



LONG CLOSE SCHOOL

Early Years Foundation Stage Policy

This policy was written after discussion with the Early Years Department and outlines the purposes, nature and management of the Foundation Stage education at Long Close School.

Within this document, the term Early Years is used to describe children in the Foundation Stage aged between 2-5 years of age.

*'Only a child
Yet, I am nearer to creation
My colours new and vivid
Chaotic and joyful
Give me the means and let me be free
To make sense of the world
As it unfolds around me
I will learn from you
But you can learn from me, if you
Cherish the life that I bring
And Listen'*

Di Brewster, 1996

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Section 1: Aims and Principles

Overall Statement

Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important within its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow. 'When parents choose to use early years services they want to know that provision will keep their children safe and help them to thrive. The Early Years Foundation Stage (EYFS) is the framework that provides that assurance'.

Source – Starting with Quality, DES, 1990

'Practitioners need to plan learning experiences of the highest quality, considering both children's needs and achievements and the range of learning experiences that will help them make progress. Well planned play is a key way in which children learn with enjoyment and challenge during the foundation stage'

Source – Statutory Framework for the Early Years Foundation Stage, Dfes 2007

'We now have the scientific evidence, from brain studies and child development work, to know that three to six year olds learn by doing'

Source – Wendy Scott (British Association for Early Childhood Education)

Our Whole School Aims

1. Put the child at the centre of everything we do.
2. Value individuals as part of the Long Close family.
3. Enrich the learning of children through inspired teaching.
4. Give people opportunities to develop their all-round potential.
5. Maintain high professional standards.

We support each child by maintaining a happy, caring and friendly family atmosphere where staff give individual attention and guidance in an enabling environment.

We cultivate and broaden the interests of each child through exposure to a remarkable variety of learning experiences, which include music and movement, ballet, swimming, celebration performances, PE and gym sessions, school library visits and out-of-school trips.

We provide a stimulating environment that encourages the pursuit of high standards and nurtures all the facets of each child's education.

We draw our children from across the spectrum of the broad, multicultural community within which the school is located. We place the highest emphasis upon teaching our children to value each other as individuals and to respect each others' faith and traditions.

We aim to develop spiritual and moral awareness, with the emphasis on making acceptable decisions, choosing a sensible pattern of behaviour and developing as worthy principles tolerance, kindness and respect for each other.

We achieve outstanding results by employing dedicated staff. We prepare each child for the demands and challenges of school by providing opportunities to grow in confidence, self-reliance, self-discipline, responsibility and consideration for others.

We aim to ensure that we deliver all of these commitments in a safe learning environment. We are committed to safeguarding and promoting the welfare of children and young people and expect all staff, volunteers and other third parties to share this commitment. The safety of our pupils is our number one priority.

Our Curriculum, Aims and Principles for the Children in the Early Years Department

The aim is to create an atmosphere where every child and adult feels secure, valued and confident and are given opportunities to meet their full potential.

We believe that:

Each child is unique and will develop and learn in different ways and at different stages.

The child is at the centre of decisions about the curriculum. It is based on the needs and best interests of the child.

The child will develop and learn where there are strong relationships between practitioners and parents or carers.

The curriculum reflects how young children learn, preserving the place of play, talk and first hand experiences.

Account is taken of the child's previous learning and the next steps needed in achieving his or her potential.

The curriculum is intentional and can and should be defined. It must be planned to ensure progression and reflects and meets all needs.

The curriculum is led by trained, knowledgeable and experienced staff.

The resources, materials and equipment are informed to meet the needs and experiences of the children.

The presentation of the curriculum enables children to understand how to learn. Learning happens in a variety of settings, groupings and situations.

The overarching aim of the Early Years Foundation Stage is to help young children achieve the five *Every Child Matters* outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution, and achieving economic well-being by:

- **Setting the standards** for the learning, development and care young children should experience when they are attending a setting outside their family home, ensuring that every child makes progress.
- **Providing for equality of opportunity** and anti-discriminatory practice and ensuring that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability.

- **Equal Opportunities** we are committed to ensuring that all children have equal access to the curriculum regardless of their race, cultural background, ability or physical disability. We are aware of the difficulties faced by children for whom English is a second language and will encourage these children to be proud of their ability to speak two languages and, when appropriate, to share their first language with their peers.

We aim to apply all of these principles throughout the education of all our children in the Early Years Department within the context of the high standard of moral and pastoral care and guidance set out in our Whole School and Early Years Aims.

- **Creating the framework for partnership** working between parents and professionals, and between all the settings that the child attends.
- **Improving quality and consistency** in the early years sector through a universal set of standards which apply to all settings providing the basis for the inspection and regulation regime.
- **Laying a secure foundation for future learning** through learning and development that is planned around the individual needs and interests of the child, and informed by the use of ongoing observational assessment.

