Early Years Policy

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1. Aims

This policy aims to ensure that:

- Every child receives high-quality education and care that supports their learning, development, health, safety and wellbeing.
- Children access a broad, balanced and inclusive curriculum based on the EYFS statutory framework.
- Teaching and learning are consistent, purposeful and responsive to each child's needs, interests and starting points.
- Children are supported to develop across the seven areas of learning and development.
- There is effective partnership working with parents, carers and other professionals.
- Every child is included, valued and supported, with equality of opportunity and appropriate support for children with special educational needs and/or disabilities (SEND) and additional needs.
- Safeguarding, child protection and children's welfare are central to all EYFS practice.
- The academy meets its statutory duties under the EYFS statutory framework and related legislation and guidance.

2. Curriculum Intent

At Jewell Academy, we put every child at the heart of everything we do. We aim to develop the whole child, ensuring that children are happy, confident and equipped with the knowledge, skills and attitudes they need for the next stage of their learning. We believe there is no limit to what our children can achieve.

Our EYFS curriculum is ambitious, inclusive and rooted in the EYFS statutory framework, evidence-informed practice and children's interests and experiences. It is underpinned by the Aspirations Academies Trust guiding principles of Self-Worth, Engagement and Purpose.

- We provide meaningful learning experiences that build on children's individual starting points, interests and experiences, while introducing them to new ideas and experiences.
- We develop children's knowledge, skills, vocabulary and understanding across the seven areas of learning, preparing them for a successful transition to Key Stage 1 and beyond.
- We encourage children to be curious, creative, independent and critical thinkers, developing a lifelong love of learning through purposeful play and high-quality interactions.
- We provide a safe, healthy and inclusive environment where every child is valued, supported and enabled to achieve their potential.
- We promote our school values of Respect, Safe and Ready, helping children to develop positive relationships, take responsibility for their learning and environment, and become confident lifelong learners.

3. Principles

At Jewell Academy, we strive to meet every child's entitlement to develop a love of learning that enables them to have the best possible future life chances. The EYFS statutory framework sets out four guiding principles which shape practice in the early years. These are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of learning and development. Children develop and learn at different rates.

The framework covers the education and care of all children, including children with special educational needs and disabilities.

The ways in which a child engages with other people and their environment underpin learning and development across all areas. Adults, and the considered use of the environment, support the child to remain an effective and motivated learner.

4. Legislation and Statutory Guidance

This policy is based on the requirements of the Early years foundation stage statutory framework for group and school-based providers, dated 13 July 2026 and effective from 1 September 2026.

The EYFS framework sets the statutory standards that early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. The learning and development requirements are set out in Section 1 of the framework, the assessment requirements in Section 2, and the safeguarding and welfare requirements in Section 3.

The learning and development requirements and assessment arrangements are given legal force by an Order made under section 39(1)(a) of the Childcare Act 2006. The safeguarding and welfare requirements are given legal force by Regulations made under section 39(1)(b) of that Act.

This policy should be read alongside the academy's and the Trust's current safeguarding, SEND, equality, health and safety and other associated policies, which are listed at Appendix 1. Appendix 2 sets out where each EYFS safeguarding and welfare requirement is met.

5. Our Early Years Provision

At Jewell Academy, our Early Years provision is known as the Early Years Base, bringing together Pre-School (Tiny Treasures) and Reception (Opal Class) within a cohesive and inclusive learning environment. Pre-School welcomes children from the term after their third birthday, with children progressing into Reception in the academic year in which they turn five.

Children are not of compulsory school age until the term following their fifth birthday. Parents and carers may discuss deferred entry or part-time attendance with the academy, and we will consider each request individually in line with our admissions arrangements.

Registration status

Our Pre-School provision is made by the academy for children aged three and over as part of the academy's activities and is therefore exempt from registration on the Early Years Register under section 34(2) of the Childcare Act 2006. Our early years provision is inspected by Ofsted as part of the inspection of the academy.

Our approach

Children learn through a carefully planned balance of child-initiated play, adult-guided learning and high-quality interactions. Our provision supports children to become confident, independent and curious learners while developing the knowledge, skills and vocabulary they need across all seven areas of learning.

