



WOOTTON PARK

'Ipsum quod faciendum est diutius'

Title	Early Years Foundation Stage Policy
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Author	Hannah Place
Governor Link	Andre Gonzalez de Savage
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1. Our School Vision

Our vision is to develop an outstanding all-through (4-19) school in Northampton, delivering strong academic achievement, developing strong values and promoting citizenship, community and service.

In our school, every child will thrive and prosper. Through tried and tested teaching methods and holistic development each of our learners will gain the confidence and skills to positively contribute to local communities and to participate in a global society.

The school will deliver the highest educational standards and our learners will bring pride and joy to Northampton through their good character, active participation and service, and academic achievement.

2. Aims

At Wootton Park we strive to meet every child's entitlement to develop a love of learning that will enable them to have the best possible future. This policy aims to ensure:

- That learners 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 and with parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

3. Curriculum

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building learners' 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 4 specific areas:

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

4. Planning

We use the development matters statements in Development Matters (DfE 2012) to identify next steps for each child to deepen, challenge and extend their learning. During planning sessions, discussion takes place to ensure activities allow for Characteristics of Effective Learning to be demonstrated and embedded.

Planning is based on children's interests. The long term plan states the skills followed throughout the year. The adults ensure that these skills are covered throughout the year.

Activities based on skills may be led by adult facilitators in the classrooms. These activities let learning happen through a range of activities, a supportive environment and a sound pedagogical understanding.

Appropriate resources in the Reception environment are stimulating and relevant. The resources are provided to create rich learning opportunities through a range of highly structured, adult led, child led or child initiated learning.

A whole class focus is linked to activities within the EYFS setting. These are adapted continuously to meet the needs of the unique child. Attention to learner's adaptation of activities is encouraged and creates extended learning opportunities.

Learners are encouraged to challenge themselves through self-selecting tasks and activities. The activities offer opportunities for extended learning and are structured to develop their learning. These are supported with talk tins which question the learners to deepen their knowledge and understanding.

We also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan (in line with the inclusion policy) 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. We supply opportunities to develop and enhance the skills of gifted and talented learners within the classroom and through specific activities.

5. Assessment

At Wootton Park school ongoing assessment is an integral part of the learning and development process. We make regular assessments of learners learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of photographic evidence and activities which involve the teachers and other adults when appropriate.

We use BASE to complete a baseline in maths and literacy for each learner supported by our own baseline for all areas of learning taken from Development Matters. The assessment will therefore inform us of the emotional needs, as well as the academic attainment at point of entry. This information will be analysed within our EYFS team as well as being shared with SLT. We then repeat this process in December and April to ensure the curriculum and activities support each child's needs.

At the end of the EYFS, we complete the EYFS profile for each child. Learners are assessed against the 17 early learning goals, including whether they are:

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

We ensure our end of EYFS assessments are reliable through:

- Our knowledge of the child gained through observation and interaction.
- Our assessment ensures a range of contributors e.g. parents
- Moderation across the EYFS team
- Moderation with other local schools.

6. Working with Parents

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

Parents and carers are given the opportunity to meet with their child's teacher twice a year in a formal parents meeting and receive a written report at the end of term 2, term 4 and term 6 which includes their final achievements within the early learning goals.

We use tapestry to keep parents and carers updated of all achievements and observations. More informally we meet with parents throughout the school year as and when necessary to discuss their child's particular needs.

1. Transition to Wootton Park

Planning for a smooth and thorough transition starts as soon as possible and well in advance of the September start date,

To ensure the best possible transition we:

- Value the parent
- Make contact via either phone or visit with every pre-school/nursery feeder within our new intake to discuss essential information on every child.
- Share important information about our school during open mornings and evenings.
- Hold a series of 'stay and play' sessions for parents and learners in June/July.
- Hold 'meet your teacher' sessions at the local library during August.
- Meet with every parent and child at their home before beginning school to share important information from home and school.
- Share information in a transition meeting with key adults for learners with additional needs.
- Stagger entry of whole cohort in September to enable calm. Quiet and more individualized start to school.
- Hold an information evening to share important information about our school to parents/carers.

8. The Reception Team

Our Reception team consists of enthusiastic teachers who are skilled in early years teaching. They understand the needs of the young child and how best to create an environment to enable a love of learning.

