



STAMFORD

## **EARLY YEARS FOUNDATION STAGE POLICY**

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## INTRODUCTION

The Early Years at Stamford Junior School consists of the Stamford Nursery & Preschool and Reception.

The term *parents* in this document refers to parents and carers, and the term *child* refers to children within our Early Years provision, from one year old until the end of the reception year.

Children receive government funding at Stamford Junior School (SJS) from the term after they have turned nine months old, if eligible, until the term of their fifth birthday (whilst they remain in the reception year). We follow the Early Years Foundation Stage (EYFS) statutory framework for group and school-based providers (DfE, 2026) throughout Stamford Nursery & Preschool (SNPS) and Reception.

### 1. AIMS

Fundamentally the Early Years at Stamford Junior School is guided by the SES overarching aims and ethos. In the Early Years we have specific aims relating to the care and education of children aged between one and five years old.

We aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning.

We create a safe, happy and stimulating environment with motivating and enjoyable learning experiences. We believe that this enables children to become confident and independent learners.

We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

The following documents should be read in conjunction with this policy:

- EYFS Statutory Framework (2026)
- Admissions Policy
- Safeguarding Children Policy
- Prevent Policy
- Health and Safety Policy
- Student Inclusion Policy
- SJS Guidelines for Promoting Good Behaviour
- SEND Policy

- Intimate Care Policy
- Complaints Policy
- Stamford Nursery & Preschool Fee and Funding Policy
- School Fees and Charging for Other Activities Policy
- Photography & Images of Children Policy
- Use of Mobile Phones in EYFS Policy
- Whistleblowing Policy
- First Aid Policy
- Food and Nutrition Policy
- SNPS Safer Sleep Policy and Procedures
- EYFS Missing Persons Procedure
- SJS Missing Pupil Policy
- Allergy and Anaphylaxis Policy
- Attendance Policy

## **2. PRINCIPLES, APPROACH AND PEDAGOGY**

Our Early Years provision shares the same fundamental principles across SNPS and Reception, with practice adapted to reflect the age, stage and needs of the children.

SNPS is inspired by the work of Loris Malaguzzi and the Reggio Emilia approach to early childhood learning. Within SNPS, we believe that provision:

- Should be a place of discovery, exploration, research and the building of relationships.
- Should respond to children's needs, interests and fascinations, with the curriculum emerging through these experiences rather than being planned fully in advance.
- Should place reflective practice and adult knowledge at the heart of providing a high-quality experience for our children.

In Reception, these same principles continue to underpin our practice. The curriculum follows termly topics which provide a progressive structure for learning, while still allowing flexibility to respond to children's developing interests, needs and fascinations within each topic.

Across the whole of EYFS, SES is committed to supporting staff development, learning and the development of communities of learning.

Central to our approach to care and education in the Early Years at SJS is the EYFS and the guiding principles outlined in the statutory guidance:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- Children develop and learn in different ways and at different rates.

### **3. PRINCIPLES INTO PRACTICE**

We put these principles into practice by:

- Providing a balanced, broad, inspiring curriculum, based on the EYFS, the Characteristics of Effective Learning and across the seven areas of learning, using high quality play as the vehicle for learning.
- Promoting equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support.
- Creating a partnership with parents and the local community that supports and enhances the development of the children.
- Planning challenging learning experiences, based on the individual child, informed by observation and assessment.
- Providing indoor, outdoor and emotional environments that are welcoming, language rich and open to multiple learning possibilities.
- Employing a key person approach to develop close relationships with individual children and families. In Reception this role will primarily be the child's class teacher.
- Providing opportunities for children to engage in a wide range of activities and experiences. There will be a carefully developed balance of child-initiated, adult-initiated and adult-led activity. It is expected that as children develop the balance will move toward more adult-led opportunities by the end of the EYFS.

## **4. ORGANISATION OF THE EARLY YEARS AT SJS**

### **4.1 Nursery & Preschool**

- Nursery:
  - Squirrels – Children aged under two
  - Badgers and Hedgehogs – Children aged two to three years old
- Preschool: Children move into the Preschool room in the September of the academic year that they have their fourth birthday.

Throughout this document Squirrels, Badgers and Hedgehogs collectively will be referred to as Nursery.

### **4.2 Reception**

- Children enter a Reception class in the September of the academic year that they have their fifth birthday.

## **5. QUALIFICATIONS AND RATIOS**

All Early Years providers working with children from birth to five years old must follow the Early Years statutory guidance and adhere to the adult:child ratios; the number of staff assigned to supervise a specific number of children, depending on the age of the children and the qualification of the adult. This is to ensure the needs of all children at different stages of development and their safety are met.

These ratios are laid out in the Early Years qualification requirements and standards and the Early Years Foundation Stage statutory framework 2026.

### **5.1 Nursery & Preschool**

Staff qualifications within SNPS are maintained and checked in line with the statutory qualification requirements. At least one person must be Level 3 and suitably experienced with under-twos; at least half of the other staff must be Level 2; at least half of all staff must have training specifically addressing the care of babies; and the person in charge of the under-two room must have suitable experience.

Children must usually be within sight and hearing of staff and always within sight or hearing.

Children at SNPS are usually within sight and hearing of staff at all times. For children under two, at least one member of staff must have experience of caring for babies and the premises are organised to meet the statutory space requirement of at least 3.5m<sup>2</sup> per child.

## **5.2 Reception**

Reception staffing and deployment follow the statutory requirements for school-based Reception provision and are organised to ensure that children are appropriately supervised and that their individual learning and welfare needs are met.