Putting the Principles into practice

The principles which guide the work of all early years' practitioners are grouped into four themes:

A Unique Child - every child is a competent learner from birth who can be resilient, capable, confident and self-assured

Positive Relationships – children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person

Enabling Environments - the environment plays a key role in supporting and extending children's development and learning

Learning and Development – children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected

Further information can be gained from the Practice Guidance for the Early Years Foundation Stage (*Department of Education and Skills document*).

Section 2: Operational Plan

Admission, induction and entry arrangements, including the age of admission and transfer, and terms and conditions of acceptance

Arrangements for admission to Long Close School are:

- Children join Long Close School in the Nursery from the age of 2. They can continue through the school to complete their examinations at the 11+ or GCSE. In the Nursery parents can choose from a variety of schedules that range from five sessions to five full days each week. It is not school policy to allow a reduction in hours once they have been established. In Reception children attend for five full days each week.
- Entry into the Nursery and Reception is by means of visits by parents/carers and children to ensure that the setting is a suitable choice for their needs.
- Pupils are accepted at any age from 2years, during the start and middle of a term, if there is a place available in the age group.
- A registration fee of £100.00 becomes payable on signature of the Registration Form by the parent(s) or adult(s) over the age of 18 responsible for fees. This registration fee secures a place on the school list only. A deposit of £600.00 is required to secure a place at Long Close School. The deposit is requested on the offer of a place by the Head Teacher. The deposit will be returned after any charges incurred have been deducted at the end of the last term of attendance, subject to satisfactory notice (see below) being given. Parents with more than one child in the school are offered a sibling discount
- Fees must be paid in advance each term and are not refundable. Interest will be charged on overdue accounts and the Cognita Board of Directors or Head Teacher may exclude pupils from attendance if fees are outstanding after the first two weeks of term.
- Notice of removal of a pupil must be given in writing to the Head Teacher no later than the first day of the last term to be attended, otherwise payment of an additional term's fees will be required.
- The Cognita Board of Directors reserve the right to increase or alter fees at their absolute discretion with one full term's notice in writing given to parents.
- The Cognita Board of Directors may at any time, at their absolute discretion and without assigning any reason, terminate the course of tuition in respect of any pupil. In that event no further fee shall be payable by those responsible for that pupil's fees and they shall not be entitled to claim the return of fees, or any part there of already paid.
- All children in the Foundation stage must be accompanied to and from school by an adult.
- Children are only released at the end of the day to a relative/carer or known adult. A password is required for new adults collecting.

Session Times

The Reception day begins at 8.25am and ends at 3.30pm.

The Nursery day begins at 8.30am and ends at 3.30pm.

If a child in Nursery is full-time, lunch is included. For part-time children an additional charge applies. The charges are set out in inserts to the School Prospectus (see Appendix 1). Children may not bring a packed lunch. A fruit snack is provided by the school which is eaten during the morning and afternoon sessions. We will provide milk or fruit squash for children whose parents request it and this is inclusive in the fees. Drinking water is available for children at all times throughout the day.

An Early Morning Club begins at 8.00am for all early years' children for which no charge is made. There is an opportunity for Reception children to purchase breakfast from 8.00am in the dining hall which will be charged on your termly account.

An After School Club begins at 3.30pm and runs until 6.00pm. This provides an opportunity for children to continue to play with a light tea provided. A charge is made and added to the child's account.

Location

Three named nursery classes work in the nursery unit separate from the Reception classes which are situated in the Pre Prep building.

Organisation of classes

In the Early Years Department the children are organised into classes.

N1 (The Yellow Room) Children from 2 to 3 years.

N2 (The Red Room) Children predominately from 3 years.

N3 (The Blue Room) Children predominately from up to 4 years until they begin the Reception year.

Reception class Children turning 5 during the academic year.

Each Nursery class has a room leader who has overall responsibility for the class. Within the class each child has a designated Key Person and it is these who are directly responsible for the individual welfare and pastoral care of the children.

In the Nursery classes children move from Nursery 1, the Yellow Room to the Red Room usually in the term after they are 3 years of age and into the Blue Room when they are rising 4.

Children mainly transfer to a Reception class for the academic year in which they turn 5 years. In Reception the form teacher is directly responsible for the class and they are supported by a teaching assistant.

In Reception the children are taught mostly by their Form Teachers. Specialist teaching is provided in Music, PE, ballet and swimming.

Small groups working with students/volunteers or parent helpers are always supervised by members of staff.

Outdoor Play

Outdoor play is an essential part of a child's development. We provide free flow sessions of outdoor play during each day. The rooms have direct access to the outside giving children the opportunity to learn in the outside environment at any stage during the day.

The outdoor play spaces are securely fenced and provide a safe, purpose built play space where children can develop their physical skills and learn to share with others in structured and informal play.

Nursery and Reception classes have access to all the school grounds and gardens.

