



Alley's Oakfield Policies & Procedures

Early Years Foundation Stage Policy

Name of Policy	Early Years Foundation Stage Policy
ISSR	Part 1: Quality of Education
Reviewed by	Alley's Oakfield SLT
Author/SLT	Miss Tenesha Buckley, Head of Pre-Prep
Date of school review	September 2025
Date of next school review	September 2026

Policy Overview

This policy applies to the Early Years Foundation Stage in Alley's Oakfield.

Introduction

The Early Years Foundation Stage Statutory Framework (2025) details the learning and development requirements, the assessment requirements and the safeguarding and welfare requirements which all EYFS providers must meet. This policy pays due regard to the:

[EYFS Statutory Framework \(September 2025\)](#)

[Early Years Foundation Stage Nutrition Guidance \(May 2025\)](#)

[Keeping Children Safe in Education \(September 2025\)](#)

The Early Years Foundation Stage (EYFS) applies to children from birth to the 31 August of their Reception year, when children will have reached the age of five years.

Currently, children may join the school at age 2+ or 3+ into the Nursery or at age 4+ into the Reception Year to complete the EYFS. It should be noted that in September 2026, only children aged 3+ will be accepted. From September 2027, the youngest age of entry will be at 4+ into the Reception class.

This policy should be read in conjunction with other school policies, including, but not limited to:

Safeguarding & Child Protection

First Aid

Nappy Changing & Intimate Care Policy
Positive Behaviour Policy
Anti-Bullying Policy
RSE Policy
Curriculum Policy
Teaching and Learning Policy
Missing Child Policy
Attendance and Absence Policy
Special Education Needs and Disabilities Policy (which includes EAL)
Recruitment Policy

Section One – Learning and Development Requirements

Principles

“All children deserve the care and support they need to have the best start in life.

Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.”

(Statutory Framework for the Early Years Foundation Stage 2025)

The EYFS is about what children learn, as well as how they learn. Effective practice is a mix of different approaches. Children learn through play, by adults modelling, by observing each other and through adult-guided learning.

For all its EYFS pupils Alleyn’s Oakfield aims to provide:

Quality and consistency so that every child makes good progress

A secure foundation by planning the learning and development of each individual child alongside regular assessment and review

Partnership working between staff and parents and/or carers

Equality of opportunity and anti-discriminatory practice, to ensure every child is included, supported and valued

The EYFS is based upon four principles:

A Unique Child - every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships through which children learn to be strong and independent

Enabling environments which help children to learn and develop well with teaching and support from adults

The importance of learning and development and understanding that children develop and learn in different ways and at different rates

Teaching and Learning Styles

The school’s policy on teaching and learning defines the features of effective teaching and learning in the school. Features that relate to the EYFS are:

A strong and open partnership between staff and parents/carers, so that children feel secure at school and develop a sense of well-being and achievement;

Knowledgeable staff who understand how young children develop and learn, which informs their teaching;

The range of approaches and teaching strategies used which provide first-hand experience, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;

A carefully planned curriculum which helps children work towards the Early Learning Goals throughout the EYFS;

The provision of activities which build on and extend the children's interests, and which develops their intellectual, physical, social and emotional abilities;

The encouragement for children to communicate and talk about their learning, and to develop independence and self-management;

The implementation of Emotional Regulation lessons and growth mindset strategies to develop and promote thinking skills and resilience;

The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;

The identification of the progress and future learning needs of children through observations which are shared with parents.

Characteristics of effective teaching and learning

Alley's Oakfield believes in and embeds the 'Characteristics of Effective Teaching and Learning' as outlined in the EYFS Statutory Framework. It ensures that there is a wealth of activities and experiences, so children are engaged, motivated and given the opportunities to create and think critically.

There are three distinct aspects of effective EYFS teaching and learning, all of which focus on *how* children learn rather than *what* they learn. The school understands that during their earliest years, children will form attitudes about learning which will last a lifetime, so it is crucial that their experiences are positive.

1. Playing and Exploring

Play and active learning underpins the school's EYFS practice, as this is the keyway in which young children learn. Through play, the children explore, investigate and develop learning experiences which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

2. Active Learning

Active learning occurs when children are motivated and interested. They learn to concentrate and keep on trying if they encounter difficulties and they benefit from having some independence and control over their learning. As children develop their confidence they learn to make decisions, which provides them with a sense of satisfaction as they take ownership of their learning.