## **6. ASSESSMENT AND PLANNING**

The EYFS is a framework that provides statutory and non-statutory guidance for providers of education and care of children aged from birth to five years old.

### **6.1 Assessment**

There are two points of statutory assessment relevant within the EYFS at SJS. The first is the progress check at age two and the second is the Early Years Foundation Stage Profile (EYFSP) at the end of Reception.

Throughout SNPS and Reception, adults use observations and professional opinion to record children's learning and plan as a result of analysis of this learning. Assessment of learning is based on the EYFS Educational Programmes and the Characteristics of Effective Learning.

Observations are recorded in individual 'learning journeys' which are compiled by each child's Key Person in SNPS or their Class Teacher and Learning Support Assistant in Reception. Children's learning journeys are collected and compiled digitally using Tapestry. They are shared regularly with parents so that we make strong connections between each child's learning experiences at home and school.

At three points during the academic year children's progress in each aspect of each area of learning will be summarised and used as the basis of discussion regarding progress and planning ahead. The three collections of data will be known as Autumn Baseline, Spring Mid-Year and Summer Year End. Children will be assessed to be either 'on track' or 'not on track' based on their stage of development. This is always to be seen in context and as a tool by which to discuss and consider a child's learning. We always remember the principle that children develop and learn in different ways and at different rates. If a child is considered to be 'not on track' their progress and additional support will be recorded on the relevant Provision Map for that year group.

### **6.2 Areas of Learning and Development**

We recognise that children learn and develop in different ways and have their own learning styles and preferences. There are seven areas of learning and development that must be supported whilst following the EYFS. It is important to understand that all seven areas of learning and development are important and inter-connected.

The three prime areas are:

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

The four specific areas, through which the three prime areas are strengthened and applied, are:

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

Children are provided with a range of rich, meaningful first-hand experiences in which they explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

### **6.3 Provision - Specific Practice**

The statutory EYFS framework and the general principles set out above apply across the whole of our Early Years provision. The following sections explain how assessment, planning, relationships and the learning environment are organised within SNPS and within Reception.

### **6.4 Nursery & Preschool**

#### **6.4.1 Key Person**

The EYFS 2026 states that each child must be assigned a key person to ensure that their care is tailored to meet their individual needs. The key person is responsible for greeting the family on their taster sessions and gaining any information that will make the transition to the new setting as smooth as possible.

It is the responsibility of this key person to form a secure bond with the child so they feel emotionally secure and safe. When a child is secure in their surroundings they will participate in the learning opportunities within the environment, developing their curiosity and love for learning.

It is important to build a relationship with the child's parents/carers and be a familiar point of contact with them. Parents need to feel confident to share information, which at times could be confidential. It is important that parents share this information, so the key person knows how best to support a child during their time at Nursery and Preschool.

As the key person builds a secure bond with the child, joining in with their play, conversing and investigating together, the key person will understand how the child learns, their interests and fascinations and the best way to scaffold. The key person will also keep a summary of where the child is developmentally, and what their next steps will be.

Any concerns or areas where the child needs extra support will be identified and supported, following the Plan, Do, Review cycle.

#### **6.4.2 Assessment and Transition**

When a child starts at SNPS, a baseline assessment is undertaken at the end of the first term.

For children between the ages of two and three, a progress review is completed by the Key Person and shared with the parents or carers, showing the child's development in the prime areas. These reviews reflect the level and needs of the individual child, focusing on any areas where there may be concern about developmental delay and sharing activities that will be used in setting and could also be used at home to support development.

For children starting at the setting near their third birthday, it would be expected that the progress check at age two has been completed at the previous setting. At starting point, observations will be recorded if a review has not been completed elsewhere.

When a child transitions within SNPS a summary will be prepared by their Key Person to aid a smooth transition between rooms, settings or Reception classes. This summary will outline the child's voice, any additional support needed, information regarding English as an additional language, the child's approach to learning and progress across the seven areas of learning.

When children move through to Stamford Junior School, an in-depth hand over is given to the Reception Teacher and any documents relating to support received during their time in SNPS are passed on. This documentation will form the basis of the transition meeting, as this is seen as the most positive and effective manner in which to pass on meaningful assessment.

#### **6.4.3 Learning, Development and Planning**

At SNPS, we recognise that all children are unique and learn and develop at their own pace and in their own ways. We are committed to ensuring that learning opportunities are accessible and inclusive for all children by minimising barriers and making reasonable adjustments where necessary. Through this approach, we support every child to engage in learning experiences that enable them to achieve their full potential.

Planning for the under two children will be based around the prime areas with strong emphasis on language development, sensory exploration, physical development and a sense of self alongside the individual needs of the children.

Planning is based on the children's interests, and starting point topics at the beginning of each term. The fascinations and interests of the children will lead the learning with added extensions and scaffolding from the practitioners.

In Preschool, there is a mix between 'in the moment' planning where practitioners follow the children's interests and the preplanned environment which takes into account the individual needs of the children, extensions of the current interest and the introduction of new ideas and experiences.

All learning is documented in a floor book where activities are added and then used to support the learning for the following week. Practitioners ensure that they are sharing their understanding of the children and their individual learning needs; the environment is discussed and it is agreed how it will be enhanced.

The EYFS Framework and Educational Programmes inform our long-term planning, whilst the Characteristics of Effective Learning are used to reflect the different ways in which children learn. Underpinning our overall planning and continuous provision are the key principles of Reggio Emilia. Projects based on the children's interests provide the backbone of the children's and teachers' learning experiences. They are based on the strong conviction that learning by doing is of great importance.

