

Staines Preparatory School



Early Years Foundation Stage (EYFS) Policy

September 2023

CURRICULUM

Introduction

In the Early Years Foundation Stage (EYFS) at Staines Preparatory School (SPS), the education of our children is based upon the following principles:

1. Childhood is seen as valid in itself and not simply as a preparation for adulthood.
2. The child's education is seen as an interaction between the child and the environment, which includes people as well as materials and knowledge.
3. The whole child is considered to be important – social, emotional, physical, intellectual and moral developments are interrelated.
4. What children can do, not what they cannot do, is the starting point in children's education.

These principles form the basis for learning. The Early Years curriculum may be defined as the whole of the child's experience in the learning environment. Our principles are based on [EYFS Statutory Framework 2023](#).

Children may start at SPS in the term in which they are 'Rising Three' (children who have not reached the age of three but will do so before the end of their first term at school). The Early Years Foundation Stage at SPS consists of two Nursery classes, Seedlings (N1) and Petals (N2), and Reception classes. The EYFS at Staines Preparatory School begins on entry to Nursery and finishes at the end of Reception.

SPS complies with the EYFS framework, a statutory document produced by the Department for Education (DfE), which looks at both the welfare and educational requirements of children from birth until the end of the Reception year.

Early Years Foundation Stage – Staffing and Ratios

Nursery

All staff have relevant qualifications to work with pupils of Nursery age, and our Nursery Class Teacher has Qualified Teacher Status (QTS). All qualifications of staff are in line with the Government's requirements to work in Early Years and meet the full and relevant qualification criteria (which can be accessed [here](#)). As Early Years providers, we ensure that we obtain an enhanced criminal record check for all staff, including trainees and volunteers, to safeguard our pupils. All staff working in Early Years are offered Paediatric First Aid training and there is always a member of staff onsite who has an up to date Paediatric First Aid Qualification.

In Nursery, our staff to pupil ratios depend on the age of the children that staff are working with. These ratios are outlined below:

For pupils who are 'rising three' we work on a ratio of 1:5

For pupils aged 3+, we work on a ratio between 1:8 – 1:13 (Government guidance is 1:13 where a person with QTS is present and at times, where absolutely necessary, we may work up to this ratio)

Reception

Each class has a Class Teacher with QTS and a Learning Support Assistant (LSA). In our Reception department, we have a maximum of 20 pupil places per class. Teachers can work on a ratio of 1:20 (Government guidance is 1:30) but often this ratio is 1:10 as LSAs are class-based.

Further information for ratios required during break times and lunch times can be found in the School's Supervision Policy.

Supervision

Staff supervision is provided to ensure that any staff working in Early Years, who have contact with children and families, are given an opportunity to;

- discuss any issues – particularly concerning children's development or wellbeing, including child protection concerns
- identify solutions to address issues as they arise

- receive coaching to improve their personal effectiveness

This is done through 1:1 meetings and team briefings. Staff can approach line managers and the Senior Leadership team at any time to arrange additional meetings or to ask for any support required.

Early Years Foundation Stage framework

The Early Years Framework has 7 key themes; these are broken down into Prime and Specific areas which are:

The Prime Areas:

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

The Specific Areas:

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

Each area of learning is important in shaping our educational programme which is based on the needs, interests and curiosities of the pupils in each cohort. Activities are planned and taught through adult led and child initiated tasks to ensure rich experiences. These activities lead to the children developing the skills and knowledge they need to achieve good levels of development within the Early Years Foundation Stage.

Nursery

The Nursery is a free flow setting, with specific activities set up that both groups, organised into N1 (Seedlings) and N2 (Petals), can access; with all relevant resources to hand. There is a balance between adult directed activities and child led activities that support and extend the children's development and learning. Equal emphasis is given to outdoor learning.

Staff observe the children informally and make note of their interests and progress. These observations are fed into our weekly planning in order to ensure that the needs of the children are met. Much of the work the children do has no end product. At this stage, the process of participating in the activity is all important, in addition to learning new skills and developing skills already acquired, e.g. moulding and manipulating play dough to develop their fine motor skills essential for pencil control, playing with sand and water to learn about capacity.