We recognise that successful transitions are built over time. As children learn together within the Early Years Base, they become familiar with the environment, routines and adults, supporting a natural and positive transition into Reception.

We work closely with parents and carers throughout this process. Families are welcomed into the academy through opportunities such as welcome meetings, Stay and Play sessions and home visits, supporting strong relationships between home and school from the outset.

Eligible families are able to access government-funded early education and childcare within our Pre-School provision, subject to current eligibility criteria and the academy's admissions and funding arrangements.

We do not currently admit children under the age of three. The progress check at age two, the safer sleep requirements at paragraph 3.86 of the framework and the baby room requirement at paragraph 3.87 therefore do not apply to our provision. Should our admissions arrangements change, this policy will be reviewed and these requirements added.

6. Roles and Responsibilities

The following roles carry specific responsibilities for our EYFS provision:

Role	Name	Responsibilities
Principal	Alex Waddington	Overall accountability for the quality and safety of EYFS provision; owner of this policy.
Early Years Leader	Kamala Kuhr	Day-to-day leadership of the Early Years Base; curriculum, assessment and provision quality; staff deployment and ratios; review of this policy.
Designated Safeguarding Lead (DSL)	Lesley Parkhouse-Jones	Lead responsibility for safeguarding; liaison with children's social care and the Local Safeguarding Partners; support, advice and guidance to all practitioners.
Deputy DSL(s)	Kamala Kuhr, Kirsty Churchill	Deputising for the DSL and supporting safeguarding practice across the academy.

SENCO	Emma Camilleri	Identification of and support for children with SEND; liaison with parents, carers and external professionals.
Attendance Lead	Kirsty Churchill	Monitoring attendance and punctuality; following up absence in line with Section 13.
Paediatric first aiders	Kamala Kuhr, Sarah Oliver, Lucy Hambling,	Maintaining current paediatric first aid certification and responding to emergencies; accompanying children on outings.
Class teachers and practitioners	Kamala Kuhr	Planning, teaching, assessment, key person responsibilities and day-to-day safeguarding and welfare.

Every person looking after children must be alert to any issues of concern in a child's life at home or elsewhere.

7. Curriculum

The EYFS statutory framework sets out seven areas of learning and development, which are important and interconnected. Three are identified as prime areas, which are particularly important for learning and forming relationships and provide the basis for learning in all areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The four specific areas, which help strengthen and develop the prime areas and ignite children's curiosity and enthusiasm, are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

At Jewell Academy, our curriculum provides a balance of purposeful play, adult-guided learning and rich experiences across all seven areas. Practitioners consider children's individual interests, needs and stages of development when planning and adapting learning opportunities.

Our curriculum is enriched through regular Forest School opportunities, trips, visitors and real-life experiences. These experiences broaden children's understanding of the world, develop vocabulary and cultural capital, and introduce children to the wider community and future possibilities.

We use Development Matters, the Department for Education's non-statutory curriculum guidance, to support the design and delivery of our curriculum.

Power Skills

Our five Power Skills are embedded throughout the EYFS curriculum and support children to become confident, independent and lifelong learners:

- Communication – listening, understanding and expressing ideas, thoughts and feelings.
- Collaboration – playing, learning and working cooperatively with others.
- Character and Learning to Deep Think – developing resilience, perseverance, self-regulation and independence.

- Critical Thinking and Problem Solving – being curious, making connections, asking questions, investigating and finding solutions.
- Creativity – using imagination, exploration and ideas to create, develop and solve problems.

Together, the seven areas of learning, our Power Skills and our wider curriculum experiences provide children with strong foundations for future learning and development.

English as an additional language

We take reasonable steps to provide opportunities for children whose home language is not English to develop and use their home language in play and learning, supporting their language development at home.

We ensure that all children have sufficient opportunities to learn and reach a good standard in English during the EYFS, so that they are ready to benefit from the opportunities available to them when they begin Key Stage 1. When assessing communication, language and literacy skills, practitioners assess children's skills in English. Where a child does not have a strong grasp of English, practitioners explore the child's skills in their home language with parents and carers, to establish whether there is cause for concern about language delay.

Oral health

We promote the good health of our children, including their oral health. Learning about looking after teeth and making healthy food and drink choices is built into our Personal, Social and Emotional Development and Physical Development provision, and is shared with parents and carers.

