Broomfield House School

EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

This Policy is publicly available on the School website and upon request a copy, (which can be made available in large print or other accessible format if required), may be obtained from the School Office.

"All children deserve the care and support they need to have the best start in life."
Statutory Framework for the EYFS 2026

Rationale

In our school we are committed to meeting the individual needs of all children. The welfare of the children is central to our provision of care, learning and play. With reference to EYFS Statutory framework 2026 a child is a young child up until 31st August after their fifth birthday. All children are respected and valued and we provide experiences to support their physical, social, emotional and intellectual development in a warm, caring and secure environment. Through carefully planned activities, play opportunities and interactions, staff promote children's self-esteem and support them in developing skills, knowledge and understanding as they explore their world. Children are encouraged and supported in making choices and decisions as active learners. Their progress is monitored regularly to ensure that individual needs are identified and provided for. Through learning and play we offer a mixture of active and quiet times throughout the day, and the children have opportunities to participate in both indoor and outdoor activities. We take every opportunity to further individual children's communication skills in speaking and listening. We encourage the children to look at books and seek opportunities to read stories to, and with, them. We develop early mathematical skills through everyday routines, as well as through planned experiences. We also provide activities which engage the children in problem solving and investigation and stimulate the children's imaginative and creative development through a range of activities, including: role play; painting; modeling and drawing; singing and dancing as well as listening to music and playing percussion. We encourage the children to make choices and decisions through child-initiated play. We also expect them, supported by adults, to take appropriate responsibility for the care and maintenance of resources.

Implementation of the policy in our school

The Headteacher of our school must ensure that: all members of staff who look after the children are suitable to do so. All adults have appropriate qualifications and experience to support the care and learning needs of the children. Adequate supervision is provided for students, other inexperienced staff, and volunteers. Parents and carers are kept fully informed about the provision of care and learning for their child/ren and are fully aware of the arrangements for delivering and collecting their children. A wide range of experiences and activities are provided so that children can learn through first hand experiences and play. There are established systems for planning children's experiences which reflect their individual needs. The progress of individual children is monitored and the information is shared with parents and carers via Famly (online system). Children of three and four, for whom funding is received, make progress towards the Early Learning Goals, as described in *The Statutory framework for the Early Years Foundation Stage 2026*

Ethos

We acknowledge the statement that "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" (EYFS 2026). We believe it is essential to create an environment of

emotional warmth, with consistent praise and encouragement, so that each child feels individually valued, motivated and confident to meet new challenges and reach our high expectations with a sense of achievement. We refer to Development Matters non-statutory guidance to design an effective early years curriculum, that builds on the strengths and meets the needs of our children. This approach encompasses-

- ✓ the child at the centre of practice
- ✓ the child's connections within family, communities, cultures and the natural world
- ✓ the need to consider the whole child: physical, social and emotional wellbeing, health, and learning
- ✓ the child's rights as members of society under the United Nations Convention on the Rights of the Child (UNCRC).
- ✓ the sector's responsibilities under the United Nations Sustainability Goals and UNESCO Education for Sustainable Development
- ✓ The statutory requirements of the SEND Code of Practice.

Procedure and Structure

Role of the Headteacher

The Headteacher has appointed a member of staff for the roles of:

- ✓ Head of Early Years

Role of the Head of Early Years Foundation Stage (and Early Years teaching staff as a support to this role and to stand in as necessary)

The Head of Early Years will:

- ✓ lead the development of the Foundation Stage;
- ✓ provide guidance and support to all staff;
- ✓ review and monitor by discussion with staff;
- ✓ annually report to the Headteacher on the success and development of the Foundation Phase.
- ✓ review and monitor the policies specific to EYFS;
- ✓ keep up to date with new developments and resources in regard to the Statutory Framework;
- ✓ focus efforts to continually review and promote the curriculum;

Role of Teaching and Support Staff

The teaching and support staff work:

- ✓ to work as part of a team in conjunction with the Head of EYFS;
- ✓ to promote confident and independent learners;
- ✓ to create a learning environment that reflects learning across all seven areas of the curriculum.

Organisation

- ✓ The Head of Early Years is responsible for the management of the Rising 3s, Pre-Kindergarten and Kindergarten classes.
- ✓ The area covers three indoor learning spaces and wrap-around outdoor area and is staffed by teachers and assistant teachers (Early Year Practitioners).

Curriculum

The Foundation Stage is based on four main principles namely:

1. A Unique Child
2. Positive Relationships
3. Enabling Environments with teacher and support from adults
4. Learning and Development

We believe that the Foundation Stage, which at Broomfield House covers the development of children between the ages of three and five years, is the foundation on which children build the rest of their lives. We greatly value the important role that the Foundation Stage plays in laying secure foundations for future

learning and development. Play underpins the delivery of our EYFS Curriculum. We use the non-statutory guidance Development Matters 2023 to inform development and planning for children in the Early Years.

Our pupils' learning experiences are carefully designed to foster the development of key competencies and skills across all areas of learning. The educational programmes are structured around seven core areas, which form the foundation of our curriculum planning throughout the Early Years Foundation Stage (EYFS). This approach ensures a solid and progressive base for future academic and personal development. We are committed to providing a safe, inclusive, and engaging learning environment that inspires curiosity and supports active exploration. Learning is promoted through both indoor and outdoor experiences, with planned activities that encourage children to investigate, question, and learn through hands-on engagement. Our continuous provision within the EYFS includes a variety of enriching experiences such as water play, tactile and sand activities, creative expression, the use of everyday information and communication technology (ICT), mathematical exploration, fine motor skill development, mark-making and early writing, as well as dedicated reading and role-play areas. These opportunities support holistic development and foster a love of learning.

The EYFS curriculum is organised into seven areas of learning, three prime areas and four specific areas:

Three Prime Areas

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

Four Specific Areas

- ✓ Literacy
- ✓ Mathematics
- ✓ Understanding the World
- ✓ Expressive Arts

We believe that learning is holistic and none of the mentioned areas of learning can be delivered in isolation from the others. All areas are delivered through a balance of child-initiated and adult-led activities. One experience may provide children with opportunities to develop a range of competencies, skills and concepts across several areas of learning. The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals below.

Communication and Language

Early Learning Goals (expected outcomes):

1. ELG: Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

2.ELG: Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

We ensure that our Early Years classrooms provide a language rich environment, where children are confident to use talk in their play and to express their thoughts, ideas, and feelings. Whilst we want pupils to experiment with language and to be “Wrong with confidence” we believe that it is important that they hear correct structures.

Practitioners model vocabulary and sentence structure conversationally. We introduce and explain new words that the children may come across through stories, books and play. The words please and thank you should be encouraged at all times. We ensure that even the youngest pupils will have the opportunity to speak to the whole school at some time in an assembly or school event and the EYFS practitioners also create a wealth of opportunity for pupils to talk to each other and to listen to each other, such as 'show and tell and circle time sessions. It is important to create opportunities for pupils to gradually develop their speech patterns beyond the egocentric. Drama activities provide an excellent medium, as does play.

Physical Development

Early learning goals (expected outcomes):

1.ELG: Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

2. ELG: Fine Motor Skills

-Hold a pencil effectively in preparation for fluent writing

– using the tripod grip in almost all cases;

- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Both our indoor and outdoor learning environments are thoughtfully designed to support the development of children's gross and fine motor skills through purposeful play. In addition to child-initiated activities, we offer adult-led sessions focused on fine motor development, where children are encouraged to use one-handed tools and equipment. These activities include mark making, threading, and scissor control, which lay the groundwork for more advanced skills such as pencil grip, writing, and accurate letter formation. Physical development is further enhanced through weekly Physical Education lessons led by our specialist teacher. These sessions focus on improving coordination, core strength, balance, and overall body control. Additionally, our Forest School sessions provide valuable opportunities for hands-on, outdoor learning experiences that reinforce physical development through practical, nature-based activities.

