



BROMSGROVE SCHOOL

EARLY YEARS FOUNDATION STAGE POLICY

Author:	Head of Early Years
Reviewed:	March 2026
Next Review Due:	August 2026
Scope:	Pre-Preparatory School: EYFS

EARLY YEARS FOUNDATION STAGE POLICY

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INTRODUCTION

This is an overarching Early Years Foundation Stage (EYFS) Policy in accordance with the [Early Years Foundation Stage Statutory Framework](#), giving a holistic view of the School's Early Years Foundation Stage provision.

The Statutory Framework for Early Years (July 2025) states "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."

At Bromsgrove Pre-Preparatory School and Nursery, our EYFS provision offers a warm, inclusive, and stimulating environment where children aged 2 to 5 years can thrive. We are committed to providing high-quality early education that meets the individual needs of each child and lays a secure foundation for future learning.

The following four guiding principles shape our practice.

- Every child is a **unique** child, who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from the strong partnership between their parents and/or carers and our School.
- Importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND).

In line with EYFS principles, at Bromsgrove Pre-Preparatory we:

- provide quality and consistency across Nursery and Reception classes
- have a 'key person' approach which develops close relationships with individual children and their families
- provide a secure and safe learning environment, indoors and out
- provide a balanced curriculum
- plan challenging and enjoyable learning experiences, based on the individual child, informed by observation, assessment, and the child's interests
- provide opportunities for children to engage in activities that are both adult-initiated and child-initiated
- work in partnership with parents and engage effectively with the wider community
- provide equality of opportunity and anti-discriminatory practice, ensuring that every pupil is included and supported.

School Policies

This EYFS Policy should be read in conjunction with other School policies (available to parents on the policies page of the [School website](#) or on request, and to staff on the School's policy management system NETconsent) including these documents:

- Safeguarding Children Policy (including Child Protection)
- Attendance Policy
- Supervision and Missing Child Policy (Pre-Preparatory School)
- Pupil Conduct and Behaviour Policy
- Pupil Code of Conduct (i.e. School Rules, Pre-Preparatory School)
- Curriculum Policy
- SEND Policy

- Equal Opportunities Policy
- Administration of Medicines Policy
- Medical Health Care Policy (Pre-Preparatory School)
- First Aid Policy
- Intimate Care Policy (Pre-Preparatory School)
- Health and Safety Policy.

CURRICULUM AND LEARNING

Using the important and inter-connected prime and specific areas of learning from the Statutory Framework for Early Years we plan an exciting and challenging curriculum based on our observation of the children's needs, interests and stages of development.

In planning and guiding pupil activities, we reflect on the different ways that pupils learn and ensure we are enabling them to explore, create and think critically and be active. Schemes of work are based on a series of themes and celebrations, offering experiences across the prime and specific areas of learning, using both the inside and outside learning areas. We follow the pupils' interests, and this is reflected in our short-term planning. We continually draw on our links with the community to enrich their experiences by taking Reception children on visits and inviting engaging speakers and workshop providers into School.

The prime areas are crucial in igniting the pupils' curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive. The four specific areas enable the prime areas to be strengthened and applied.

Prime Areas

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

Specific Areas

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

These areas are delivered through a mix of child-initiated play, adult-led sessions, and enabling environments. Pupils have class and small group teaching, the former increasing as the pupils move through their Reception year, thus preparing them for the more formal environment of Year 1.

Characteristics of Effective Learning

We actively nurture:

- playing and exploring
- active learning
- creating and thinking critically.

Children are supported to learn in ways that suit their individual learning style and stage of development.

Specialist Provision

Children benefit from weekly sessions in:

- French
- Music
- PE and Swimming
- Forest School

Children also engage in performances, outdoor learning, and enrichment experiences to support a broad and balanced education.

LEARNING SUPPORT AND INCLUSION

We value all of our pupils as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We believe all our pupils matter and we give each and every one of them the opportunity to achieve their best.

