

	Early Years Foundation Stage Policy 					
Approved by	Staff	Issue Date	1.9.26	Review Date	1.9.27	
Audience	Trustees		Staff	✓	Pupils	✓
	Local Academy Council	✓	Parents	✓	General Public	

Our school is a place where everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment. We all work for our school to be a happy place where good behaviour is expected and all children enjoy their educational journey.

The Foundation Stage comprises of 1 nursery class and 1 reception class.

Nursery Staff

Nursery Lead

Natalie Todd

Nursery Support (am):

Gemma Horton

30 Hour support (pm)

Gemma Horton

Reception Staff

Class Teacher and Early Years Leader:

Nicola Turner

Teaching Assistant (am):

Lisa Aston

Teaching Assistant (pm):

Annette Dolman

Teaching Assistant (1:1 in am):

Annette Dolman

Performance Management Plans are in place for all support staff and are carried out by a member the Early Years lead to provide opportunities for staff to discuss any issues – particularly concerning children’s development or well-being; identify solutions to address issues as they arise and receive coaching to improve their personal effectiveness. At times the Foundation Stage will have visiting student teachers and apprentices working in the setting alongside the staff. Other professionals may also work within the setting throughout the year. All parties will have an appropriate CRB certificate.

The Foundation Stage staff work as part of a team. Children from the classes have opportunities to work together during free flow times outdoors, accessing shared continuous provision. There are many other planned opportunities where Nursery and Reception come together such as our Learning Together Mornings and trips. EYFS staff regularly discuss plans and work together to ensure continuity and progression, providing age and stage related activities to suit all our children. Children are also taught within their own class groups, they are taught in a variety of ways; in whole class groups, small group work, pairs and individually. We are dedicated to providing excellent pastoral care and education to those children in our care.

Staff have a wide range of experience and expertise in working with and educating children. The Staff are committed to professional development and attend up to date

training courses and have excellent knowledge of the Early Years Foundation Stage and child development.

The Foundation Stage effects a smooth transition from home to school and offers stability for the younger child. In both Nursery and Reception children are provided with an environment in which they are given opportunities to express themselves using a variety of mediums and suitable material to stimulate and extend imagination and understanding. Through planned play and talking, young children learn about themselves and the world around them, they are given opportunities to socialise, make friends and therefore develop personal, social and emotional skills and develop confidence.

In Early Years we acknowledge the potential for learning in every activity and situation that arises. Our aim is to provide a secure and stimulating environment in which children flourish and learn to make sense of the real world. We make the children feel valued and give them the confidence to become active learners and curious learners. Our activities provide first hand experiences through play and discussion. Children are encouraged to interact with others, to move about and explore a wide variety of learning situations. There are well-planned areas of provision with clear learning intent. Adults as facilitators are there to interact in high quality conversations that serve to develop children's independence, confidence and vocabulary..

Both planning and observations formats highlight the importance of the characteristics and how our practice must reflect upon and provide opportunities for the different ways children learn. Our Characteristic of Effective Learning is linked to the whole school Thinkers Moves which give children the opportunity to understand how they learn as well as provide prompts for practitioners.

OUR CURRICULUM

In Early Years we aim to provide our children with an engaging and exciting curriculum that develops natural curiosity, awe and wonder. Our framework is guided by the Development Matters to ensure we achieve a progressive model. We seek to create a balance of child led interests alongside a carefully planned curriculum that is tailored to meet the needs of individuals. It is carefully planned with the skills, knowledge and vocabulary that we want children to know and be able to do.

Our curriculum aims to engage and enthuse all learners through play in a secure environment with effective adult support allowing the children to explore, investigate and enjoy the learning experience. We help them to practice and develop ideas, concepts and skills in a unique and non-threatening way, without fear of failure.

The Early Years Foundation Stage is a curriculum from birth to five years old, we follow the strands set by this curriculum and concentrate the learning opportunities on the seven areas of learning (3 Prime and 4 Specific) which are;

1. Personal Social and Emotional Development
2. Physical Development
3. Communication and Language

1. Literacy
2. Mathematics
3. Understanding of the World

4. Expressive Arts and Design

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. Through play and practical experiences children learn about the world and their place in it. They learn through first hand experiences, talk, books and equipment. We set realistic yet challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. We have adopted a scaffolding up approach rather than differentiating down to enable all learners to be a part of the main stream curriculum.