3. Creating and Thinking Critically

Children are given the opportunity to be creative across all areas of learning. They are encouraged to develop their own ideas, make links between ideas, and develop strategies for doing things. The aim is for them to become independent, critical thinkers who are confident and motivated to learn. Learning is holistic and cannot be compartmentalized, and one experience may provide children with opportunities to develop a range of competencies, skills and concepts across several areas of learning. Adults support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access a range of resources freely and are encouraged to move around the setting to extend their learning.

The Areas of Learning and Development

The EYFS is made up of seven areas of learning and development.

Three are called the prime areas and provide the basis for learning in all areas:

Communication and Language
Physical Development
Personal, Social and Emotional Development

There are four other specific areas through which the three prime areas are strengthened and applied. These are:

Literacy
Mathematics
Understanding the World
Expressive Arts and Design

None of these areas can be delivered in isolation, they are interdependent and each are equally important. All areas are delivered through a balance of adult-led and child-initiated activities. In each area there are Early Learning Goals (ELGs) which define the expectations most children should reach by the end of the EYFS. For further information see EYFS Statutory Framework.
(see Appendix One for examples of year group class timetables)

Learning and Development

Alleyn's Oakfield recognises that children learn and develop in different ways and at different rates. All areas of learning and development are valued equally and are interconnected. The education and care of all children in the early years is reflected in the planning and delivery, including children with special educational needs and disabilities (SEND) and, where applicable, those children with English as an additional language. For further information see the SEND Policy and the Teaching and Learning Policy.

The Learning Environment

The Early Years learning environment is carefully organised to enable children to explore, learn, and develop in a secure, safe, and stimulating setting. It provides opportunities for both active engagement and quiet reflection or rest, supporting the diverse needs and learning styles of all children. The environment is arranged

into clearly defined learning areas, where children can independently access age-appropriate equipment and resources, encouraging autonomy, choice, and sustained engagement in play-based learning.

All children have daily access to a large, well-resourced outdoor area, which plays a vital role in supporting holistic development. Outdoor learning provides opportunities for exploration, sensory experiences, and physical activity, and allows children to engage in experiences on a different scale than those available indoors. Activities and resources are planned intentionally to ensure that the outdoor environment supports development across all seven areas of learning outlined in the EYFS framework. This balanced approach ensures that the environment—both indoor and outdoor—acts as a 'third teacher' and actively promotes curiosity, creativity, and independence.

To maintain a safe and clean learning environment, daily checks are carried out to ensure all areas are safe for use. Additionally, enhanced cleaning of learning and teaching resources is completed at the end of each term to ensure all materials and resources remain hygienic and fit for purpose.

Enabling Environments with Teaching and Support from Adults

The school recognises that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend their learning. Adults respond to the children's individual interests and needs and help them to build their learning over time.

Section Two – Planning, Assessment and Reporting

Planning within the EYFS follows the school's schemes of work which inform weekly plans based around the individual children's needs and interests. These take the form of lesson plans; continuous provision plans and planning for key learning activities and next steps. These plans are used and implemented by all staff. Regular formative and summative assessments of children's learning are made, and this information is used to ensure that future planning reflects identified needs.

Formative Assessment

Formative assessment is an integral and continuous part of practice within the EYFS. It is used to inform and guide planning, teaching, and provision, ensuring that learning is tailored to meet the individual needs and interests of each child. Observations of children's learning are captured through a combination of child-initiated experiences, adult-guided interactions, and evidence of work produced in the learning environment. These observations are recorded in each child's individual online Learning Journal using the digital platform *Tapestry*. Additional learning evidence is collected in children's '*Growing at Alleyn's Oakfield*' folders, showcasing both independent and adult guided exploration and effort.

The online Learning Journals also include contributions from parents/carers, as well as information provided by other settings or external agencies where appropriate. This collaborative approach provides a holistic view of each child's development and supports strong partnerships between home and school. Ongoing assessment enables practitioners to gain insight into each child's current level of development, preferred learning styles, and interests. This understanding is used to shape meaningful, responsive learning experiences which promotes progress across all areas of learning.

Summative Assessment

Summative assessment provides a periodic overview of each child's progress and attainment across the Early Years Foundation Stage curriculum. Unlike formative assessment, which is ongoing and embedded in daily

practice, summative assessment takes place at key points throughout the academic year to evaluate a child's development against age-related expectations.