Planning always starts with the child. Our planning is based on our knowledge of what children know, what they are interested in, passionate about and their individual needs. It is important that assessment is therefore meaningful and useful. The planning cycle: Observe, Assess, Plan, Do, Review is used through the Early Years.

#### **6.4.4 Enabling Environments**

The learning environment within SNPS is inspired by the Reggio Emilia philosophy, viewing the environment as 'the third teacher.' It is a carefully planned, purposeful space that encourages children to follow their natural curiosity, creativity, and independence. The areas within the environment are designed to support children's individual fascinations and interests, offering opportunities for exploration and discovery through child-led play, alongside purposeful adult support and interaction. Free-flow access to secure outdoor spaces allows children to further develop their physical skills, confidence, resilience, and wellbeing.

For children under two, the premises, resources and routines are organised to meet their developmental and care needs, including appropriate space, supervision, sleep arrangements and opportunities for physical and sensory exploration.

#### **6.4.5 Supervision for Staff**

Supervision is a regular, planned, accountable two-way process which should offer support and develop the knowledge, skills and values of an individual, group or team. Its purpose is

to monitor and support the progress of professional practice and to help staff to improve the quality of the work they do, thus assuring children's welfare is of central importance and improving outcomes for children.

Supervision also provides an opportunity for support with sensitive issues including the safeguarding of children and any concerns raised about an individual or colleague's practice. Staff are aware that they do not wait until a supervision if they have any safeguarding concerns for the children. They have access to My Concern for reporting safeguarding worries and Confide should they have any worries regarding staff behaviour or their own. All staff know they can report concerns directly should they have major concerns for a child's safety.

Supervision is not part of the performance management cycle. SNPS members of staff will have the opportunity for supervision once a term.

- Supervisions will be planned ahead of time so that staff know where, when and how long their supervision will be.
- This will always take place in a private location for a minimum of 30 minutes.
- The supervisor will be responsible for taking notes, with the responsibility for setting the agenda shared between supervisor and supervisee.

#### **6.4.6 Early Years Pupil Premium**

Our objective for all children, including those who are disadvantaged/vulnerable, is that they are supported to achieve their full potential. We aim to narrow the attainment gap, focusing on progression in the prime areas and support for individual needs.

Early Years Pupil Premium (EYPP) is intended to improve outcomes for children. Children need to feel safe and secure, have a sense of belonging and wellbeing, so they can express their needs, feel valued and thrive.

In making provision for disadvantaged/vulnerable children we recognise that not all children who receive EYPP are disadvantaged and not all disadvantaged children will receive funding.

### **6.5 Reception**

#### **6.5.1 Assessment and Transition**

At SJS, we use our own baseline booklet, designed to be completed with the child during their first two weeks in Reception. This, alongside initial observations, forms our summary of each child's development. As an independent school, SJS is not required to administer the statutory Reception Baseline Assessment.

On entry to Reception all families will be offered the opportunity to have a meeting with their child's Reception Teacher. This is a valuable opportunity to build a strong and trusting relationship between home and school.

At the end of the Reception Year the class teachers will make a judgement relating to each child's progress towards and/or achievement of each Early Learning Goal for each aspect of each area of learning. These judgements constitute the Early Years Foundation Stage Profile (EYFSP). This is a statutory assessment and is shared with parents as part of the child's year end report. We also share this data with the Local Authority.

A key purpose of the EYFSP is to share children's learning with their Year One Teacher. The following information will be shared with the Year One Teachers at the end of the Reception year:

- Transition meeting
- Data showing the Early Learning Goal achievement of the cohort
- Access to each child's learning journey on Tapestry
- Year End Spede Bird Phonics Assessment
- Independent Writing Assessment
- Reading Records

This documentation will form the basis of the transition meeting, as this is seen as the most positive and effective manner in which to pass on meaningful assessment.

### **6.5.2 Planning and Enabling Environments**

Reception at SJS is structured to provide a progressive, well-sequenced curriculum that builds on children's prior knowledge while responding to their developing interests. Planning is based on the EYFS Framework, our internal Progression of Skills documents, and incorporates our bespoke schemes such as Spede Bird Phonics, Spede Punctuation and Spede Bird Handwriting.

### **6.5.3 Long-Term Planning**

- The Reception year is organised around termly topics, which provide a progressive structure for learning across all seven areas of the EYFS.
- Topics are designed to ensure coverage of key skills and knowledge, while allowing flexibility to incorporate children's emerging interests.

### **6.5.4 Medium-Term Planning**

- Each term, teachers complete a Medium Term Plan that outlines key learning objectives for all areas of learning within the chosen topic.

- The Medium Term Plan draws on the EYFS Educational Programmes, Characteristics of Effective Learning, and school progression documents to ensure continuity and progression.
- Consideration is given to enrichment opportunities, visits, and key events linked to the topic.

#### **6.5.5 Weekly Planning**

- Weekly plans build on the medium-term plans, specifying focused teaching sessions for Phonics, English, Mathematics, and adult-led group work.
- Continuous and enhanced provision is carefully planned to reflect both the termly topic and the children's current interests and needs.
- Weekly plans remain flexible and are updated as the week progresses to respond to children's engagement and emerging learning.
- Planning is accessible to all staff via SharePoint and displayed in classrooms as a working document.