We continually monitor pupils' progress and strongly believe that early identification of individuals requiring additional needs is crucial in enabling us to give the pupil the support that they need. We provide support for those needing extra time to consolidate learning and work closely with parents and outside agencies.

We are committed to inclusive education and ensure that children with SEND or additional needs are fully supported. If concerns arise regarding a child's progress:

- class teachers will meet with parents to discuss support strategies
- support may include in-class strategies, group work, or 1:1 intervention.
- the Pre-Prep SENDCO, Head of EYFS and relevant professionals (e.g. speech and language therapists) will be consulted if needed.

All children are given equal access to the curriculum. Reasonable adjustments are made where necessary, and transitions are planned sensitively.

See the SEND Policy on the School website for more information.

We plan challenging activities for pupils demonstrating greater depth of ability and understanding.

We use resources that reflect diversity and are free from discrimination and stereotyping. We actively celebrate and share the cultural backgrounds, festivals, and traditions of all children in each cohort, including those who have English as an additional language, to promote inclusion, respect, and a sense of belonging.

EQUAL OPPORTUNITIES

We welcome children from a diverse range of cultural, ethnic, and linguistic backgrounds. We pride ourselves on being an inclusive and supportive community, where there is complete equality of opportunity and everyone is valued for being themselves.

Children are taught to respect and celebrate difference and to treat others with kindness, fairness, and empathy. We strive to create a learning environment where each child, regardless of background or ability, has access to the same high-quality education and opportunities.

THE LEARNING ENVIRONMENT

Nursery and Reception classrooms are carefully organised to enable pupils to explore and learn both independently and collaboratively in a safe and secure environment. Learning spaces are thoughtfully arranged to support all prime and specific areas of learning, ensuring children can move freely, access resources independently, and engage in purposeful play and learning experiences.

Indoor Space Requirements

Our setting adheres to statutory indoor space requirements when determining the number of children that we can safely and appropriately accommodate. Capacity is based solely on indoor space and is not increased due to the availability of outdoor areas, regardless of weather or access. All staff understand that outdoor provision cannot replace statutory indoor space requirements, and this is reinforced through capacity planning, induction and training.

Premises

The indoor spaces used within the Early Years Foundation Stage (EYFS) meet the requirements of the EYFS Statutory Framework. This includes a minimum of 2.3 m² per child for children aged 3–5 years and 2.5 m² per child for children aged 2 years. These requirements are carefully monitored and maintained to ensure a safe, compliant, and high-quality learning environment.

Outdoor Play

We recognise the importance of daily access to outdoor learning. In line with EYFS statutory guidance, all children are provided with opportunities to engage in outdoor play each day, unless circumstances make this unsafe (for example, during extreme weather conditions). Our outdoor spaces are well resourced to encourage exploration, appropriate risk-taking, and physical development across all age groups. Forest School sessions further enhance outdoor learning by offering rich opportunities for nature-based experiences, resilience-building, teamwork, and self-confidence.

BEHAVIOUR MANAGEMENT

The Head of EYFS, Deputy Head (Pastoral), Headmaster and SENDCO (if required) are the named people responsible for behaviour management issues regarding Early Years. The School has a Pupil Conduct and Behaviour Policy, a Positive Behaviour Procedure, an Anti-Bullying Policy and a Physical Intervention Policy, all of which pertain to the Early Years Foundation Stage.

We foster a respectful and kind environment through the Pre-Prep Code of Conduct, known as the Pre-Prep Values:

*Be kind to yourself. Be kind to others. Be kind to our world.
Kind thoughts, kind words, kind actions.*

We encourage children to embody the Pre-Prep Values and celebrate both academic and non-academic achievements in our Friday Awards Assembly.

- Positive reinforcement and praise are central to our approach.
- Age-appropriate consequences are used to ensure a safe and supportive environment.
- Our aim is to help children develop self-regulation, empathy and respect for others.