8. Enabling Environments

At Jewell Academy, we recognise that the environment plays an important role in children's learning and development. We provide a safe, welcoming, nurturing and inclusive environment where every child feels valued and develops a strong sense of belonging.

Our indoor and outdoor environments are carefully planned to promote independence, curiosity, creativity and exploration. Children have access to a wide range of purposeful, accessible resources and experiences that reflect their interests, needs and stages of development.

All children have daily access to our outdoor play area. Where this is not possible, outdoor activities are planned and taken for all children on a daily basis, unless circumstances make this inappropriate, for example unsafe weather conditions.

Play is central to our EYFS provision. Through purposeful play, children explore, investigate, collaborate, communicate, solve problems and make sense of the world around them. Children are encouraged to follow their interests, develop their own ideas, make choices and experience appropriate challenge and managed risk.

Practitioners enhance children's learning through high-quality interactions, modelling, questioning and introducing new vocabulary, ideas and experiences. They observe and respond to children's learning, knowing when to support, extend or allow children to explore independently.

Our environments are continually reviewed and adapted to ensure that all children can access, participate in and benefit from the opportunities available, including children with SEND and additional needs.

9. Teaching and Learning

Our Teaching and Learning Policy sets out the ethos for teaching and learning at Jewell Academy and reflects the Aspirations Academies Trust guiding principles of Self-Worth, Engagement and Purpose. Practitioners use their professional knowledge and judgement to adapt teaching and provision to meet the needs of every child.

Each area of learning and development is implemented through planned, purposeful play and a balance of adult-led and child-led experiences. Practitioners respond to children's individual needs, interests and development through warm, positive and high-quality interactions, coupled with secure routines for play and learning.

We provide a broad, ambitious and inclusive curriculum that builds on children's individual starting points. Planning is flexible and responsive, informed by practitioners' knowledge of each child and what they need to learn next. Teaching is carefully adapted to provide appropriate support and challenge, enabling children to build on what they already know and can do. Practitioners model language and skills, ask questions, introduce new vocabulary and ideas, and provide opportunities for children to practise, explore, revisit and apply their learning across the seven areas, both indoors and outdoors.

As children move into Reception, there is a greater focus on teaching the essential skills and knowledge in the specific areas of learning, helping children to prepare for Key Stage 1.

Our provision supports the characteristics of effective teaching and learning:

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

If we are worried about a child's progress in any prime area, practitioners discuss this with the child's parents and carers and agree how to support the child. Practitioners consider whether a child needs any additional support, including whether they may have a special educational need or disability which requires specialist support.

Where a child has, or may have, SEND, practitioners work with the SENCO, parents and carers, and relevant professionals to identify needs, make reasonable adjustments and provide appropriate support. Further information is set out in the academy's SEND Policy. As an academy, we have regard to the SEND Code of Practice: 0 to 25 years.

10. Feedback

Feedback in the EYFS is meaningful, timely and appropriate to the individual child. It takes place primarily through high-quality interactions during play and learning experiences.

Practitioners use feedback to:

- recognise and celebrate children's efforts and achievements;
- extend children's thinking, language and understanding;
- address misconceptions and provide appropriate support or challenge;
- encourage children to reflect, persevere and develop independence; and

- inform future teaching and learning.

Practitioners use their professional knowledge of children, alongside observations and interactions, to identify what children know, understand and can do and how best to support their continued progress.

Further information is available in the academy's Teaching and Learning Policy.

11. Assessment

Assessment is an integral part of teaching and learning at Jewell Academy. It helps practitioners understand what children know, can do and need to learn next. Assessment is proportionate and based primarily on practitioners' knowledge of children gained through observation, interaction and engagement in everyday learning. It does not involve long breaks from interaction with children or require excessive paperwork.

On-entry assessment – Pre-School

When children join Pre-School, practitioners establish their individual starting points through observation, play, interaction and information shared by parents and carers. This helps practitioners to identify children's strengths, interests and any areas where additional support may be required.

Reception Baseline Assessment

All eligible children complete the statutory Reception Baseline Assessment (RBA) within the first six weeks in which they start Reception, in accordance with Annex B of the EYFS statutory framework. This applies to all intakes within the academic year, including autumn, spring and summer terms.