All children are encouraged to participate in outdoor play and physical activity.

Whole School Activities

A weekly assembly is held for all the Foundation stage so that the children's successes can be celebrated with the distribution of certificates. They join the whole school to watch school performances and watch sibling performances. They have access to the school library, computers and cooking equipment.

The children in the Foundation Stage are given opportunities to take part in whole school events such as Book Week, the Book Fair, charity events and the Harvest Festival.

All Early Years children take part in various events throughout the academic year. Parents are invited to join these various events.

SPECIAL EDUCATIONAL NEEDS POLICY

Inclusion

Our nursery welcomes all children and their families, and appreciate that children have individual needs that require our support. We offer children equal access to learning through purposeful play to reach their full potential, and our equipment and materials include positive images, we differentiate activities to ensure all children have access to the curriculum.

Premises

Our setting has wide gates and ramps leading to the nursery building, and reasonable adjustments can be made when required. Furniture is arranged to accommodate children with mobility difficulties e.g. there is access to adjustable height furniture (sand/water trays). We have carpeted areas (to reduce noise levels), there are changing facilities and separate nappy changing areas and washroom. The outdoor play areas has a soft safety surface.

Communication with parents

Our setting has an open door policy offering informal chats as necessary and formal discussion by appointment.

We have full and open consultation with parent/carers, their comments are included in assessment and review as we value their knowledge on their children.

The named Special Educational Needs Coordinator (SENCO) works closely with all staff in the nursery and parents who have concerns regarding any child.

The SENCO will work together with all staff and parents to plan and implement an Individual Education Plan – I.E.P appropriate to that child

The named SENCO/Room leader/class teacher/Head of Early Years in the EYFS will always share any concerns we have regarding any child, with parents in private, as soon as possible. There will always be a member of staff available at any time for parents to come in and share their concerns.

Parents will be informed approximately every six to eight weeks and actively involved in planning targets and next steps.

All records are open to parents/carers and will be passed on to the child's next class teacher through transition meetings and notes.

Outside Agencies

The setting is committed to joint working with agencies appropriate to the child's individual needs. We will use advice from other agencies to provide suitable strategies/targets for children in our care.

With parents permission we welcome contact with outside agencies involved with the child to facilitate exchange of information.

Support for Colleagues

The LEA SENCO will support and be a reference point for colleagues on SEN matters, including identifying and working with children who have SEN.

The SENCO will attend Termly Cluster Group Meetings and liaise with the Local Authority and disseminate information to ensure they are kept up to date with information and legislation.

Additional Needs - SENCO

Long Close School has a Learning Support Assistant who is available to give individual help to children with specific learning difficulties. If necessary, support will also be sought from an outside agency.

Helpful contacts

Within the Foundation Stage the designated SENCO is Mrs N Bhamra
Nina.bhamra@longcloseschool.co.uk

Head of Early Years/Nursery Manager is Sarah Harris
Sarah.harris@longcloseschool.co.uk

More information is available by reviewing the Draft special educational needs and disability code of practice: 0 to 25 years.

Local authority support services
www.slough.gov.uk

To help children with additional needs at Long Close School during the Foundation Stage please see the document below:

The Early Years Foundation Stage

For 2 year old children in the Nursery:

When meeting parents and children on their introductory and settling in/home visit session period we discuss with the parents any concerns they may have with regard to their child's development.

The child's key person makes a baseline assessment within the first week of them joining the setting under the three prime areas:

1. Communication and Language
2. Personal, social and emotional
3. Physical development

This is then followed by a 2 year check within the next 6-8 weeks which is shared with parents by the Room Leader/Key Person.

All practitioners continuously observe and document their key children's progress on their Tapestry online learning journal which is their portfolio which follows them through the Foundation Stage.

Should any concerns arise if next steps or developmental stages are not being met Individual Education Plans (I.E.Ps) are put into place by the Room Leader/Key Person, following consultation with the parents and the internal Early Years SENCO.

I.E.P's are reviewed and discussed and updated with all concerned every 6-8 weeks. If targets are consistently not met and progress not seen, the Early Years SENCO will refer to Slough Borough LEA SENCO with the permission of parents to involve the required outside agencies.

For children aged 3-5 years of age:

When a child joins the setting between the ages of 3-5 years, a baseline assessment is made during the first week on all 7 areas within the Early Years Foundation Stage.

1. Communication and Language
2. Personal, social and emotional
3. Physical development
4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

When meeting parents and children on their introductory and settling in/home visit session period we discuss with the parents any concerns they may have with regard to their child's development.

All practitioners continuously observe and document their key children's progress in their learning journal which is their portfolio which follows them through the Foundation Stage. When a child joins

our setting we complete a baseline assessment on their developmental stage by referring to the EYFS development matters.