Reception

Our work in Reception is to continue to develop and extend the skills and learning that has already begun in Nursery. As in Nursery the classroom both inside and outside is set up for the children to experience all areas of the curriculum. Resources are labelled and accessible to enable the children to become independent in their tasks. The children experience both adult led and child initiated activities which are planned to help them take the next steps in their learning and to consolidate what they have already learnt. Learning intentions are shared with the children at any given activity so that they know what skills and knowledge they are developing.

In the Summer Term the children begin to work in a more formal way with some lessons being those where the whole class work on one activity at the same time. This is in preparation for the children's transition to Year 1 but these sessions are balanced by sessions which also continue to allow the child to initiate their own learning. Year 1 teachers are also responsible for ensuring appropriate transition in the Autumn Term of Year 1.

Assessment in the Early Years Foundation Stage

Assessment in the Early Years Foundation Stage plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge (EYFS Framework, 2023).

Ongoing assessment is supported by meaningful observations of child initiated activities where the skills and learning of that particular child can be clearly observed practically or in a piece of recorded work. These observations are used to aid planning and can lead to whole class, small group or individual support being given to deepen the learning or develop the skills that a child has shown they can already do independently.

On entry to the school children are assessed by Class Teachers to ascertain prior knowledge which can then be built upon. The results are used to inform planning, set next steps and aid the early identification of special educational needs. This baseline level is recorded on Insight, our whole school online assessment system. Progress is then recorded from this baseline using Insight each half term so that pupil progress can be analysed across a specific time frame. Staff make regular, meaningful observations electronically using the online learning journal 'SeeSaw'. Parents are able to view their own child's learning journal and have the opportunity to share photos of learning and skills acquisition from the home environment.

Children will be assessed regularly by Teachers and Practitioners to ensure that the next steps in learning are appropriately planned in order to help children make progress across the year. Assessments are made up of day to day observations, and draw upon a practitioner's knowledge of the child and professional judgement. Assessments are purposeful and do not take away from quality interactions between practitioners and pupils. Each child's progress is looked at individually by the Class Teacher and the skills they are acquiring are assessed regularly in each half term. These skills support the children in achieving the intended Early Learning Goals outlined in the EYFS Statutory Framework (2023) by the end of the academic year in which they turn five. Progress in the EYFS is shared with parents via two progress summaries in the Autumn and Spring Terms, as well as a full academic report in the Summer Term.

The Department for Education's Development Matters document (2021) supports our own judgements and the assessment of pupils. At the end of the Reception year, an Early Years Foundation Stage Profile (EYFSP) is created to be shared with parents and Year 1 staff. The EYFSP measures children's progress against the 17 Early Learning Goals (ELGs), indicating where they are meeting expected levels of development ('expected') or not yet reaching expected levels ('emerging')

EYFS profile data is submitted to the local authority upon request.

The Prime Areas:

Personal, Social and Emotional Development

The Foundation Stage environments are organised in specific areas, i.e. creative area, to enable children to select activities independently and to work individually or co-operatively in pairs or small groups.

Most resources are easily accessible to children and they are encouraged to select what is appropriate for the task. Classroom rules are introduced to support children's management of the classroom environment and children are encouraged to share and take turns whilst using the resources accessible to them.

Discussions regularly take place in small and large groups on a variety of issues, helping the children to understand the importance of valuing diversity, turn taking and mutual respect.

Personal, Social and Emotional Development also looks at how the child is able to manage their own self-care. In both the Nursery and Reception environments, the children are encouraged to develop skills in caring for themselves. Children learn to manage their toileting needs and are taught about the need to wash their hands afterwards. Children are helped to develop skills in dressing and undressing themselves including putting on their coats and in getting ready for PE. Children are also taught the importance of oral hygiene in the Early Years Foundation Stage. Fresh water is available in both settings so that the children are able to access clean drinking water when they are thirsty. Healthy snacks are encouraged and opportunities are given for children to have a mid-morning snack. Full time Nursery and Reception children also have an afternoon snack.

Communication and Language

In both the Nursery and Reception classes, a strong emphasis is placed upon developing the children's early language skills. We have children from a wide spectrum of nationalities and English may not be their first language. For children whose home language is not English, the School ensures that there are opportunities for children to develop and use their home language in play and learning in addition to sufficient opportunities to learn a good standard in English language during their time in EYFS. Talking with the children as they take part in activities and modelling vocabulary is key in enabling children to grasp the language skills they need to access the wider curriculum.