The RBA is a short, age-appropriate assessment of early mathematics and early literacy, communication and language. It is administered individually by a member of staff who is familiar to the child.

The RBA is used as the starting point for the cohort-level primary progress measure. It is not used to judge, label or group individual children, and outcomes are not reported to parents, carers or children as a score.

Ongoing assessment

Ongoing formative assessment is an important part of effective EYFS practice. Practitioners build their knowledge of each child through everyday interactions, observations, conversations and children's learning and play.

Assessment is used to:

- identify children's strengths, interests and next steps;
- inform teaching and provision;
- identify where additional support or challenge may be needed; and
- monitor children's progress and development.

Practitioners are not required to record all observations or collect physical evidence. Professional knowledge and judgement are central to assessment.

Tapestry is used to share aspects of children's learning and experiences with parents and carers and to strengthen links between home and school. Parents and carers are encouraged to contribute information about their child's learning and development outside school, and their comments are incorporated into children's records where requested.

Early Years Foundation Stage Profile

In the final term of the academic year in which a child reaches five, and no later than 30 June in that term, the Early Years Foundation Stage Profile (EYFSP) is completed for each child, in accordance with statutory requirements.

Practitioners assess each child's level of development against the 17 Early Learning Goals (ELGs). For each ELG, children are assessed as:

- Expected – meeting the expected level of development; or
- Emerging – not yet reaching the expected level of development.

EYFSP judgements are based on practitioners' knowledge of what children know, understand and can do through their everyday learning and experiences. The ELGs are not used as a curriculum, and recorded, written or photographic evidence is not required.

The EYFSP is completed for all children, including those with SEND, with reasonable adjustments made to the assessment process as appropriate.

We meet our statutory reporting duties as follows:

- We share the results of the Profile with parents and carers and explain when and how they can discuss the Profile with the practitioner who completed it.
- Year 1 teachers are given a copy of the Profile report. Reception teachers may also provide a short commentary on each child's skills and abilities in relation to the three characteristics of effective teaching and learning, to inform discussion and planning for Year 1.
- Where a child moves to a new setting during the academic year, we send our assessment of the child's level of development against the ELGs to the relevant school within 15 days of receiving a request.
- We report EYFSP results to the local authority, and submit our data no later than 30 June.

Further information is available in the academy's Assessment Policy and Tapestry Online Learning Journal Policy.

12. Working with Parents and Carers

At Jewell Academy, we recognise that strong, respectful partnerships with parents and carers are fundamental to supporting every child's learning, development and wellbeing.

Each child is assigned a key person who helps ensure that their learning and care are tailored to meet their individual needs. The key person helps the child become familiar with the setting, offers a settled relationship for the child, develops a positive relationship with the family and supports parents and carers in guiding their child's development at home. They also help families engage with more specialist support where appropriate. Parents and carers are told who their child's key person is, and are informed about how staff are organised.

Information we share with parents and carers

We make the following information available to parents and carers:

- how the EYFS is being delivered in our setting, and how parents and carers can access more information;

- the range and type of activities and experiences provided for children, the daily routines of the setting, and how parents and carers can share learning at home;
- how we support children with special educational needs and disabilities;
- the food and drink provided for children;
- details of our policies and procedures, including our complaints procedure, and how to request copies;
- details of staffing, including the name and role of the child's key person; and
- how to contact Ofsted if they believe we are not meeting the EYFS requirements.

Transition into EYFS

We aim to make children's transition into Pre-School and Reception as positive and successful as possible. Families are welcomed through a range of transition opportunities, which may include:

- parent information meetings;
- Stay and Play sessions;
- opportunities for children and families to become familiar with the Early Years Base; and
- home visits, where appropriate.

Information from parents, carers and previous settings helps practitioners understand each child's individual needs, interests and starting points.

Communication with families

We maintain regular communication with parents and carers through:

- informal conversations at drop-off and collection;
- Tapestry, where aspects of children's learning and experiences can be shared between home and school;
- parents' meetings and written reports;
- reading and home-learning opportunities; and
- information sessions and workshops, including support with early reading, phonics and mathematics.

Parents and carers are encouraged to share information about their child's achievements, interests and experiences at home.

