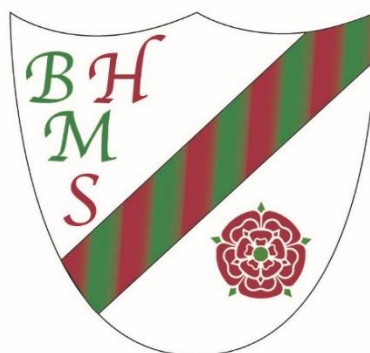


Bedford Hall Methodist Primary School and Nursery

Early Years Foundation Stage (EYFS) Policy



Reviewed by:	J Whittaker, Executive Education Lead
Personalised for school by:	Lisa Draper
Approved by Education & Ethos Committee:	Autumn 2026
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Version Control

Change Record

Date	Author	Version	Page	Reason for Change
Autumn 2025	J Whittaker	1		Policy rewritten to reflect the revised EYFS foundation guidance 2026
Autumn 2026	J Whittaker	2	p.5 p.6 p.10 p.11 p.12 p.14 p.15 p.17 p.18 p.19 p.20 p.23 p.24 p.24	Policy updated to reflect the EYFS Statutory Framework for group and school-based providers effective from 1 September 2026, including strengthened safeguarding and welfare requirements relating to safer sleep, screen use, banned dog breeds, allegations of harm, safer recruitment and suitability. Updated references to EET safeguarding and attendance policies and restrictive intervention. Added aim re: revised safety requirements Updated Legal Framework and legislative document list Added reference to screen time Inclusion rewritten to reflect that this is broader than SEND Assessment reworded to reflect guidance Updated the way we work with parents and carers to reflect DfE guidance from April on transition Updated check requirements i.e. enhanced disclosure and barred list check must be finalised ahead of start Updated allegations to 'harm' rather than 'serious harm' in line with KCSIE Attendance updated to reflect statutory guidance Added safe sleep information Added screen use information Updated that there are 14 days to notify Ofsted Added section on physical intervention Updated record keeping requirements Added complaints procedure Added section on Ofsted notifications
Autumn 26	L Draper			Personalised for school

Mission Statement

Bedford Hall Methodist Primary School strives to provide a caring environment in which every individual can achieve his or her full potential. To achieve this we wish to create a happy secure and purposeful atmosphere throughout the school, which is conducive to learning and high standards, and is based on Christian values.

Safeguarding Statement

At Bedford Hall Methodist Primary School, we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. The procedures contained in the Safeguarding Policy apply to all staff, volunteers and governors.

Vision

We are a community called to **learn, love, and live: without limits**, grounded in the transforming grace of God. Rooted in our shared Christian values, we embrace learning as a lifelong journey, cultivating a belief that every day is an opportunity to grow. Inspired by John Wesley, we boldly believe in the potential of every child—to flourish, belong, and succeed—empowered to shape the world for the common good.

"I have come that they may have life: life in all its fullness." (John 10:10).



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Statement of Intent

At Bedford Hall Methodist Primary School, we greatly value the importance of the Early Years Foundation Stage (EYFS) in providing a secure foundation for future learning and development. This policy has been developed in conjunction with the relevant DfE guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

We ensure that children learn and develop well, are kept healthy and safe, and are supported to develop the knowledge, skills, confidence and independence they need to thrive. We work to ensure children's readiness for the next stage of their education and give children a broad range of knowledge, skills and experiences that provide the right foundation for good future progress through school and life.

We seek to provide:

- **A sense of belonging, safety and emotional security**, where every child feels valued, cared for and confident to explore, play, learn and develop.
- **Quality and consistency**, so that every child makes good progress and no child gets left behind.
- **A secure foundation**, through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working, between practitioners, parents and carers**, recognising that working together supports the best outcomes for every child.
- **Equality of opportunity and anti-discriminatory practice**, ensuring that every child is included, respected and supported to achieve their potential.

As part of Epworth Education Trust, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as rewards, to encourage children to develop a positive attitude to learning.

1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them a secure foundation for learning, development and good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind with a focus on communication and language
- A close working partnership between staff and parents and/or carers

- Every child is included and supported through equality of opportunity and anti-discriminatory practice
- That safeguarding, health, wellbeing and inclusion are embedded throughout the EYFS provision, with individual needs identified early and appropriate support provided.

Four overarching principles, as outlined in the statutory guidance, shape our practice:

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

To put these principles into practice, the school:

- Provides a broad, balanced and play-based curriculum which reflects children's stages of development and secures strong foundations for learning and progress.
- Promotes children's communication and language skills as central to all learning.
- Ensures quality and consistency in teaching and learning so that every child makes good progress and no child is left behind.
- Encourage independence within a secure, friendly and nurturing atmosphere.
- Promotes equality of opportunity and anti-discriminatory practice at all times.
- Works in close partnership with parents and carers.
- Plans meaningful and challenging learning experiences based on individual needs, informed by careful observation and assessment.
- Implements a key person approach to develop close, trusting relationships with children.
- Provides a safe, secure and stimulating learning environment where children feel valued and confident.
- Fosters curiosity, creativity and a sense of wonder in the world around them.

2. Legal Framework

This policy is based on the requirements set out in the Early Years Foundation Stage (EYFS) Statutory Framework for group and school-based providers, effective from 1 September 2026.

This policy also has due regard to statutory legislation and guidance, including, but not limited to, the following:

- Department for Education (2026), *Keeping Children Safe in Education*
- Department for Education (2026), *Working Together to Safeguard Children*
- Department for Education (2026), *Early Years Foundation Stage Statutory Framework for group and school-based providers*
- Department for Education (2026), *Early Years Qualification Requirements and Standards*
- Department for Education (2023), *Development Matters*
- Department for Education (2024), *Prevent duty guidance*
- Department for Education, *Early Years Foundation Stage nutrition guidance*
- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- SEND Code of Practice: 0 to 25 years
- Other relevant legislation and statutory guidance.

