



**HURLINGHAM
SCHOOL
AND NURSERY**

EST. 1947

Early Years Foundation Stage Policy

This policy applies to all activities of Hurlingham School, including the Early Years Foundation Stage.

Date of Review: September 2024
Date of Next Review: by 31 May 2025

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1. Introduction

At Hurlingham School we provide a broad and balanced curriculum. This is an overarching EYFS Policy in accordance with the Statutory Framework for Early Years, January 2024, giving a holistic view of the School's Early Years Foundation Stage provision.

The Statutory Framework for Early Years, January 2024 states; "Every child deserves the care and support 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 of their lives, so their experiences have a major impact on 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 fulfill their potential."

We seek to encourage, support and challenge all children to aspire to achieve the highest standards. In addition to academic growth, our curriculum also promotes each pupil's moral, cultural, social, physical and creative development through the seven areas of learning. Early Years education encompasses all learning. It provides the foundation upon which children build and develop at their own pace.

2. The aims of the Foundation Stage at Hurlingham

- To plan challenging and enjoyable learning experiences, to take their individual learning forward and to provide opportunities for all to succeed in a caring, supportive and creative environment.
- To work in partnership with parents and carers to help children learn and develop.
- To create a secure and safe learning environment, indoors and out where all children feel happy and secure.
- To provide opportunities for children to engage in activities that are both adult-initiated and child-initiated, which are enjoyable and rewarding and develop the skills of investigation and exploration.
- To provide a balanced curriculum
- To recognise and cater for the needs of the individual to foster independence in **all** children so that they may be the best that they can be.

3. Early years Foundation Stage Principles

We recognise the four guiding principles set out in the Statutory Framework and these shape our practice in both the nursery and pre-prep.

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between the school and parents or carers.
- **Learning and development** is important. Children develop and learn in different ways and at different rates.

- A Unique Child

At Hurlingham, we respect that every child is unique and will therefore learn and develop in individual ways. We recognise that every child is a competent learner in their own right and we aim to develop their capabilities

and confidence so that they are self-assured and resilient. We value all of our pupils as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender.

- Positive Relationships

Positive relationships underpin our ethos at Hurlingham. Children develop their self-esteem and self-confidence through the secure relationships they form with the adults who care for them. When children start at Hurlingham, staff prioritise the building of relationships in order for children to feel safe, valued, cared for and listened to. We aim to ‘catch the children being good’ and reward positive behavior at the Prep School through the use of verbal feedback and praise, house points, stickers and postcards sent home. At the Nursery we reward positive behavior through the use of verbal feedback and praise, stickers and stamps, Star of the Week, Wow Moments and Termly Superstars.

We develop respectful and professional relationships with parents through having an open-door policy as well as various events held throughout the year such as induction mornings, welcome evenings, parent workshops, classroom open mornings, and pupil progress meetings. Parents are invited to attend a nativity play, class assemblies, sports day and to read stories to the class. Parent volunteers who are DBS checked are able to assist with reading and educational visits.

- Enabling Environments with Teaching and Support from Adults

Our indoor and outdoor environments at Hurlingham are recognised as being key in supporting and extending children’s development. The learning environment reflects the needs of the curriculum, the children’s interests and abilities. The role of the adults is to listen to and interact with the children in order to extend their knowledge, understanding and vocabulary and to plan next steps for the children’s learning.

- Learning and Development

In partnership with parents, the school will promote the learning and development of children to ensure they are ready for the next stage of education.

Provision and practice within the Early Years is centered around the requirements of the DfE’s Statutory Framework for Early Years. We plan an exciting and challenging curriculum based on our observation of the children’s needs, interests and stages of development. Teaching will be planned to reflect these interests and individual circumstances through the educational framework in order to provide each child with a challenging and enjoyable experience.

The EYFS framework outlines the seven areas of learning and development that are the Education Programmes of the ‘Statutory framework for the early years foundation stage’. These are split into two interconnected sections – Prime and Specific:

Prime Areas of Learning		
Personal, Social and Emotional Development	Physical Development	Communication and Language
Self-regulation Managing self Building relationships	Gross motor skills Fine motor skills	Listening, attention and understanding Speaking

Specific Areas of Learning			
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Comprehension Word reading Writing	Numbers Numerical patterns	Past and present People, culture and communities The natural world	Creating with materials Being imaginative and expressive

In organising and implementing educational programmes, the school will ensure that a broad range of activities and experiences are planned, having regard to three **characteristics of effective teaching and learning** in the EYFS:

- **Playing and exploring** – children investigate and experience things, and ‘have-a-go’.
- **Active learning** – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
- **Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Curriculum planning

For children to make progress in learning, appropriate planning is important.