Formal opportunities are provided throughout the year to discuss children's learning, development and progress. Practitioners are also available to discuss children's individual needs or concerns when required. There is a private area available where staff can talk to parents and carers confidentially.

Where additional support is needed, we work collaboratively with parents and carers, the SENCO and other professionals or agencies, as appropriate, to achieve the best possible outcomes for the child. We obtain the consent of parents and carers before sharing information directly with other professionals, except where safeguarding procedures require otherwise.

13. Attendance

At Jewell Academy, we recognise that regular attendance and punctuality support children's learning, development, wellbeing and sense of belonging. This section should be read alongside the academy's Attendance Policy, which is shared with all parents and carers.

Reception children are registered pupils of the academy and are included in the statutory attendance register. Children are not of compulsory school age until the term following their fifth birthday, but attendance is recorded and monitored for all children in the Early Years Base, including Pre-School.

Reporting absence

Parents and carers are asked to notify the academy on the first day of any absence, before the start of the session, giving the reason for the absence. Reasons for absence are recorded.

Following up absence

We follow up absences in a timely manner. Where a child is absent without notification, or is absent for a prolonged period:

- we attempt to contact the child's parents and carers and, if they cannot be reached, the alternative emergency contacts held for the child;
- we consider patterns and trends in the child's absences alongside their personal circumstances, and use professional judgement in deciding whether an absence should be treated as prolonged;
- we give particular consideration to the vulnerability of the child, the vulnerability of parents and carers, and the child's home life; and
- where concerns remain, we refer to local children's social care services and/or request a police welfare check.

Any patterns of absence, unexplained absence or concerns are reported promptly to the Early Years Leader, Attendance Lead and Designated Safeguarding Lead, in line with the academy's Attendance and Safeguarding policies and the Department for Education's guidance Working together to improve school attendance.

We work in partnership with parents and carers to promote good attendance and provide support where barriers to attendance are identified.

14. Staffing and Ratios

Staffing arrangements meet the needs of all children and ensure their safety. We ensure that children are adequately supervised, particularly while eating, and we deploy staff so that children's needs are met. Children are usually within sight and hearing of staff, and always within sight or hearing.

Ratios

We apply the following ratios, in line with Section 3 of the EYFS statutory framework:

Provision	Ratio requirement
Pre-School (Tiny Treasures), where a person with QTS, EYPS, EYTS, an instructor, or a suitably qualified	At least one member of staff for every 13 children. At least one other member of staff must hold an approved level 3 qualification or have experience-based route status.

overseas trained teacher is working directly with children	
Pre-School (Tiny Treasures), where no such person is working directly with children	At least one member of staff for every 8 children. At least one member of staff must hold an approved level 3 qualification or have experience-based route status, and at least half of all other staff must hold an approved level 2 qualification.
Reception (Opal Class)	Subject to infant class size legislation: a maximum of 30 pupils per school teacher during an ordinary teaching session, subject to permitted exceptions. Teaching assistants and higher level teaching assistants are not school teachers for this purpose.
Mixed groups across the Early Years Base	Where Reception children are taught alongside younger children, ratios within the mixed group are determined by the Early Years Leader, guided by all relevant ratio requirements and the needs of individual children, and complying with infant class size legislation.

Qualifications and suitability

- We verify the qualifications of all staff and record information about staff qualifications, identity checks, vetting processes and references, including criminal records check reference numbers, the date obtained and who obtained them.
- We obtain an enhanced criminal records check and barred list check for every person aged 16 and over, including all volunteers, who works directly with children or works on the premises where childcare takes place at times when children are present. The only exception is supervised volunteers who help out occasionally, such as a parent helping on a trip – and this exception does not apply to overnight activity or where personal care is provided.
- No individual begins working or volunteering at the academy until we have received their enhanced criminal records and barred list check. No one whose suitability has not been checked has unsupervised contact with children.
- We obtain at least one written reference for any member of staff, student or volunteer before they are recruited. We do not accept open references or references from family members, and we verify that references come from a legitimate source and a senior person with appropriate authority.
- We tell staff and prospective staff that they must disclose any information which may affect their suitability to work with children, including arrests, charges, convictions, cautions, court orders, reprimands and warnings, whether received before or during their employment.
- We make a referral to the Disclosure and Barring Service where a member of staff is dismissed, or would have been had they not left first, because they have harmed a child or put a child at risk of harm.
- No one aged under 17 is included in ratios or allowed to care for children unsupervised. Apprentices may be included in ratios from the age of 16. Students and long-term volunteers counted in ratios hold a valid and current paediatric first aid qualification.