Should any concerns arise if next steps or developmental goals are not been met Individual Education Plans (I.E.Ps) are put into place by the Key Person, following consultation with the parents and internal Early Years SENCO.

I.E.P s are reviewed and discussed and updated with all concerned every 6-8 weeks. If targets are consistently not met and progress not seen, the Early Years SENCO will refer to Slough Borough SENCO with the permission of parents to involve the required outside agencies.

We are also aware that some children are exceeding expectations in some areas of development and may require I.E.P s to extend their individual learning these are reviewed accordingly as above.

As children move through the Foundation Stage we use transition meeting to liaise with the children's new teacher/key person who are also introduced to the parents. The children visit their new rooms and have settling sessions.

When children move to new settings we also transfer and transition information.

Information for Parents and Carers and Opportunities for them to participate

The following information is provided for parents:

Prior to admission:

- The website may be visited at www.longcloseschool.co.uk
- All parents are encouraged to visit the school before applying for registration
- Copies of the Prospectus and other written material are provided as part of the pre-admission package (see Appendix 1)
- All children are invited to visit their class before joining the school
- Information on emergency contacts and medical conditions is collected for each child and should be regularly updated by parents.
- Children are sent a welcome pack from their teacher.
- We can offer a home visit to new families joining Long Close School and the home visits policy is as below:
- *At no time must the key person must be left alone with the child e.g. the child invites the key person to see his/her bedroom. There must be two people with the child at all times.*
- *It should not be a question and answer session, the most important thing is to build up a relationship with child. (See appendix 1 for information that should be discussed)*
- *It is important that the parent/carer has the time and opportunity to ask questions about the setting.*
- **CONFIDENTIALITY SHOULD BE RESPECTED AT ALL TIMES.**

What do we want to know and what do we want to tell parents.

- We encourage parents to read and share the welcome pack with their child to familiarise themselves with the staff and the setting.
- We register our parents on 'Tapestry' our online learning journal and invite them to complete an 'all about me' form for their child which informs us of the valuable information below.

Family History

- What was the child like as a baby

- Relationship with siblings
- Any traumatic times- moving house, hospitalisation, new sibling etc.
- Any previous pre-school experience
- If the child has attended another setting ask the parent to talk about the experience- how did they settle, hours of attendance, any worries.

Child's Health

- Are there any health worries which may affect the child at school
- Any specific dietary needs, allergies etc
- Language - how does the child communicate, what is the home language
- Play - what does the child enjoy playing with? Do they have a special toy or any special interests
- Social development - with whom does the child have a close relationship? How much contact has the child had with adults/children. How does the child respond to new adults and children
- Emotional Development - is there anything which particularly worries the child. Are there situations which might upset the child? What does the child do when angry? What is the best way of comforting the child
- Settling in - how does the parent feel the child will settle? Who will be bringing and collecting

Section 3: The Curriculum and Planning

'Young children will have had a wide range of different experiences and will have a wide range of skills and interests when they join a setting or school at the age of three, four or five. They need a well-planned and resourced curriculum to take their learning forward and to provide opportunities for all children to succeed in an atmosphere of care and feeling valued'

Source – Curriculum Guidance for the Foundation Stage, QCA/DfEE 2000

The Early Years Foundation Stage (EYFS)

There are seven main areas of learning and development that shape the educational programmes in the setting. All areas of learning are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity, enthusiasm for learning and for building their capacity to learn, form relationships and thrive. These three areas, the **prime** areas are:

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

There are four **specific** areas, through which the three prime areas are strengthened and applied.

The specific areas are:

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

Educational programmes involve activities and experiences for the children in the following ways:

Communication and Language

Communication and language development involves giving children opportunities to experience a rich language environment; to develop confidence and skills in expressing themselves and to speak and listen in a range of situations.

Physical development

Physical development involves providing young children with opportunities to be active and interactive and to develop their co-ordination, control and movement. Children are helped to understand the importance of physical activity and to make healthy choices in relation to food.

Personal and emotional development

Personal, social and emotional development involves helping the children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to

develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups and to have confidence in their own abilities.

Literacy

Literacy development involves encouraging the children to link sounds and letters and to begin to read and write. Children are given a wide range of reading material to ignite their interest.

Mathematics

Mathematical development involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.

Understanding the world

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive arts and design

This involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play and design and technology.

When delivering the curriculum the needs, interests and stage of development of each child are considered and the information used to plan challenging and enjoyable experiences in all areas of learning and development. The youngest children will focus strongly on the prime areas which are the focus of learning for the other four areas.

For children whose language is not English opportunities will be given to develop their home language in play and learning. Support will be given to develop their language at home to ensure they reach a good standard of English during the EYFS. If a child does not have a strong grasp of English, the child's home language will be explored to see if there is any cause for concern about language development.

Each area of learning and development are implemented through planned purposeful play and through a mix of adult-led and child initiated activity. The child's emerging interests and needs are guided through warm, positive interaction.