In **Nursery and Pre-School**, we have adopted a combination of preplanned and ‘In the Moment’ planning which capitalises on the children’s interests and passions whilst ensuring a broad and balanced curriculum on a daily basis and appropriate progress towards the Early Learning Goals.

Special emphasis is placed on child-initiated activities and resources are available for the children to choose from, depending on what their individual interests are. In the Nursery, the day begins with independent exploration and this is followed by outdoor opportunities and structured learning in a Circle Time or Focus Activity setting. Additionally, the children take part in a range of specialist lessons including music, gymnastics, dance, yoga, drama, French and Spanish and multi-sport activities. Afternoon sessions (Explore and Discovery Time) are our provision for the children to explore and develop their learning through accessing the seven areas of learning, both in the classroom and outside, where the staff set up areas and activities from which the children may choose freely. In the Pre-School year, children take part in Forest School, on a registered site on Wimbledon Common, for half a day a week, every week, throughout the year.

In **Reception**, lessons are planned for each curricular area in order to enable the children to develop the skills, knowledge and understanding outlined in the Early Learning Goals, and in the guidance from Development Matters.

Every day in Reception the children are taught more structured lessons such as Literacy, Phonics and Mathematics. They also have specialist lessons during the week in Music, French or Spanish, Sport and Ballet or Karate to further develop their understanding and knowledge. The day also includes Explore Time which is our provision for the children to explore and develop their learning through accessing the seven areas of learning, both in the classroom, in our Discovery Area and outside, where the Reception staff set up areas and activities from which the children may choose freely. Reception children attend Forest School/Nature Discovery sessions once a week either on Wimbledon Common (with a trained forest school leader) or Wandsworth Park. This enables pupils to make explorations in the natural world and satisfy their curiosity in making links between classroom activities and the outdoors environment.

Medium term plans are put together by the teaching staff and are themed in order to ignite children's imagination and interest.

Weekly plans are more detailed and consider the children's progress from the previous week so that topics can be revisited, reinforced or extended for individual children.

When planning the curriculum, the school will ensure that:

- Diversity and inclusion are at the heart of planning, ensuring provision enables every child access to engaging and challenging learning.
- Staff observations and ongoing formative assessments are used to inform planning and create an accurate and informed picture of each child.
- It considers:
 - The stages of children's development.
 - Children's individual needs and interests.
 - The learning environment, inside and outside.
- Staff develop knowledge of children and their families and use this information to inform practice and provision.
- There are sufficient amounts of time and resources available for staff to engage in planning and assessment activities.
- Curriculum plans are flexible working documents which will be adapted and changed to respond to the needs and interests of children.

4. Assessment and Feedback (see also the Assessment, Recording and Reporting Policy)

The EYFS staff use a range of assessment methods when gathering information on children's progress and achievements. For children aged between two and three a progress check is carried out within the first four to six weeks of their time at the Nursery school.

We make sure that assessment tasks do not involve long interruptions from engaging with pupils or demand too much paperwork. Observations, which serve as formative assessments, are documented using the Tapestry platform. Every parent or carer has a Tapestry login, allowing them to view the digital learning journey and contribute their own observations of their child's learning and achievements from home.

At the Prep School children are flagged at monthly supervision meetings with the Head of Pre-Prep for any areas of concern and they are continuously monitored by their teacher. We also hold termly progress meetings with the Reception teachers, Head of Pre-Prep, Deputy Head Teaching and Learning, Head of Progress and Reporting and Head of Learning Support. These meetings are to discuss judgements, set targets, and implement intervention groups where appropriate.

Staff at the Prep School complete baseline assessments with the children on entry in their reception year and at the end of each term.

At the Nursery observations are taken at appropriate times throughout the day and notes are taken for possible 'next steps' for planning. Observations are recorded when children are making meaningful progress and achieving developmental milestones. When staff identify a concern about a child more frequent observations are made and provision is put in place for them to access the curriculum at their level so that they continue to make progress. Staff spend time both listening, communicating and interacting with the children to support the development of their skills, knowledge and understanding but also standing back and observing the children. The first Tapestry observation of each half term includes the next steps that each child is working on. This is a

useful way to ensure that each child's developmental goals are shared at key parts of the academic year. (We believe that if you are capturing the moment you are not in the moment).

Formal written reports are provided at the end of the Autumn term in Reception and at the end of the Summer term in both Reception and Nursery. Progress meetings are held in the Autumn and Spring terms and give the opportunity to discuss a child's social, emotional, and academic gains and areas for ongoing targets.

In the final term of the year in which the child reaches age five, and no later than 30 June, the EYFS Profile is completed for each child. Our profiles provide parents with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against the Early Learning Goals and their readiness for year 1. The teacher indicates whether the child has met the expected level of development or if they are not yet reaching expected levels. Parents are welcome to discuss the profile report with their child's class teacher. The results of the Profile are shared with our year 1 teachers as part of a handover discussion. The Profile results are reported to Wandsworth Council upon request.