Induction, training and supervision

All staff receive induction training covering their roles and responsibilities, emergency evacuation procedures, safeguarding, child protection, and health and safety. We support staff to undertake appropriate training and professional development.

We have arrangements in place for the supervision of all staff who have contact with children and families. Supervision is separate from performance management and provides opportunities for staff to:

- discuss any issues, particularly concerning children's development or wellbeing, including child protection concerns;
- identify solutions to address issues as they arise; and
- receive coaching to improve their personal effectiveness.

All staff have sufficient understanding and use of English to ensure the wellbeing of children in their care, including keeping records in English, liaising with other agencies, summoning emergency help and understanding instructions about matters such as the safety of medicines and food hygiene.

Staff members are not under the influence of alcohol or any other substance which may affect their ability to care for children. Any medication on the premises is stored securely and out of reach of children at all times. Smoking is not permitted in or on the premises, and staff do not vape or use e-cigarettes when children are present or about to be present.

Paediatric first aid

At least one person who holds a current full paediatric first aid (PFA) certificate is on the premises and available at all times when children are present, and accompanies children on outings. PFA certificates are renewed every three years.

All staff who obtained a level 2 or level 3 qualification since 30 June 2016 obtain a PFA qualification within three months of starting work in order to be included in the staff:child ratios. We take into account the number of children, staff and the layout of the premises to ensure that a paediatric first aider can respond to emergencies quickly. A list of current PFA certificate holders is displayed and made available to parents and carers.

15. Safeguarding and Welfare

At Jewell Academy, the safety, safeguarding and wellbeing of every child are paramount. We provide a safe and secure environment in which children are supported to learn, develop and thrive.

In accordance with paragraph 3.5 of the EYFS statutory framework, we are not required to have separate policies to cover EYFS requirements where those requirements are already met through an existing academy or Trust policy. Appendix 2 sets out where each safeguarding and welfare requirement is met.

All EYFS staff understand their responsibility to safeguard children, recognise and respond to concerns and follow the academy's safeguarding procedures. The Designated Safeguarding Lead and safeguarding team provide support, advice and guidance to all practitioners on an ongoing basis. All staff receive safeguarding training in line with Annex C of the framework, renewed every two years, and are expected to maintain professional curiosity and act promptly where they have concerns about a child's welfare.

If we have concerns about a child's safety or welfare, we immediately notify the local authority children's social care team in line with local reporting procedures and, in emergencies, the police. We have regard to Keeping Children Safe in Education, Working Together to Safeguard Children and the Prevent duty guidance for England and Wales. We must inform Ofsted of any allegations of harm or abuse by anyone living, working or looking after children at the premises, whether alleged to have been committed on the

premises or elsewhere. Please note that from September 2026 the threshold for this is any allegation of harm, not only serious harm.

Whistleblowing

We have whistleblowing procedures in place for all staff, including students and volunteers, to raise concerns about poor or unsafe practice. These set out when and how to report concerns and the process that will be followed afterwards. All staff are made aware of these procedures and can be confident that concerns will be taken seriously by the senior leadership team.

Where a member of staff feels unable to raise an issue internally, or feels that their concerns are not being addressed, they may contact the NSPCC whistleblowing advice line on 0800 028 0285, or Ofsted.

Safe arrival, collection and site security

- Children are only released into the care of individuals of whom the parent or carer has explicitly notified the academy. Appropriate procedures are followed where the collecting adult is unfamiliar to staff.
- Children do not leave the premises unsupervised.
- Access to the Early Years Base is controlled. We take all reasonable steps to prevent unauthorised persons entering the premises, and visitors follow the academy's signing-in, identification and safeguarding procedures.

Mobile phones, cameras and electronic devices

Personal devices are not used to photograph or record children. Staff, visitors, volunteers and parents are expected to follow the academy's procedures for the safe use of mobile phones, cameras and other electronic devices with imaging and sharing capabilities.