In planning the curriculum the different ways in which children learn are taken into account.

The characteristics of effective teaching and learning are:

Playing and learning, active learning and creating and thinking critically.

Each child is assigned a key person. Parents and carers are introduced to their child's key person and their role when the child enters the setting.

Meeting the diverse needs of children

We are aware that children have different experiences, interests, skills and knowledge that affect their ability to learn. We are aware of the importance of providing equal opportunities and of the identification and assessment of special needs. We plan to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from different social, cultural and religious backgrounds, children from different ethnic groups and children from different linguistic backgrounds whenever possible according to the provision available in our setting.

Additional Needs

Some children experience learning difficulties that may affect their progress. We are aware of the relevance of the SEN Code of Practice on the identification and assessment of special needs. Class teachers are responsible for trying to identify these difficulties at an early stage. If a problem should arise with regard to a child's progress the teacher/key worker will record relevant observations and report to the Head of Early Years and Mrs N Bhamra the designated Foundation Stage SENCO, with a view to a possible referral to the Special Educational Needs Department within the Slough Early Years Team with the parent's permission. The organisation of the Special Educational Needs Department is set out in the Whole School Special Educational Needs Policy.

Play

We know that well-planned play, both indoors and outdoors, is a key way in which young children learn with enjoyment and challenge.

The role of the staff is crucial in:

- Planning and resourcing a challenging environment
- Supporting children's learning through planned play activity
- Extending and supporting children's spontaneous play
- Extending and developing children's language and communication in their play

Our aim is that through play in a secure environment children can:

- Explore, develop and represent learning experiences that help them to understand the world
- Practice and build up ideas, concepts and skills
- Learn how to control impulses and understand the need for rules
- Be alone, be alongside others, or cooperate as they talk or relay their feelings
- Take risks and make mistakes
- Think creatively and imaginatively
- Communicate with others as they investigate or solve problems
- Express fears or relive anxious experiences in controlled situations
- Observe staff acting as positive role models
- Develop the ability to concentrate and persevere in their learning and to seek help where needed

Section 4: Assessment, record keeping and reporting

We recognise the importance of Assessment and Record Keeping in order to monitor and evaluate the progress of each child and to inform our planning for the next stage and for formative assessment.

For whole school aspects of assessment, recording and reporting, please refer to the whole school policy on assessment.

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

Formative assessment is an integral part of the learning and development process. Children are observed to understand their level of achievement, interests and learning styles. These observations then inform future planning and next steps.

Each child has a Tapestry Online Learning Journal which is continuously accessible with parents and carers who are encouraged to share home learning and development observations.

The EYFS states:

At the end of the Reception Year a profile is completed for each child. The profile reflects ongoing observations, discussions with parents and carers and any other adult who can offer a useful contribution.

Each child's development is assessed against the early learning goals and indicates if the child is reaching the expected levels or emerging or exceeding expected levels.

Year 1 teachers will be given a copy of the profile and have a dialogue with the Reception staff through a transition meeting and written notes.

The profile will be shared with parents and carers.

The profile is completed by all children including those with special educational needs.

The profile is reported to the L.E.A.

The Tapestry online learning journal provides half termly summative assessments on each child's developmental stages. A full summative report will be sent out to all early years parents at the end of the Spring Term.

- All the EYFS practitioners/teachers complete a baseline assessment when the children enter the setting and begin a new school year.
- 2 Year check- All children are given a progress check at age two years which is discussed with parents.
- Moderation of the I-Talk speech and language profile is organised by the Slough Children's Trust. Throughout the Foundation Stage speech and language assessments of all of our EYFS children are made. Slough LEA will also moderate the Slough Profile.

Section 5: Resources

Staffing

The Early Years Department is fully staffed by qualified members of staff. The Head of Early Years is a member of the Long Close Leadership Team with responsibility for Early Years. There is a designated assistant and deputy manager. Other adults working under the supervision of qualified staff include nursery assistants, dining supervisors and occasional work experience volunteers.

The EYFS has a safeguarding lead officer and a deputy officer.

Group activities and the sizes of groups supervised by support staff, students and volunteers must reflect the experience and abilities of the individual.

Students and volunteers are not permitted to take children off the school site without a member of staff.

Volunteers and students are not expected to supervise more than four children on visits off site when they will always be under the direction of a qualified member of staff.

We have a Head of Teaching and Learning in the Nursery who is responsible for leading all the 'plan, review and do cycle.'

A qualified member of staff is responsible for the completion of all class registers taken throughout the day.

The Key Person is responsible for the completion of online journals and shares information via Tapestry and verbal discussions in collate evidence to support writing reports.