The school uses '*Alley's Oakfield EYFS Assessment Criteria*' to make summative judgements about each child's learning and development. These assessments are conducted four times per year— twice in the Advent term (the first being the children's baseline assessment and the second being their end of term assessment) and once in the Lent and Trinity terms—and cover all seven areas of the EYFS framework. Practitioners use a range of evidence, including observations, work samples, and knowledge of the child, to make professional judgements about whether a child is working below, at, or exceeding age-related expectations. These summative assessments inform planning, targeted support, and interventions, and ensure that all children are making progress towards the Early Learning Goals (ELGs). The outcomes of the summative assessments are also used to inform discussions with parents/carers during parent consultations and contribute to transition planning as children move from Reception into Year One.

At the end of the Early Years Foundation Stage, we are required to submit the EYFS Profile results for each child to the local authority. This reporting takes place annually and is completed by the end of June. The data submitted includes each child's attainment across the seven areas of learning, as assessed against the Early Learning Goals. This process ensures that the local authority has an accurate overview of early years' outcomes and supports the transition into Key Stage One.

Parent/Carer Communication and Reporting

In line with the EYFS framework, ongoing communication with parents and carers is a key aspect of supporting children's development. Across all EYFS classes, children's progress is formally shared with parents/carers during scheduled consultation meetings in October and March. For children aged two in the nursery, a statutory Two-Year-Old Progress Check is completed between their second and third birthday. This assessment provides a summary of the child's development in the Prime Areas of learning and is shared with parents/carers to support early identification of any developmental needs.

In addition, children in the EYFS receive a written report in February, outlining their current progress and next steps. All children in the EYFS also receive a comprehensive written End of Year Report in July, summarising their achievements across the year and supporting transition into the next stage of their education. Parents of children within the nursery are given 'care diaries' at the end of each day. The care diary identifies the daily toileting, sleeping and eating arrangements of their child.

EYFS Profile and Transition

For children in the Reception year, the EYFS Profile is completed using information gathered throughout the year. This statutory assessment is used to track attainment against the Early Learning Goals. If a child transfers between settings the school must send the assessment of the child's level of development against the early learning goals to the next school within 15 days of receiving a request.

The outcomes of the EYFS Profile are shared with parents/carers at the end of the Reception year and are also passed on to Year 1 teachers to ensure continuity of learning and informed transition. To support a smooth and informed transition at the end of the Reception year, dedicated drop-in sessions are scheduled during the final two weeks of the academic year. These sessions provide parents and carers with the opportunity to meet individually with the class teacher to discuss their child's EYFS Profile outcomes, celebrate progress, and ask any questions related to their child's development and readiness for Year 1. Appointments for these sessions

are scheduled in advance to accommodate individual availability. In addition to parent consultations, transition meetings are held between the current Reception staff and the Year 1 teaching team. These meetings focus on each child's individual needs, learning styles, and personal development, as well as their EYFS Profile assessments and identified next steps. This professional dialogue ensures continuity of learning and supports a smooth and supportive start to Key Stage One.

Section Three – Safeguarding and Welfare Requirements

Inclusion

At Alleyn's Oakfield every child matters; the school values the diversity of all individuals, and children are treated fairly, regardless of sex, race, religion or ability. All children and their families are valued members of the school community. The School promotes equality of opportunity and anti-discriminatory practice to ensure that each child feels included and supported within the school community. The school has regard to the SEND Code 2015, and the Head of Learning Success advises on support arrangements for children with SEN or disabilities, including early intervention and help from external specialists if appropriate.

EYFS Children are given every opportunity to achieve their best and be the best that they can be. The school does this by taking account of the children's range of life experiences when planning for their learning. Realistic and challenging expectations that meet the needs of the children are set. This is achieved by planning which meets the needs of boys and girls, children with additional educational needs, children who are gifted and talented, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

The school meets the needs of all children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests and develop their self-esteem, confidence and sustained thinking;
- Using a wide range of teaching strategies based on individual children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Developing learning skills to foster resilience and a sense of enquiry;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and acting to provide support as necessary, liaising with the Head of Learning Success.

It is important that all children in the EYFS are safe. The school aims to educate children to work within agreed boundaries, to follow rules and understand limits of acceptable behaviour and to help them understand why these rules exist (see school Positive Behaviour policy). Children are provided with choices to help them develop these important life skills. They are also encouraged to become independent learners and to take risks, whilst being taught how to recognise and avoid hazards. The school aims to protect the physical and psychological well-being of all children at all times. (See Safeguarding Policy).