In Reception, the environment continues to play a key role in supporting learning. Continuous and enhanced provision is carefully planned to complement the termly topics, providing a progressive structure that allows children to apply and extend their learning through play. Resources and areas are regularly adapted to reflect current topics, ensuring the environment remains stimulating, purposeful, and responsive to children's ongoing interests and developmental needs.

#### **6.5.6 Supervision and Professional Development**

In Reception, all staff participate in an annual performance review, providing an opportunity to reflect on their practice over the year, discuss successes and challenges, and collaboratively set professional targets for the following year to support ongoing development.

### **7. PARTNERSHIP WITH PARENTS AND THE WIDER CONTEXT**

We strive to create and maintain partnership with parents as we recognise that together, we can have a significant impact on a child's learning. We draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting.

#### **7.1 Home-School Links**

When children join SJS we outline the school's expectations in the Code of Conduct.

Across the EYFS, we use Tapestry to share children's learning and experiences with families, helping to strengthen links between home and school. Parents are encouraged to contribute

to their child's learning journey by sharing relevant experiences and achievements from home.

We operate an open-door policy across the EYFS, where parents are warmly welcomed and encouraged to discuss concerns and developments in an informal manner. All members of staff have email addresses which parents are also encouraged to use as a form of communication with teaching staff.

## **7.2 Nursery & Preschool**

In SNPS, the Key Person shares observations with families regularly through Tapestry, showing the learning that has been happening throughout the setting. There are regular opportunities throughout the year for parents to meet with their child's Key Person, both formally during parent days and informally at collection time, where parents are given a thorough handover of the day's events.

SNPS organise termly stay and play sessions where families are invited to come along and join in with the activities.

## **7.3 Reception**

We hold a welcome evening at the beginning of the academic year to explain and outline the academic expectations and curriculum for Reception parents.

In Reception, Tapestry is used to share children's learning and key experiences with families. In addition, we share our class blog every week, explaining key items of learning that have taken place during the week, children's fascinations and where the learning will be progressing.

Across SNPS and Reception, we also organise events such as an 'Early Reading' evening, where we share with parents how children learn to read through our Phonics Scheme.

# **8. SAFEGUARDING**

We follow the overarching SES Safeguarding Policy and related school procedures. The requirements in this section apply across the EYFS unless a Nursery & Preschool-specific procedure is identified.

## **8.1 Safeguarding**

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Staff are proactive in keeping children safe both in setting and home environments; keeping them safe from harm and recognising possible signs of abuse and maltreatment. If staff,

including volunteers, suspect or hear any allegation of abuse, exploitation or neglect from a child or third party, they must act immediately and follow the relevant procedures as stated in the SES Policy on Safeguarding Children and Young People.

My Concern and Confide are two ways of reporting safeguarding concerns. All staff have training in their induction on how and when to use these systems.

Safeguarding training is updated regularly throughout the year and school practice meets the training criteria in Annex C of the EYFS statutory framework. Practitioners are supported to put safeguarding procedures into practice and receive refresher training as required.

## **8.2 Whistleblowing**

It is everyone's responsibility to report any malpractice, misconduct, wrongdoing or unethical conduct. The SES Whistleblowing Policy and Procedure provides a route for all staff, including students and volunteers, to raise concerns they may have about the conduct of others and how concerns will be dealt with. Concerns will be taken seriously and investigated in line with the school procedure.

## **8.3 Safer Recruitment**

The Nursery Manager and other leaders involved in recruitment areas safer recruitment trained and is part of the recruitment process for all early years practitioners and volunteers, including college students and Duke of Edinburgh volunteers.

Before members of staff can begin their role in the setting, the relevant identity, right to work, qualification, enhanced criminal record and barred-list checks are completed in line with statutory requirements. Stamford School requires two references, including a reference from the last place the applicant worked with children where applicable. Referees will be contacted to clarify any vague or insufficient information and discrepancies will be followed up.

Volunteers are checked in line with the statutory framework and school safer recruitment procedures. Stamford School requires volunteers over the age of 16 who attend regularly or for more than three days to have the appropriate DBS check.

Staff and prospective staff are informed of their duty to disclose information that may affect their suitability to work with children, in accordance with the EYFS statutory framework.

## **8.4 Staff Medication, Substances, Smoking and Vaping**

If staff are using medication which may affect their performance or behaviour at work, then they must inform their line manager; this will be treated as a confidential matter. All staff medicines should be stored away from children. In the EYFS, staff must also seek medical advice if they are taking medication which may affect their ability to care for children. Staff

must not be under the influence of alcohol or any other substance that could affect their ability to care for children safely. Smoking and vaping are not permitted on the premises.

### **8.5 Mobile Phones and Electronic Devices**

This section should be read alongside the SES Photography & Images of Children Policy and SES Use of Mobile Phones in EYFS Policy.

The school's procedures ensure the safe and appropriate use of mobile phones, cameras, and digital devices within the EYFS to protect children, staff, and families. Personal mobile devices must not be used when children are present and should be stored securely, while photographs and videos may only be taken on authorised school devices and stored in accordance with GDPR requirements.

Parents, visitors, volunteers, and contractors must follow the school's mobile phone and photography procedures. Any concerns or breaches will be reported to the Designated Safeguarding Lead and investigated under the school's safeguarding and child protection procedures.

## **9. WELFARE**

### **9.1 Paediatric First Aid**

All staff in SNPS currently hold Paediatric First Aid certificates. The school nurse is also located at Stamford Junior School during term time. First Aid Kits, marked with a white cross, can be found in all areas across EYFS.