Adult led planning is carefully informed by assessment and observations. All adult led sessions identified on the timetable are planned for each week along with directed provision and enhanced continuous provision.

Nursery and Reception data is updated every half term. Data is input onto insight tracking and analysed to identify weaknesses and strengths as well as highlighting and carefully monitoring areas of concerns for specific children. Vulnerable groups such as PP/EYPP children are tracked and areas of weakness are also identified to provide a focus for the following half term. As a team suggestion /ideas for activities to promote these areas are shared. Areas of learning presenting as weaker areas are also used to inform objective led planning based around the children's interests.

PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT

The school fosters and develops relationships between home, school and children's centres in order to make links stronger for the good of the community as a whole. Through a range of learning together activities we provide opportunities regularly to build strong links.

Children are encouraged to learn to work, share, take turns and co-operate with others. They are encouraged to be independent and make choices for themselves. They are taught how to manage their feelings so that they can self regulate. We encourage them to show resilience and perseverance at any challenges they face. They are also encouraged to be sensitive to the needs of others and to respect other cultures and beliefs. Nurturing adults are on hand to model how to build relationships and how to solve conflict.

PHYSICAL DEVELOPMENT

Children are given opportunities to move to music, use equipment, develop and practice their fine and gross motor skills. They develop an increasing understanding of how their body works and what is needed to be healthy. This is done in both indoor and outdoors and by working with a wide range of resources.

Our outdoor area has been planned to provide children with the room for movement and development of gross motor skills with equipment such as the "climbing cube" and play mound. Children have access to lots of resources to develop their ability to balance, develop strength and co-ordination and to learn ball skills.

COMMUNICATION and LANGUAGE

This covers all aspects of language development and provides the foundation for literacy skills. Children's developing competence in speaking and listening is focused on. We aim to extend and enrich the children's vocabulary through story time, rhymes, role-play and group discussions. Our communication friendly spaces provide opportunities for children to engage in meaningful conversations, with the support of skilled adults who are on hand to model talking in full sentences using a wide range of vocabulary.

Those children with EAL or additional needs are provided with interventions including time to talk and colourful symantics. Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas. They are encouraged to take part in class activities such as working with puppets, participating in music sessions and saying rhymes and singing songs together.

LITERACY

We have a variety of resources for the children to use to help them develop early literacy skills. Children are encouraged to use the mark-making areas indoors and outdoors independently but they also take part in teacher-led activities. These activities include whole class shared reading and writing, phonics sessions and small group guided reading and writing.

In Reception we use Drawing Club, which opens up the magic world of tales and story to children whilst at the same time enriching their language skills and developing their fine motor skills. It immerses children into a world full of imagination where anything can happen and often does! It aims to create pure joy and foster an intrinsic motivation to draw and write. In Nursery children's literacy is taught through repeated stories and rhymes. These are re-read many times so that children develop a deep familiarity with them, allowing them to go off and retell and re-enact stories and rhymes in play.

The pre-writing work encourages correct pencil control, left/right orientation and correct letter formation. Children have the opportunity to develop their writing skills in accordance with their age, ability and competence. The children have access to our school home library on a weekly basis and we encourage children to treat books and other resources with respect and they are given many opportunities to listen to stories told by the staff.

Phase one phonics is rooted into all areas within our Nursery environment and is also planned for adult led sessions daily. This has had a significant impact upon our children's readiness and understanding of the further phases through Reception and KS1. Our home reading system ensures that all children have a home reader that matches their phonics phase. The children are discretely assessed each half term and are tracked to ensure progress is made and any children who may benefit from interventions highlighted. These judgements then inform the phase and set home reader they are given. (See Phonics Policy for further information regarding Early Reading.)

In Reception, children make a strong start, learning letter sounds from week 2. They are taught to read single letter sounds and those which are represented by more than one letter. They are taught the skills of blending and segmenting and are given daily opportunities to apply these skills in phonics and guided reading sessions.

MATHEMATICS

We aim for children to achieve mathematical understanding and a firm foundation for numeracy through practical activities and using and understanding language in the development of simple mathematical ideas.

We use the NCTEM Mastering Number programme in Reception, which is designed to ensure that pupils develop a deep understanding of numbers to 10, developing their fluency and understanding of number.