The school will also have regard to the Department for Education's guidance on screen use in early years settings.

EYFS requirements and where they are addressed

Schools are not required to have separate policies where EYFS requirements are already met through an existing school or Trust policy. The following documents therefore provide the detailed procedures that underpin this EYFS policy.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	Safeguarding and Child Protection Policy
Procedure for responding to illness	Supporting Pupils with Medical Conditions / Health and Safety Policy
Administering medicines policy	Administering medicines policy

Statutory policy or procedure for the EYFS	Where can it be found?
Emergency evacuation procedure	Health and Safety Policy
Procedure for checking the identity of visitors	Safeguarding and Child Protection Policy / Visitor Policy
Procedures for a parent/carer failing to collect a child and for missing children	Safeguarding and Child Protection Policy / EYFS Attendance Policy
Procedure for dealing with concerns and complaints	Complaints Policy

This policy works in conjunction with the following policies:

- Teaching and Learning Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- EYFS Attendance Policy
- Allegations of Abuse Against Staff Policy
- Drug and Alcohol Policy
- Whole-School Food Policy
- Equal Opportunities Policy
- Supporting Pupil's with Medical Conditions Policy
- Health and Safety Policy
- Recruitment Policy
- Data Protection Policy
- Acceptable IT Usage Policy for Staff
- Acceptable IT use for children
- Mobile Phones Policy
- Complaints Procedures Policy
- Intimate Care Policy (Incl. EYFS)
- Positive Handling Policy
- Educational Visits Policy
- Behaviour policy

3. Structure of the EYFS

At Bedford Hall Methodist Primary School, our Early Years Foundation Stage has the following groups:

- Reception class with a Pupil Admission Number of 30
- Pre-school class for 3 year-olds up to Reception age with an admission number of 30
- 2-year-old nursery with an admission number of 15

Nursery sessions are three hours each.

Morning: 08:50-11:50

Afternoon: 12:00-15:00

Sessions are priced at £18.00 (*Appendix three*)

4. Curriculum

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

The EYFS framework includes 7 areas of learning and development that we teach. All areas of learning and development are important and interconnected. Three areas, known as the prime areas, are seen as particularly important for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

We also support the children in 4 specific areas which help strengthen and develop the 3 prime areas, and ignite the children's curiosity and enthusiasm:

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

Our staff are ambitious for every child and plan activities and experiences that nurture curiosity, independence and a love of learning. Planning is informed by children's individual starting points, interests, development and emerging needs, and is designed to build knowledge, skills and understanding over time.

4.1 Planning

Our staff are ambitious for every child and plan activities and experiences that nurture curiosity, independence, and a love of learning and enable them to develop and learn effectively. In the earliest stages, staff focus strongly on the three prime areas, recognising how central these are for future success. Planning is rooted in the principles of play and exploration, with continuous provision carefully designed to inspire investigation, problem-solving, and imaginative thinking. This is balanced with adult led activities.

Staff take into account each child's unique needs, interests, and development, using this knowledge to shape a challenging yet enjoyable curriculum.

Where children may have a special educational need or disability (SEND), staff plan with inclusivity at the heart, seeking specialist advice and support where needed to ensure every child can thrive. Plans are responsive and flexible, reflecting the different rates and styles of development, and building on the belief that every child can achieve highly.

4.2 Teaching

We believe children learn best through play and high-quality interactions. Staff ensure children experience the three key characteristics of effective teaching and learning—playing and exploring, active learning, and creating and thinking critically—in every part of their day. Warm, positive relationships underpin all practice, with adults extending learning through rich conversations, modelling, questioning, and joining in play to deepen understanding.

Our approach blends child-initiated and adult-initiated opportunities, ensuring children have freedom to follow their own interests while also engaging in carefully planned experiences that broaden their knowledge and skills. Outdoor learning, creative exploration, and practical, hands-on opportunities are central to our provision. Children have access to an enclosed outdoor play area, and daily outdoor activities are planned, unless circumstances, such as the weather, would make outdoor activity inappropriate or unsafe.

As children grow older and their development allows, the balance of teaching gradually shifts. In Nursery, the focus is on relationships, language, and early exploration; in Reception, play continues to be at the heart, but learning becomes more adult-led and ambitious. This gradual progression ensures children leave the EYFS as confident, capable learners, ready for the challenges and excitement of Key Stage 1.

Adults adapt their teaching and interactions in response to children's emerging needs, while maintaining high expectations for all. Where additional support or adaptations are required, these are used to enable children to participate, learn and develop increasing independence.

5. Inclusion

At Bedford Hall Methodist Primary School, every child is valued as an individual and has the right to access a high-quality early years education and care. We are committed to equality of opportunity and inclusive practice and recognise that children may experience barriers to learning, participation or wellbeing for a range of reasons.

These may include special educational needs and disabilities (SEND), developmental needs, communication and language needs, English as an additional language, disadvantage, family circumstances, health needs or other vulnerabilities.

The EYFS curriculum is planned to meet the needs of individual children while maintaining high expectations and ambition. Adaptations and additional support are used to reduce barriers and enable children to participate fully, learn successfully and develop increasing independence.

The school's SENDCo provides leadership and advice in relation to SEND and works closely with EYFS staff, parents/carers and relevant professionals. Where concerns arise, these are identified and discussed at an early stage so that appropriate support can be put in place.

To ensure inclusion, the school:

- Identify and reduce barriers to children's access, participation, achievement and developing independence.
- Use adaptations and support that enable children to access the same ambitious curriculum wherever appropriate, rather than unnecessarily reducing challenge.
- Work with parents/carers and relevant professionals to understand children's needs and review the impact of support;
- Plan opportunities that build upon and extend children's knowledge, life experiences and interests, and develop their self-esteem and confidence;
- Use a wide range of teaching strategies based on children's learning needs;
- Provide a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Provide a safe and supportive learning environment in which the contribution of all children is valued;
- Use resources which reflect diversity and are free from discrimination and stereotyping;
- Plan challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Ensure children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender;
- Ensures EYFS is a core part of the school inclusion strategy, recognising the importance of this stage.