Personal, Social, and Emotional Development

Early Learning Goals (expected outcomes):

1. ELG: Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

2. ELG: Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

3. ELG: Building Relationships

- Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

We aim to create calm and stimulating learning environments, where all children feel positive, and valued. PSED is ongoing throughout the day and children are praised for valuing others and taking care of their environment. Practitioners approach and speak to children on their level, in a calm and friendly tone. We build

strong relationships with children and their families to ensure children are making progress in their development in a comfortable and nurturing environment. Specific teacher led circle time sessions using the Jigsaw PSHEE programme are held weekly to explore a range of topics that support children to understand their feelings and emotions and those of their peers. They practice articulating their thoughts and ideas and learn techniques to help to self-regulate and manage their feelings and behaviour. Through Circle Time activities children can develop social skills, acquire interpersonal relationship skills, increase awareness of their feelings and become more responsible for their behaviour. It is a time to foster a caring group feeling where each member is valued and valuable, where each child gets a chance to speak and more importantly, a chance to be listened to. We also focus on the children's health and self-care creating opportunities to develop independence in their own hygiene, toileting and feeding themselves through resources and tools in school. Children learn about the key elements of a healthy lifestyle through topics, trips, visitors and play. This includes oral health, healthy eating, the importance of sleep and exercise and how to be a safe pedestrian.

Literacy

Early Learning Goals (expected outcomes):

1.ELG: Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

2.ELG: Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

3 ELG: Writing

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Literacy strongly links with communication and language. We create opportunities for children to listen to different texts and have opportunities to look at different stories, books and poems throughout the day. We ensure children 'bump into books' throughout the learning environments, such as reading corners, small world play and topic tables and role play. Children enjoy weekly visits to the school library and regularly 'song and rhyme time' circle time sessions. Using key texts, children learn to understand story language, predict, anticipate key events, join in with repeated refrains and retell familiar stories. In Pre-Kindergarten phonics learning begins by exploring rhyming, alliteration, environmental sounds and oral blending and segmenting through fun games and activities. As children progress into the spring term before Kindergarten, we teach phonics using the Read Write Inc guidance for nursery. In Kindergarten Children follow the Read Write Inc systematic synthetic phonics programme. They have differentiated group sessions to match academic needs and to meet full developmental potential. Children engage in group reading sessions using the Read Write Inc books, as well as 1-1 reading with a teacher. During Phonics and Literacy lessons, children learn to identify letters by sound, practise letter formation, how to blend and segment sounds to read and write simple words and sentences. Children are given opportunities around the classroom to apply their phonic knowledge and write for a purpose e.g. in the role play area writing shopping lists.

Mathematics

Early learning goals (expected outcomes):

1.ELG: Number

- Have a deep understanding of number to 10, including the composition of each number;

- Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

We focus on mathematics being very practical and hand on using physical materials. When looking at numbers we are focused on children developing a deep understanding of numbers to ten; comparing, counting, cardinality and composition of numerals and the patterns numbers make. We focus on developing and using mathematical language regarding numbers as well as shape, time, size and different types of measurements in a fun and engaging way. We ensure classroom activities/play give children the opportunity to demonstrate their mathematical understanding and extend their learning into practical problem solving situations.

Understanding the World

Early learning goals (expected outcomes):

1.ELG: Past and Present

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

2. ELG: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

3.ELG: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

We develop children's understanding of the world around them through their own interests and/or observations. Termly topics and trips to the local area or different places to expand their knowledge and experiences. We give children opportunities to talk about past and present events in their own lives and in the lives of family members. Learning about how other children don't always enjoy the same things and are sensitive to this. Using language to develop knowledge about similarities and differences between themselves and others, and among families, communities and traditions. We create opportunities both in the inside and outside classrooms to learn about similarities and differences in relation to places, objects, materials, and living things. We encourage children to talk about the features of their own immediate environment and how environments might vary from one another. Children attend regular forest school sessions both at school and at Syon Park to connect with nature and engage in bush craft activities. They make observations of animals and plants and explain why some things occur and talk about changes. We learn about how a different range of technology is used in places such as homes and schools.

Expressive Arts

Early Learning Goals (expected outcomes):

1.ELG: Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

2. ELG: Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;

Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music

In EYFS the children have rich opportunities to express themselves exploring and using different materials, retelling stories with props, in the role play area or in the outdoor classroom, using different musical instruments or items to make sounds, learning and sing new songs. We also have specialist teachers who teach art, music, drama, dance, PE and in Kindergarten, Spanish. We observe children during these sessions developing our understanding of how they access and learn new skills in different sessions. Our learning environments are equipped to allow children ample opportunities to express themselves using paint, drawing, collage, and construction.