This is run alongside White Rose which supports the teaching of Shape, Space and Measure. Both run seamlessly together and ensures learners have the key knowledge and understanding in mathematics to prepare them to become fluent in calculation with a confidence and flexibility with number.

In Nursery, children are taught through Master the Curriculum programme. This is a White Rose mastery approach that is taught through hands on practical lessons using concrete equipment.

UNDERSTANDING THE WORLD

All children are given opportunities to solve problems, investigate, make decisions and experiment. They will learn about living things, their environment, the world around them and the people who are important in their lives. Hands-on learning together mornings and regular woodland sessions develop children's understanding of the world around them alongside their families.

Through People and Communities, we aim to develop a sense of belonging in firstly the child's immediate family and then broadening out to their community. They develop an awareness of their own locality through early field work exploring their city, hands on. And develop skills and gain knowledge about the world when making comparisons to other countries.

Past and Present provides the foundations for our History curriculum at Charnwood. Key concepts are introduced in early years and are revisited and built upon through their learning journey at Charnwood. For example, a child in Reception will be introduced to the concept of change during their All About Me study. This concept will be revisited and drawn upon during their local study on Schools in key stage 1 and later during their study of the Bronze and Iron Age in upper key stage 2.

EXPRESSIVE ARTS and DESIGN

Our curriculum aims to encourage children to represent and understand their own feelings and ideas whilst developing their imagination, creativity and their ability to use media and materials. Children do this in range of ways including singing songs and making music, dancing, playing with colours, textures and design. We aim to introduce children to a range of techniques, styles and artists laying the foundation knowledge and skills required for pupils to achieve and progress in Key Stage 1 and beyond.

OUTDOORS

We have an outside learning space which children have access to each day. We have all weather clothing and footwear available so children are protected and there are no barriers to learning. The outside area is not a replica of the classroom. Instead it provides a very different learning experience that naturally encourages physical development and an understanding and appreciation for the natural world.

In this area the provision is set up to allow for children to lead their own interests, with weekly enhancements to inspire and take their learning in different directions. Each area, contains a key focus enabling adults to keep children's learning purposeful and helps practitioners to develop their key skills and knowledge.

We visit the woodland area every other week for a morning as an early years unit. Our visits aim to stimulate our children through the outdoors experience, over time, and increase their self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being.

ASSESSMENT OF CHILDREN

Assessment plays an important part at Charnwood in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support.

Assessment, for the most part, is based on the knowledge practitioners gain from their daily interactions with the children. Using this holistic approach enables staff to gain a comprehensive knowledge of the children.

It does not involve long breaks from interaction with children or require excessive paperwork. When assessing whether an individual child is at the expected level of development, we draw on our knowledge of the child and our own expert professional judgement. We use our knowledge of what the children know and can do to inform the children's next steps, then support is provided in the setting so as not to take the children away from their play.

Areas of concern are highlighted for children who are not working on track. Effective systems such as this help all practitioners involved in each child's learning to have an overview of their current understanding and attainment as well as supporting them in identifying the gaps in learning and next steps which in turns informs our planning and provision.

Other forms of assessment are summative and collected at points throughout the year such as in Phonics, where children's knowledge of sounds and ability to blend is assessed so that precise gaps can be identified and interventions can be provided to support them to make good progress.

At Charnwood we believe in developing effective home/ school partnerships, thus, parents are regularly informed of their progress and their emerging needs. Similarly we direct this information to the SENDCo so that it can be informed to the relevant professionals.

Within 6 weeks of the Reception children will complete the Reception Baseline Assessment and Nursery children will be given a baseline assessment devised from starting points which have been

informed by data handover/moderation with previous practitioners and transition from previous settings and/or judgements made by key practitioners including information provided by parents

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1.

Your Reception child will receive a report upon leaving Early Years related to these goals.

Assessment forms an ongoing dialogue between practitioners and year 1 teachers about each child's learning and development, to support a successful transition to Key Stage 1.

Parents have access to our online communication platform- Class Dojo, where significant moments are celebrated for parents to see. Similarly, parents can upload achievements from home which are shared with the class.

PHOTOGRAPHS/VIDEOS

At the beginning of the year parents/carers are asked to give permission for their child to be photographed/videoed during their time at school. We use these images in the classroom, on displays, in the children's individual digital learning journeys and on the school website.