6. Assessment

Assessment is an integral part of teaching and learning. It enables practitioners to understand what children know and can do, identify their interests, strengths and emerging needs, and use this knowledge to plan and adapt learning and provision.

Ongoing assessment is based on practitioners' knowledge of each child, their observations and interactions, information shared by parents/carers and, where appropriate, information from other professionals. Assessment is used to inform teaching and provision and should not create unnecessary paperwork or take practitioners away from meaningful interaction with children.

Practitioners use their professional judgement to assess children's development and do not need to collect written, photographic or other physical evidence to demonstrate every judgement.

The EYFS setting will undertake a summative assessment of the level of each child's development at certain stages. These are:

- Progress check at age two – between the ages of two and three, practitioners must review children's progress and provide parents/carers with a short written summary of development in the three prime areas: communication and language, physical development, and personal, social and emotional development. The summary will identify areas where the child is progressing well, areas where additional support may be needed and any concerns about possible developmental delay. It will include the activities and strategies the setting intends to use to address identified needs, in partnership with parents/carers and other professionals where appropriate.
- Reception Baseline Assessment – a short assessment which is taken within the first six weeks in which a child starts Reception. The Reception Baseline Assessment is used for the purposes set out in the statutory assessment arrangements and is not used to judge the quality of the school's EYFS provision.
- The EYFS Profile – completed for each child in Reception by no later than 30 June in the final term of the academic year in which the child reaches age five. The Profile provides a holistic, best-fit judgement of children's development against the 17 Early Learning Goals and supports transition into Year 1. The Early Learning Goals are not used as a curriculum or to limit the range of experiences offered to children.

Assessment evidence is recorded via Class Dojo portfolios, Floor Books, and in Reception, pupil books. It is limited to that which is absolutely necessary to promote children's successful learning and development.

The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. The school reports EYFS Profile results to the LA when these are

requested. The LA is under a duty to return this data to the relevant government department.

Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.

The class teacher / Nursery Manager will discuss any cause for concern in a child's progress with the child's parents, especially where this concern relates to the prime areas of learning. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have SEND which requires additional support.

The school takes reasonable steps to provide opportunities for children with EAL to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to reach a good standard of English. During assessment, if it is found that a child does not have a strong grasp of English language, the EYFS lead will contact the child's parents to establish their home language skills to establish whether there is cause for concern about a language delay.

7. Working with parents and carers

We firmly believe that the EYFS cannot function without the enduring support of parents. We recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Meeting families at an informal event prior to formal induction e.g. Open Evenings
- Talking to parents about their child before their child starts in our school or nursery;
- Offering prior setting visits; e.g. settle sessions (nursery) and friendship sessions (Reception).
- Hosting an induction meeting during the half term term before their child starts EYFS;
- Connecting with Class Dojo and sharing 'Ready for School' guidance and signposting to early support before their child starts;
- Supporting children through the transition from pre-school to Reception with the children attending at staggered intervals for the first few days (being mindful that children need to be in school as soon as possible).
- Inviting all Reception parents to a Curriculum Parents' Meeting during the first half term of the child's Reception year in order to detail how we aim to work with their child particularly in relation to reading and phonics;

- Sending a report on their child's achievement and progress at the end of their time in each setting;
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: E.g. Family Assemblies, Play and Stays, Parental Workshops.
- Ensuring all parents/carers know their child's key person and understand their role.

Parents are invited to two parents' evenings; however, the school has an open-door policy and parents are welcome to talk to teachers informally at the start and end of the school day or to make an appointment if the query requires longer than a quick message. We also use the Class Dojo to maintain regular communication.

Parents/carers are encouraged to share information about their child's development, interests, experiences, health, wellbeing and any changes in circumstances that may affect their child. This information is used to support a two-way flow of information and inform provision.

Parents are asked to sign permission slips for any visits out of school, use of photographs of their child and using the internet at school. Parents are also asked to complete admission forms, nursery contracts, a medical form and to write a brief synopsis about their child to help the school to understand their character and personality.

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

We ask parents/carers to provide more than 2 emergency contact numbers for their child (where possible).

8. Staff

8.1 Staff training

We will:

- Ensure all practitioners receive safeguarding training in accordance with Annex C of the current EYFS Statutory Framework and relevant requirements within *Keeping Children Safe in Education 2026*.
- Ensure staff receive induction training covering their roles and responsibilities, emergency evacuation procedures, safeguarding, child protection and health and safety.
- Support all staff to feel confident in implementing the school's safeguarding policies and procedures.
- Renew EYFS safeguarding training every two years, or sooner where required because of changes in legislation, safeguarding procedures or concerns within the setting.

- Provide appropriate professional development to ensure staff have the knowledge and skills required to support high-quality learning, development, health and safety.
- Further details of safeguarding training and support are set out in the EET Child Protection and Safeguarding Policy.

Our designated safeguarding lead (DSL) will:

- Provide ongoing support, advice and guidance to all staff
- Attend a training course consistent with the criteria set out in Annex C of the most recent EYFS framework
- Liaise as needed with local statutory children's services agencies and our local safeguarding partners
- The DSL for the school is Mrs Lisa Draper.
- The Deputy DSL specifically for Early Years is Mrs Rebecca Handley.

8.2 Safer recruitment

The school follows the Trust's Recruitment Policy and Child Protection and Safeguarding Policy when recruiting staff, volunteers and students.