Staff in the Early Years, have access to the following specialists with the whole staff:

- English
- Maths
- Science
- ICT
- French/Spanish
- Religious Studies
- Geography
- History
- Art
- Music
- PE/Games/Swimming
- SEN
- Qualified First Aiders

A list of whole school staff and their specialisms is included on the school website and on the termly calendar.

Resources and Equipment

All EYFS resources are shared if age appropriate.

Budget

The budget for Early Years is part of the whole school budget. Decisions on spending are made by the Head Teacher as part of the Nursery and Foundation Stage Development Plan after consultation with the head of early years and staff in the department.

The Early Years department has access to money raised by parents through the Parents Association. The staff and parents raise funds for additional equipment and to support other activities.

Charges are made for some activities during school hours for educational visitors and school trips.

Section 6: Parental Involvement

We recognise that parents are the most important people in a child's life and that the relationship between the parents and the school is fundamental to a young child's wellbeing, development and progress. Parents are partners in children's learning. We value their opinions and the information they can give us and we involve them whenever appropriate.

The following opportunities for contacts with parents are:

- All staff are responsible for the pastoral care of the children in their rooms/classes and are available before and after school on to talk to parents as we have an open door policy.
- A home sharing diary or contact book are used alongside Firefly/Tapestry/Facebook/teacher emails provides opportunities for staff and parents to communicate daily.
- Appointments can be made for formal parent consultations and advice when necessary. Parental concerns are raised and recorded during weekly senior management meetings.
- Close links between parents and the school are encouraged through easy access to form teachers, the Head of Early Years, and the Head Teacher
- Termly Parent meetings are arranged to discuss children's progress alongside summative/full term reports.
- Curriculum information letters are distributed via Firefly to parents at the beginning of each term.
- Parental involvement in homework activities such as shared reading and other curriculum-linked activities are available on Firefly for parents to support their children's learning.
- Parents receive full reports for their children aged 3-5 years based on the 7 areas of learning at the end of the Spring Term. Children aged 2-3 will receive a full report on the 3 prime areas of learning. Summative assessments are completed half termly.
- Circulars containing current news are distributed to parents via Firefly/school comms/Facebook and our school website.
- Parents are invited to attend productions and extra-curricular events which all members of the Early Years Department can participate in.
- To support bi-lingual families and those who speak English as a second language we have a multi-lingual staff body who speak languages including Hindi, Punjabi, Arabic, Urdu, French and Spanish.
- We have an active Parents Association which reinforces the close cooperation between home and school by providing a programme of social activities to promote fun and friendship amongst Long Close families. These include fairs and family fun days. The Parents Association also arranges fundraising activities to provide additional resources for the children. All parents are encouraged to join in the Parent Association's activities and to participate actively through the PTA Committee

Section 7: Links with other Professionals and the Community

Professional and Local Services

We have strong links with Slough Sure Start Service who provide extensive curriculum support for Early Years establishments throughout the Slough Borough area. EYFS staff attend LEA Cluster groups, training sessions and manager meetings.

Links with other agencies

Support and advice for parents of children with special educational needs (see Whole School SEN policy) Support and links with other agencies such as the local education authorities Early Years Advisory Service, health visitors, speech and language therapists.

Links with local schools and with other settings catering for under fives

We have links with local schools and other providers of education for the under fives through the Cluster meetings organised by the Slough Sure Start Service.

The Local Community

We use the opportunities offered by the local community in the following ways:

- Visiting local parks and other attractions such as Upton Court Park, Look Out Centre – Bracknell, Windsor Leisure Pool, Odd's Farm, supermarkets and the Local Library.
- Pastoral link with St. Mary's and St. Laurence's Church in Slough.
- Harvest Festival – links with the Salvation Army, Age Concern and Shoc.
- Inviting the community into school, such as doctors, dentists, fire-fighters, community police officers, Pet world, parents and families etc.

The Wider Community

Visiting places like the, Beale Park, Bedfont Lakes Country Parks, Gravity Force and other local children's parks,

Section 8: Staff Training, Meetings and Professional Development

We provide effective staff training in order to enhance and maintain the high quality of the early year's provision at Long Close.

Training is arranged by the Head of Early Years after consultation with staff and with consideration of staff performance management reviews. We have access to training through the Slough Sure Start Service and the Cognita Schools Group. Staff are supported in their higher education at local colleges and universities.

The Staff Training File which is maintained by the school staff training co-ordinator Mrs Kelly Woodcraft contains documentation of the training and other relevant documents and information.

Staff are expected to report feedback on their training sessions and to share good practice with their team.

All staff are involved in whole school training (inset) days. The dates and focus for these are arranged in advance.

Early Years staff meetings are held each week at a time suitable for staff.

Whole School Staff meetings are held on fortnightly basis.

All newly qualified and newly appointed staff are supported and mentored by a designated fellow member of staff working within the same age group and the Head of Early Years.

The statutory Framework for the Early Years Foundation Stage states that settings must provide effective supervision for all staff working with young children.