PARENTS/CARERS AS PARTNERS

We value the involvement of parents in school. Parental involvement with school begins even before children start Nursery or Reception with an invitation to visit the school and meet their child's teacher. Parents consultation meetings are held in the Autumn and Spring Term at which parents are invited to discuss their child's progress. A report is sent out at the end of the Summer term and parents are invited into school to discuss this report if they wish. It is important to stress that if parents are concerned in any way about their child they should telephone or call into the school to make an appointment to discuss their concerns with the class teacher or Foundation Stage Leader or the Principle. Parents are kept informed of all happenings in the school by regular newsletters and curriculum overviews which keep them up to date with our latest topics and themes. The Parents also have access to our EYFS page on the school's website that keeps them informed on dates as well as celebrating their children's learning with them.

"Learning Together" with parents is valued within the EYFS, we provide regular opportunities, for parents to come into school to engage in some hands on learning with their child. Our communication platform: Class Dojo provides an opportunity for both staff and parents to celebrate and share achievements from both in school and at home.

SAFEGUARDING CHILDREN

The school takes its child protection responsibilities very seriously. Any concerns, which the school has, will be noted and, if deemed necessary, will be reported to the relevant agency. The safety of the child is always of paramount importance. The full Safeguarding Policy is available in school for parents to read if they wish.

SAFE GUARDING 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 2 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, this can be found on the school website. Our designated safeguarding lead (DSL) will: • Provide ongoing support, advice and guidance to all staff • Attend a training course consistent with the criteria set out in Annex C of the most recent EYFS framework • Liaise as needed with local statutory children's services agencies and our local safeguarding partners

ABSENCES

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, available on the school website, for more on this, including our expectations of parents/carers to report child absences.

ARRIVAL AND DISCHARGE PROCEDURES

For Reception and Nursery, parents should drop off and collect their children at the main Nursery entrance.

Children are encouraged by the practitioners to put away and collect their belongings to develop their independence. At home time, children in Reception will line up behind the yellow gate and will be released one at a time.

Children in Nursery will wait on the Nursery carpet with an adult whilst the other adult releases children one at a time at the Nursery outside door. As the gate is open from 11:45- 12pm, Reception children will not be allowed into the cloakroom area between these times. (High handles) to be added to the EYFS doors to support this)

Should there be any parents remaining, after the gate has closed, they should be escorted by a member of staff to the main school entrance.

Children who are receiving 30 hours provision will be taken to the hall to have their lunch and then collected by the afternoon staff, where they will get to enjoy some free time outside with the rest of the school before returning to Nursery to continue their afternoon session.

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 that can be found on the school website

SUPERVISION

Supervision is in place for all staff in EYFS who have contact with children and families, as outlined in ISI regulatory Requirements. Supervision enables staff to discuss issues and identify solutions as well as receiving coaching to improve their personal effectiveness. Supervision includes individual meetings between a leader or manager and each staff member, including teaching assistants in Reception, in order to support their role as key persons working with children and their families. The frequency of meetings is determined according to the needs of the families and the staff member supporting them. This is in addition to regular staff appraisals, department meetings and other opportunities for staff training.

FIRST AID ARRANGEMENTS

We ensure that there is at least 1 Paediatric First Aid qualified member of staff present at all times in the Early Years setting. Training is renewed every 3 years through an Ofsted approved provider, in line with statutory EYFS requirements. When recruiting new staff, we ensure that anyone who obtained a level 2 and/or level 3 qualification since 30 June 2016 obtains a PFA qualification within three months of starting work in order to be included in the required staff: child ratios at level 2 or level 3 in an early years setting.

We have a clearly labelled First Aid box located in the reception classroom, which is checked and restocked regularly.

WHISTLE BLOWING

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 designated safe guarding lead (DSL) - Cheryl Nowell. If the concern is about the DSL, or it is believed they may be involved in the wrongdoing in some way, the staff member should report their concern to our CEO- James Cappa - See our whistleblowing policy for details of our safer recruitment procedures and more detail on our procedures for handling whistleblowing, this can be found on the school website

Malicious or vexatious allegations: If an allegation is made in good faith, but 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

EQUALITIES and DISABILITIES

All pupils in this school are entitled to a broad, balanced and relevant curriculum regardless of ability, gender, race and social circumstances. Both Gifted, talented and able children and those with Special Educational Needs are considered and the curriculum adapted to suit all levels of ability. We have a full Equality and Diversity and Equal Opportunities policy available at school.

SPECIAL EDUCATIONAL NEEDS

Care is taken to assess the needs of each child from Nursery age onwards. Should a child have any special need the parent will be informed at an early stage. Group and individual help is provided within the school where necessary with one to one support and group interventions. We have links with various agencies and when necessary their involvement may be required to support certain children. Parents/Carers will always be informed if an outside agency is assisting us to support their child. We have a full Special Educational Needs (S.E.N) and Gifted and Talented policy available at school.

HEALTH AND SAFETY

We have a Health and Safety policy which all staff and students are familiar with and we have designated people responsible for first aid in school. Foundation Stage staff have had paediatric first aid training. Children are taught the safe and appropriate use of equipment and materials. Children are taught to be mindful when moving around the school and are aware of safety issues. Risk assessments are undertaken before after school activities take place and before we embark on school outings. A full Health and Safety Policy is available in School.

SAFER EATING

When eating, there will always be at least 1 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. Before a child joins our setting, we will get information on their: Dietary requirements and preferences, food allergies and intolerances.

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. 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 .

We will prepare food in a way that: Prevents choking, meets each child's individual developmental needs and ensure it 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.

Our catering provider **Dolce**- ensure that parents can access the online meal ordering system, and inform the school of their child's allergies and intolerances, so that their child only receives food that is safe for them to enjoy. The Dolce system blocks any meals containing the identified allergens from being chosen that only safe foods can be selected.

FOOD AND NUTRITION

Our primary aim is to provide nutritious, balanced meals and snacks, supporting children's optimal growth and development during the Early Years. We are committed to creating positive mealtime experiences, not only supporting children's physical development, but also promoting lifelong healthy eating habits through enjoyable, social dining experiences. We work collaboratively with parents and carers as partners to meet each child's individual dietary needs, recognising that consistency between home and school supports the best outcomes for children. The safety and wellbeing of all children remains paramount during all aspects of food preparation, serving, and consumption, with robust procedures in place to protect every child in our care.

At meal times, all meals and snacks provided will be nutritious and prepared safely, whilst meeting a child's individual dietary needs as recommended in the *Early Years Foundation Stage Nutrition Guidance, May 2025*. We provide nutritious food at all meals and snacks, avoiding large quantities of fat, sugar and salt and artificial additives, preservatives and colourings. Dolce – our catering provider only use the best British produce and in-season ingredients, so that kitchen staff can craft meals fresh at our school, each and every day.

We endeavour to provide: Pleasant eating areas for children and staff with adequate time for unhurried eating; An overall school environment that encourages children to make healthy food choices; Opportunities and encouragement for staff to model healthy eating habits; Strategies to involve family members in supporting children to make healthy food choices and develop healthy eating habits.

Through discussion with parents and research reading by staff, we obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, and about food allergies.

FOOD HYGIENE TRAINING

All staff involved in food handling receive comprehensive training in food hygiene principles, with regular refresher training provided to ensure knowledge remains current

with evolving best practices. Throughout all food-related activities, we maintain a clean and hygienic eating environment that supports both health and the enjoyment of mealtimes. All Early Years staff hold a Level 2 qualification in Food Hygiene.

CHOKING PREVENTION AND TREATMENT

When preparing snack, hard fruits such as apples, pears and carrots are sliced length ways into smaller pieces. Continuous, attentive supervision is maintained during all eating times, with staff positioned to observe all children clearly and respond immediately to any signs of difficulty. All staff receive thorough training in choking response procedures, including recognition of choking signs and appropriate emergency interventions, with regular practice sessions to maintain competency. Seating arrangements are deliberately planned to ensure clear visibility of all children and enabling rapid response to any emergency situation.

MEDICAL NEEDS

We keep a note of any medical needs, allergies, children who need inhalers or epi-pens in the nursery kitchen area so everyone is aware of the individual needs. EYFS staff are trained in paediatric first aid. Systems are in place where injuries are recorded and notes given to parents.

SNACK TIMES

We have a snack area based in both of our EY classrooms. We see snack time as a social event, a time where the children enjoy a drink of milk, piece of fruit and/or a light snack together. This time of day is the ideal opportunity to develop and enhance the children's social skills and to encourage interaction and conversation with their peers as they sit together. As well as developing their knowledge of healthy eating promoting health and self-care. It also develops independence as the children are encouraged to serve themselves and wash up their own plate. We do not charge for snack, however, milk is chargeable once your child turns 5.

Children eat their snack as a whole class alongside the adults. This provides a social opportunity to develop communication and to discuss healthy eating.

SAFER SLEEPING

We promote safe, developmentally appropriate rest and sleep opportunities in line with the EYFS 2025, Lullaby Trust safer sleep guidance (2024–25), NHS safer sleep advice, and Ofsted requirements for risk-assessed provision.

- Children will be supported to rest or sleep when they need to.
- All sleep provision is risk assessed, supervised and regularly reviewed.
- Staff follow strict safe sleep procedures based on national guidance.
- Parents' routines and cultural expectations are respected, but unsafe sleep practices will not be followed (e.g., blankets over faces, soft toys for comfort in cots, raised pillows).

Safe Sleep Procedures

All sleep environments must:

- Be quiet, appropriately lit and well-ventilated
- Maintain a safe temperature (16–20°C recommended by Lullaby Trust)
- Be free from hazards, hanging cords, heaters or loose bedding
- Use firm, flat mattresses with fitted sheets only
- Be separate from active play areas where possible

Positioning

- All children are placed on their back to sleep, unless a medical plan specifies otherwise.
- Once a child can roll independently, we continue to place them on their back but do not reposition them once asleep.
- No wedges, positioners or restraining pillows may be used.

Bedding & Clothing

- No pillows, duvets, sheepskins, cot bumpers or soft toys are permitted.
- Babies must not sleep in hats or outdoor clothing.
- Sleeping bags (correct tog) may be used if provided by parents.

Supervision

- Sleeping children are visually checked every 5–10 minutes and logged.
- A staff member must always remain close enough to respond immediately.
- For buggy or pram sleeps (only if risk assessed), additional proximity supervision is required (see transport sleep below).

Equipment

- All cots, sleep mats or pods must comply with British Safety Standards (BS EN 716).
- Soft-sided pods or nests are not permitted as primary sleep spaces.
- Each child has their own clean bedding.

Individual Sleep Plans

For children who sleep regularly at school (e.g., 2–3-year-olds):

- Parents complete a formal Sleep Needs Form.
- Medical conditions affecting sleep (e.g., reflux) require a healthcare plan.
- Cultural practices are respected but unsafe practices cannot be adopted.

TOILETING AND INTIMATE CARE POLICY

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

This policy sets out clear principles and guidelines on supporting intimate care with specific reference to toileting. It should be considered in line with our Safeguarding Policy, Health and Safety Policies and Administering of Medicines policy.

This policy supports the safeguarding and welfare requirements of The Early Years Foundation Stage Statutory Framework 2025. Charnwood Primary Academy will ensure

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

Intimate Care Tasks

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

At Charnwood we ensure that there are adequate number of toilets and hand basins available for the children to use. We have a designated changing facility that is used for changing any children who are in nappies. We ensure that children's privacy is considered and balanced with safeguarding and support needs when changing nappies and toileting.

Partnership with Parents/Carers – Staff at Charnwood Primary Academy work in partnership with parents/carers to provide care appropriate to the needs of the individual child and together will produce a care plan. The care plan will set out:

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

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

Parents/Carers are asked to supply the following;

- Wipes, creams, nappy sacks etc
- Spare Clothes
- Spare underwear

Best Practice – When intimate care is given, the member of staff explains fully each task that is carried out and the reason for it. Members of staff encourage children to do as much themselves as they can. Lots of praise and encouragement will be given to the child. No member of staff is to change a child without another member being present.

All staff working closely with children must have a DBS check. Particular staff members are identified to change a child with known needs and that they plan and record their work with that child.

Safeguarding – See whole school safeguarding policy.

Dealing with body fluids – Urine, faeces, blood and vomit will be cleaned up immediately and disposed of safely by double bagging and placed inside the nappy waste bin. When dealing with body fluids, staff wear protective disposable gloves, aprons and wash their hands thoroughly afterwards with soap and warm water. Children's soiled clothing will be bagged accordingly. Members of staff will not rinse clothes which have been affected by any of the above. Children will be kept away from the affected area until the incident has been completely dealt with.

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

This policy aims to manage risks associated with toileting and intimate care needs and ensures that employees do not work outside the remit of their responsibilities set out in this policy.