### **9.2 Safer Eating**

Whilst children are eating there is always a member of staff in the room with a valid full PFA certificate. Children remain within sight and hearing of a member of staff whilst eating. Staff supervise children closely, arrange seating so that children can be appropriately observed and prepare food in ways that reduce choking risk.

Before a child is admitted, information is obtained about special dietary requirements, preferences, food allergies and intolerances and any special health requirements. This information is recorded and shared with all staff involved in preparing and serving food.

Food sharing is prevented where appropriate and staff are aware of allergy action plans, signs of allergic reaction and anaphylaxis, and the action to take.

For babies and young children who are introducing solid foods, staff have ongoing discussions with parents about the stage and textures the child is familiar with; assumptions are not made based on age alone. Any choking incident is recorded and reviewed.

Food and drink provided to children will be healthy, balanced and nutritious, and the setting will have regard to the Early Years Foundation Stage nutrition guidance. Fresh

drinking water will be available and accessible to children at all times. At each mealtime and snack time, staff will be clear about who is responsible for checking that the food and drink provided meets the individual dietary, allergy and health requirements of each child. All staff involved in preparing and handling food will be appropriately trained in food hygiene and competent to carry out this role.

### **9.3 Supporting Children with Medical Conditions**

Most children will at some time have a medical condition that may affect their participation in school activities; often this will be short term, while other children could have longer term or permanent medical conditions.

Any child with a medical condition will be fully supported by the setting and school. They will be afforded the same opportunities to participate that all children enjoy.

Staff need to have completed the appropriate administering medication training before giving prescribed medicine, except for emergency medicines such as asthma inhalers or adrenaline auto-injectors which may be given in an emergency by appropriately trained staff in accordance with school policy.

### **9.4 Medication**

Up-to-date lists of staff who are trained to administer medication and staff who hold a current First Aid or Paediatric First Aid qualification are maintained and available within SNPS & SJS.

#### **9.4.1 Nursery & Preschool**

All medication brought into the setting must be in the original packaging, with the pharmacy label showing the child's name, date of birth and dosage. Parents will complete a permissions form, stating the dosages, when to administer and emergency contact details.

Parents are asked to give children the first dose of new medication to ensure there are no side effects before the child comes into setting and staff administer it. Once given, the time and dosage is documented and shared with parents on collection.

Medication, except emergency inhalers and adrenaline auto-injectors, is kept securely in a locked cupboard or fridge where required. Over-the-counter medication or creams can be administered where written permission has been obtained first. The medication or cream must be age appropriate and a first dose already given. This includes nappy creams.

#### **9.4.2 Reception**

In Reception, the administration of medication is managed in accordance with the SES First Aid Policy and is supported by the School Nurse. Where medication is required during the school day, parents must provide the medication in its original packaging, clearly labelled

with the child's name and dosage instructions, together with the appropriate parental consent.

Medication will be administered by the School Nurse or an appropriately trained member of staff and a record will be kept of any medication given. Parents will be informed where medication has been administered during the school day.

### **9.5 Complex or Long-Term Medical Conditions**

All parents are required to complete a Medical Information and Consent Form before their child joins the setting. Parents are requested to inform us if their child's circumstances change. Where a child has a more complex or long-term medical condition, an Individual Healthcare Plan (IHP) will be drawn up in consultation with the parent, the child where appropriate, the school nurse and relevant health-care professionals.

The IHP will be shared with staff members as appropriate and reviewed annually or sooner in the event of a change to any aspect of the child's care.

### **9.6 Asthma and Allergies**

Parents of children with asthma are asked to complete and sign a School Asthma Card in order to obtain details about medicines, triggers and individual symptoms. Parents should inform staff at the start of the day if their child has received any reliever medication prior to arriving at school.

Parents of children who suffer from allergies are asked to complete and sign a care plan when they start, to gain a better understanding of how a child's allergies affect them and outlining the specific steps staff would be required to take in the event of an emergency.

For children who are prescribed Adrenaline Auto Injectors, parents are asked to provide the required medication in line with the school Allergy Policy. Staff receive relevant training in the management of anaphylaxis, asthma attacks and other medical conditions.

### **9.7 Accidents and Incidents**

This section should be read alongside the SES First Aid Policy.

If a child or adult is taken ill or has an accident on site, a qualified First Aider will decide on the seriousness of the injury/illness and the appropriate course of action. The school nurse can be contacted during term time for advice and guidance depending on the severity of the injury.

Any treatment needed will be given as deemed necessary to keep the child or adult comfortable and to prevent any possible spread of infection. Basic hygiene procedures should be followed by staff. Single use disposable gloves should always be used, and staff should take care when dealing with blood or other bodily fluids and disposing of dressings

or equipment. The appropriate clinical bin should be used for disposing of waste, a bin can be found in each EYFS location.

Any first aid treatment given to children, staff or visitors by the School Nurse or first aiders must be documented in the child's accident record. (Appendix C) For visitors and staff a record must be completed and sent to the Health and Safety committee. The information should contain:

- Date and time of incident
- Details of the injury / illness including how it happened
- Details of first aid given
- Name of the School Nurse or First Aider who administered treatment

Parents and/or carers will be informed of any accidents or injuries sustained the same day. If the injury involves a head or facial injury, or further treatment is thought to be required, parents/carers are contacted straight away. Children are always observed after any accident to ensure no further injury or symptom develops.

All accidents apart from minor bumps and grazes have an online accident form completed. This is sent to J-Accident email, which includes Health and Safety, Nurse and Safeguarding for further investigation. The Head of Safety & Compliance must be informed if an accident occurs as a result of unsafe or faulty equipment.