Practitioners spend time modelling, demonstrating and encouraging skills of speaking and listening with the children. This is done through a combination of more formal activities such as circle time but also at times when the child is working at an activity independently or in a group.

Physical Development

This area focuses on children's fine and gross motor development including physical control, mobility, awareness of space and manipulative skills in indoor and outdoor learning environments.

In the Nursery the children have access to both fixed and portable equipment for climbing and balancing. They also have access to large wheeled toys to push, pull and steer, enabling them to increase their control and co-ordination and to develop an awareness of space and of others. Outdoor learning in the Foundation Stage also encourages the development of problem solving, negotiation, turn taking, sharing and estimating, and develops a child's sense of wonder and curiosity, alongside their physical development.

Balls, beanbags and bats are used to develop throwing and catching skills. These skills form part of their gross motor skills.

In Reception, the provision is extended to include work with the PE teacher for gymnastics as well as cooperative team games in the hall.

Play with malleable materials such as play dough and clay, as well as small construction toys, is used to help develop the children's fine motor skills needed in drawing, writing, and cutting.

The Specific Areas:

Literacy

Here, we focus on children developing competence in becoming readers and writers by ensuring that children have secure skills in word reading, comprehension and writing appropriate for their age. Again, a variety of activities and resources are deployed in this area, including that of role play, discussion and story times.

In the Nursery children take an active part in story sessions, either "reading" to others or responding to stories and are read to by an adult every day. The children in Nursery attend a weekly library session and take library books home once a week in Petals class Seedlings have a rhyme or story bag that is sent home to be shared with parents.

Other activities are also planned to enhance reading development. The use of puzzles, sequencing games, matching and sorting activities and computer programmes all help children to recognise differences and similarities which will help later in letter and word recognition. Much of the development of writing skills at this stage takes place during imaginative play. The staff will provide opportunities for meaningful mark making and writing, such as using shopping lists, message boards, letters etc, according to role play areas. In this way the children become aware of the purpose of writing. Writing skills are also developed by more specific activities within small group work and through activities presented with access to mark making tools leading to early writing skills giving children the confidence they need to be able to express themselves through marks and pictures.

In Reception children are given opportunities to learn songs and rhymes and listen to stories that help to enrich their vocabulary. Children retell stories through puppets and role-play, enhancing their understanding of story structure. There is a book corner where children can share books with friends or return to a well-loved story. Each child has the opportunity to read with a practitioner regularly each week once they begin to read books from our school reading scheme. As in Nursery, Reception pupils visit the library weekly and take library books home once a week to share with families.

Literacy is taught through both adult-led and child-initiated activities. These can include whole class teaching of phonics and then providing the children with opportunities to put their understanding into practise at an independent activity. Phonics is taught using the Little Wandle scheme and is further supported by cued articulation.

The children also experience the teacher modelling specific writing tasks so that they can learn how to put their phonic knowledge into practise. Mixes of adult led writing activities are balanced with opportunities for the children to write in a variety of genres in different situations. Resources such as, but not limited to, templates, writing exemplars, lined paper and plain paper are available on the writing table, as well as there being writing opportunities in other areas of the classroom, such as in the role play area. Giving children experiences of writing for a purpose is paramount and is the focus of both adult led and child led opportunities.

Mathematics

In the Nursery children will use a variety of equipment and games designed specifically to develop maths skills, concepts and language, e.g. sorting and matching, sequencing, number puzzles and rhymes. Children also learn aspects of Maths through other activities, such as developing 1:1 correspondence, sorting and matching etc. These activities could well take place in the role play area for example, with cutlery. Water and sand trays are important in the children's acquisition of concepts such as capacity, measuring, ordering and size.

In Reception Maths continues to be essentially practical, extending many of the concepts and skills already learned in the Nursery.

Activities are planned to extend children's mathematical thinking helping them to develop problem solving skills. Again the mix is of adult led and child initiated tasks where children have the opportunity to learn about maths in real life situations, such as a class role play shop where they can purchase items.

All the children experience recognising and ordering numbers. Counting and developing 1:1 correspondence is taught through direct teaching but also through games and play. Addition and subtraction are introduced through 'hands-on' activities and later move onto more formal methods of recording.

Understanding of the World

In the Nursery opportunities are given for the children to discuss events in their own lives and when possible, activities are planned to visit and explore the whole school environment and a school trip is arranged in the Summer Term, in addition to local walks. The children are able to explore features of living things, by growing seeds, collecting snails etc. Magnets, magnifiers and mirrors are freely available and specific activities are planned for their use, e.g. investigating insects in the magnifier, looking at reflections. A wide range of construction materials are used to develop problem solving, building and modelling skills; aspects of learning reinforced by the activities available in the technology workshop. Children also learn how to use the computers and have access to programmes designed to support language and Maths skills.

In Reception children learn about different cultures and nationalities through different topics. The focus is generally based on the various cultures in that given class. They learn to identify key aspects of that culture and have the opportunity to learn about festivals, customs and traditions.

Throughout the year the children have opportunities to share important events in their lives and are encouraged to keep a holiday diary during school breaks by posting on SeeSaw to then share with the class at the beginning of each new term.

The children are given the opportunity to explore the school environment, and in particular the natural spaces such as The Walker Garden, Serenity Vale and the Sanctuary (Forest School) wildlife garden. By doing this they begin to recognise the changes and see how the weather and the seasons alter the world around them.

Children have the chance to observe first-hand the life cycles of creatures such as frogs, butterflies, worms and ladybirds. It also helps them consider our roles in protecting our environment.

Resources in the classroom that the children can self-select also encourage enquiring minds; building marble runs, constructing with Knex or using the remote controlled cars all help the children develop the skills of testing, modifying, predicting and observing.

Technology is available through computers, the Interactive Whiteboard, iPads, listening centres, remote controlled cars and other resources. The children have both direct teaching in using these resources but also opportunities to explore them independently.

Expressive Arts and Design

This area focuses on safely using equipment and tools whilst encouraging the development of children's imagination and their ability to communicate and to express ideas and feelings in a creative way.

At SPS specific activities are planned to develop skills and explore colour, texture etc. All the work the children produce is their own and is greatly valued by the staff that praise and encourage them to show their work to others. Work is also displayed in classrooms and other communal areas.

Imaginative play is encouraged through role play, acting out stories, use of small world toys, developing their ideas and thinking creatively alongside others. Children are encouraged to take notes and learn from their mistakes in a safe and controlled environment.

Music is an important part of creative development. Children are able to listen to play instruments, songs and music and also come together in small and whole class groups with the specialist Music teacher to learn songs and rhymes.

RISK ASSESSMENTS

CLASSROOM ENVIRONMENTS

The classroom environments, including both indoor and outdoor provision, are risk assessed regularly by teaching staff using our classroom risk assessment template document. Hazards and risks are identified by staff in the EYFS and risks are removed or minimised wherever possible, and control measures put in place. Risk assessments are discussed, reviewed and signed by staff managing and overseeing the areas referred to.

The School's on-site facilities team provide regular maintenance and remedial works within the EYFS learning environments to ensure that areas are safe, tidy, well-kept and conducive to learning.

TRIPS AND OFFSITE VISITS

As part of an exciting and diverse educational programme for our pupils in EYFS, outings and trips may be arranged to enhance learning and curiosity about a specific topic or area of learning. It is paramount that pupils are kept safe whilst on outings and all trips are robustly risk assessed by staff prior to an offsite visit taking place.

Please see the School's Trips and Visits policy for further information.

VISITING SPEAKERS AND ONSITE VISITS

As with trips, onsite visits and workshops may be arranged on the school premises to engage pupils with a specific topic. When a visiting speaker has been organised to work with pupils in EYFS, we follow our Visiting Speaker Policy, which includes the risk assessment and background checks of the person leading the talk or workshops. This includes ensuring that external visitors are never left alone with pupils, without a member of staff present.

Please see the School’s Visiting Speaker policy for further information.

BEHAVIOUR

The EYFS at SPS follows the school’s Behaviour Policy (please see separate policy for full procedures, details and appendices) and does not use nor threaten corporal punishment.

AIMS

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. The School is a caring community, whose values are built on mutual trust and respect for all. Our whole school behaviour policy is therefore designed to support the way in which all members of the School can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. This policy is guided by the Department for Education document [‘Behaviour in Schools’ \(2022\)](#), and their ‘School Behaviour and Attendance Policy’ Paper (May 2015).

We expect every member of the school community, including pupils in EYFS as modelled and encouraged by staff, to behave in a considerate way towards others and follow the *Staines Prep Way*. *The Staines Prep Way* is centred around and underpinned by the following values:

- Respect others
- Be your best
- Forgive
- Share
- Be kind
- Be honest
- Listen



REWARDS AND SANCTIONS

The School treats all children fairly and applies our Rewards and Sanctions procedures in a consistent way. Our whole school behaviour policy aims to help children in the EYFS grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the School community.

PHYSICAL INTERVENTION

Where a pupil may be at risk of immediate danger or personal injury, physical intervention may be required to avert harm. Where necessary, reasonable force can be used to control or restrain pupils for their own safety. Physical contact with pupils may also be appropriate or necessary in other circumstances. Such circumstances for physical intervention and reasonable force are outlined, along with further information with regard to physical intervention, in the School’s Behaviour Policy within Appendix 3: Regulations regarding the use of force by staff members.

KEY PERSON

We want every child to feel safe and confident at Staines Preparatory School (SPS). We create a welcoming environment where children settle quickly, providing individual care to the child by working closely with parents/carers.

As outlined in the Early Years Foundation Stage (EYFS) framework: *‘Each child must be 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 parents.’* (EYFS, 2023).

A ‘Key Person’ may also be referred to as Early Years Practitioner (EYP). Key Person applies to Nursery; in Reception the class teacher is the EYP. This policy is mostly directed at Sunflowers Nursery.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
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Procedures

- Every child is assigned a Key Person who helps the child to become familiar with the setting and develops a relationship with the child.
- All staff are fully trained in the EYFS and in understanding of the role.
- The role of the Key Person is discussed with parents/carers at 'Getting to Know You' sessions and an information pack is sent to parents prior to their child starting in the Nursery.
- Each Key Person has a 'key group' of children but all staff observe and spend time with all children and not exclusively with their key group.
- Key Persons are responsible for collating observations and maintaining Learning Journeys on Seesaw for children in their key group.
- Parents/carers complete a 'Parents Information Form' which is shared with their Key Person and/or Nursery Teacher at the Getting to Know You session with information about the child's family, any concerns they may have about their child and any preferences, dislikes, allergies or special requirements their child may have.
- If a child is distressed in the morning, if necessary, the Key Person or Nursery Teacher will telephone the parent/carer to reassure them that the child has settled.
- All staff contribute towards meeting a child's needs – e.g. personal needs (toileting); providing comfort if they are upset; supporting them with their independence (through skills such as dressing, undressing); supporting their behaviour.
- A Key Person is the initial point of contact for the child's parents/carers. Parents/carers are encouraged to approach their child's Key Person at any time if they have any queries on day-to-day matters. If parents/carers have any concerns or worries about their child, these can be discussed with the Key Person and Nursery Class Teacher at regular parents' evenings throughout the year, or an appointment can be made at any time, if necessary.
- All staff share observations professionally in order to plan for children's next steps.
- Verbal handovers of any important day to day information between staff happen before there is a changeover of adult supervision for children who attend the before and/or after school provision.
- During the induction procedure for new staff, a new Key Person will 'buddy' another member of staff in order to familiarise themselves with procedures and routines.
- Key Persons are encouraged to discuss any problems or concerns about their role with the Nursery Class Teacher or EYFS Coordinator at any time.
- If parents/carers wish to change their child's Key Person, this can be discussed in more detail with the Nursery Class Teacher and EYFS Coordinator.
- All Key Persons are part of the School's Staff Supervision process which is in place alongside the School's Performance Management process. More details can be found in the Supervision Policy.

SETTLING IN PROCEDURE

Early Years Foundation Stage (EYFS) key themes and commitments:

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
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Transition into Sunflowers Nursery

Settling in Procedure

At Sunflowers Nursery we believe that parents/carers are a child's first and most enduring educator. Parents/carers are the people who know their child best and we will work with them to make the transition into Nursery as pleasant and seamless as possible.

We fully appreciate that each child is an individual and therefore their abilities to adjust to a new setting will differ. We obtain as much information as possible from the parent/carer regarding:

- the child's development,
- requirements for his/her care and education,
- anxieties / causes for concern that require further action to help the child settle in.

This information is recorded by the parent/carer on the 'Parent Information Form', and discussed with the child's Key Person or Class Teacher at the 'Getting to Know You' sessions, enabling us to choose appropriate favourite items and activities to ease settling in if necessary.

Children new to the school are visited (observation/information sharing) in their previous setting and/or the setting is contacted to obtain useful and relevant information about a child.

- The Nursery staff will work in partnership with parents/carers to settle the child into the Nursery environment.
- Before a child starts in Sunflowers, parents/carers are invited to a 'Meet the Teachers Evening' or a 'Welcome Meeting', and arrangements will be made for the child to visit Nursery for a 'Getting to Know You session' in the term before they start, so that they can familiarise him/herself with the Nursery and staff.
- During the initial sessions, if a child is finding it difficult to settle, parents/carers may be asked to collect the child early or if they wish and it is deemed appropriate – this can be arranged between the Nursery Class Teacher and parents/carers to cater for individual needs.
- No child will be taken on an outing from the Nursery until he/she is completely settled.
- We will always ensure that the child's and the family's needs are considered at all times.
- We do ask that once a parent/carer has said 'goodbye' they leave, as repeated 'goodbyes' can unsettle and upset the child.
- In the event that a child has difficulties settling we will discuss with parents/carers the best way to proceed.

Transition from N1-N2

Once children are settled into N1 (Seedlings), we encourage them to explore all areas of the Nursery in order to get them used to the environment and give them the opportunity to access resources used in N2 (Petals). This supports their later transition from N1 to N2.

Separation issues

Sometimes children become distressed during the actual handing over time (separation from parent/carer as they enter the Nursery). In order to reduce anxiety and upset we will:

- Ensure the child's Key Person is available to greet the child and accomplish the handover.
- Follow established routines during sessions using precise, simple language – 'after story lunch, after lunch home'.
- Reassure parents/carers who may have had to leave a distressed child with a phone call during the Nursery session.
- Maintain regular dialogue with parents/carers.
- Plan either informal/formal times to talk about progress with parents/carers.
- Ensure Nursery books are available for parents/carers to share/borrow.

If distress continues/accelerates we will:

- Meet and discuss with parents/carers.
- Share observations of the child.
- Consider changing hours so that the child has shorter time in Nursery or attends for more/less sessions whilst settling in.

Transition from Nursery to Reception

- The final topic in the Summer Term explores issues of change.
- New teachers spend planned time in the Foundation Stage over the Summer Term, where possible.
- New families are invited to a 'Getting to Know You' session which is used as an opportunity to introduce parents and pupils to the staff.
- Children new to the school are visited (observation/information sharing) in their previous setting and/or the setting is contacted to obtain useful and relevant information about a child.
- Move up morning for current Nursery children and an after school induction afternoon for all parents and children moving into Reception are arranged.
- A Meet the Teacher session for parents is arranged to see the child's new classroom and to get to know the Reception team.

- Parents receive an information booklet at the Meet the Teacher session which details lots of important information about daily routines and expectations.
- A 'My First Day' booklet is given to all children before they start in Reception to provide an opportunity to discuss school life and routines at home.
- Children attend half days for the first 3 days. This may be subject to change depending on the cohort of children starting in Reception.
- All Reception staff stay with the children for the first lunch that they eat at school whilst they are introduced to lunchtime supervision staff.
- In the Autumn Term, the provision closely reflects Summer Term practice in Nursery.
- Class rules are completed in the first week which help to establish a sense of belonging and establish new rules and routines when changing settings.

FOOD, DRINK AND CONSUMPTION

Staines Prep Early Years Foundation Stage (EYFS) regards snack and meal times as an important part of the day. Eating represents a social time for children and adults, and offers many learning opportunities, e.g. through preparation, eating and discussion.

At snack and meal times, we aim to promote nutritious, healthy and balanced food. We aim to meet the full requirements of the EYFS framework.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
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Procedures

- Before a child starts at Sunflowers or in Reception, we discuss and record any specific dietary requirements, preferences and food allergies that the child has, as well as any special health requirements with parents/carers.
- If necessary, the child's parents/carers will meet with the School Welfare Officer to prepare a care plan which staff will read and sign to confirm that they are aware of individual children's needs.
- Parents/carers sign the care plan or information form to confirm that the details are correct.
- Data collection forms are sent regularly to parents/carers by the School to ensure that our records are up-to-date. It is imperative that parents notify the school of any changes to allergies and dietary requirements as soon as possible.
- Current information about individual children's dietary needs is displayed in the staff room to ensure that all staff are fully informed. In cases of allergy, these include a photo of each child with any relevant information listed underneath. Photos are also displayed on the notice board in the main School staffroom and Welfare Office so that all School staff are aware.
- Staff show sensitivity in providing for children's diets and allergies and never make a child feel singled out because of her/his diet or allergy.
- We view meal and snack times as social occasions in which children and staff participate.
- We provide children with utensils which are appropriate for their ages and stages of development.
- Children may bring in treats for their friends on birthdays or special occasions. These are put in the children's trays to enjoy at home. These treats must not contain any traces of nuts and be allergen aware.
- In the Nursery, water dispensers are positioned in accessible areas and children are encouraged to help themselves at any time. In Reception children bring their own water bottles and have access to the School water fountain during playtimes.
- Meal and snack times help children to develop independence through making choices, serving food and drink and feeding themselves. The children are encouraged to wash their hands prior to meals and in the Nursery, to wash their faces afterwards, with adult supervision.
- We promote healthy eating at all times and children are encouraged to bring only fresh fruit or vegetables, or plain bread sticks or rice cakes for snack times.
- Parents/carers are advised to check with staff to ensure that any current allergy restrictions are observed before sending in any other foods for their child's snack.

- We introduce new foods, including foods from other cultures, through regular shared snack or learning times, as well as during lunches which are prepared and provided by our catering team.
- In Nursery, a choice of water or milk is provided for children at snack times. In Reception milk is provided for children for free until they turn 5. Thereafter, milk can be ordered by parents/carers contacting the School Office.

Food Safety

- The School is committed to the safety of pupils, including during meal and snack times, and all members of teaching staff within the EYFS department have completed Level 2 Food and Hygiene Training. This means that all staff working with pupils in EYFS have sufficient training to handle and prepare food and snacks safely within the setting.
- Adequate supervision whilst children are eating is paramount to pupil safety, and adults are always positioned within sight and hearing of pupils eating in EYFS during snack times and lunch times (midday supervisors).
- The School follows the Government's safety advice to reduce choking during food preparation which are outlined below:
 - remove any stones and pips from fruit before serving
 - cut small round foods, like grapes, strawberries and cherry tomatoes, lengthways and into quarters
 - cut large fruits like melon, and hard fruit or vegetables like raw apple and carrot into slices instead of small chunks
 - sausages should be avoided due to their high salt content, but if offered to children these should be cut into thin strips rather than chunks and remove the skins
 - remove bones from meat or fish
 - do not give whole nuts to children under five years old (we are a nut free school)
 - do not give whole seeds to children under five years old
 - cut cheese into strips rather than chunks
 - do not give popcorn as a snack
 - do not give children marshmallows or jelly cubes from a packet either to eat or as part of messy play activities as they can get stuck in the throat
 - do not give children hard sweets

Lunch Times

- We display the daily lunch menu for parents'/carers' information. The menu is also available on the School's website and circulated with the School's weekly News Bulletin. A daily vegetarian option is included and we have Meat Free Mondays for all pupils.
- In Nursery and Reception, children eat lunch in the School Hall where pupils are assisted by members of staff who serve the lunch and help the children with cutting, pouring etc. Age appropriate independence is encouraged.
- Some children find lunchtimes difficult – we will always discuss any concerns with parents/carers and organise trial lunches, if appropriate.

Welfare, Health and Medicines

- The School prides itself on promoting good health for pupils. Pupils are taught and encouraged to lead a healthy, balanced lifestyle and are taught about self-care; including good oral hygiene.
- School lunches and desserts are homemade daily. Menus meet nutritional standards, balanced meals are provided and contain none of the artificial food colourings that have been linked with hyperactivity
- Catering staff include a variety of foods from the four main food groups:
 - meat, fish and protein alternatives;
 - dairy foods;
 - grains, cereals and starch vegetables; and
 - fruit and vegetables.

We take care not to provide food containing nuts or nut products as we are a nut free school. Pupils will only be administered medication (both prescription and non-prescription) with the consent of a parent or carer. Parents must complete a Request to Administer Medication form and return this to welfare for any medication required to be taken in school. Medication will be stored safely away from the reach of children.

A written record of any accidents or medication consumed is kept in welfare and parents are notified as soon as is reasonably practical, any medication administered or of any injuries sustained in school. Please see the School's Welfare and First Aid policy for further information on administering medicines, and procedures for Major and Minor accidents and illnesses.

Daily Risk Assessments are conducted for both outdoor and indoor environments