Children Joining the Setting from the Term of Their Third Birthday (Rising 3s)

From the term of their third birthday, children may begin attending the setting and will be fully included in our curriculum, which is designed in line with the Early Years Foundation Stage (EYFS) statutory framework. These younger children will join the Pre-Kindergarten group and will be supported by a named Key Person, who will tailor the curriculum to meet each child's individual developmental stage, interests, and needs.

While the curriculum structure and themes will remain consistent across the group, the Key Person will make age-appropriate adaptations to ensure that all learning experiences are accessible and meaningful. This aligns with the EYFS principles of inclusion, a unique child, and enabling environments, ensuring that every child is supported to make progress through the seven areas of learning and development at their own pace.

The curriculum will remain play-based, responsive, and focused on the Prime Areas of Learning for our youngest children- Communication and Language, Physical Development, and Personal, Social and Emotional Development, as the foundation for future learning in the Specific Areas.

Ongoing observation, assessment, and planning will ensure that younger children are effectively supported, and their learning journey is documented through the EYFS framework.

Assessment and the EYFS profile

We adhere to the Childcare Act Section 39(1)(a) 2006 which stipulates that Early Years providers must ensure that their provision meets the learning and development requirements as specified in the EYFS (Learning and Development Requirements). The school remains abreast of all incoming updates in legislation.

Assessment in the Early Years Foundation Stage is on-going and is an integral part of the learning and development process. At Broomfield House, when forming a judgement about whether an individual child is at the expected level of development, we draw on teacher's knowledge of the child and their expert professional judgement. This is sufficient evidence to assess a child's individual level of development in relation to each of the ELGs. Although, sources of written or photographic evidence are not required, at Broomfield House we use online journal platform- Famly, to support teachers and practitioners in ensuring children are on-track with their learning and development in relation to their age-related expectations. This is on-going throughout the year using Development Matters (2023) and other non-statutory guidance to monitor children's progress and best plan for

the future learning and development of the children in our care. We use a range of methods to assess. We capture spontaneous WOW moments in a child's development using informal methods such as photos, videos and work samples. We also complete more formal assessments for Read Write Inc 1:1 with each child to ensure the teaching of phonics is meeting children's individual needs. Our assessments are always based on our knowledge of the children in our care. Observations, targets and learning are shared with parents, who can add comments, and share experiences from home too.

At the start of the Pre-Kindergarten and Kindergarten years, all children complete a baseline assessment using the online tool, which generates data on answers children give to questions. This is then used to help with targets and activities in planning. We assess each child at the end of the Kindergarten Year against the 17 Early Learning Goals (ELGs) following guidance set out in the Early Years Foundation Stage Profile Handbook. The information in the EYFS profile is passed on to the Year One team at the end of the year to support a smooth transition. It is also shared with the parents/carers throughout the year at our formal parent's evenings in the Autumn and Spring term, and also in our termly reports, which identify targets that we will be focussing on with each child over the following term.

At Broomfield House we are mindful of the fact that the EYFS profile should not be completed solely with the knowledge of a single practitioner. As such we take into account a range of viewpoints when making our final judgements for the EYFS profile in order to build a more holistic view of each child's skills and achievements. This will include information from other adults who are in contact with the children: teaching assistants, specialist teachers, other professionals (e.g. speech therapists), parents and the child's own view. All assessment at Broomfield House is completed with a view to informing our future planning so that we may best meet the individual needs of each child in our care.

Children may join our Rising 3s provision from the beginning of the term in which they turn three years old. In alignment with statutory requirements and best practice, the setting will ensure that the Progress Check at Age Two has been completed by the child's previous Early Years provider, where applicable. This information will be used to inform planning and support the child's next steps in learning and development. In instances where a child has not previously attended an Early Years setting and joins prior to their third birthday, the setting will take responsibility for completing the statutory progress check before the child reaches the age of three. This process will be carried out in accordance with the Department for Education's non-statutory guidance: Progress check at age two; non-statutory guidance for the early years foundation stage (DfE, 2022), ensuring that the child's development is monitored effectively and any areas requiring additional support are identified in a timely manner.

Early Years Health Policy

We are committed to maintaining high standards of hygiene. The continued good health and wellbeing of the children is of primary importance to us. We will follow our health policy exactly at all times. We encourage children to use the toilet correctly. We ensure that children's privacy during changing and toileting is considered and balanced with safeguarding considerations. We encourage children to wash their hands regularly, especially before handling food, after using the toilet, handling animals, plants and insects or playing in messy or dirty areas, particularly after being outside. We encourage children to blow their noses into tissues and dispose of these correctly. We teach children to respect the cultural differences that influence people's different attitudes to hygiene. We wipe surfaces and tables between activities when needed. Children always have access to fresh drinking water.

Handling food

Kitchen staff who are involved in the preparation and handling of food appropriate training to comply with local environmental health department guidance and regulations. We monitor and assess food preparation and handling procedures. We keep food preparation areas clean and hygienic. We do not allow children or teaching staff to enter the kitchen.

Members of the early years team hold relevant food handling qualifications.

Safer Eating Practices

- Before any child joins Broomfield we obtain information about any special dietary requirements, preferences, food allergies and intolerances that the child has, and any special health requirements. This information is shared with all staff involved in the preparing and handling of food.
- At each mealtime and snack time the Kitchen team is responsible for checking that the food being provided meets all the requirements for each child.
- Where appropriate we will have ongoing discussions with parents and/or carers and, where appropriate, health professionals to develop allergy action plans for managing any known allergies and intolerances. This information must be kept up to date and shared with all staff.
- Children are seated safely and appropriately while eating and there is always a member of staff in the room with a valid full paediatric first aid certificate. Children are always within sight and hearing of a member of staff whilst eating.
- We prepare food following best practice guidance on food safety for young children: Food safety - Help for early years providers.

Smoking

We have a no-smoking policy. We display notices and posters around the setting to inform staff and visitors of this policy.

First Aid

All members of staff in the Early Years Department hold current Pediatric First Aid Training.

Implementation of the policy. The Headteacher and appropriate staff must:

- ✓ Update and implement the latest Environmental Health Department and Health Authority requirements and recommendations relating to the premises, staff and children.
- ✓ Establish a cleaning routine for all areas within the premises.
- ✓ Ensure that the premises are clean and tidy before the children arrive.
- ✓ Ensure that the routine cleaning of the premises does not take place while children are engaged in their activities.
- ✓ Ensure the cleaning of equipment both large and small, furniture, toys, etc.
- ✓ Provide protective clothing, such as plastic or disposable gloves and aprons.
- ✓ Provide hygienic, but safe, cleaning materials for emergencies (spillages/accidents/water/vomit)
- ✓ Wash dressing up clothes regularly
- ✓ Provide an adequate selection of clothing to change children who have had accidents of any description
- ✓ Provide tissues for sole use
- ✓ Provide an area where bins have lids and rubbish can be stored safely and hygienically.
- ✓ Actively promote good health and hygiene practice through notices, posters, signs and leaflets.
- ✓ Invite visiting speakers, nurses and dentists to talk to children and carers about healthy lifestyles

Early Years Equipment Policy

Implementation of the policy in our setting: The Headteacher must ensure that:

New members of staff, including students and volunteers are made aware of all policies including the Early Years Equipment Policy.

Organisation of Resources

We make resources accessible to children, wherever possible, so that they can choose their activities independently. We ensure the safe use and storage of resources by the children, but we also support their independence and problem-solving abilities.

Learning Resources

All our resources meet the appropriate safety standards and regulations, are appropriate for the children's age and stage of development and are clean and well maintained. We also ensure that toys are clearly labelled and stored in a safe and tidy way. Resources are made accessible to the children so that they are able to make free choices and work or play independently. We choose resources, such as books and materials, which promote positive images of all races, cultures, social backgrounds and abilities. We discourage any resources or types of play that promote gender stereotypes and offer resources that provide sensory experiences to help language development. We supply resources that offer emotional comfort and support to less confident children. We provide enough resources to give children a varied and stimulating range of resources, promoting imagination, fun and flexibility, and encouraging open-ended activities.