Our aim is that it is hard to distinguish between teacher and teaching assistant in our setting. Everyone works towards the same goal; to ensure every child achieves to their highest ability.

9. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

Appendix 1. List of statutory policies and procedures for EYFS

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

Appendix 2. Risk Assessment for EYFS**EYFS Risk Assessment**

General Risks			
What are the Hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?
Insecure entrance door	Children + Adults Personal Safety	Door kept shut/secure at all times and checked regularly	Problems with locks/security to be reported to the site manager
Injury from electric sockets	Children + Adults Electrical shock	Sessions delivered on electrical safety and how to look after yourself.	
Trapping hazard from doors	Children + Adults Physical Injury	Adults to support children in opening and shutting doors. Finger guards in place.	
Inadequate fire signage	Children + Adults Personal Safety	Ensuring adequate signage and regular evacuation practices	Continue with evacuation practices and inform site manager if signage unclear/damaged/needs replacing
Tripping/slipping due to poor flooring and mats	Children + Adults Physical Injury	Daily checks of flooring and issues reported to site manager	Tears, rips or uneven flooring to be reported to site manager.
Ineffective heating/ventilation	Children + Adults unhygienic	Monitoring heating and levels of ventilation	Inform site manager of any problems or concerns. Add ventilation by opening windows as required
Tripping/injury due to trailing wires and cables	Children + Adults Physical Injury	Ensure cables are safely secured and out of reach	Daily checks. Reinforce message that children are not to touch cables.
Contractors working on the premises	Children + Adults Physical Injury	Area to be cordoned off, contractors to be signed in and accompanied at all times if not DBS checked.	Prior to visit procedures are put in place with contractors
Sockets Uncovered	Children + Adults Electrical shock	Sessions delivered on electrical safety and how to look after yourself.	
Gates	Children + Adults Personal safety Trapping Hazard	Adults to open and close gates at the beginning and end of sessions	Children made aware that they are not to open and close gates
Sharp edges/corners	Children + Adults Physical Injury	Children made aware of edges and corners	Check to be done daily as part of daily assessment and hazard removed
Bumping into furniture	Children + Adults	Children are made aware	Continue to remind children of

	Physical Injury, Tripping Hazard	of walking in the school building. Reminders are given to move around the classroom with care. Reminders are given to ensure chairs are tucked under.	walking inside and tucking chair under.
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Bumblebee room (RHP)			
What are the Hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?
Sand on wet area floor	Children + Adults Slipping hazard, physical injury	Floor swept regularly, sand not returned to container after spillage.	Change the sand regularly and clean the container. Children to be aware of safety around sand.
Water on wet floor	Children + Adults Slipping hazard, physical injury	Floor mopped as spillage occurs.	Children to be aware of safety around spilt water.
Scissors	Children + Adults Physical Injury	Children are shown safe ways to handle scissors and store scissors. Usually under supervision when in area.	Staff encourage safe storage and tools checked that they are fit for purpose.
Sharp pencils	Children + Adults Physical Injury	Children are shown correct way to handle pencils and with care. Pencil stored correctly.	Staff encourage safe storage and pencils checked that they are fit for purpose.
Staples	Children + Adults Physical injury	Children are shown safe way to handle staplers. Usually under supervision when in area.	Staff encourage safe storage and tools checked that they are fit for purpose.
Tools	Children + Adults Physical Injury	Children are shown safe way to handle tools. Usually under supervision when in area.	Staff encourage safe storage and tools checked that they are fit for purpose.
Glue Guns	Children + Adults Physical Injury	Children are shown safe way to handle glue guns. Usually under supervision when in area. If children burn themselves they are taught to go straight to the sink and count to 20. Adult will then check. Adult turns glue gun on	Staff encourage safe storage and glue guns checked that they are fit for purpose. Children to be supervised at all times.

		and off in-between sessions.	
Sink area	Children + Adults Slipping hazard, physical injury	Sink area checked regularly throughout session. Floor mopped as spillage occurs.	Children to be aware of safety around spilt water.
Unhygienic surfaces	Children + Adults Disease/illness	Surfaces are cleaned regularly and sprayed with anti-bacterial spray before food activities.	
Exits impeded by toys	Children + Adults Fire Hazard	Keep the exits as clear as possible.	Children made aware of need to keep exits clear and safe.
Toys left on floor	Children + Adults Tripping Hazard	Children are encourage to put toys they have been using away when they have finished with them.	Adults to regularly check area for toys on floor.
Slipping injury due to sand/water/paint/playdough etc. on the floor.	Children + Adults Physical Injury	All spillages are swept/mopped up as soon as they occur.	Checks to be made regularly to ensure there is no slipping hazard.
Unsuitable storage of equipment accessed by children	Children + Adults Physical Injury	Equipment stored safely in boxes, trays or cupboards.	Checks to make sure equipment is stored safely and not at height.
Poor cleanliness of fabrics, cushions and towels.	Children + Adults	Washed regularly	To be replaced when over worn.
Protruding objects at eye level	Children + Adults Physical Injury	Checks to be made to identify hazards.	Check to be done daily as part of daily assessment and hazard removed.

Butterfly room (RNG)			
What are the Hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?
Sand on wet area floor	Children + Adults Slipping hazard, physical injury	Floor swept regularly, sand not returned to container after spillage.	Change the sand regularly and clean the container. Children to be aware of safety around sand.
Water on wet floor	Children + Adults Slipping hazard, physical injury	Floor mopped as spillage occurs.	Children to be aware of safety around spilt water.
Scissors	Children + Adults Physical Injury	Children are shown safe ways to handle scissors and store scissors. Usually	Staff encourage safe storage and tools checked that they are fit

		under supervision when in area.	for purpose.
Sharp pencils	Children + Adults Physical Injury	Children are shown correct way to handle pencils and with care. Pencil stored correctly.	Staff encourage safe storage and pencils checked that they are fit for purpose.
Staples	Children + Adults Physical injury	Children are shown safe way to handle staplers. Usually under supervision when in area.	Staff encourage safe storage and tools checked that they are fit for purpose.
Tools	Children + Adults Physical Injury	Children are shown safe way to handle tools. Usually under supervision when in area.	Staff encourage safe storage and tools checked that they are fit for purpose.
Sink area	Children + Adults Slipping hazard, physical injury	Sink area checked regularly throughout session. Floor mopped as spillage occurs.	Children to be aware of safety around spilt water.
Unhygienic surfaces	Children + Adults Disease/illness	Surfaces are cleaned regularly and sprayed with anti-bacterial spray before food activities.	
Exits impeded by toys	Children + Adults Fire Hazard	Keep the exits as clear as possible.	Children made aware of need to keep exits clear and safe.
Toys left on floor	Children + Adults Tripping Hazard	Children are encourage to put toys they have been using away when they have finished with them.	Adults to regularly check area for toys on floor.
Slipping injury due to sand/water/paint/playdough etc. on the floor.	Children + Adults Physical Injury	All spillages are swept/mopped up as soon as they occur.	Checks to be made regularly to ensure there is no slipping hazard.
Unsuitable storage of equipment accessed by children	Children + Adults Physical Injury	Equipment stored safely in boxes, trays or cupboards.	Checks to make sure equipment is stored safely and not at height.
Poor cleanliness of fabrics, cushions and towels.	Children + Adults	Washed regularly	To be replaced when over worn.
Protruding objects at eye level	Children + Adults Physical Injury	Checks to be made to identify hazards.	Check to be done daily as part of daily assessment and hazard removed.

Undercover Play Area

What are the Hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?
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Sand on floor	Children + Adults Slipping hazard, physical injury	Floor swept regularly, sand not returned to container after spillage.	Change the sand regularly and clean the container. Children to be aware of safety around sand.
Sand Area	Children + Adults Hygiene Personal Injury	Sand changed on a regular basis and checked for sharp/foreign objects before use. Children encourage to wash hands after using the sand.	Children to be supervised at all times and continue to be informed of hygiene procedures.
Water Containers	Children + Adults Hygiene Personal injury	Water in container to be changed regularly and checked for sharp/foreign objects before use.	Children to be supervised at all times and continue to be informed of hygiene procedures.
Use of outside tools and equipment	Children + Adults Physical Injury	Tools and equipment to be stored safely and children to supervised when using them.	Ensure children are shown and reminded about correct use of tools and equipment to prevent injury and accidents.
Hammer and Nails (Woodwork area)	Children + Adults Physical Injury	Children are to wear a yellow jacket and goggles to show they are using the woodwork bench. Children to be shown the safe way to handle hammer and nails. Usually under supervision when in area. If children hurt themselves small first aid bag to be undercover with adult.	Children to be supervised at all times and continue to be informed of safe way to use tools.

Outdoor Play Area			
What are the Hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?
Sand on floor	Children + Adults Slipping hazard, physical injury	Floor swept regularly, sand not returned to container after spillage.	Change the sand regularly and clean the container. Children to be aware of safety around sand.
Gates, locks and hinges	Children + Adults Trapping hazard, physical injury	Gates, hinges and locks checked daily by site manager.	Children to be supervised at all times and encouraged to stay away from gates.
Poor condition of tarmac	Children + Adults	Surfaces regularly checked	Surfaces to be cleared and

surface	Trapping hazard		checked and issues reported
Grass area swept for unwanted objects, broken glass, animal faeces, small holes etc.	Children + Adults Trapping hazard, physical injury	Checks of grass area checked daily.	Children to be supervised at all times and grasses area maintained in good condition.
Storage of outside tools and equipment	Children + Adults Physical Injury	Maintenance of play shed to be checked regularly, equipment and tools stored safely within it equipment to be stored safely in storage shed and children have no access to it.	Children to be continually aware of hazards within play shed and to remind that they are not allowed into storage shed.
Use of outside tools and equipment	Children + Adults Physical Injury	Tools and equipment to be stored safely and children to supervised when using them.	Ensure children are shown and reminded about correct use of tools and equipment to prevent injury and accidents.
Gardening Area	Children + Adults Physical Injury	Tools to be stored safely and children supervised when using them.	Ensure children are shown and reminded about correct use of tools and equipment to prevent injury and accidents.
Large Construction Area	Children + Adults Physical Injury	Equipment to be stored safely and children supervised when using them.	Ensure children are shown and reminded about correct use of equipment to prevent injury and accidents.
Small forest area	Children + Adults Physical Injury	Children to be made aware of plants growing in and around the area.	Ensure children are aware of plants when accessing the area to not harm themselves. Ensure children do not touch plants. First aid bag to be with adult in outdoor area to give immediate care.
Plants	Children + Adults Physical Injury	Children to be made aware of plants growing in and around the area.	Ensure children do not touch plants.

Snack Area

What are the Hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?
Chocking on fruit- snack	Children	Staff have first aid training and x2 members of staff are paediatric trained.	
Tripping/Slipping due to spillages	Children + Adults Physical Injury	Flooring checked regularly and wiped/ swept up immediately.	Children to be informed they must report spillages to a member of staff.

Unhygienic/dirty equipment	Children + Adults Unhygienic	Children informed of correct use of equipment and it is changed/cleaned regularly	Equipment to be replaced when damaged
Milk in fridge out of date	Children + Adults Physical injury	Check to be done daily	
Fruit stored in cool area	Children + Adults Physical injury	Check to be done daily. Fruit placed in snack shack. Bought into classroom each morning.	
Fruit	Children + Adults Unhygienic	Fruit to be checked regularly	Fruit out of date, disposed.
Spreading of germs	Children + Adults Unhygienic	Children to wash hands before touching fruit and having snack.	Children reminded of correct hygiene procedures.

Toilets/Bathrooms

What are the Hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?
Injury from unregulated water temperature when hot water taps are on for a length of time.	Children + Adults Scalding/Burning	Automatic push taps that turn off after time. Children made aware of need for taps to go off. Staff check water temperature daily and inform site manager of any risks	Checks to be made that water temperature is low and taps are off
Burns from excessive radiator/pipe temperature	Children + Adults Scalding/Burning	Children warned to stay away from pipes and radiator. Monitored when in toilets	Regular checks to be made to ensure pipes and radiator are not too hot. Radiator/pipe covers to be fitted if necessary.
Use and storage of cleaning materials/ other substances	Children + Adults Poisoning, eye contamination, skin irritation	All cleaning materials stored in locked cupboards	Ensure children are informed not to touch any that have been accidentally left out and inform adult.
Soap/water spills	Children + Adults Slipping	Soap on sinks picked up as soon as on floor. Excessive water spills mopped up.	Regular checks of toilet areas and large groups of children to be supervised when in there.
Hand drier	Children + Adults Scalding/Burning	Hand drier on a timer and children shown the correct way of using it.	Regular check of temperature of drier and any issues reported to site

			manager.
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