Safeguarding and Welfare

“Children learn best when they are healthy, safe, secure, when their individual needs are met, and when they have positive relationships with the people caring for them.”

(Statutory Framework for the Early Years Foundation Stage 2025)

Alleyn’s Oakfield understands that it is legally required to comply with the Safeguarding and Welfare Requirements as stated in the EYFS Statutory Framework and is required to:

Safeguard and promote the welfare of children.

Ensure the people who have contact with children are suitable.

Promote good health, preventing the spread of infection and taking appropriate action when children are ill.

Manage behaviour effectively in a manner appropriate for the children’s stage of development and individual needs (see school Positive Behaviour policy).

Ensure that the premises, furniture and equipment are safe and suitable for purpose.

Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

The school’s designated safeguarding lead (DSL) is Mr Danny Walsh. The school pays due regard to the statutory guidance in ‘Keeping Children Safe in Education’ (KCSIE) for all safeguarding matters along with the guidance of Lambeth, the school’s Local Authority. All recruitment checks are carried out rigorously by the school’s HR department to ensure anyone who comes into contact with the pupils has been suitably vetted. (see the Safeguarding & Child Protection Policy and the Recruitment Policy.)

Positive Relationships

Children learn to be strong and independent within the framework of secure relationships, and the school aims to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

Parents/carers are children’s first and most enduring educators; the school values highly the contribution that they make and the importance of a strong partnership between home and school. This is facilitated by:

Talking to parents/carers about their child before he/she starts school (see Appendix two for the transition timeline);

Giving children the opportunity to spend time in school with their teacher prior to starting;

Offering parents/carers regular opportunities to talk about their child’s progress and to share their children’s Learning Journey records through the medium of the ‘Tapestry’ online Learning Journal;

an ‘open door’ policy which encourages parents/carers to talk to their children’s teachers about any concerns they may have;

Arranging a range of activities throughout the year that encourage collaboration between children, school, and parents/carers. These may include fund raising days, themed activity days, opportunities to share cultural festivals and traditions, concerts, plays and special assemblies in which family members are invited;

Providing opportunities in the child’s ‘Tapestry’ Learning Journal for parents/carers to leave comments relating to the children’s achievements;

Organising regular meetings during the course of each year for staff and parents/carers to discuss the child’s progress and development;

Providing written reports twice a year (including the Progress Check at age 2) on children’s progress; regular newsletters;

Questionnaires as part of school self-evaluation.

All staff involved with the EYFS aim to develop good relationships with all children and their families, interacting positively with them and taking time to listen.

Key Workers

All staff in the EYFS operate a Key Worker system which is as follows:

Nursery - The class teacher is responsible for the overall educational progress and attainment of all children within the nursery setting. This includes planning, monitoring, and assessing learning to ensure that each child is making appropriate developmental progress in line with the EYFS framework. Nursery assistants are assigned specific key children and play a vital role in supporting their pastoral and emotional development. They act as a consistent point of contact for these children, fostering secure relationships and supporting their well-being, daily routines and personal care, in line with the key person approach. While nursery assistants provide essential pastoral support, the class teacher retains overall responsibility for the educational outcomes of every child in the nursery.

Reception - The class teacher is responsible for the overall educational progress and attainment of all children within their Reception classroom. This includes planning, monitoring, and assessing learning to ensure that each child is making appropriate developmental progress in line with the EYFS framework. Teaching assistants support the class teacher with the learning provision and education of the children in the classroom.

Staff: child ratios

The EYFS Statutory Framework states that staff: child ratios must be:

For children aged two, there is at least one member of staff for every five children.

At least one member of staff must hold an approved level 3 qualification.

At least half of all other staff must hold an approved level 2 qualification.

For children aged three and over in independent schools where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status, an instructor, or another suitably qualified overseas trained teacher is working directly with the children, there is at least one other member of staff for every thirteen children and for Reception classes, there is at least one member of staff for every thirty children.

For children aged three and over, where there is not a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status, an instructor, or another suitably qualified overseas trained teacher, there is at least one other member of staff for every eight children. At least one member of staff must hold an approved level 3 qualification. At least half of all other staff must hold an approved level 2 qualification.

Below is a list of the staff members who work in our Early Years, along with their qualifications:

Name	Role	Qualification	Level
Miss Tenesha Buckley	Head of Pre-Prep	BSc (Hons), PGCE, NPQSL	7

Miss Kathryn Saunders	Nursery Teacher EYFS Co-Ordinator	PGCE	7
Mr Glenn Toner	Reception Teacher	PGCE	7
Mrs Davina Ward	Reception Teacher	EYTS	6
Mx Ellie Bingham	Pre-Prep Music Teacher/ Unqualified Teacher	BA (Hons)	6
Ms Veronica Moral	Spanish Teacher	BA (Hons)	6
Mrs Rebecca Phillips	SEND Teacher	Diploma, MA (Hons)	6
Mr Ian Heasman	Sports Coach	Senior Club Coach	4
Mrs Lorna McNamara	Nursery TA	NVQ Level	3
Mrs Samantha Rudd	Reception TA	Diploma	3
Ms Yvonne Aylen	Nursery TA	Diploma	3
Ms Vernica Donaldson	Lunchtime Supervisor	GCSE	2
Ms Angella Smith	Lunchtime Supervisor	GCSE	2

Training

All staff receive safeguarding and child protection training which is updated at least annually.

First Aid

Twelve staff have a paediatric first aid (PFA) certificate which conforms with the required content laid down in the EYFS Statutory Framework. A member of staff with the PFA certificate is present at all times when children are on site or when they are on school trips. Additionally, a member of staff who holds a PFA certificate is always present when children are eating (for more information see our First Aid policy).

Administering Medication

In accordance with the EYFS Statutory Framework, medication will only be administered to children where written parental consent has been obtained and the medication is provided in its original packaging, clearly labelled with the child's name and dosage instructions. Prescription medicines will only be administered to a child if it has been prescribed by a doctor, dentist, nurse or pharmacist. All staff working within the EYFS are trained to administer medication safely and confidently, following strict procedures for handling, storage, and record-keeping. A written record is maintained each time medication is administered, and parents are informed on the same day or as soon as reasonably practicable.

Children with Inhalers and EpiPens

Children who require emergency medication such as inhalers or EpiPens must have a current healthcare plan in place, agreed with parents and relevant health professionals. Parents are responsible for providing the school with the necessary medication, along with signed written consent and clear dosage instructions. These medications are stored in accessible but secure locations known to all EYFS staff and are clearly labelled with the child's name and usage guidance. All EYFS staff receive appropriate training to respond to medical emergencies, ensuring prompt and effective action when needed. The child's safety and well-being are prioritised at all times, and parents are notified immediately following any use of emergency medication.

Nutrition

In line with the EYFS Statutory Framework our setting is committed to providing meals, snacks, and drinks that are healthy, balanced, and nutritious. We follow the Department for Education's nutrition guidance, which is now a safeguarding and welfare requirement, unless there is a valid reason not to. All food provided is age-appropriate, considers portion sizes, and reflects the diverse dietary needs of children, including allergies, intolerances, cultural and religious preferences. The food we provide for children is freshly prepared on the school premises. Parents are consulted about their child's dietary requirements before they start at the setting, and this information is shared with all relevant staff. We also encourage healthy eating habits through planned activities and positive role modelling. Children are provided with fresh drinking water during lunchtimes, and we encourage all children to bring a clearly labelled water bottle with them each day. Drinking water stations are clearly marked and accessible throughout the setting to promote regular hydration.

Within the EYFS children have dedicated 'snack times' during the day, where they can bring food from home. To ensure consistency and the highest standards of care, we have clear expectations regarding the quality of snacks that may be brought from home.

Healthy Snack Requirements

Parents and carers are informed that snacks brought from home must align with our healthy eating ethos.

Acceptable snacks include:

Fresh fruit or vegetables (e.g., sliced apple, banana, grapes cut lengthways, carrot sticks, cucumber, or quartered cherry tomatoes);

Plain, unsalted and unsweetened starchy foods (e.g., breadsticks, rice cakes, pitta bread, plain crackers, bagel slices, or small sandwiches with healthy fillings);

Dairy or suitable alternatives (e.g., plain yoghurt, cheese, fromage frais);

Protein foods (e.g., hummus, boiled egg, sliced chicken) may be included once or twice a week;

Only water or milk is permitted as drinks;

Foods Not Permitted

To protect children's health and oral hygiene, the following items must not be brought into the setting:

Sweets, chocolate, or confectionery;

Crisps or salty snacks;

Cakes, pastries, or sweet biscuits;

Sugary or sweetened drinks;

Processed snack foods (e.g., fruit winders, cereal bars, snack pouches);

Nuts, sesame, pesto and products that may contain traces of nuts;

Allergies and Special Diets

Parents and carers must inform the setting of any allergies, dietary requirements, or cultural/religious dietary practices. The setting will work in partnership with families to ensure all snacks are safe and appropriate.