A record is taken for all injuries that the children arrive with, with an explanation sought. This is recorded and monitored for any patterns. If we do not see an injury when a child arrives, on their arm covered by a coat for example, contact would be made with the parent

## **9.8 Safer Sleep**

### **9.8.1 Nursery & Preschool**

The following documents informed this policy and should be read in conjunction with Stamford Nursery & Preschool Safer Sleep Policy and Procedure:

- The Early Years Foundation Stage Statutory Framework (EYFS)
- NHS Safer Sleep Guidance
- The Lullaby Trust Guidance
- Department for Education safer sleep guidance for early years providers ([help-for-early-years-providers.education.gov.uk](https://help-for-early-years-providers.education.gov.uk))

- Sudden Infant Death Syndrome (SIDS) information  
(NHS)<https://www.nhs.uk/baby/caring-for-a-newborn/sudden-infant-death-syndrome-sids/>

Staff will ensure that all sleeping arrangements are safe, appropriately supervised and meet the individual needs of each child while reducing risks associated with unsafe sleep practices.

The aims of the nursery are to provide a safe sleep environment for children and to reduce the risk of sudden unexplained death in childhood (SUDC). Sleeping children will be supervised appropriately at all times, and staff will work in partnership with parents and carers regarding individual sleep routines and comfort needs. The nursery also aims to ensure that all staff understand and consistently follow safer sleep procedures, while promoting children's wellbeing, comfort and emotional security during rest periods.

Children aged one to four years will sleep using age-appropriate sleep equipment that is clean, well-maintained and compliant with current safety standards. The nursery will provide individual sleep coracles for children over 12 months, firm, flat sleep mats or cots where appropriate. If a child was born prematurely and would still be under 12 months of corrected age, a cot will be available. Fitted sheets and lightweight bedding will be used and, where appropriate, will be firmly tucked in around the child below their shoulders. Each child will have a clearly designated sleep space. Sleep areas will be kept uncluttered, well ventilated, appropriately supervised and free from hazards.

#### 9.8.1.1 Supervision of Sleeping Children

Sleeping children will remain in sight and sound, and their breathing, temperature and such like, checked every 10 minutes. In the Under Two room, which accommodates a maximum of 12 children, all children will be placed on their backs to sleep. If children are physically able to turn from their backs onto their front and back again, they will be able to find their own sleeping position.

A designated practitioner will take responsibility for monitoring sleeping children each day. Staff will remain in the room with the children and will complete and record sleep logs. Children over the age of 12 months may use a suitable comforter; however, large blankets or cloths will not be used.

Regular checks will include the child's breathing, skin colour, temperature and comfort, sleeping position and general wellbeing. Staff will also ensure that loose items are removed and that nothing is hindering the child's breathing.

Any concerns regarding a child's breathing, temperature, responsiveness or wellbeing will be acted upon immediately and reported to the Nursery Manager and parents. **In event of an emergency 999 will be contacted if required.**

Following children's sleep cycles, a child will not be woken up before the hours sleep cycle is complete.

While maintaining children's nap times, we understand families have routines for their children and their sleep patterns at home. If a parent specific request directly conflicts with a

child's visible well-being, such as skipping or reducing a nap to 30 minutes or under, when a child is visibly exhausted, or to force sleep if a child is distressed, we will follow physiological cues from the child. If upset a rest will be offered to see if the child falls asleep naturally.

This will be communicated with families and adaptations will be made where necessary. These will be reviewed regularly as the child grows, develops or sleep habits change.

#### **9.8.1.2 Sleep Environment**

The nursery will maintain a safe and comfortable sleep environment at all times. Staff will ensure that the room temperature remains appropriate and that the sleep area is well ventilated. Children will not be overdressed, and outdoor clothing, scarves and bibs will be removed before sleep. Bedding will be lightweight and suitable for the season, and children's faces will remain uncovered during sleep. Children who use comforters will be supported sensitively, provided that the items are safe and suitable.

#### **9.8.1.3 Individual Sleep Routines**

The nursery recognises that children aged one to two years have differing sleep needs and routines. Parents and carers will be asked to provide information about their child's usual sleep times, comfort items, settling routines, any medical or developmental needs and any cultural preferences. Where possible, staff will follow home sleep routines while ensuring that practice remains consistent with safer sleep guidance and nursery procedures.

#### **9.8.1.4 Settling and Comfort**

Staff will support children to settle calmly and securely for sleep. This may include quiet reassurance, comforting language, gentle patting or soothing, dimmed lighting and calm sleep routines. Children will never be left distressed for prolonged periods. The nursery promotes responsive caregiving and recognises the importance of emotional wellbeing during rest times.

#### **9.8.1.5 Hygiene and Infection Control**

To maintain hygiene standards, sleep mats and bedding will be cleaned regularly, individual bedding will be stored separately, and bedding will be changed immediately if soiled. Sleep areas will be cleaned daily, and children will use their own named bedding where applicable.

#### **9.8.1.6 Staff Training and Responsibilities**

All staff will receive safer sleep training as part of their ongoing professional development. During induction, staff will read the safer sleep policy and relevant government guidance. The Nursery Manager will monitor practice regularly to ensure procedures are consistently followed.

#### **9.8.1.7 Risk Assessment**

Sleep environments and equipment will be risk assessed daily. Risk assessments will consider staffing and supervision, room layout and visibility, the condition of sleep equipment, temperature and ventilation, hygiene arrangements and the individual needs of the children. Any unsafe or damaged equipment will be removed immediately.