The School actively promotes British Values in an age-appropriate way, including:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of different faiths and beliefs.

Children learn to take turns, share, make choices, understand boundaries and respect differences. This forms part of the School's approach to safeguarding and the Prevent Duty.

OBSERVATION, ASSESSMENT AND RECORD KEEPING

We recognise assessment plays an essential role in helping parents/carers and School staff to identify pupils' progress, understand their needs, plan activities and offer appropriate, targeted support.

All pupils are met prior to joining Nursery and Reception as part of a session known as 'Small Talk'. These sessions are designed to determine whether the School can offer the right environment for the child to thrive socially, emotionally and academically.

Ongoing assessment is an integral part of our learning and development process. Staff observe the pupils to understand their level of achievement, interests and learning styles, and to shape learning experiences for them.

We ensure assessment opportunities do not entail prolonged breaks from interaction with pupils nor require excessive paperwork. Observations (formative assessment) are recorded on the platform Seesaw. All parents/carers have a login to Seesaw, thus having the opportunity to access and view the digital learning journey as well as contribute their observations of learning and achievements captured at home.

Pupils are assessed (summative assessment) at the start of the academic year as a baseline and then at the end of each term in all seven strands of learning. The progress of the pupils is continually monitored with termly meetings scheduled with the Head of EYFS to discuss judgements, set targets and implement booster and support groups where appropriate.

In March and June our Reception pupils complete the Progress in Reading Assessment (PIRA), giving standardised data and allowing for an analysis of progress in reading to be made.

Formal written reports are provided at the end of the academic year for all children in Nursery and Reception.

For children aged between 24 and 36 months, the School completes a statutory progress check at age two, identifying strengths and any areas where additional support may be needed. This is a short written summary of the child's development in the prime areas:

- communication and language
- physical development
- personal, social and emotional development.

The report is shared with parents and, with parental consent, may be shared with health professionals to support early identification of additional needs.

For 'rising 4' children, the Nursery report covers the three prime areas, the four specific areas of learning, a social commentary that incorporates the Characteristics of Effective Learning and a general summary of the child's progress.

In Reception, the summer term report includes detailed comments on all prime and specific areas of learning, highlighting the child's strengths, identifying next steps and providing a social summary. An attainment overview is also provided, indicating whether the child has met each of the 17 early learning goals, alongside a summary of their characteristics of effective learning.

Parents are given the opportunity to discuss the report and attainment judgements with the Reception teacher in preparation for the transition to Year 1.

Parent evenings are held in both the Michaelmas and Lent terms, and give the opportunity to discuss a child's social, emotional and academic gains, and areas for ongoing targets.

We use observations and assessments to inform planning and track progress.

We maintain:

- development records: observations, photos, and work samples
- personal records: held securely and accessible by written request (within 14 days).

SAFEGUARDING AND WELFARE

Children's safeguarding and welfare are paramount. The School provides a secure environment supported by robust policies and procedures. Children are taught how to keep themselves safe, make appropriate choices and begin to understand and manage risk.

The School complies fully with the Statutory Framework for the Early Years Foundation Stage and meets all safeguarding and welfare requirements. These include:

- promoting the welfare and safety of all children in the School's care
- supporting and encouraging good health, including the promotion of oral health
- preventing the spread of infection and responding appropriately when children are unwell
- managing behaviour in developmentally appropriate ways tailored to individual needs
- ensuring all adults working with or having unsupervised access to children are suitable and appropriately vetted
- maintaining required staff-to-child ratios, with appropriately qualified staff
- providing safe, secure and suitable premises, furniture and equipment
- maintaining accurate records, policies and procedures to support the safe and effective management of the setting and meet individual needs
- protecting the physical and psychological wellbeing of every child
- having a named Designated Safeguarding Lead (DSL) and trained Deputy DSL (DDSL)
- ensuring all staff undertake safeguarding training.