Children's screen use and online safety

Technology is used safely, purposefully and appropriately. We have regard to the Department for Education's guidance Help for early years providers: Screen use, in accordance with paragraph 3.94 of the EYFS statutory framework.

Children are supported, in an age-appropriate way, to understand how to keep themselves safe, recognise trusted adults and seek help. This includes learning about personal safety and online safety.

Supporting and understanding children's behaviour

We support, understand and manage children's behaviour in an appropriate way, in line with the academy's Behaviour Policy.

We do not give or threaten corporal punishment, or any punishment which could negatively affect a child's wellbeing. We take reasonable steps to ensure that corporal punishment is not given by anyone caring for or in regular contact with a child, or by anyone living or working on the premises.

Physical intervention is used only where reasonable force is necessary to prevent children from injuring themselves or others or damaging property, or to manage a child's behaviour where absolutely necessary. We keep a record of any occasion on which physical intervention is used, and inform parents and carers on the same day or as soon as reasonably practicable.

Health, medicines and illness

- We promote the good health, including oral health, of the children we look after.

- We have a procedure, discussed with parents and carers, for taking appropriate action if children are ill or infectious, including the steps necessary to prevent the spread of infection. We have regard to UKHSA guidance on health protection in children and young people settings.
- We have a policy and procedures for administering medicines, including systems for obtaining and updating information about a child's needs for medicines. Prescription medicines are administered only where prescribed for that child by a doctor, dentist, nurse or pharmacist. Medicine is administered only where written permission for that particular medicine has been obtained from the child's parent or carer. We keep a written record each time a medicine is administered and inform parents and carers the same day, or as soon as reasonably practicable.
- A first aid box with appropriate items for use on children is always accessible. We keep a written record of accidents, injuries and first aid treatment, and inform parents and carers of any accident or injury and any first aid treatment given on the same day, or as soon as reasonably practicable.
- We notify local child protection agencies of any serious accident or injury to, or the death of, any child while in our care, and act on any advice from those agencies.

Food, drink and safer eating

- Meals, snacks and drinks provided are healthy, balanced and nutritious, and we have regard to the Early Years Foundation Stage nutrition guidance. Fresh drinking water is always available and accessible to children.
- Before a child is admitted, we obtain information about any special dietary requirements, preferences, food allergies and intolerances, and any special health requirements. This information is shared with all staff involved in preparing and handling food and is kept up to date.
- At each mealtime and snack time we are clear about who is responsible for checking that the food and drink provided meets the requirements for each child.
- We have ongoing discussions with parents and carers and, where appropriate, health professionals, to develop allergy action plans for managing known allergies and intolerances. All staff are aware of the symptoms and treatments for allergies and anaphylaxis and understand the difference between allergies and intolerances.
- Food is prepared in a way that prevents choking, in line with Department for Education guidance on food safety for young children.
- Children are always within sight and hearing of a member of staff while eating. Choking can be completely silent, so staff remain alert to signs that a child may be starting to choke, and sit facing children while they eat wherever possible.
- A member of staff with a valid full paediatric first aid certificate is in the room whenever children are eating.
- Where a child experiences a choking incident requiring intervention, we record the details of where and how the child choked, inform parents and carers, and review records periodically to identify trends and reduce risk.
- There is an area adequately equipped to provide healthy meals, snacks and drinks, with suitable facilities for the hygienic preparation of food. All staff involved in preparing and handling food receive training in food hygiene.

Premises, equipment and risk

- Our premises, including indoor and outdoor spaces, are fit for purpose and suitable for the age of children cared for. Indoor space meets the requirement of 2.3m² per child aged three to five. We comply with health and safety legislation, including fire safety and hygiene requirements.
- We have an emergency evacuation procedure, appropriate fire detection and control equipment in working order, and clearly identifiable fire exits kept free of obstruction.
- Indoor and outdoor environments, equipment and resources are regularly checked and appropriate action is taken where hazards or concerns are identified.
- Banned dog breeds, meaning dogs to which section 1 of the Dangerous Dogs Act 1991 applies including the XL Bully type, must not be kept or present on the premises at any time. This applies even where a certificate of exemption has been issued.
- We take all reasonable steps to ensure that staff and children are not exposed to risks, and can demonstrate how we manage those risks. Written risk assessments are made where they are helpful to inform staff practice, identifying what needs to be checked, when and by whom, and how risks will be removed or minimised.
- Children are kept safe on outings. We assess potential risks and hazards and identify the steps to remove, minimise and manage them. Outings risk assessments include consideration of staff:child ratios, and we have regard to the paediatric first aid requirements. Vehicles transporting children, and their drivers, are adequately insured.
- We carry appropriate insurance, including public liability insurance, covering all premises from which we provide childcare.