Furniture

We provide enough furniture to create a comfortable and relaxed environment for all the children. All new furniture that we purchase takes into account the age, size, height, physical ability and disability of all the children. Furniture is kept clean and well maintained and meets all the safety standards. All furniture that is not in use is stored safely, not stacked in any way that puts children or staff at risk. Furniture never creates an obstruction to emergency exits.

Other resources

Tools and equipment such as scissors, staplers, hammers or nails are stored safely children are taught how to handle them correctly and safely. Children are encouraged to collect and save clean and safe recycled household and natural materials to use again.

Planning and record-keeping

Planning documentation includes: The medium-term plans outlining each topic/theme (these are flexible based on the children's needs and interests). This ensures breadth and balance of the curriculum, as well as a variety of planned and free choice activities, detailed weekly/fortnight plans for activities, weekly timetables.

Early Years Organisation Policy

We are committed to organising the staff, resources and environment to ensure that we provide high quality care that meets the needs of the children. Our main concern is for the safety of the children. We therefore ensure that there are always sufficient staff to maintain the minimum.

Implementation of the policy at our school. The Headteacher and staff must ensure that:

- ✓ The required adult: child ratios are met.
- ✓ The health, safety and security requirements relating to this policy are met.
- ✓ All staff, volunteers and students are involved in the implementation of the policy.
- ✓ Staff are given opportunities to receive regular training, so that they can develop their organisational skills in providing care that meets the needs of the children. Job descriptions set out the roles and responsibilities of staff. Staff, students and volunteers are informed about the organisational routines as part of the induction process. Training meets the national standards of skills and qualifications and is provided by the Early Years Partnership.
- ✓ The procedure is established that should be followed if a child goes missing or is not collected.
- ✓ An efficient and effective registration system is set up for children, staff and visitors.
- ✓ A key person system (Head of Early Years and Deputy) is provided to ensure consistency of care for individual children.
- ✓ All records are kept securely, and items of confidentiality are respected.
- ✓ The resources and space are used effectively to meet the needs of children.

We comply with statutory requirements in adult: child ratios

- ✓ Students and volunteers who attend on a short-term or unplanned basis are not included in the adult: child ratio.
- ✓ When staff need to help a child go to the toilet the other children are not left unsupervised.

- ✓ When staff take breaks the ratios are maintained according to an agreed rota.
- ✓ A rota detailing routine duties is organised.

Outings

- ✓ If children are taken off the premises for an outing or walk in the locality the appropriate ratios will be maintained and a mobile phone will be taken by the member of staff in charge.
- ✓ A suitably qualified member of staff will take charge of the outing.
- ✓ Details of the journey and visit, and a list of all children and adults leaving the premises, will be left at the office.
- ✓ Appropriate risk assessment will be undertaken and shared with all staff attending the outing.

Key persons and groups of children

- ✓ Each child is allocated a key person to ensure the continuity of his or her care. This will be the class teacher with the support of all early years staff who have focus children to support children's learning and development.
- ✓ The key person and other practitioners are involved in any planning for the individual child's needs, and records information on the child's progress using Famly where appropriate.
- ✓ Information collected is shared with the child's parents or carers, and other staff, to ensure continuity, consistency and progression for the child.
- ✓ When children are grouped for planned activities, the size of group will be determined by the activity and the needs of the children.

Organisation of space and resources

- ✓ The environment is kept clean and safe, and resources are checked regularly for wear, tear and safety.
- ✓ The toilet facilities are kept clean and hygienic and regular checks are made throughout the day.
- ✓ During the course of the day children move around the different areas. We make every effort to keep the flow of children safe and supervised.
- ✓ The daily routine of the setting is organised in a way that provides security, consistency and continuity for the children.
- ✓ Sleeping children rest in the Early Years space, they are always within sight and hearing and are frequently checked to ensure that they are safe.