All staff complete regular safeguarding refresher training in line with statutory guidance (including having regard to Annex C of the EYFS Statutory Framework) and the School's training schedule. Records of training are maintained to ensure compliance and up-to-date safeguarding knowledge.

For further information, please refer to the School's Safeguarding Children (including Child Protection) Policy.

Use of Mobile Phones, Cameras and Digital Images

All staff recognise that safeguarding includes the safe use of technology.

- Personal mobile phones, smart watches and electronic devices must not be used in areas where children are present or while supervising children.
- Personal devices are stored securely in designated staff areas during working hours.
- Personal devices are strictly prohibited in toilets, changing areas and sleeping areas.
- Only School devices may be used to take photographs or videos of children.

Images are taken solely for educational purposes, assessment records, displays and to share learning with parents via the School's approved platform. Images are stored securely on the School network and access is restricted to authorised staff only.

Parents are informed about the use of images and provide written consent on admission. Images are not shared on social media or external platforms without specific additional parental consent.

Safeguarding Procedures and Operational Practice

- Arrival and Collection of Children

The School ensures children are safely handed over at the start and end of each session.

- A child remains the responsibility of their parent or carer until they are physically handed over to a member of staff.
 - Children are only released to a parent, carer or other adult authorised by the parent.
 - Parents must inform the School in advance if a different adult will collect their child. Identification and/or an agreed password will be requested where appropriate.
 - Children will never be released to an unauthorised person.
- Uncollected Child

If a child is not collected at the expected time, staff will:

- reassure and supervise the child at all times
- attempt to contact parents or carers immediately
- contact emergency contacts if parents cannot be reached
- inform senior leaders and follow safeguarding procedures if necessary.

The child will remain supervised by at least two members of staff until collected. If the child is not collected within a reasonable timeframe and no contact can be made, the School will seek advice from the appropriate safeguarding authorities.

- Key Person Absence

If the child's Key Person is absent, a familiar member of staff assumes responsibility for the child's care and communication with parents to ensure continuity of care, emotional security and safeguarding.

- Students, Volunteers and Visitors

Students and volunteers are appropriately supervised at all times and are never left alone with children or included in staff ratios unless they meet statutory suitability and qualification requirements. Visitors are supervised while on the premises.

- Confidentiality and Information Sharing

All information about children and families is treated confidentially and shared only on a need-to-know basis. However, confidentiality will not prevent staff from sharing information with relevant professionals if there is a safeguarding concern. Information is shared in accordance with safeguarding legislation and statutory guidance.

COMMUNICATION WITH FAMILIES

We believe in strong, open relationships with parents. Communication methods include:

- daily contact at drop-off and pick-up with the Key Person (Nursery only); appointments with teachers in Reception can be scheduled in advance
- home/School diaries
- Seesaw updates to share phonics, maths and learning news
- formal consultations twice per year (Michaelmas and Lent)
- annual written reports
- invitations to performances, assemblies, and open mornings

Parents are encouraged to speak to us at any time. All information is treated confidentially and we work in partnership to support each child's learning and wellbeing.

PARTNERSHIP

We recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful and professional relationships with the pupils and their families. Parents are children's first and most enduring educators and we value the contribution they make and encourage them to play an active part in their child's education both at home and at School.

Working with other services and organisations as required is integral to our practice to meet the needs of our pupils. At times we may need to share information with other professionals in order to provide the best support possible.

Where a child attends more than one setting, the School works in partnership with other providers and professionals, with parental consent, to ensure continuity of care and learning. Relevant information about learning, development and welfare is shared appropriately.

TRANSITIONS

Transitions are carefully planned and sufficient time is given to ensure continuity of learning. At each transition point we consider the individual needs of every pupil and establish effective partnerships with all those involved, including the pupil, parents and carers, and other EYFS settings. Relevant information is shared with any other settings a child attends to support continuity of care and learning.