Toilets and intimate hygiene

There are an adequate number of toilets and hand basins available, with separate toilet facilities for adults. We have suitable hygienic changing facilities for changing any children who are in nappies, and an adequate supply of clean bedding, towels, spare clothes and other necessary items.

Children's privacy is considered and balanced with safeguarding and support needs when changing nappies and toileting. Practitioners follow the academy's Intimate Care procedures.

16. Information, Records and Data Retention

We maintain records and obtain and share relevant and accurate information with parents and carers, other professionals working with the child, the police, social services and Ofsted as appropriate, to ensure that our setting is safe and efficiently managed and that the needs of all children are met.

We record the following information for each child in our care:

- full name;
- date of birth;
- name and address of every parent and carer known to us;
- information about any other person who has parental responsibility for the child;
- which parent(s) and carer(s) the child normally lives with; and
- emergency contact details for parents and carers – we hold more than two emergency contact numbers for each child wherever possible.

Records are easily accessible and available. Confidential information and records about staff and children are held securely and are only accessible to those who have a right or professional need to see them.

Records relating to individual children are retained for a reasonable period after they have left the provision, in line with the academy's retention schedule.

All staff understand the need to protect the privacy of the children in our care and the legal requirements that ensure information relating to a child is handled confidentially. We are aware of our responsibilities under data protection legislation, including the Data Protection Act 2018 and UK GDPR, and, where relevant, the Freedom of Information Act 2000. Parents and carers are given access to all records about their child, provided no relevant exemptions apply.

Our use of Tapestry, which holds children's images and records of learning, is governed by the academy's Data Protection Policy, Privacy Notice and Tapestry Online Learning Journal Policy. Consent is obtained from parents and carers for the use of images.

17. Complaints

We aim to work in close partnership with all parents and carers. Where there is any aspect of our provision that a parent or carer is not happy with, we ask them to raise it with us so that we can address it promptly.

Concerns and complaints are dealt with in accordance with the academy's and Trust's Complaints Policy, which is available on request and on the academy website. In summary:

- Concerns should first be raised informally with the child's key person, class teacher or the Early Years Leader. Most concerns can be resolved quickly at this stage.
- Where a concern is not resolved informally, or where a parent or carer prefers, a formal complaint may be made in writing.
- We keep a written record of any complaints and their outcome. Records of complaints are made available to Ofsted on request.
- Where a written complaint relates to our fulfilment of the EYFS requirements, we investigate the complaint and notify the complainant of the outcome of the investigation within 28 days of receiving it.

Parents and carers who believe that we are not meeting the EYFS requirements may contact Ofsted on 0300 123 1231, or write to Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD. If we become aware that we are to be inspected by Ofsted, we notify parents and carers, and after an inspection we supply a copy of the report to the parents and carers of children attending on a regular basis.

18. Monitoring

The effectiveness and quality of EYFS provision are monitored through the academy's established monitoring and evaluation processes, including learning walks, observation of practice, moderation of assessment, scrutiny of provision and review of children's outcomes.

We also monitor compliance with the safeguarding and welfare requirements set out in Section 3 of the EYFS statutory framework. Ofsted's early years inspection arrangements, updated with effect from September 2026, require relevant EYFS statutory requirements to be fully met as a baseline before provision can reach the expected standard in any evaluation area. Appendix 2 is used as the basis for this compliance check and is reviewed annually.

This policy is reviewed annually, or sooner where there are changes to statutory requirements, legislation or academy practice. It is reviewed by the Early Years Leader and Principal, approved at the level recorded in the version control table, and shared with the appropriate Trust leaders.

Policy updated: September 2026

Next review: September 2027