We will:

- obtain at least one written reference for all staff, students and volunteers before they are recruited;
- verify qualifications and identity;
- complete all required criminal records, barred list and other suitability checks;
- ensure that individuals do not begin working or volunteering in the EYFS until the required checks have been completed, except where a statutory exception applies;
- ensure that individuals whose suitability has not been established do not have unsupervised contact with children;
- ensure that staff and prospective staff understand their responsibility to disclose information that may affect their suitability to work with children;
- maintain appropriate records of qualifications, identity checks, vetting processes, references and criminal records checks.

The strengthened requirements relating to volunteers from 1 September 2026 are set out in the EET Child Protection and Safeguarding Policy.

8.3 Whistleblowing

We make sure that all staff, including students and volunteers, are aware of the Trust's whistleblowing procedures and feel able to raise concerns about poor or unsafe practice. Staff know how and to whom concerns should be reported and understand that concerns will be taken seriously.

Please see the EET Whistleblowing Policy and Child Protection and Safeguarding Policy for further details.

9. Safeguarding and welfare procedures

We recognise that children learn best when they are healthy, safe and secure; when their individual needs are met; and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children can enjoy learning and grow in confidence.

All staff are alert to any issues of concern in children's lives at home, in the setting or elsewhere. All safeguarding concerns are managed in accordance with the EET Child Protection and Safeguarding Policy.

9.1 Responding to allegations or concerns

Any safeguarding concern about a child will be acted upon immediately in accordance with the EET Child Protection and Safeguarding Policy and local safeguarding procedures.

Any allegation made against a member of staff, volunteer or other person working with or regularly in contact with children will be managed in accordance with the Trust's Allegations of Abuse Against Staff Policy and Child Protection and Safeguarding Policy.

Where required, the school will notify the Local Authority Designated Officer (LADO), Ofsted and/or other relevant agencies.

In accordance with the EYFS Statutory Framework, registered providers must notify Ofsted of allegations of harm or abuse, including allegations relating to incidents that may have occurred away from the premises, as soon as reasonably practicable and within 14 days at the latest, and must notify Ofsted of the action taken in response.

9.2 Staffing ratios

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

- For children aged two, there is one member of staff for every five children. At least one staff member holds a full and relevant level 3 qualification, and at least half of the other staff members hold full and relevant level 2 qualifications.

For children aged three and over:

- Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is working directly

with the children, there is one member of staff for every 13 children, and at least one other member of staff holds a full and relevant level 3 qualification.

- Where a member of staff does not hold QTS, early years professional status, or another suitable level 6 qualification, there is one member of staff for every eight children. At least one staff member holds a full and relevant level 3 qualification, and at least half of all other staff hold a full and relevant level 3 qualification.
- For mixed classes, we determine ratios guided by all relevant ratio requirements and by the needs of the children within the group

For Reception Class:

- We comply with infant class size legislation and have at least 1 teacher per 30 pupils

Staffing arrangements will take account not only of statutory ratios but also of the individual needs of children and the need for adequate supervision.

9.3 Paediatric first aid (PFA)

At least one person with a current full Paediatric First Aid (PFA) certificate will be on the premises and available at all times when children are present and will accompany children on outings. PFA training will meet the requirements set out in Annex A of the EYFS Statutory Framework and will be renewed every three years.

Staff qualifications and PFA requirements will be monitored to ensure that any staff counted within statutory ratios meet the relevant requirements.

9.4 The designated safeguarding lead (DSL)

The Designated Safeguarding Lead (DSL) has lead responsibility for safeguarding children and:

- liaises with local statutory children's services agencies and Local Safeguarding Partners;
- provides support, advice and guidance to all practitioners;
- attends safeguarding training that meets the criteria in Annex C of the EYFS Statutory Framework;
- works closely with the EYFS Lead, SENCO and relevant professionals where appropriate.

9.5 Absence

The school maintains accurate attendance records for all children in the EYFS and follows up unexplained and prolonged absences promptly.

Attendance is considered through a safeguarding lens. Staff and leaders consider patterns and trends in attendance alongside the child's individual circumstances, vulnerabilities and family context.

Where a child is absent without notification or for a prolonged period, the school will attempt to contact parents/carers and, where necessary, alternative emergency contacts. Where concerns remain, the school will follow safeguarding procedures and seek appropriate advice or support.

Detailed procedures are set out in the EYFS Attendance Policy.

9.6 Safer sleep

Where children sleep or rest as part of the EYFS provision, the school will ensure that children are placed down to sleep safely and in accordance with the statutory requirements of the EYFS Statutory Framework.

For children under two years old:

- children will be placed to sleep on their back in their own separate sleep space on a firm, flat surface;
- sleep spaces will contain only a firm, flat, waterproof mattress and appropriate lightweight bedding, firmly tucked in below the child's shoulders.
- where blankets are used, children will be placed feet-to-foot at the bottom of the cot, with blankets tucked in;
- cots will not contain additional items such as toys, pillows, extra blankets, bumpers, wedges or straps;
- children will not become too hot or cold: the recommended room temperature is 16–20°C;
- children's heads will not be covered;
- all children will be frequently checked while sleeping; and
- children will always remain within the sight and hearing of staff while sleeping.

Practitioners will familiarise themselves with current NHS safer sleep advice and the school's local sleep procedures.

9.7 Screen use and online safety

The school will have regard to the Department for Education's guidance on screen use in early years settings.

Digital technology will be used purposefully and appropriately, taking account of children's age, stage of development and individual needs. Staff will supervise children's use of digital devices and online content and ensure that screen use does not displace opportunities for play, physical activity, social interaction, communication and hands-on learning.

Any online safety concerns will be managed in accordance with the school's Child Protection and Safeguarding Policy and relevant online safety procedures.

9.8 Oral health and tooth brushing

The school promotes good health, including oral health, as part of the EYFS curriculum and wider provision. Children are supported to understand the importance of healthy food choices, tooth brushing and looking after their teeth.

Where supervised tooth brushing is provided, the school will follow relevant government guidance to ensure that the programme is safe and effective.

9.9 Safer eating

While children are eating, there will always be at least 1 member of staff in the room with a valid Paediatric First Aid certificate (from a course consistent with the criteria set out in Annex A of the latest EYFS framework). All children will be within sight and hearing of a member of staff while eating and seated safely in an appropriate chair and, where possible, in a designated eating space.

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

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

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

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

We will consult with parents/carers to:

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

We will prepare food in a way that:

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

In the event of a choking incident that requires intervention, we will record details of the incident and make the child's parents/carers aware. We will periodically review

the records to identify whether we can change anything in our practice to make eating safer, and then take action as appropriate.

Mealtimes are also used as opportunities to develop children's independence, communication, social skills and understanding of healthy choices.

9.10 Accident or injury

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

We keep a written record of accidents, injuries and first aid treatment.

Parents/carers will be informed on the same day, or as soon as reasonably practicable, of any accident or injury sustained by their child and of any first aid treatment provided.

Where required, the school will notify Ofsted and relevant local safeguarding agencies of serious accidents, illness, injury or death and record the action taken.

Where notification to Ofsted is required, this will be made as soon as reasonably practicable and within 14 days at the latest.

Please see the First Aid policy for further details.

9.11 Safety of premises

EYFS providers must ensure that they take all reasonable steps to ensure staff and children in their care are not exposed to risks and must be able to demonstrate how they are managing risks. The school has a risk register which is reviewed regularly. It includes aspects of the EYFS environment that need to be checked on a regular basis, and states when and by whom those aspects will be checked, and how the risk will be removed or minimised.

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

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

The school will also comply with the statutory requirements relating to banned dog breeds. Banned dog breeds, including dogs to which section 1 of the Dangerous Dogs Act 1991 applies, must not be kept or present on the premises at any time. Where dogs are present on school premises, appropriate risk assessments and control measures will be implemented.

9.12 Toileting and privacy

We make sure that there are:

- Enough toilets and hand basins available for the children
- Suitable and hygienic nappy changing facilities as required

- An adequate supply of necessary items such as clean bedding, towels and spare clothes
- Separate toilet facilities for adults

During changes and toileting, we will balance children's privacy with their safeguarding, dignity and support needs.

Please see the EYFS Intimate Care policy for further details.

9.13 Mobile Phones, Cameras and Electronic Devices

The use of mobile phones, cameras and other electronic devices with imaging or sharing capabilities by staff, parents/carers, visitors and contractors is managed in accordance with the school's Mobile Phones Policy, Acceptable IT Usage Policy and Child Protection and Safeguarding Policy.

Any concerns relating to the inappropriate use of devices, photography, images or online content must be reported to the DSL.

9.14 Staff Taking Medication or Other Substances

The Trust implements a zero-tolerance approach to drugs and alcohol misuse, as outlined in the Drug and Alcohol Policy.

The use of alcohol or any other substance that may affect the ability to care for children by a member of staff will not be tolerated. If there is a reason to believe a member of staff is under the influence of alcohol or any other substance, they will not be allowed to work directly with children and further action will be taken.

Any member of staff taking medication which may affect their ability to care for children will seek medical advice. Staff will only be allowed to work directly with the children if it is confirmed that the medication is unlikely to impair their ability to look after children properly.

Any medication used by staff is securely stored in a locked cupboard.

9.15 Supporting children's behaviour and physical intervention

The school supports, understands and manages children's behaviour in an appropriate way, recognising that behaviour communicates children's needs, experiences and development.

Corporal punishment is not used and no punishment will be used that could negatively affect a child's wellbeing.

Physical intervention may only be used where it is absolutely necessary, for example to prevent immediate danger of personal injury to any person or, where necessary, to manage a child's behaviour.

Any occasion where physical intervention is used will be recorded and parents/carers will be informed on the same day, or as soon as reasonably practicable.

Staff will follow the school's Restrictive Intervention Policy and safeguarding procedures.

10. Transition Periods

We recognise that successful transitions are important to children's wellbeing, learning and development. Transition arrangements will be planned around the individual needs of children and will involve appropriate information-sharing with parents/carers, previous and receiving settings and relevant professionals.