Choking Hazards and Prevention

Choking is a significant risk for young children due to their developing chewing and swallowing abilities. Early years providers must take proactive steps to minimise choking hazards and ensure staff are prepared to respond effectively in the event of an incident. Younger children are particularly vulnerable to choking on food and small objects. Common hazards include small round foods (e.g. grapes, cherry tomatoes), firm fruits and

vegetables (e.g. apples, carrots), and bread. To reduce risk, all food on our school site is prepared appropriately; small round items are cut lengthways and into quarters, firm foods are softened by cooking, and bread is served in narrow strips to avoid doughy blockages.

During mealtimes, the children are supervised closely by staff trained in paediatric first aid, who are familiar with the signs of choking and the correct emergency response procedures. Should a choking incident occur, the designated paediatric first aider will act immediately in line with first aid training and protocols. The incident will be recorded in the school's choking log (see appendix three) and parents will be notified as soon as possible. Preventative measures also include teaching children to chew food properly and ensuring all staff are aware of individual dietary needs and allergies. As our children have 'snack time' during the day with food provided by parents, guidance is given to parents on what should be included in their snack boxes and how food should be prepared to reduce choking risks. These practices are essential to safeguarding children's health and wellbeing.

Communication with Parents

This guidance is communicated to all parents and carers as part of our induction process and is regularly reinforced through newsletters and parent meetings. Resources and support are available to help families provide healthy snacks.

Mobile Phones and Personal Devices

The use of mobile phones and personal devices (including smartwatches and wearable technology) within the Early Years environment is strictly regulated to maintain professional boundaries and protect children.

Staff, Volunteers, and Visitors

Personal mobile phones must be stored securely and not used in areas where children are present. Staff may access their phones only during designated breaks in areas not used by children. Staff wearing smartwatches are required to either put their device on flight mode or disconnect it from their phone while working directly with children.

All photography or digital recording must be conducted using setting-provided devices, in line with our safeguarding and data protection policies.

Communication with parents and carers must be conducted via official channels (e.g. work email or school phone).

Staff must not accept friend requests or engage in social media communication with current or former children or their families unless explicitly agreed with the Designated Safeguarding Lead (DSL). Any concerns about inappropriate use of devices must be reported to the DSL immediately.

Parents and Carers

Parents and carers are not permitted to use mobile phones while on the premises, except in designated areas or with prior permission.

During events such as performances or sports days, photography is permitted for personal use only and must not be shared publicly without consent.

Clear signage is displayed throughout Pre-Prep to remind all visitors that mobile phone use is not permitted.

Safeguarding and Monitoring

This policy forms part of our wider safeguarding procedures and is reviewed annually or in response to statutory updates

All staff receive training on online safety and acceptable use of technology as part of their induction and ongoing professional development.

The DSL takes lead responsibility for online safety concerns and ensures that all incidents are recorded and actioned appropriately.

Supervision of Staff

All staff working within the EYFS are appropriately qualified and supervised in accordance with the EYFS statutory requirements. Staff are deployed effectively to ensure children are adequately supervised at all times, including during mealtimes, outdoor play, and transitions. Ratios are maintained in line with statutory guidance, and staff are supported through regular supervision meetings, training, and ongoing professional development. Supervision also includes monitoring staff practice to ensure safeguarding, health, and well-being standards are consistently upheld. Early years staff meet at least once per month to discuss practice, children's development, and welfare, and to identify training needs and provide coaching or mentoring.

Indoor space requirements

In accordance with the EYFS Statutory Framework, we ensure that all children have access to sufficient indoor space to support safe and effective learning and play. The minimum space requirements are as follows:

Two-year-olds: 2.5m² per child

Three to five-year-olds: 2.3m² per child

Our total indoor classroom areas and the corresponding maximum number of children permitted in each space are:

Nursery room one (continuous provision): 51.67 m² - = accommodating 20 two-year-olds, 22 three-year-olds or a mixture of 5 two-year olds and 17 three-year olds.

Nursery room two (group work room): 42.22 m² – accommodating up to 17 two-year-olds, 22 three-year-olds or a mixture of 5 two-year olds and 12 three-year olds.

Nursery (across both rooms): 93.89m² – accommodating a mixture of 22 three-year-olds and 17 two-year-olds.

Reception Birch Class: 48.34m² – accommodating up to 21 Reception children

Reception Willow Class: 48.08m² – accommodating up to 21 Reception children

These allocations ensure that we meet statutory space requirements while providing a safe, comfortable, and engaging environment for all children in our care.

Outdoor access

Outdoor learning and play are integral to our EYFS provision, supporting children's physical development, exploration and well-being. Nursery children have direct access to outdoor space via their main classroom, allowing for seamless indoor - outdoor continuous provision throughout the day. Reception children engage in planned outdoor learning activities in the main playground between 10:30 and 11:00 and also use the outdoor space during their lunchtime period from 12:15 to 13:15. All outdoor activities are carefully planned and discussed in advance to ensure they are purposeful, safe and developmentally appropriate. In Early Years, we actively encourage children to go outside in all weather conditions, unless it is deemed unsafe. To

support this, we ask parents to provide suitable clothing such as wellington boots, waterproof overalls, scarves, and hats, so children can enjoy outdoor learning comfortably and safely throughout the year.

Sleeping Arrangements

Children in our nursery setting are offered a daily 45-minute nap time block between 13:00 and 13:45. This rest period is designed to support children's physical and emotional development, and is provided in a quiet, calm environment. Participation in nap time is not compulsory and is entirely at the discretion of parents. As children approach the age of four, we encourage families to gradually reduce nap time to help prepare for the transition to a full day in Reception. We work closely with parents to support this change in routine in a way that is sensitive to each child's individual needs. Children take their naps in a quiet room adjacent to the nursery classroom, supervised at all times by a member of EYFS staff. They sleep on comfortable mats with blankets and pillows provided by the school, ensuring a safe and restful experience.

Toileting

All EYFS classrooms have direct access to age-appropriate children's toilet facilities, allowing children to develop independence while ensuring staff can provide close supervision and support. In our nursery setting, there is a dedicated changing area located next to the nursery classroom, which is cleaned daily to maintain high standards of hygiene and comfort. We ask that parents provide nappies, pull-ups, and any necessary wipes for their child. While we encourage families to begin toilet training before their child starts nursery, we understand that children progress at different rates. If a child is not fully potty trained, we work closely with parents to support the toilet training process in a positive, consistent, and sensitive manner, ensuring the child feels safe, confident and supported.

Emergency out of hours contact information

Our school office is open from 08:30 to 16:30, Monday to Friday. If you need to contact us outside of these hours, please see the contact details listed below. We will do our best to respond to you as soon as possible.

Pre-Prep: 0731 210 0645

Prep: 0791 916 8318

Email: office@alleyns.org.uk

Appendix One

Example Reception Timetable

	8:40 - 9:00	9:00-9:45	9:45-10:30	10:30-11:00	11:00-11:20	11:20-12:15	12:15-13:15	13:15-13.40	13:40 - 14.25	14:25 - 15.10	15:10 - 15:30		
Monday	Early Morning work and Interventions	RWI L	P.E PD	Outdoor Learning PSED, PD, CL, L, M, EAD, UTW	Maths	Indoor continuous provision PSED, PD, CL, L, M, EAD, UTW	Lunchtime	EAD/UTW	Indoor continuous provision PSED, PD, CL, L, M, EAD, UTW				
Tuesday		RWI L	Gym PD		Maths			Literacy	Indoor continuous provision PSED, PD, CL, L, M, EAD, UTW	Music EAD, CL, PSED, PD			
Wednesday		RWI L	Literacy		Indoor continuous provision PSED, PD, CL, L, M, EAD, UTW			Maths	C&L	Music EAD, CL, PSED, PD	Emotional Regulation PSED		
Thursday		RWI Review L	Literacy		Indoor continuous provision			Maths	Spanish VM	Library	Indoor continuous provision PSED, PD, CL, L, M, EAD, UTW		
Friday		RWI Review L	Literacy		PSED, PD, CL, L, M, EAD, UTW			Games PD		Jigsaw PSED	Indoor continuous provision PSED, PD, CL, L, M, EAD, UTW	Pre-Prep Story time	Pre-Prep hall

'RWI' (Read Write Inc) is the school's phonics programme

P.E, Gym and Games are taught by the school's sports team

Music and Spanish are taught by specialist teachers

'Indoor continuous provision' is where the children access indoor learning activities associated with the seven areas of learning.