Registration

- ✓ Records on individual children's details and specific needs.
- ✓ Two or more emergency contact names and telephone numbers are kept for each child.
- ✓ Details of the person who collects each child and an additional contact name and address for emergency purposes (if a child is not collected)
- ✓ A Register is kept of children's attendance. Registers will be held in the school office.
- ✓ Visitors will be required to sign in and out of the building.
- ✓ Registers are always taken before an outing and emergency contact details are taken on the outing.
- ✓ Names, addresses, telephone numbers and emergency contact numbers for all employees, students and voluntary helpers who are working on the premises. These details are confidential and will be kept in the school office.

Role of Parents

We ask all parents to:

- ✓ work in partnership with the school;
- ✓ attend the induction process talks;
- ✓ attend report evenings;
- ✓ attend any workshops held by staff to support parents at home
- ✓ work with their children at home on relevant learning activities initiated by the school.

- ✓ Provide input relating to their child's learning and development to provide the school with a more rounded view of each child's skills and achievements.

Behaviour

At Broomfield House EYFS we recognise that behaviour management techniques must be adapted to take into account the development of young children in the foundation stage. Our behaviour management strategies in the EYFS are based upon the whole school behaviour policy, but with adaptations to account for the children's young age. In the EYFS our behaviour management strategies are positive. It is expected that all staff members who work at Broomfield House EYFS will use and promote positive language with children. Our behaviour management strategies at Broomfield House EYFS are based on the following key principles:

1. We model expected behaviour
2. We use eye contact with children
3. We use our body language as well as our words
4. We use specific praise to reward positive behaviour
5. We phrase our requests in a positive manner
6. We promote independence and responsibility
7. We use our knowledge of each child as an individual
8. We do not make assumptions about young children's understanding
9. We empower children to choose the right course of action.

To help children reflect on the quality of their behaviour each day we use a ladder system based on the weather with a sun, sun and cloud, cloud and raining cloud which is displayed in both class and evolves for each child every day. To give children time and an opportunity to think about their behaviour and how to take responsibility for their actions. Once on raining cloud if needed children will have some quiet time with a staff member in the shared reading area to take time to calm themselves and reflect.

Children need to learn how to cope with strong feelings and what is, or is not, acceptable behaviour. We support children in managing their feelings and coping with difficult situations. We encourage and praise children for behaving appropriately. We always treat children with respect and show appropriate ways to behave with others. We acknowledge that children have strong feelings that they may not know how to express. We help them to talk about what these feelings are and how to deal with any situations that arise. We support the children in resolving conflict by talking through the effects of their behaviour on others and helping them to work out appropriate behaviour.

EAL

In the EYFS we plan opportunities for children to develop their English, and we provide support to help them take part in activities. The EYFS helps children learning English as an additional language by:

- ✓ building on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another;
- ✓ providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;
- ✓ ensuring that our teaching and learning environments are supplemented with visual aids and timetables;
- ✓ providing a variety of writing in the children's home language as well as in English, if requested;
- ✓ providing opportunities for children to hear their home languages as well as English, if requested;
- ✓ If necessary, we also ask parents to furnish us with and continually update us with a list of key words and phrases that they and their children use in their native language so that if the child communicates with us in their native tongue at school we can support and reinforce this communication.

For further information, please see Broomfield House EAL Policy.

SEND and Inclusion

At Broomfield House EYFS we believe that all our children matter. We give our children every opportunity to achieve their potential by taking account of our children's range of life experiences when planning for their learning. In the EYFS we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of the foundation stage. Some children progress beyond this point to exceeding in certain areas of the curriculum. For these children we differentiate within the classroom in order to challenge them, where necessary planning more advanced activities which build upon and advance the work that the rest of the class is completing.

At Broomfield House we are aware that some children may not progress at the expected rate as outlined in the document 'Development Matters' (2023). We identify those children who do not meet these developmental milestones through a range of methods, including:

- ✓ Information from parents
- ✓ Information/records from Playgroups/Nurseries/Pre-Schools
- ✓ Information from outside agencies
- ✓ On-going teacher observations
- ✓ Foundation Stage Profile
- ✓ Termly school reports

Those children who may need additional help are largely supported in the EYFS through in-class strategies which are implemented by the class teacher. These may include:

- ✓ Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- ✓ Using a wide range of teaching strategies based on children's learning needs;
- ✓ Providing extra time/ 1:1 activities with the class teacher or teaching assistant which focus on key areas for development.
- ✓ Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- ✓ Providing a safe and supportive learning environment in which the contribution of all children is valued;
- ✓ Using resources and activities which meet as many of the seven areas of learning as possible: this allows children with different learning styles to engage to their fullest potential;
- ✓ Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- ✓ Monitoring children's progress and taking action to provide support as necessary. This involves speech therapy for some of our children.