TRANSITION

1. Transition The Early Years Transition Policy and the Primary Transition Policy outline the procedures, actions and timeframes the school will follow at transition points.

Transition into nursery

- Parents who have expressed an interest in the nursery will be invited to bring their child to a series of open days throughout the year. The school may also arrange individual visits, subject to appointment.
- Nursery children will take part in two 1 hour 'Play and Stay' sessions followed by a further 2 full sessions.

- Nursery children to attend through the process of a staggered start in the Autumn term.

The Nursery lead will visit local pre-schools or complete a home visit to meet the children due to join the nursery and liaise with the parents or pre-school managers.

The Nursery lead or SENDco will also contact previous settings to share learning records and obtain information about children, particularly those with SEND.

Practitioners will support both parents and children where possible to help ease the separation anxiety that can often occur.

Areas will be made available for parents to meet and interact with practitioners, each other and their children as they enter the nursery.

For the first **two weeks** of the first term, the key practitioners will set aside time to spend with children in small groups.

Transition into Reception

Nursery children will work with the Reception class at various times throughout the year for different events, such as the **Christmas play**, **harvest celebration** and **singing events**.

Nursery and Reception children will share an outdoor area during break times, and integration between classes will be encouraged.

During the **summer** term, before entry to Reception:

- Joint activities will be organised for nursery and Reception children.
- Nursery children will spend 4 full days in July in the Reception classroom, The first 2 days with the Nursery teacher and the last 2 days with the Reception teacher. .
- Nursery children will attend some of the shorter assemblies in the **main hall**.
- Nursery children will have snack time in the **lunch hall** several times to reduce anxiety over lunchtime.
- Nursery children will spend some time exploring lunchtime in the main school grounds with the rest of the school, to prepare them for September

Prior to the children entering Reception:

- The nursery practitioners will complete assessments on each child based on the early years outcomes and provide these to the Reception staff.
- The nursery practitioners will advise the Reception teacher on favourable groupings for children.
- Parents and children will be invited to attend a welcome meeting in the summer prior to the start of the Autumn term in Reception. During this session, parents will receive welcome packs including key information about the school, transition booklet that details their new setting and staff. They will also receive an 'All About Me' booklet to complete with their child over the holidays and a soft toy class companion.

During the first term of reception:

- Children will undertake the Reception Baseline Assessment (RBA) within the first six weeks of entering Reception. Children will not be required to prepare for the assessment and, in most cases, children should not be aware that they are being assessed. Children with SEND or EAL will be included in the assessment. The RBA will not be used as a formative or diagnostic assessment..
- In Autumn 1, the primary focus of the curriculum is around PSED and establishing predictable routines for the children
- A parent's workshop will take place in the Autumn term so that parents get to work alongside their child and see how they have settled in.

Throughout the year, parents will be encouraged to share any information, concerns or successes with staff.

Transition into KS1

The EYFS profile will be completed for each child and submitted to the LA no later than 30 June.

The EYFS profile will provide an outline of each child's progress, assessed against the ELGs and their readiness for Year 1.

For each ELG, teachers will judge whether a child is:

- Meeting the level of development expected at the end of the EYFS – expected.
- Not yet reaching this level – emerging.

During the summer term, prior to entry into Year 1, reception children will:

- Begin to join the main school on the playground during break times , supported by a member of Reception staff. .
- Adopt a more structured timetable similar to the Year 1 experience.
- Children will take part in Transition week, whereby they spend 4 full days in Year 1, spending 2 days with their current teacher and 2 days with their new teacher. .

Prior to the children entering Year 1:

- Reception teachers will complete assessments on each child and provide the reports to the Year 1 teacher.
- Phonics assessments, examples of writing, parent consultation records and suggested pupil groupings will be passed on from the Reception teacher to the Year 1 teacher.
- Reception teachers will pass on the EYFS profile for each child, including additional information for children who have had an outcome of 'emerging' for one or more ELGs.

During the first term:

- The Year 1 timetable, will be adapted to include more practical based activities and regular brain breaks.
- Consideration will be given to the links between the seven areas of learning in the EYFS and the national curriculum subjects.
- The more formal teaching of Year 1 will be introduced gradually.

Policy by: Nicola Turner (EYFS Leader)

Date: 1.9.26

Signed: N.Turner