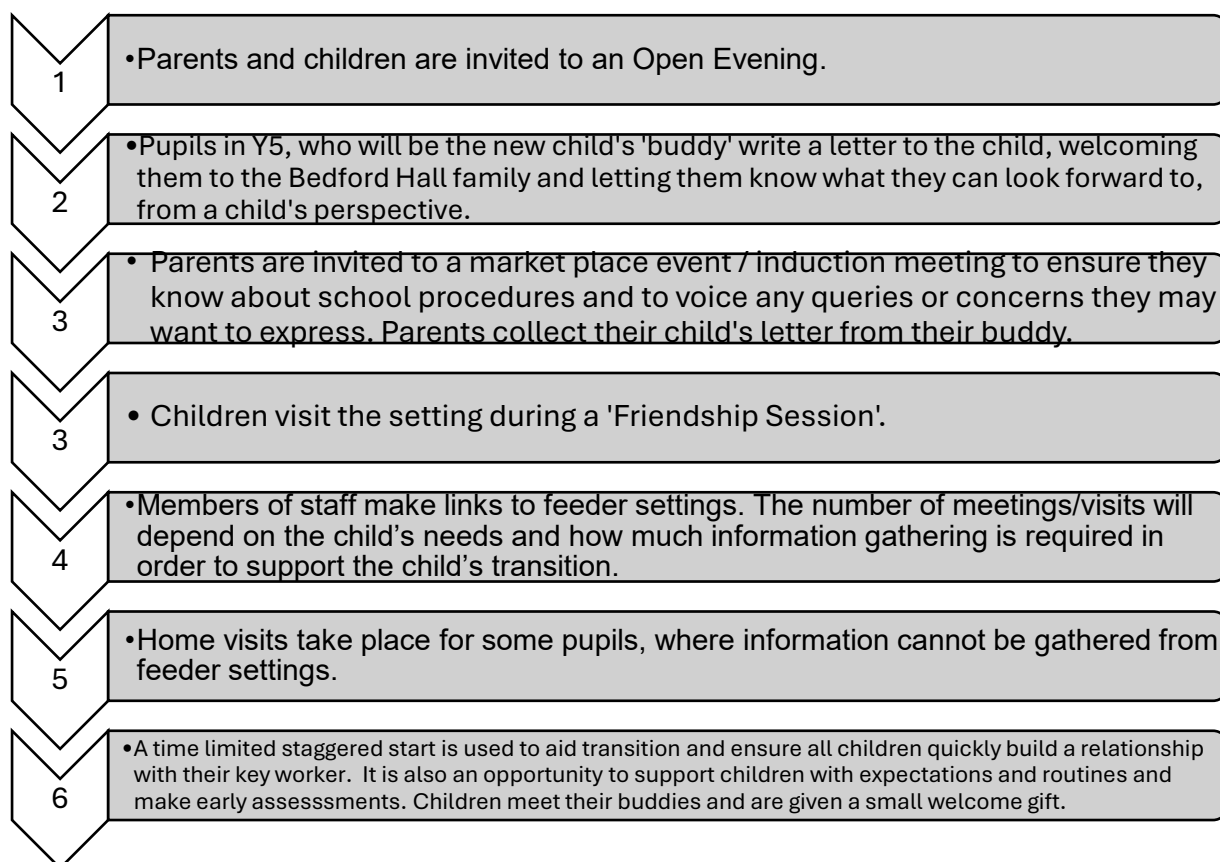
Information shared at transition will include, where appropriate, children's strengths and interests, developmental progress, identified needs, successful strategies and adaptations, relevant safeguarding or welfare information, and any other information needed to support continuity of care and learning.

Transition arrangements will be proportionate and responsive to individual circumstances, with additional support provided where children may require it.

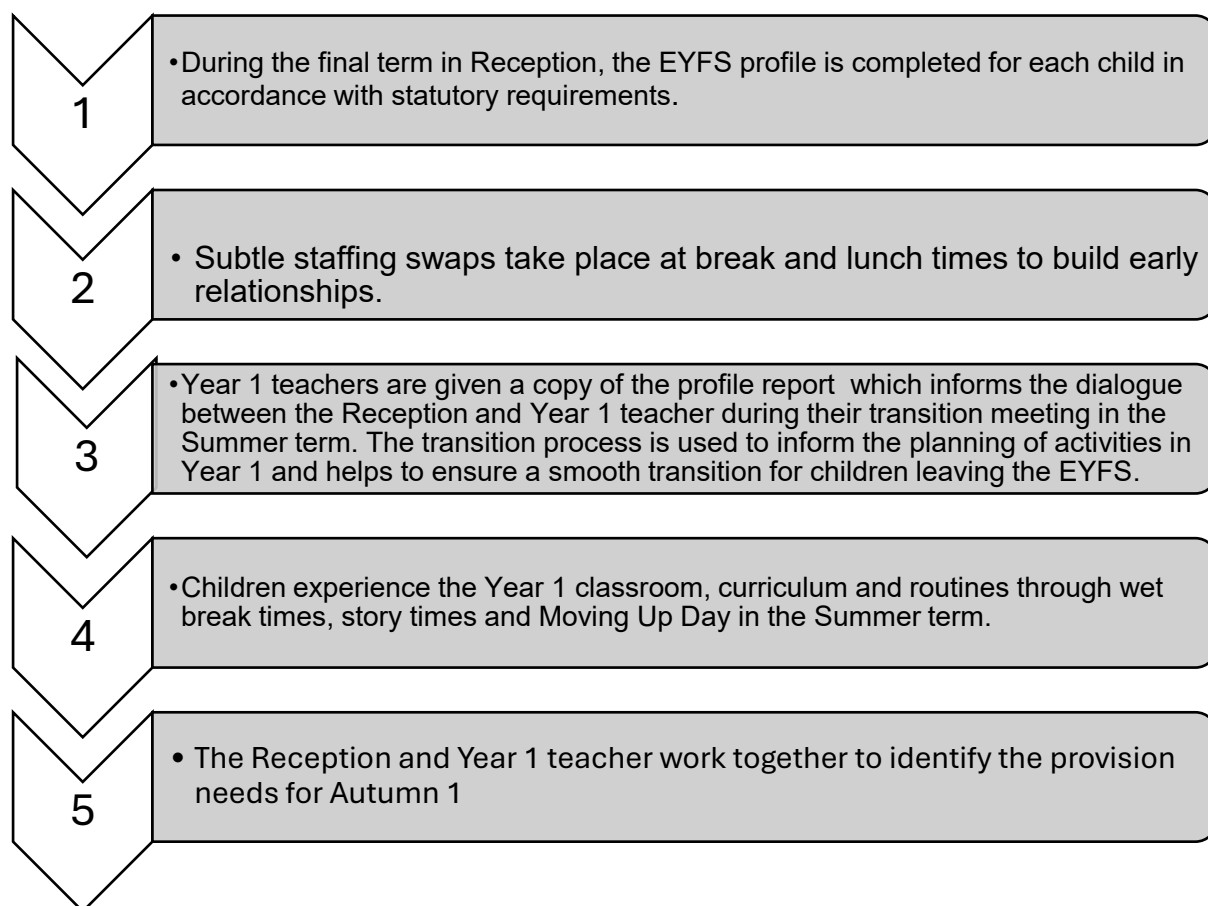
Transitions will incorporate guidance in the following:

- DfE Getting Children Ready for Reception: supporting effective transition (April 2026)
- DfE supporting a smooth transition into Reception

The following process is in place to ensure children's successful transition to Reception class:



The following process is in place to ensure children's successful transition to Key Stage 1:



11. Information and Records

Information is stored in line with the UK GDPR and the Data Protection Act 2018, and with regard to the school's Data Protection Policy.