'Jigsaw' is the school's PSHE programme

'Outdoor learning' is where the children have the option to choose to take part in learning activities in the Pre-Prep outdoor area

Children have the option of eating their snacks during 10.00 and 10.30

Reception Half termly Topics:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Happy Healthy Me	Celebrations	Superheroes	Terrific Transport	Let it grow!	Magical Adventures

Example Nursery Timetable

	8:30 - 8:50	9:00-9:40	9:40-10:30	10:30-11:45	11:45-12:45	12:45-13:30	13:30 - 14.45	14:45 - 15.10	15:10- 15:30
Monday	Topic	Indoor Outdoor Provision PSED, PD, CL, L, M, EAD, UTW		Indoor Outdoor Provision	Lunchtime	ChatterBugs CL	Indoor Outdoor Continuous provision PSED, PD, CL, L, M, EAD, UTW	Indoor Outdoor Continuous provision PSED, PD, CL, L, M, EAD, UTW	Story time and home time
		Snack Table 10:30- 11:00	Nap time 1-1:45	Snack table 2:00- 2:30					
Tuesday	Maths	Gym PD	Indoor Outdoor Provision PSED, PD, CL, L, M, EAD, UTW	Indoor Outdoor Provision	Lunchtime	Music EAD, CL, PSED, PD	Indoor Outdoor continuous provision PSED, PD, CL, L, M, EAD, UTW	Indoor Outdoor continuous provision PSED, PD, CL, L, M, EAD, UTW	Story time and home time
		Snack Table 10:30- 11:00	Nap time 1-1:45	Snack table 2:00- 2:30					
Wednesday	Literacy	Music EAD, CL, PSED, PD	Indoor Outdoor Provision PSED, PD, CL, L, M, EAD, UTW	Indoor Outdoor Provision	Lunchtime	Jigsaw PSED	Indoor Outdoor continuous provision PSED, PD, CL, L, M, EAD, UTW	Indoor Outdoor continuous provision PSED, PD, CL, L, M, EAD, UTW	Story time and home time
		Snack Table 10:30- 11:00	Nap time 1-1:45	Snack table 2:00- 2:30					
Thursday	Maths	Spanish	Indoor Outdoor Provision PSED, PD, CL, L, M, EAD, UTW	Indoor Outdoor Provision	Lunchtime	Library	Indoor Outdoor continuous provision PSED, PD, CL, L, M, EAD, UTW	Indoor Outdoor continuous provision PSED, PD, CL, L, M, EAD, UTW	Story time and home time
		Snack Table 10:30- 11:00	Nap time 1-1:45	Snack table 2:00- 2:30					
Friday	Literacy	P.E PD	Indoor Outdoor Provision PSED, PD, CL, L, M, EAD, UTW	Indoor Outdoor Provision	Lunchtime	ChatterBugs CL	Indoor Outdoor continuous provision PSED, PD, CL, L, M, EAD, UTW	Indoor Outdoor continuous provision PSED, PD, CL, L, M, EAD, UTW	Story time and home time
		Snack Table 10:30- 11:00	Nap time 1-1:45	Snack table 2:00- 2:30					

'P.E, Gym and Games' are taught by the school's sports team

'Music' and 'Spanish' are taught by specialist teachers

'Indoor Outdoor continuous provision' is where the children can free flow between the classroom and outdoor area to access learning activities associated with the seven areas of learning.

'ChatterBugs' is an adult lead or group activity supporting communication and language

'Jigsaw' is the school's PSHE programme

'Snack table' is where the children can access their snacks during the specified time

Nursery Half termly Topics:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Once Upon a Time	It's time to celebrate	Shapes and Colours	Caring and Kindness	Animal Kingdom	Growing and changing

Appendix Two

Alleyn's Oakfield EYFS transition timeline

Week	2+	3+	4+
Trinity Term One			
Week 4	Teddy bear picnic in Pre-Prep playground with new starters		
Trinity Term Two			
Week 2	Oakfield Summer Fair		
Week 3	EYFS Meet and Explore – After school stay and play drop in session where the children meet their new teacher and explore their new classroom environment.		
Week 4	New parent friends breakfast – A networking breakfast where parents of the new children who are starting the school can meet current parents.		
Week 5	Home and nursery visits commence – Parents can choose whether they would like their child's new class teacher to visit the child at home or in their current Nursery provision.		
Summer Holidays			
Month of August	Letter/postcard to new starters from their new class teacher		
Advent Term One			
First week of Sept	Children invited to come in during Inset Day to have one - hour session with their new teacher in the afternoon.		