For further information please see Broomfield House SEND policy.

Safeguarding

Broomfield House EYFS Department ensures that the safeguarding policy which applies to the rest of the school also applies to the EYFS.

If a member of staff suspects abuse e.g. through physical injury etc. they must:

1. Record their concerns
2. Report it to DSL immediately, and at least within 24 hours
3. If there is a requirement for immediate medical intervention, assistance should be called for
4. Make an accurate written record on CPOMS (which may be used in any subsequent court proceedings), within 24 hours of the disclosure, of all that has happened, including details of:
   - ✓ what they have observed and when
   - ✓ injuries
   - ✓ times when any observations / discussions took place
   - ✓ explanations given by the child / adult
   - ✓ what action was taken.

Following a report of concerns from a member of staff, the DSL must:

Decide whether or not there are sufficient grounds for suspecting significant harm

- ✓ If there are grounds for concerns they must contact the Safeguarding Children Team using the details in the school's safeguarding policy.
- ✓ inform ISI of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations.
- ✓ Inform ISI as soon as is reasonably practicable, but at the least within 14 days.

Designated Safeguarding Lead (DSL) and Prevent Officer for the whole school inclusive of the Early Years Foundation Stage and also Designated Teacher for 'Looked After Children':

Miss Sara Sangtabi (Head of Early Years) ssangtabi@broomfieldhouse.com
Direct Line: 020 8940 3884 Mobile: 07984965536 (twenty-four hours)

Deputy Designated Safeguarding Lead (DDSL) and Deputy Prevent Officer for Safeguarding:

Mrs Florence Wrigley-Smith (Headteacher) fwrigleysmith@broomfieldhouse.com
Direct Line: 020 8940 3884 Mobile: 07949628972 (twenty-four hours)

Additional Deputy Designated Safeguarding Lead

Mrs Melissa Zammit (Head of KS2) MZammit@broomfieldhouse.com
Direct Line: 020 8940 3884 Mobile: 07815043326 (twenty-four hours)

DUKES Safeguarding officer for schools

Mrs Rachael Friend (Head of Safeguarding (Schools) and governor with responsibility for safeguarding
Rachael.friend@dukeseducation.com
Direct Line: 020 3696 5300 Mobile 07552 268782

CEO

Mr Tim fish (CEO) tim.fish@dukeseducation.com
Direct Line: 020 3696 5300

For further information, please see Broomfield House Safeguarding Policy.

Use of mobile phones, cameras, electronic devices: Staff should not use personal mobile telephones in the presence of pupils and they must never be used for taking or storing images or recordings of pupils. Any images or recordings should only be taken or edited using school equipment and stored on the school's network and media storage system. Photographs or recordings should only be made where there is a legitimate school purpose. A pupil's privacy and dignity must be preserved at all times. Images or recordings should not be transmitted to third parties without permission of the Headteacher or parents of the pupil involved. The School's' ICT Acceptable Use Policy sets out the expectations for pupils and parents on the use of mobile phones and cameras whilst at the school. Staff should only use electronic devices capable of capturing images of pupils provided by the school. This is in line with the whole school policy on the use of mobile phones and cameras. The LADO is to be informed if there is any contravention of the school policy regarding the use of personal mobile phones, cameras or other electronic and communication devices by adults working or volunteering at the school. EYFS mobile phones are to be stored in staff bags or in desk drawers during the school day. Parents and visitors are asked to have their mobile phones on silent or turned off while in the school.

When using their own devices, such as mobile phones, tablets and smart watches, staff and pupils are expected to connect to the school WIFI and turn off their 3G, 4G or 5G. The school has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online. Further detail of the school's approach to online safety can be found in the school's E-Safety Policy and the ICT Acceptable Use Policy.

Last reviewed: September 2026
Next review: September 2027