The school will maintain accurate and up-to-date records for each child, including:

- the child's full name;
- date of birth;
- the name and address of every parent and/or carer known to the school;
- information about any other person who has parental responsibility for the child;
- which parent/carers the child normally lives with;
- emergency contact details for parents/carers, with more than two emergency contact numbers held wherever possible;
- relevant information about the child's health, development, SEND and support needs, where appropriate; and
- the child's key person.

The school will provide parents/carers with information about:

- how the EYFS is delivered;

- the range and type of activities and experiences provided;
- daily routines;
- how parents/carers can support learning at home;
- how children with SEND are supported;
- food and drinks provided;
- relevant policies and procedures;
- how staffing is organised;
- their child's key person and their role; and
- a telephone number for contacting the school in an emergency.

12. Complaints

The school has a written procedure for dealing with concerns and complaints relating to the EYFS provision. Complaints will be investigated and managed in accordance with the school's Complaints Policy.

Written complaints relating to the school's fulfilment of EYFS requirements will be investigated and the complainant will be informed of the outcome within 28 days, in accordance with the EYFS Statutory Framework.

Information about how to contact Ofsted will be made available to parents/carers where required.

13. Changes requiring notification to Ofsted

Where applicable, the school/Trust will notify Ofsted of changes and significant events in accordance with the EYFS Statutory Framework and Ofsted requirements.

This includes, where relevant:

- changes to the premises or address;
- changes affecting the space or quality of childcare;
- changes to provider contact information;
- changes to the person managing the early years provision;
- significant events likely to affect the suitability of the provider or anyone caring for or regularly in contact with children; and
- other changes requiring notification under the EYFS Statutory Framework.

The Trust will ensure that notifications are made within the required timescales.

14. Roles and Responsibilities

The trustees of Epworth Education Trust:

- Hold overall responsibility for ensuring this policy is in place and compliant with statutory requirements.

- Ensure safeguarding is addressed, including: the action to take when there are safeguarding concerns about a child, use of mobile phones and cameras, and staff training requirements. These matters are covered in part in this policy and in further detail within each school's Child Protection and Safeguarding Policy and the Trust's Acceptable IT Usage Policy for Staff.
- Ensure there is a policy in place in the event of an allegation being made against a member of staff, as set out in the Trust's Allegations of Abuse Against Staff Policy.
- Ensure that Trust policies and procedures supporting EYFS provision remain aligned with current statutory requirements.

The Local Advisory Board:

- Hold responsibility for monitoring the implementation of this policy in their school.
- Ensure the policy is applied fairly and does not discriminate on any grounds, including (but not limited to) ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handle complaints regarding this policy, as outlined in the Trust's Complaints Procedures Policy.
- Monitor the implementation of the EYFS policy and receive appropriate assurance that statutory learning, development, safeguarding, welfare, staffing and attendance requirements are being met.

The EYFS lead & Headteacher:

The EYFS Lead and Headteacher have joint responsibility for the day-to-day implementation and management of this policy.

They will:

- ensure that the EYFS statutory requirements are met;
- ensure appropriate staffing ratios and qualification requirements are maintained;
- ensure that every child is assigned a key person;
- ensure staff receive appropriate induction, safeguarding training, professional development and support;
- ensure the curriculum is ambitious, inclusive and responsive to children's individual needs;
- ensure safeguarding and welfare requirements are implemented effectively, including safer sleep, screen use, safe premises and appropriate arrangements relating to dogs;
- ensure attendance is monitored and unexplained or prolonged absence is followed up appropriately;
- ensure appropriate records are maintained;

- work with the SENCO, DSL, parents/carers and relevant professionals to identify and respond to children's needs; and
- ensure that the impact of provision, adaptations and support is reviewed regularly.

All Staff (Including teachers, support staff and volunteers):

All staff must:

- familiarise themselves with and follow this policy and relevant Trust and school procedures;
- maintain high expectations for all children;
- safeguard and promote children's welfare;
- remain alert to concerns about children's safety, development or wellbeing;
- understand and follow safeguarding, attendance and child protection procedures;
- implement agreed adaptations and support for individual children;
- maintain confidentiality and handle information appropriately; and
- raise concerns promptly with the appropriate member of staff.

15. Chargeable Extras (Nursery Provision)

All children are entitled to access their government-funded early education hours free of charge. We want to be transparent with families and make it clear that you will not be asked to pay for your child's funded hours.

However, like all early years providers, we may make a charge for certain optional items or services, known as *chargeable extras*. These include:

- meals and snacks
- optional activities such as trips, celebrations, or specialist sessions (e.g. music or languages)

These charges are always voluntary. If you choose not to pay, we will always work with you to make sure your child can still access their funded place.

Details of any chargeable extras (including costs for food, consumables, or activities) are published on the Early Years Pages of our website and kept up to date.

Invoices are itemised so that families can clearly see:

- the free entitlement hours
- any additional paid hours
- food charges
- non-food consumables charges
- activities charges

This is to ensure full transparency and to help you make informed choices about your child's place.

16. Monitoring arrangements

This policy is reviewed annually by the Trust and adapted and adopted by the Local Advisory Board.

Any changes to this policy will be communicated to all staff working within the EYFS.

All staff directly involved with EYFS provision are required to familiarise themselves with the policy and relevant supporting procedures as part of their induction and ongoing professional development.

The implementation of this policy will be monitored through appropriate school and Trust quality assurance processes, including review of curriculum, teaching, assessment, safeguarding, attendance, inclusion and children's outcomes.

The next scheduled review date for this policy is Autumn 2027, or sooner if there are significant changes to statutory guidance or legislation.