At Long Close we 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.

Section 9: Staff Appraisal and Support, Monitoring and Evaluation

We have a Cognita performance management review system in place for all staff members.

The general principles for monitoring and evaluation are contained in the whole school policy for Appraisal/Professional Development.

The arrangements for performance management, appraisal or professional development include a structured discussion for each member of staff where achievements are recognised and needs for training is identified.

We are involved in the following monitoring and evaluation of the provision within the Early Years Department:

Through supervision there are regular discussions with staff so they continue to understand their role and responsibilities and how these relate to others.

There is in-service training to update and develop skills.

There are formal and informal opportunities within the school, to share good practice and expertise.

There are opportunities to share practice and exchange views within our family of Cognita schools and local schools through cluster groups and visits.

There are team-based planning procedures.

Informal opportunities for regular professional discussion, which allows all individuals to have access to co-workers and managers so there is ongoing discussions of issues and topics related to practice and the impact this has on children's learning.

Classroom Evaluation

Staff are regularly observed and appraised by the Head of Early Years, Assistant and Deputy Nursery managers. The appraisee is asked to complete a self-appraisal form. A formal discussion takes place. A record of the appraisal is agreed and signed by the appraisee and the Head of Early Years/Head Teacher. A copy is given to the Head Teacher and kept electronically. Copies are also kept by the appraisee. Any relevant points for consideration are addressed at the next appraisal or earlier at the discretion of the Head of Early Years.

Peer Observation

Staff are beginning to be involved in a series of peer observational sessions. They are encouraged to reflect on their findings with special reference to evaluating provision and identifying strengths and areas for further development.

Curriculum Evaluation

Practitioners evaluate the delivery of the curriculum every week. More in-depth evaluation of the Foundation Stage occurs through The Bristol Standards self-evaluating framework used to continually improve quality and effectiveness in conjunction with Slough Borough Councils Early Years Team. This framework is externally graded by The Bristol Standards Validation Panel. Long

close Foundation Stage have been successful in been awarded this certificate during all the years that they have been involved in the scheme.

Staff Discussion

Staff discussions are held regularly. These discussions inform planning for the future during weekly staff meetings and planning meetings the effectiveness in delivering the curriculum is evaluated.

Use of Advice from the Local Education Authority

The school regularly considers the involvement of the Slough Sure State Service advisers and uses their perspectives to extend internal monitoring. The school makes full use of the advice, resources and material provided and the moderation of the Slough Profile is organised by the Slough Sure Start Service at the end of the Foundation Stage.

Section 10: Health and Safety

There is a whole school Health and Safety Policy, Mr O'Leary is our named health and safety officer.

In the Early Years setting:

Good health is promoted at all times.

Good hand washing procedures are in place.

A first aid kit is kept in each classroom with an Accident Book.

A first aid kit is taken into the garden each day.

All full time staff in the EYFS hold a relevant paediatric first aid certificate. Mrs Troublé is our named first aid at work officer.

In the event of an accident parents are informed as soon as possible.

A report of the accident and the procedures followed are kept in the Accident Book. This book is kept with the first aid kit. Parents are asked to sign the book when they collect their child to recognise and understand the accident

Serious accidents are reported to Ofsted.

In the event of illness, parents are informed and asked to collect their child. If the child is infectious every attempt will be made to isolate the child until collection.

If your child has diarrhoea or vomiting, as per NHS guidelines, we request that your child remains at home and does not return to school or nursery until 48 hours have passed since their last episode of diarrhoea or vomiting.

Some useful information re diarrhoea or vomiting from the NHS website:

- *Encourage your child to wash their hands properly after going to the toilet and before eating*
- *Clean the potty or toilet thoroughly using disinfectant after each episode of diarrhoea and vomiting, making sure that you also clean the handle and seat*
- *Wash your hands regularly, particularly after changing a nappy or cleaning a potty*
- *Don't share your child's towels, flannels, cutlery or eating utensils with other members of your household*
- *Don't allow your child to go swimming in a pool for the first two weeks after their last episode of diarrhoea. Even though they won't have symptoms, research has found that the rotavirus can spread to other children through pool water*

Written permission is needed from the parent or carer for recently prescribed medicines only to be administered. A written record is kept each time medicine is administered.

Training will be given to staff when the administration of medicine requires medical or technical knowledge.

All prescribed medicines, including those of staff members are stored in a safe place away from the children.

A list of children's dietary requirements, allergies and special health requirements are kept by room leaders and office staff. Placemats with each individual child's dietary requirements are used at lunchtimes. Dietary requirements are also available on the first aid board in the nursery.

Meals and snacks provided by the school are healthy.

Ofsted is informed of any food poisoning that affects more than two children.

No smoking is allowed on the premises. The school operates a no smoking policy.