Staff aim to give children verbal feedback whilst they are working as we recognise that this feedback 'in the moment' offers the greatest impact in terms of the children's development. Children are encouraged to reflect on their own learning by identifying how they felt the activity went - straightforward, challenging or difficult - and they are provided with more challenge if they completed their activity quickly.

5. Inclusion

Hurlingham embraces diversity through its non-selective admissions policy. All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.

We hold termly formal and regular informal meetings with the teaching team to reflect on children's progress and to identify any children who should be assessed by the Head of Learning Support. The parents of any children to be assessed will be informed. The Head of Learning Support will assess the child in their learning environment and recommendations will be made for how to support the child within their class. They may recommend an assessment by an Occupational Therapist or Speech and Language Therapist. If required, the child may also be set formal targets in the form of an Individual Education Plan or may undergo an Education, Health and Care needs assessment in order to establish their specific needs.

Children with English as an additional language (EAL) are encouraged to use their home language in play and learning whilst also developing their ability to communicate in English. We use resources which reflect diversity and are free from discrimination and stereotyping, and our children with EAL make and share personalised booklets, celebrating their languages and culture.

Children who are identified as 'More Able' are provided with additional challenge where appropriate with the guidance of subject leaders and progress will be closely monitored.

6. Transition

At Hurlingham, we recognise that there are key transition times for our children. The most significant of these being the start in Nursery and also transition from Nursery to Reception. In order to ensure a smooth transition, we plan for a number of events throughout the year.

- Prior to starting at Nursery, every family is offered a home visit from their new teacher and teaching assistant to begin to build the relationship before the child first arrives in Nursery. Prior to the visit, each child receives a postcard containing a photograph of their new teaching team, with a welcome message attached.

- All children attending Hurlingham Nursery who will be attending the prep school are brought to the school, along with their nursery teacher, to experience the environment and meet the teaching staff during the Summer term.
- The Head of Pre-Prep or Head of Admissions contacts the Nursery schools of children intending to attend the prep and arranges a time to visit the child in their Nursery.
- All Reception children receive a postcard and a video in the Summer term before the child starts school from their Reception teacher.
- All children who will be attending Hurlingham Prep are invited, along with their parents, to visit the school and meet their teachers, teaching assistants, Head of Pre-Prep, Head of School and PTA Representatives on a Saturday morning during the summer term.
- Each class is also invited into school for a "Meet the Class" to practise the morning routine and to start getting to know each other.
- All children are given a booklet entitled, "All about me" to complete over the summer
- All children and their parents are invited to a picnic by the PTA in Wandsworth Park in the last few days before school opens to children in September.

7. Safeguarding and Welfare

"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." Early Years Statutory Framework – September 2021

Safeguarding children, ensuring that they keep safe and well, is of paramount importance and at the heart of everything that we do. Any safeguarding or welfare issues will be dealt with in line with the school's safeguarding and welfare policy.

Child Protection (See also child protection policy)

Staff in Nursery and Reception receive annual training in child protection which includes up to date knowledge of safeguarding issues. Staff are aware of the government's statutory guidance 'Working together to Safeguard Children', the 'Prevent duty guidance for England and Wales' and 'Keeping Children Safe in Education'. The Designated Safeguarding Lead for the Prep School is Amelia Shore and in the Nursery it is Richard McLelland.

Suitable People

Effective systems are in place to ensure that all staff are suitable to work with young children. All staff and volunteers must obtain an enhanced criminal records check.

Key Person

Each child is assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents. In the Nursery and in the Prep, the child's key person is their class teacher.

Oral Health Promoting Health

Healthy eating habits and good oral health are continually promoted. The latter is further supported by a visit from a local dental practitioner.

Keeping Safe

We complete daily checks in the classrooms and other areas of the school environment used by children in the EYFS. Items in regular use are cleaned with antibacterial cleansers. Please refer to our EYFS nursery and prep Risk Assessments. Risk assessments are completed for any educational visits and include consideration of adult to child ratios. Fire alarm drills are held regularly, fire exits are clearly identifiable and each classroom has a fire evacuation poster.

Accident or injury

All accidents are logged on CPOMS and the parents are informed by a phone call or email. In the Nursery, parents are informed by an accident form which is signed by the staff member, the Head of Nursery and the parent. A written record is kept of the treatment provided. Parents in the Nursery will always be called and emailed if there is a head bump. In both the Nursery and Reception if the child has bumped their head, staff teaching the child later that day must also be informed. In Reception this is done by giving the child an 'I bumped my head today' wrist band. A first aid box is accessible at all times and maintained with appropriate content.

In Reception, all the teachers and TAs hold their paediatric first aid and we have a photo display showing all teachers who hold their paediatric first aid certificate. In Nursery, the majority of staff hold their paediatric first aid and a list is on display.

On both sites, there is always at least one member of staff who has a current paediatric first aid certificate on the school premises at all time when the children are present and accompanies the children on outings.

Managing Behaviour (See also the *Behaviour, Rewards, Sanctions, Discipline and Exclusions Policy*)

Class rules and expectations are established with the children in the first week of arrival. These rules are created with the children, guided by the teacher, and are regularly referred to and discussed. Teachers also use Hurlingham's Golden Rules to share expectations of the whole school. It is important that the children understand that rules are needed to keep them safe. Physical intervention is only used to avert immediate danger of personal injury and must be recorded and parents informed.

Mobile Phones and Devices

In Nursery and Reception we operate a strict 'no use of mobile phones' policy and posters are used around the premises to indicate this. Staff members must not use personal mobile phones or cameras when EYFS children are present. Staff may use mobile phones in the staff room and they should be stored in a cupboard whilst children are present.

Mobile phones may be taken on trips but only used in emergencies. They must not be used to take images or videos during trips. We have school electronic tablets and phones which are used to take photos and videos for the children's learning journals and on trips. These devices must have passcode protection and should not be taken off the school premises without the permission of the Head of Nursery or the Head of Pre-Prep.

Administration of Medicine

If a child needs to have medication (both prescription and non-prescription), written permission must be obtained from the child's parent or carer. This takes the form of a Google Form which parents are provided a link to throughout the year. Written records must be kept of each time a medicine is administered and the parents informed. Training is provided for staff where the administration of medicine requires medical or technical knowledge.

Staff Medication

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. Staff must inform the Head of the Nursery or the Head of Pre-Prep if they are taking any medication and this should be recorded. Any medication used by staff is securely stored in a locked cupboard.

Supervision

EYFS staff receive termly supervision which provides support, coaching and training and promotes the interests of pupils. Supervision fosters a culture of mutual support, teamwork, and continuous improvement, which encourages the confidential discussion of sensitive issues. It also provides further opportunities for staff to discuss any issues particularly concerning pupil development or well-being.

Dismissal

A record is made of who the child was dismissed to. This record is then handed to the School Office. We will only release children into the care of a parent or another individual whose details have been given to the school in advance. Reception pupils are collected by their parents or carers from their classroom door via the lower playground. The car park is also used as a dismissal point and Reception children are collected by a member of staff and are taken to the car park. The car park is staffed continuously during the dismissal window. Pupils who have a sibling who finishes later are able to wait in the Discovery Area. There is an adult on Siblings duty looking after these children.

At the Nursery, Teachers wait with their group for their parents in their classrooms. Children will only be released into the care of a parent or another individual whose name, photo and contact details are in our 'Authorisation for Going Home' folder. Any changes to who is collecting a child must be made by notifying the School Office or the Head of Nursery with an email or phone call in advance. The Head, Deputy Head or School Secretary will always be on the main gate when dismissing children to their parent/carer.

8. Ratios

Staffing ratios

The school provides a staffing ratio in line with the safeguarding and welfare requirements set out in the Statutory framework for the Early Years Foundation Stage.

The school adopts the following staffing ratios:

Nursery children aged 2

Level 6	1:5
Level 3-5	1:5
Level 2	1:5, in the presence of a Level 3 or above
Unqualified in terms of EYFS childcare/ education qualification	1:5.in the presence of a Level 2 or above

Nursery children aged 3-4

Level 6	1:13
Instructor Status	1:13
Level 3-5	1:8
Level 2	1:8, in the presence of a Level 3 or above
Unqualified in terms of EYFS childcare/ education qualification	1:8.in the presence of a Level 2 or above

Reception children aged 4-5 (and until the end of the Reception Year. These ratios apply in the classroom, at lunch and at break times.

Level 6	1:30
Instructor Status	1:30
Level 3-5	1:13, in the presence of a Level 6 member of staff with approved instructor status
Level 3	1:8, in the absence of a Level 6 member of staff with approved instructor status

Level 2	1:8.in the presence of a Level 3 or above
Unqualified in terms of EYFS childcare/ education qualification	1:8.in the presence of a Level 3 or above

Educational Outings

Children in Nursery and Reception make regular visits to Wimbledon Common for Forest School or nature-based discovery walks. Reception children make regular visits to Wandsworth Park. Staff ratios on these trips in Reception are 1 adult to 6 children. In the Nursery, the ratios are 1 adult to 3 children for 2 year olds and 1 adult to 4 children for 3 to 4 year olds. For trips to Wimbledon Common and Wandsworth Park please see Risk Assessments. All trips are risk assessed by teaching staff.

Monitoring and Review

This policy is reviewed annually by the Head of Nursery and the Head of Pre-Prep. All members of staff who teach or supervise EYFS children are required to familiarise themselves with this policy.