A transition meeting to discuss children's transition records is held between the Nursery team and the EYFS Lead in July.
- In the latter half of the Summer term, a welcome meeting is held by the Headteacher, Reception teachers and the Pastoral Team to introduce parents/carers to the school, Reception procedures and the curriculum. Parents/carers are given a school

prospectus which outlines the curriculum and school routines, along with a document pack to be completed and return to school.

- When school starts in September, all children attend school a settling in period. Each week the Nursery/Reception teachers consult with parents about how their child is settling into school to ensure that children are not becoming over tired with the days that they are doing in school through the first term.
- Reception children are introduced to the life of the wider school gently as they are ready. Children need to settle with their peers in a quiet atmosphere and build up their confidence to join the whole school assemblies after the first few weeks.

4. Impact

To ensure children are secure in their learning teachers carry out daily assessments of learning for individual children. These enable staff to pinpoint children who may need additional support, for which then teachers create bespoke planned interventions to enable these children to keep up in line with their peers.

4.1 Assessment

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA). **From these assessments we are able to find the children's starting points** and adjust our EYFS curriculum accordingly, so that learning is focused on what the children need. Throughout the reception year children will be regularly assessed (in accordance with the assessment policy) to ensure that the next steps in learning are appropriately planned and that children make good progress from their starting points.

Ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are undertaken by teachers and teaching assistants and are recorded in a **variety of forms: in the children's individual learning folders; books and their Tapestry Online Journals**. These observations are used to shape future planning.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development (on track)
- Not yet reaching expected levels (not on track)

We currently use Educater as an assessment tool from which all data can be collated at the end of each assessment point. We upload our assessments into Educater four times a year (Baseline, Autumn, Spring and Summer). The results of the profile are shared with parents and/or carers for their child during parents evening and in their end of year reports.

The profile is moderated internally (referring to the Development Matters [guidance](#)). EYFS profile data is submitted to the local authority.

In the Early Years settings all staff adhere to the following assessment processes:

Independent application challenges

After each taught session, the children are set a challenge to do. This challenge relates to the teaching in that session. This is then put into their literacy/maths books as evidence of the work the children have been covering. As this work is modelled before the children do it, it cannot be used for moderation of ability.

Continuous provision challenges

There are continuous provision challenges provided for the children. These challenges allow the children to display their acquired skills without any input from the teacher. These challenges are changed weekly. These provide good evidence of what the children can do **without any support**. This work will be clearly marked with an 'I' in a circle to show it is independent.

Guided groups

After each session, the teacher works with a guided group. In this group the children do work that is differentiated according to ability. Every child works with their teacher in a guided group every week for both Maths and Literacy. The work that is done in these sessions is either recorded on the Tapestry, Maths or Literacy books.

Spontaneous observations

All adults in reception use the observe children during their learning time. Quality time is spent getting to know each child in the provision. Staff are able to support children by observing them and **identifying their next steps**. **Crucial conversations about the children's interest** help develop effective planning for the continuous provision to support moving learning forward.

4.2 Behaviour, Rewards and Sanctions in Reception

At the beginning of the Academic Year practitioners work with the children in Reception to highlight examples of acceptable and unacceptable behaviour. Additionally, during the transition process from Nursery to Reception, practitioners discuss new routines and expectations about the use of equipment within the workshop areas. Clarity at this stage is of paramount importance.

Learning stars (Reward)

Each child has a learning star. The star has 6 points. If a child completes a particularly good piece of work, works exceptionally hard or shows a skill such as fingers spaces/capital letters, then they can get a sticker on their stars. When all 6 points of the star have a sticker, the child goes to the office to visit Mr Gale and show him their star. They receive a head teachers gold sticker and a dip in the box.

Behaviour and Discipline (Sanctions)

Most children recognise a disapproving look, a frown or a shake of the head by an adult as a signal and react accordingly. On most occasions a reminder about the rule and the right behaviour is all that is needed to encourage children to do the right thing.

Staff in Reception follow the school's Behaviour and Discipline Policy (for further information please refer to [Behaviour and Discipline Policy \(southfieldsprimary.org\)](https://southfieldsprimary.org)).

Class Rules

Children are taught about the class rules in the first week in reception. These are referred to whenever any behaviour is displayed that is undesirable. These class rules are followed throughout all school years. If a child breaks a class rule, their name moves down on the traffic light system.

4.3 Parents as Partners

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. We invite all parents to an induction meeting during the term before they start school. Before the children start school, they have the opportunity to come into school to spend time in the environment and getting to know the teacher and teaching assistant. They are invited into the setting for a stay and play session.

The teacher and class teaching assistant meet all children and their parents in individual meetings prior to starting school. We offer an open-door policy with the parents allowing **them regular opportunities to discuss their child's progress**. Parents are invited to Coffee Mornings organised by our Learning Mentors – these range from networking with other parents to learning many new skills.

Any concerns over special needs will be discussed with parents and the Special Needs Co-ordinator (SENCO) for the school. We also display our Curriculum Maps on the website each term to inform parents/carers of what their child is learning each half term. Parents enjoy using Tapestry to engage in their child's learning and share experience from home. Parents are offered two parents evening during the year and are given a report about their children progress in the summer term.

5. Safeguarding and welfare procedures

At Southfields Primary 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 2021. We understand that we are required to:

- Ensure that children are safe and secure whilst in our care (refer to Health and Safety, Accidents, Fire Drill and Security sections in The Staff Handbook).
- Promote the welfare of children (refer to Child in Need and Child Protection policies).
- 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.

We promote good oral health, as well as good health in general, in the early years by:

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

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

6. Monitoring arrangements

This policy will be reviewed and approved by the Early Years Lead every year.

At every review, the policy will be shared with the head teacher, deputy head teacher, assistant head teachers and the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy