

Goodrich's Early Years Policy

Date: September 2026

School EY lead: Zoe Neal

Review date: October 2027

1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners, parents and/or carers, other agencies and the wider community. We get to know the children and their families, knowing when and how to support them.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

We will achieve this through:

- Providing a secure and stimulating place in which children and adults can learn together with confidence and enjoyment.
- Offering opportunities for children to learn as individuals and as part of a group at a pace appropriate to their development.
- Fostering creativity and curiosity, and offer opportunities which will help children develop understanding about the world in which they live.
- All adults supporting children's esteem, confidence and positive self-image
- Promoting core values such as honesty, fairness and justice, developing children who understand the needs and views of others.
- Children accessing a broad and balanced curriculum that gives them the broad range of knowledge, new vocabulary and skills needed for good progress through school and life
- Research based practice ensures the best teaching and learning methods used to help children progress in prime and specific area Mathematics and Literacy
- Providing broad and balanced educational experiences which celebrates the richness and diversity of the society in which we live. We are opposed to racism or racist behaviour and will challenge instances of this should they occur. Girls and boys have an equal right to develop the skills they will need in order to live a full and happy life.
- A person's worth as a member of society is not related to social class, physical or intellectual ability and promote this view in our work with children and families

2. Legislation

This policy is based on requirements set out in the

Early years foundation stage (EYFS) statutory framework - GOV.UK
This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

Our EYFS department comprises of two parts.

Our nursery caters for children aged two upwards and our reception class is for children who will become 5 years old in the year that they start.

Nursery is available for the same hours as school, 08:45-15:15. Both nursery and reception children are able to access before and after school care.

For charging information please contact our school office.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework.

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. However, three 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.

The prime areas are:

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

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

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

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the three 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. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners 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 One.

5. Assessment

At our academy, 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 used to shape future planning. Staff also consider observations shared by parents and/or carers. These assessments are recorded on Insight and updated regularly. Insight is used across the school from Nursery up to Year Six to ensure consistency.

When a child is **aged between two and three**, staff review their progress and provide parents and/or carers with a written summary of the child's development in the three prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Within the first six weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

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

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

Parents of reception age children are invited to attend two parent consultation meetings each school year. Nursery parents are kept updated with daily conversations about their children.

Reception parents are also invited to attend workshops to explain how phonics is taught at our academy. These cover how the children are taught to read and write, how we teach early maths and how parents/carers can best support their child at home.

7. Staff

7.1 Staff training

We will:

- Train all staff in safeguarding procedures in line with Annex C of the most recent EYFS framework and Keeping Children Safe in Education (KCSIE) guidance
- Support all staff to feel supported and confident in implementing our safeguarding policy and procedures
- Renew training every two years, or more often when it's needed to help maintain skills; keep up to date with any changes to our safeguarding procedures; or because of any safeguarding concerns
- Outline how training is delivered, and how staff are supported to put it in place, in our child protection and safeguarding policy. (Available on our website)

Our designated safeguarding lead (DSL) will:

- Liaising with local statutory children's services agencies, and with the LSPs (local safeguarding partners)
- Providing support, advice and guidance to all staff on an ongoing basis, and on any specific safeguarding issue as required
- Attending a safeguarding training course that complies with the criteria set out in annex C of the latest EYFS framework

7.2 Safer recruitment

When recruiting staff, we will follow the procedures set out in the latest EYFS framework guidance on checking the suitability of new recruits, including:

- Obtaining a reference for any member of staff (including students and volunteers) before they are recruited
- Recording information about staff qualifications and identity checks, vetting processes and references

See our safeguarding policy for details of our safer recruitment procedures. (Available on our website)

7.3 Whistleblowing

We make sure that all staff are aware of our whistleblowing procedures; feel able to raise concerns about any poor or unsafe practice; and know that such concerns will be taken seriously by the senior leadership team.

In the event that a member of staff feels that they need to blow the whistle on misconduct, they should report their concern to the headteacher. If the concern is about the headteacher, or it is believed they may be involved in the wrongdoing in some way, the staff member should report their concern to the chair of the governing board.

See our whistleblowing policy for details of our safer recruitment procedures and more detail on our procedures for handling whistleblowing [insert information about where to find this].

7.3.1 Malicious or vexatious allegations

If an allegation is made in good faith, but the investigation finds no wrongdoing, there will be no disciplinary action against the member of staff who raised the concern.

If, however, an allegation is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate against the person making the allegation.

8. Safeguarding and welfare procedures

We recognise that 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. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children can enjoy learning and grow in confidence.

All practitioners are alert to any issues of concern in children’s lives at home or elsewhere.

See our Child Protection and safeguarding policy for more information. (Available on our website)

8.1 Responding to allegations or concerns

If we have concerns about children's safety or welfare, we will immediately notify our local authority children's social care team, in line with local reporting procedures. In emergencies, we will also inform the police.

If any allegation is made of serious harm or abuse by anyone living, working or looking after children at the premises or elsewhere, e.g. on a visit, we will inform Ofsted within fourteen days of the allegation being made. We will also inform them of any action we have taken in response to the allegation(s).

8.1.1 Investigating the concern

When a concern is received by the headteacher– referred to from here as the 'recipient' – they will:

- Meet with the person raising the concern within a reasonable time. The person raising the concern may be joined by a trade union or professional association representative or other accompanying person
- Get as much detail as possible about the concern at this meeting, and record the information
- Establish whether there is sufficient cause for concern to warrant further investigation. If there **is**, then:
    - Arrange a further investigation into the matter, involving the CEO of the DHMAT if appropriate. In some cases, the recipient may need to bring in an external, independent body to investigate. In others, they may need to report the matter to the police
    - Inform the person who raised the concern about how the matter is being investigated and give an estimated timeframe for when they will be informed of the next steps

8.1.2 Outcome of the investigation

Once the investigation – whether this was just the initial investigation of the concern, or whether further investigation was needed – is complete, the investigating person(s) will prepare a report detailing the findings and confirming whether or not any wrongdoing has occurred.

The report will include any recommendations and details on how the matter can be rectified and whether or not a referral is required to an external organisation, such as the local authority in line with local reporting procedure, or police.

They will inform the person who raised the concern of the outcome of the investigation, though certain details may need to be restricted due to confidentiality.

Beyond the immediate actions, the headteacher, governors and other staff, if necessary, will review the relevant policies and procedures to prevent future occurrences of the same wrongdoing.

While we cannot always guarantee the outcome sought, we will try to deal with concerns fairly and in an appropriate way.

8.2 Staffing ratios

We make sure that the appropriate statutory staff: child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged two, we have at least one member of staff for every five children
- For children aged three and over: Where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level six qualification is working directly with the children, we have at least one member of staff for every thirteen children
- Where a person with the above qualifications is not working directly with the children, we have at least one member of staff for every eight children
- We comply with infant class size legislation and have at least one teacher per thirty pupils

8.3 Paediatric first aid (PFA)

All members of staff counted in the ratios have a current paediatric first aid (PFA) certificate. They will be on the premises and available when children are present, including on outings. This PFA certificate is renewed every three years as required.

All staff members counted in ratio will also have completed a mandatory allergy awareness and anaphylaxis response training course, including how to use adrenaline auto-injectors (AAIs).

The school has in-date adrenaline auto-injectors on site that are accessible for use in an emergency for any child or adult.

8.4 Absence

We're required to promptly follow up on absences.

If a child is absent for a prolonged time or if their parents/carers haven't told us about the absence, we will attempt to contact the parents/carers and alternative emergency contacts.

See our attendance policy for more information, including our expectations of parents/carers to report child absences.

8.5 Safer eating

While children are eating, there will always be at least one member of staff in the room with a valid Paediatric First Aid certificate (from a course consistent with the criteria set out in Annex A of the latest EYFS framework). All children will be within sight and hearing of a member of staff while eating, and seated safely in an appropriate chair or highchair and, where possible, in a designated eating space. Before and after snack times and meal times all children are supervised washing their hands to prevent cross-contamination.

Before a child joins our setting, we will get information on their:

- Dietary requirements and preferences
- Food allergies and intolerances
- Health requirements

We will share this information with all staff involved in food preparation and handling. At each mealtime and snack time it will be clear which staff member is responsible for checking that the food meets all the requirements for each child.

We will make sure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis; the differences between allergies and intolerances; and that children can develop allergies at any time, especially during the introduction of solid foods.

Every Early Years child with a diagnosed allergy must have an active Individualised Healthcare Plan (IHP) and Allergy/Asthma Action Plan in place. Allergy action plans should be developed, reviewed regularly and shared with all staff.

We will consult with parents/carers to:

- Create allergy action plans for their child – with the help of health professionals, where appropriate
- We will also keep this information up to date and share it with all staff
- Discuss their child's progress with solid foods
- Work with them to move on to the next stage at a pace that's right for their child

Food restrictions (We are a nut free school)
We acknowledge that it is impractical to enforce an allergen-free school. However, we would like to encourage pupils and staff not to bring in high-risk foods to reduce the chances of someone experiencing a reaction because we have staff and children with a known allergy. These foods include:

Packaged nuts

Cereal, granola or chocolate bars containing nuts

Peanut butter or chocolate spreads containing nuts

Peanut-based sauces, such as satay

Sesame seeds and foods containing sesame seeds

If a pupil brings these foods into school, they may be asked to eat them away from others to minimise the risk, or the food may be confiscated.

The school will not produce or sell food containing nuts.

All ingredients used within the Early Years for eating and also for sensory or messy play (playdough, paint, mud or food-based sensory play materials) will also be checked for hidden allergens such as wheat, dairy, or nut oils.

We will prepare food in a way that:

- Prevents choking
- Meets each child's individual developmental needs
- Is in line with the DfE's Early Years Foundation Stage nutrition guidance

In the event of a choking incident that requires intervention, we will record details of the incident and make the child's parents/carers aware. We will periodically review the records to identify whether we can change anything in our practice to make eating safer and then take action as appropriate.

8.6 Accident or injury

We keep a first aid box (which contains appropriate items for children) always accessible.

We keep a record of accident or injuries and any first aid treatment.

We will inform parents or carers the same day as, or as soon as reasonably practicable after, of any:

- Accident or injury sustained by the child
- First aid treatment given

We will notify the relevant authority of any serious accident, illness, or injury to, or death of any child while in our care and inform them of the action taken, as soon as reasonably practicable.

8.7 Safety of premises

We make sure that our premises, including overall floor space and outdoor space, are fit for purpose and suitable for the age of children we care for and the activities provided on the premises.

We comply with requirements of health and safety legislation, including fire safety and hygiene requirements.

8.8 Toileting and privacy

We make sure that there are:

- Enough toilets and hand basins available for the children
- Suitable and hygienic nappy changing facilities
- An adequate supply of necessary items such as clean bedding, towels and spare clothes
- Separate toilet facilities for adults

During nappy changes and toileting, we will balance children's privacy with their safeguarding and support needs. Please refer to our Intimate Care Policy.

8.9 Sleeping arrangements

In accordance with safe sleeping guidance, including advice from the Lullaby Trust, we recognise that some children may require or benefit from a sleep during their nursery session. We provide an appropriate, safe opportunity for the children to sleep within our provision. Children are provided with their own separate sleep space, using a firm, flat, waterproof sleep mat and lightweight bedding. Where blankets are used, children are placed with their feet at the bottom of the mattress, with the blanket firmly tucked in around the sleep mat and positioned below the child's shoulders, ensuring that the child's head and face remain uncovered. Children are not provided with loose or bulky bedding that could present a risk of overheating or head covering. While sleeping, children are closely supervised by members of staff, with staff present in the same room. Children remain within the sight and hearing of staff at all times while asleep, and staff regularly monitor their wellbeing and sleeping position. Staff follow these procedures for safe sleep and respond promptly to any concerns observed during sleep. Parents and carers are notified of the child's sleep patterns at the end of the session.

9. Technology

9.1 Screen time

In line with the Department for Education's guidance on screen time in the Early Years, we take a balanced and considered approach to the use of digital technology. Screen time is kept to a minimum and is only used when it has a clear educational purpose and supports or enhances children's learning and development. Digital technology is not used as a substitute for active play, social interaction, hands-on experiences or adult-led learning. Where screens are used, they are carefully selected by practitioners to complement curriculum, support children with SEND, follow

children's interests and extend their learning in meaningful ways. We recognise the importance of young children having opportunities to develop through real-life experiences, physical activity, communication and interaction, and therefore ensure that screen use remains limited, purposeful and appropriate to each child's age and stage of development.

9.2 Smart watches and wearable technology

We know that Smartwatch and wearable device technology continues to evolve, these connections in particular have extended the capabilities of mobile phones, enabling access to a wide range of new content and services globally. Many smartwatches including the popular Apple Watch now offer Internet and email access, alongside the standard functions of messaging, sound recording, access to music and call functionalities.

We recognise that it is the enhanced functions of many smartwatches and wearable devices that cause the most concern, and which are susceptible to misuse. Misuse includes the taking and distribution of images of children (Airdrop), exploitation and bullying. We also recognise that smartwatches and wearable devices can cause an unnecessary distraction during the working day and can be intrusive when used in the company of others. When smartwatches and wearable devices are misused, it can impact an individual's dignity, privacy and right to confidentiality. Such concerns are not exclusive to children and young people; hence there is a duty to protect the needs and vulnerabilities of all.

- Staff (including volunteers, contractors and anyone else otherwise engaged by the school) are not permitted to use their smartwatch or wearable device while children are present/during contact time.
- Staff keeping their smartwatch or wearable device with them during contact times must ensure their phone is switched off (not silent/vibrate) or in a setting that does not allow for notifications, messaging, call services and camera use. Apple Watches allow for a schooltime feature which turns their devices into ordinary time-keeping devices during school hours.
- Use of personal smartwatches and wearable devices is restricted to non-contact time, and to areas of the school where pupils are not present such as the staff room and offices.
- Staff must not use their personal smartwatch or wearable device to process personal data, or any other confidential school information.
- Parents, visitors and volunteers (including governors and contractors) must adhere to this policy in the same way as staff when they are on the school site during the school day.

10. Monitoring arrangements

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

At every review, the policy will be shared with 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 Safeguarding and Child Protection Policy

Statutory policy or procedure for the EYFS	Where can it be found?
Procedure for responding to illness	See Attendance Policy
Administering medicines policy	Administering Medicines policy
Emergency evacuation procedure	See Health and Safety Policy
Procedure for checking the identity of visitors	See Safeguarding and Child Protection Policy
Procedures for a parent failing to collect a child and for missing children	See Safeguarding and Child Protection/ Missing Child and Uncollected Child Policy
Procedure for dealing with concerns and complaints	See Complaints Policy
Procedure for sharing Intimate Care arrangements & gaining consent from parents	Intimate Care permissions documents/ Arbor