Appendix 1

Staffing and Qualifications

EYFS Lead

Mrs Lisa Draper (BA Hons and QTS, MA Education, PFA, FAW)

Nursery Provision

Mrs Tracy Beatty (BA Hons, PGCE and QTS, MA Education, PFA)

- Teacher

Miss Emma Drake (BTEC National Diploma EYFS, Diploma in Leadership, PFA)

- 2 Year Old Nursery Manager

Miss Rebecca Handley (Level 4 EYFS, PFA)

- 2 Year Old Deputy Nursery Manager

Miss Vanessa Matthews (Level 2 Teaching Assistant, PFA)

- Teaching Assistant

Mrs Nicola Jackson (EYFS Level 3 Apprentice, PFA)

- EYFS Apprentice

Miss Karen Aspinall (Level 2 Teaching Assistant, PFA)

- Teaching Assistant

Reception Class

Miss Chloe Normanton (BA Hons and QTS, PFA)

- Teacher

Miss Emma Curley (BA Hons and QTS, PFA)

- Higher Level Teaching Assistant

Miss Katie Hughes (EYFS Level 3 Teaching Assistant)

- Teaching Assistant

DSL – Mrs Lisa Draper

DSL Deputies – Mrs Rebecca Handley (EYFS) Mrs Michelle Anderton, Miss Karen Aspinall, and Mrs Lisa Edwards

Staff qualifications and staffing arrangements will be reviewed regularly to ensure that they meet the requirements of the current EYFS Statutory Framework and the DfE Early Years Qualification Requirements and Standards.

The school will ensure that staff have sufficient understanding and use of English to support children's wellbeing and safety, including the ability to maintain records, liaise with other agencies, summon emergency help and understand relevant instructions.

Where staff are included within statutory ratios, the school will ensure that all relevant qualification, training and Paediatric First Aid requirements are met.

Appendix 2

Schools have local arrangements for children who sleep or rest during the EYFS day contained within a Safe Sleep Protocol for the school. This is shared and understood by all staff. It must include:

- where children sleep;
- the equipment used;
- who is responsible for supervision;
- how sleep checks are undertaken and recorded;
- how individual sleep needs are communicated by parents/carers;
- arrangements for babies and children under two, where applicable;
- arrangements for children who unexpectedly fall asleep;
- cleaning and hygiene arrangements; and
- actions to be taken where staff have concerns about a child's sleep or wellbeing.

All local arrangements must comply with Section 9.6 of this policy and the EYFS Statutory Framework.



Rest
Recharge
Ready to learn

Bedford Hall's Safe Sleep Protocol

A calm, safe and caring place to rest



Sleep is not a typical part of our EYFS provision. However, we recognise that a child may occasionally become tired and fall asleep during the school day. This protocol sets out how we ensure children are kept safe, comfortable and well cared for, in line with the EYFS Statutory Framework (2026).



Where?

- Children who fall asleep are cared for in our designated Sleep Area within the EYFS classroom.
- A quiet, calm space away from busy activity and potential hazards.
- Always within the sight and hearing of EYFS staff.
- Cushions, soft toys and unnecessary items are removed when a child is sleeping.



Equipment

- We use a suitable, firm, flat and waterproof sleep mat for children aged 12 months and above.
- The mat is clean, in good condition and stored hygienically when not in use.
- A lightweight blanket may be provided if needed.



*Example of a suitable sleep mat
(firm, flat, waterproof and wipe-clean)*



Bedding

- Only a lightweight blanket is used if required.
- Pillows, duvets, cushions and other soft items are not used.
- Bedding is clean, in good condition and stored safely.
- Blankets are washed after each use and immediately if soiled.



Supervision

- Children are always within the sight and hearing of EYFS staff.
- Staff check the child regularly while they are sleeping.
- We ensure the child is comfortable, not too hot or cold, and their face and head remain uncovered.



If a child falls asleep unexpectedly

- 1 Allow the child to settle.
- 2 Move them (where practicable) to the designated Sleep Area.
- 3 Place them on the sleep mat.
- 4 Remove cushions and soft items.
- 5 Supervise and check regularly.
- 6 Record the sleep (see Sleep Record).
- 7 Inform parents/carers.



Sleep Record

A sleep record is completed each time a child sleeps.

This includes:

- date and times
- where the child slept
- observations (e.g. breathing, position, temperature, appeared comfortable)
- checks made
- any concerns
- parent/carer informed
- additional action taken (if required)



Communication with Parents/Carers

- Parents/carers are informed if their child has slept during the school day.
- This may be via Seesaw and/or verbally at collection, depending on the circumstances.
- If a child regularly falls asleep, or if we have any concerns (e.g. appears unwell or unusually tired), we will speak directly with parents/carers to discuss their individual needs.



Cleaning and Hygiene

- The sleep mat is cleaned in accordance with the manufacturer's instructions.
- Cleaned immediately if soiled.
- A washable cover is used where appropriate.
- Bedding is washed after each use.
- The mat and bedding are stored clean and dry when not in use.



Concerns

If we have any concerns about a child's health, wellbeing or sleeping arrangements, we will:

- speak to parents/carers
- seek advice from relevant professionals where appropriate
- follow first-aid or medical procedures
- follow the school's safeguarding procedures and inform the DSL if required.

Learn, Love, Live: Without Limits 

*A nurturing start
for a brighter tomorrow*

Appendix Three

Chargeable extras: Information for Parents / Carers

Prices correct from September 2026

Description	Unit	Unit price
Free entitlement hours –up to 30 hours per week	Weekly	Free
Additional hours purchased	3 hours – morning or afternoon session	£18.00
Meals	Per meal	£2.10
Snacks	Weekly	£1.00
Consumables (for example, nappies and sun cream)	Parents to provide	
Additional voluntary services (for example, trips, visitors to enhance the curriculum, transport)	Ad Hoc	