The nursery recognises its responsibility to safeguard children at all times. Any failure to follow safer sleep procedures may place children at risk and will be treated seriously. Any incidents, accidents or concerns involving sleeping children will be recorded promptly, shared with parents, reviewed by management and referred to the appropriate agencies where necessary.

#### **9.8.1.8 Partnership with Parents**

The nursery values effective partnerships with parents and carers. Parents will receive information regarding the nursery's safer sleep procedures and will be encouraged to share any changes to their child's sleep routines. Parents will also be informed of any concerns regarding their child's sleep or wellbeing.

#### **9.8.2 Reception**

Children do not routinely have planned sleep periods; however, we recognise that individual children may occasionally become tired or need a period of quiet rest during the school day. Where this occurs, the child will be supported sensitively and provided with a safe, comfortable and appropriate place to rest.

Any child who falls asleep will remain appropriately supervised and within sight and/or hearing of staff. The area used for rest will be kept clear of hazards, well-ventilated and suitable for the child's age and needs. Staff will ensure that the child is comfortable, that their face remains uncovered and that their wellbeing is monitored while they sleep.

Parents or carers will be informed if their child has slept during the school day, particularly where this is unusual for the child or where there are any concerns about their wellbeing. Any individual medical, developmental or additional needs relating to sleep or rest will be discussed with parents and supported appropriately.

#### **9.9 Outings and Educational Visits**

Across the EYFS, outings and educational visits are planned to ensure the safety and wellbeing of all children. Before an outing takes place, any potential risks or hazards are considered and appropriate steps are taken to remove, minimise or manage them. Staffing arrangements and adult:child ratios are considered according to the age and needs of the children and the nature of the visit.

Parents and carers will be informed about outings and **written parental permission will be obtained**. Appropriate Paediatric First Aid provision will be available on outings in accordance with the EYFS requirements. Where vehicles are used to transport children, they and their drivers will be appropriately insured.

### **9.9.1 Local Outings**

Across the EYFS, children may take part in routine local outings within the agreed Stamford area as part of their everyday learning experiences. These may include local walks, visits to nearby places of interest or use of local facilities. Such outings are regarded as part of our normal local provision rather than as formal educational visits, provided they fall within the school's agreed local area and normal operating procedures.

### **9.10 Intimate Care**

This section should be read alongside the SES Intimate Care Policy.

'Intimate' care is any care involving direct or indirect contact with and/or exposure of intimate parts of the body, including cleaning and creaming of intimate areas. Depending on a child's age and stage of development, they may need some support, for example dressing, changing a nappy, wiping their bottom, appropriate washing after using the toilet and changing underwear following an accident.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to individual children. Staff balance children's privacy with safeguarding and support needs.

Wherever possible, the Key Person will carry out any intimate care needed in SNPS. Staff respect a child's right to give or withdraw consent, either verbally or non-verbally, and will not force care if a child is highly distressed. In such cases a parent or carer will be contacted where appropriate.

Care is carried out on a 1:1 basis, ensuring the child's dignity, balanced with safeguarding for both the child and adult supporting the care. Express written permission will be requested from parents when their children start at SNPS to give support with both intimate care and personal care to a child.

Reception children who require intimate or personal care are supported in accordance with the SES Intimate Care Policy, with appropriate dignity, privacy and safeguarding arrangements.

#### **9.10.1 Changing Procedure**

#### **9.10.2 Nursery & Preschool**

Parents agree to supply their own nappies/pull ups and cream.

Each child who needs nappies will have an individually named basket/drawstring bag. Medication connected with nappy changing will be stored securely and out of reach of children.

There are set times for changing nappies: mid-morning, after lunch and mid-afternoon, unless a child needs changing sooner and we are responsive to their needs.

Children are always treated with respect and will be involved and asked permission, according to their age and understanding, before being changed.

A log is kept of nappy changes and intimate care. The record identifies the time, condition of the nappy, whether cream has been applied and is signed or initialled by the person who carried out the care.

Changing areas are located to ensure maximum appropriate privacy for the child; however, the adult remains appropriately visible and the area is accessible with no closed doors.

Should a child require a shower, we ensure that two members of staff are present. When a child requires assistance with changing, the adult responsible will always inform other members of staff where they are going and what they are doing.

### **9.10.3 Reception**

In Reception, children are encouraged to manage their own toileting and personal care independently wherever possible. However, we recognise that children may occasionally require support with changing following a toileting accident or other incident. Children will always be treated with respect and dignity, and staff will explain what support is needed and seek the child's agreement, according to their age and understanding.

Where a child requires assistance with changing, staff will follow the SES Intimate Care Policy. Appropriate privacy will be provided while ensuring safeguarding procedures are maintained. The adult supporting the child will inform another member of staff where they are going and what they are doing. Where possible, children will be encouraged to change themselves with appropriate verbal guidance and support. If more direct assistance is required, this will be provided sensitively and only to the extent necessary.

Parents will be informed where a child has required significant support with changing, and any ongoing or additional intimate care needs will be discussed with parents and managed through an agreed individual care plan where appropriate.

### **9.11 Absence and Illness**

Good attendance plays a fundamental role in supporting children's educational achievement and wellbeing. Establishing regular routines for young children supports the settling-in process and enhances their sense of security and belonging. Attending nursery helps children establish routines ready for going to school and being on time, which can support a smooth and positive transition to reception.