There are risk assessments, health and safety meetings, and regular checks to ensure that the setting is fit for purpose. Findings are recorded in a book in the school office or emailed to the maintenance team which can then be reported to the Health and Safety officer.

Staff monitor spaces, equipment, furniture and toys to make sure they are safe.

The setting, equipment and toys are kept clean.

Emergency evacuation and lockdown procedures are practiced.

There is a policy regarding school trips and outings.

Section 11: Safeguarding and Welfare

There is a whole school policy on Child Protection, Safeguarding and Welfare.

The senior school's designated safeguarding lead is Mr McCarthy, the prep school's designated safeguarding lead is Ms Sarah Field, the school deputy safeguarding lead is Mr Gavin Larcombe, Mrs Sarah Harris is the Early Years designated Safeguarding lead, she works closely with Ms Field and Mr McCarthy. The Deputy pre-prep/EYFS safeguarding lead is Mrs Julia Hallett.

All Early Years staff report any 'niggles' or their concerns through these channels or the School Headmaster.

All staff attend regular safeguarding courses and internal refresher training.

Staffs are alert to issues causing concern in a child's home life or elsewhere.

Ofsted is informed of any allegations of serious harm or abuse by any person living, working or looking after children at the school.

Staff are made aware that corporal punishment is never administered to any child. Physical intervention will only be used for the purposes of avoiding danger. A written record is kept of any occasion where physical intervention has occurred and parents will be informed.

Corporal punishment is never used as a threat and there are no threats of punishment that could affect a child's well-being.

All mobile phones must be turned off and stored in a locked drawer. Staff may check their phones during their breaks. Phones are not permitted to be used during the nursery sessions.

School can provide a mobile phone that can be used on visits and for After School Care.

The school uses I-Pads in each class for taking photographs for assessment. No home phones or cameras are used.

I-Pads are used to take photos/videos of children participating in activities which are up loaded onto the Long Close School Facebook page, Tapestry online learning journal, school website and Firefly are done so in accordance to parental permission that is given.

Collection of a child by another parent/carer/adult.

To increase the strength of safeguarding your children when they are being collected from the early years, we have a password system as below.

In the event that you require another adult/carer, which has not been introduced to us, to collect your child from the early years, your child will only be released if the correct password has been given by the adult/carer who has come to collect them.

The password will be stored electronically on Sims (School Information Management System) and the signed paper copy will be held in the early years office in a locked cupboard.

Section 12: Behaviour

From the outset of joining Long Close School appropriate behaviour is encouraged by all children. Children are encouraged to take care of one another and their environment.

Positive behaviour is promoted by all staff offering a consistent and caring approach.

Adults model positive behaviour, good manners and politeness.

Positive behaviour is rewarded by praise, kindness charts, stickers and certificates.

Positive behaviour is taught as part of a planned curriculum during P.S.E.D. and circle times. We use the Local Education Authority scheme called PALS (playing and learning to socialise) This comprises of 10 weekly sessions for parents, children and staff to work in partnership with to deliver the lesson plans, CDs and DVDs provided with the scheme are shown in school and then can be supported at home.

If a child's behaviour causes concern, the parents will be informed by the key person, discussions will take place if a course of action is required.

This may include:

- Talking with the child, assuring them it is the behaviour you don't like, not the child.
 - Reading stories around the subject
 - Working with puppets we use the PALS playing and Learning to socialise scheme.
 - 'Time out's' are given when necessary.
 - Sticker charts rewarding positive behaviour. These will be shared with the parents.
 - Daily updates with parents so everyone is informed.
 - Circle times and with older children, assemblies.
- An Individual Education Plan (I.E.P) may be required to help to progress the child.

The Early Year's Department is aware of Charlie Taylor's checklist for supporting poor behaviour and try to adhere to points.

(Charlie Taylor, the Governments Expert Advisor on behaviour in schools)

- Make sure all adults in the room know how to respond to sensitive pupils with special educational needs.
- Ensure children actually receive rewards every time they have earned them and receive a sanction every time they behave badly
- Follow our behaviour policy, rather than overreacting to poor behaviour
- Remember to always stay calm

Section 13: Inspection Findings and Action Taken

School Inspection Service Report for 2-3 year olds 11-12 February 2015

Long Close Nursery was awarded outstanding in all areas.

The full report can be read on Long Close School website.

- The setting was advised to continue to develop self-assessment systems related to performance management and appropriate professional development to improve even further.

Inspection – 13 -15 October 2015

The report of the inspection on 13-15 October 2015 found that: ‘The quality and standards of the early years education are outstanding.’

Section 14: Links with other policies

School policies and other documents can be found on the Long Close School website.

www.longcloseschool.co.uk

Document created and owned by: Mrs SM Harris, Head of Early Years

Current date: September 2015

To be reviewed September 2016

Reviewed and Updated September 2016

To be reviewed September 2017