### **9.11.1 Nursery & Preschool**

Any absences for a child in SNPS should be reported by parents/carers as early as possible on the first day of absence. This can be done via the EYFS office email address or telephone for Nursery and Preschool.

Any absences not reported by 10.00 will be followed up by the Nursery and Preschool room leaders. If parents or carers cannot be reached, emergency contact numbers will be used.

Absences will be reviewed regularly. If there has been a number of absences or a pattern of absences, the Nursery Manager will speak to parents to see if there is a reason for these absences and if support can be put in place to support the child to attend more regularly. The DSL will be contacted if necessary for further investigation and support.

### **9.11.2 Reception**

Any absence for a child in Reception which is not reported by parents or carers in the morning will be followed up to confirm why the child is absent. This will be carried out through the Junior School attendance procedures.

Across the EYFS, providers consider patterns and trends in a child's absences and their personal circumstances when deciding whether an absence should be considered prolonged. If a child is absent without notification or for a prolonged period, attempts will be made to contact parents/carers and alternative emergency contacts. Where concerns arise, safeguarding procedures will be followed and referral to local children's social care and/or a police welfare check will be considered as appropriate.

Attendance expectations and procedures are shared with parents and carers. Where possible, the setting holds more than two emergency contact numbers for each child.

## **10. CHILDREN'S SCREEN USE**

Across the EYFS, SJS has regard to the DfE Screen use guidance for early years settings. Screen use is limited, carefully planned and clearly linked to intended learning and development. Adults support children when screens are used and screen use does not replace high-quality play, physical activity, outdoor learning, books, conversation or direct interaction with adults and peers.

Screen use is avoided for children under two except in exceptional circumstances, such as a video call with a parent or carer, and is limited for children aged two to five. Appropriate assistive technology may be used to meet individual needs, including for children with SEND.

## **11. PREMISES AND SAFETY**

The premises and equipment are organised to meet the needs of the children and statutory space requirements. Banned dog breeds, including the XL Bully type and any dog prohibited under section 1 of the Dangerous Dogs Act 1991, must not be kept or present on the premises. Only dogs with prior approval may be brought into the setting for an agreed educational purpose and must remain appropriately controlled.

The setting follows the SES Health and Safety Policy and relevant risk assessments for indoor and outdoor provision.

## **12. MISSING PERSONS**

Nursery and Preschool follow the SES Missing Persons Policy, with the following additional procedures. We take the safety of children very seriously and will take every precaution necessary to ensure that the children in our care do not leave a session unaccompanied.

Children are counted regularly and all staff take responsibility for this. If a child is identified as missing, the remaining children will be kept together calmly and supervised by adults in line with the age and ratio requirements while other staff carry out a systematic search of all relevant indoor and outdoor areas.

The Nursery Manager or Class Teacher will contact the Junior School administrators and the Head and Deputy Head Pastoral will be notified immediately. Staff will establish who last saw the child and where, contact the child's parents or alternative contacts, and maintain communication during the search.

If the child is not located promptly, the police will be contacted. The Head and Deputy Head Pastoral will contact the relevant services as outlined in the school crisis procedure.

## **13. HOT WEATHER**

We are committed to ensuring the health, safety and wellbeing of all children, staff and visitors during periods of hot weather. We recognise that young children are particularly vulnerable to the effects of heat and sun exposure and may be unable to recognise when they are becoming overheated or dehydrated.

Staff will encourage children to drink water regularly throughout the day, monitor children for signs of dehydration and heat-related illness, adjust activities and routines to reduce the risk of overheating, ensure children wear suitable clothing and sun hats when outdoors, and follow emergency procedures if a child becomes unwell due to heat.

Parents/carers are asked to provide suitable lightweight clothing and a named sun hat, apply sunscreen before children attend the setting, provide suitable sunscreen with a signed

consent form for practitioners to reapply when necessary, and inform staff of medical conditions that may increase a child's vulnerability to heat.

Outdoor play remains an important part of children's learning and development; however, additional precautions will be taken during hot weather. Timings, shade and access to water will be adapted according to conditions and current health and safety guidance.

During periods of hot weather the setting will take reasonable steps to maintain comfortable indoor temperatures, including the appropriate use of windows, blinds, curtains, fans and reducing unnecessary heat from electrical equipment.

#### 14. COMPLAINTS

We follow the overarching guidance outlined in the SES complaints procedure, with the addition of the following advice from the EYFS. We understand that we must investigate written complaints relating to our fulfilment of the EYFS requirements and notify complainants of the outcome of the investigation within 28 days of having received the complaint. The record of complaints must be made available to the relevant inspectorate or regulator on request.

The contact details for ISI and, where applicable to registered provision including the under-two provision, Ofsted are:

- ISI, CAP House, 9-12 Long Lane, London EC1A 9HA, or [concerns@isi.net](mailto:concerns@isi.net). You can also contact the Department for Education online or on 0370 000 2288.
- Ofsted complaints service: <https://complain.ofsted.gov.uk/>

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|------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-------------|
| <b>Author/Reviewer</b> | Nicky Woodward<br>(SNPS Manager)<br>Tracey Worthington<br>Assistant Head<br>Academic)<br>Sarah Buttress<br>(Deputy Head<br>Academic SJS) | <b>Date of Last Review</b>   | Summer 2026 |
| <b>Authorised by</b>   | Matthew O'Reilly<br>(Head of SJS)                                                                                                        | <b>Date of Authorisation</b> | Summer 2026 |
| <b>Applicable to</b>   | SJS EYFS                                                                                                                                 | <b>Date of Next Review</b>   | Summer 2027 |