In the final term of Reception, the Year 1 teacher will meet with the Reception staff and discuss each pupil's development against the Early Learning Goals and their Characteristics of Effective Learning. This supports a smooth transition into Year 1 and helps the Year 1 teacher to plan an effective, responsive, and appropriate curriculum that will meet the needs of each individual pupil.

Transitions are handled sensitively and in partnership with parents:

- transition from Nursery to Reception is based on ongoing assessment and school readiness
- reasonable adjustments are made to support children with additional needs.

Our curriculum ensures that children leave the EYFS as happy, confident and curious learners.

ATTENDANCE

Attendance is closely monitored in Nursery and Reception. Any unexplained or prolonged absence is promptly followed up in line with the School's Attendance Policy (available on the policies page of the School website) and safeguarding procedures.

ROLE OF THE KEY PERSON

Each child is assigned a Key Person (the class teacher in Reception), who is responsible for:

- supporting the child's settling-in process and promoting a strong sense of emotional security
- ensuring learning and care are tailored to the child's individual needs
- helping the child feel secure and settled in the setting
- building a strong, trusting relationship with the child and their family
- supporting parents in their child's development at home
- guiding parents to specialist services (alongside the SENDCO) if additional needs are identified.

This relationship is fundamental to a child's emotional wellbeing and educational progress.

DISQUALIFICATION FROM CHILDCARE

All staff working with children aged 8 and under, including all those working with pupils in the EYFS, complete the self-declaration on disqualification from childcare.

STAFF SUPERVISION

EYFS staff take part in regular termly supervision sessions that support staff wellbeing and safeguarding awareness. These sessions provide opportunities for support, coaching and professional development while promoting the best interests of pupils.

Supervision helps to build a culture of mutual support, teamwork and continuous improvement, and enables the confidential discussion of sensitive issues. It also offers valuable opportunities for staff to raise and discuss any concerns relating to pupil development, wellbeing or safeguarding.

FULL PAEDIATRIC FIRST AID (PFA) TRAINING

All EYFS staff hold a recognised Full Paediatric First Aid certificate, as noted in Annex A of the Statutory Framework for the Early Years Foundation Stage. The School therefore meets the regulation that new staff qualifying post 30 June 2016 and working with EYFS children are trained in Paediatric First Aid.

The School ensures at least one person with the PFA certificate is on the premises and is available at all times. Paediatric First Aid training is renewed every three years. Lists of staff holding a valid Full Paediatric First Aid certificate are displayed in the Nursery and Reception entrances.

ACCIDENTS, INJURIES AND FIRST AID RECORDING

All accidents, injuries and first aid treatment are recorded on the same day.

Parents or carers are informed of any accident or injury as soon as reasonably practicable and always on the same day. Head injuries are reported immediately by telephone.

Records include:

- the child's name
- date and time of accident
- details of the injury and treatment given
- the name and signature of the person administering first aid.

Parents are asked to sign the accident record to acknowledge they have been informed.

Serious accidents, injuries or incidents are reported to the appropriate authorities where required in accordance with the School's Accident Reporting Policy and in line with statutory guidance and safeguarding procedures.

RATIOS

We ensure that pupils are adequately supervised and that children are always within sight and hearing of staff. We meet the requirements of the Early Years Foundation Stage Statutory Framework with the following adult to child ratios:

Staff Qualification Level	Reception: Children aged 4 to 5 and until the end of the Reception year	Nursery: Children aged 3 to 4	Nursery: Children aged 2
Level 6	1:30	1:13	1:5
Instructor	1:30	1:13	1:5
Level 3 to 5	1:13 in the presence of a Level 6 or member of staff with approved instructor status	1:8	1:5
Level 3	1:8 in the absence of a Level 6 or member of staff with approved instructor status	1:8	1:5
Level 2	1:8 in the presence of a Level 3 or above	1:8 in the presence of a level 3 or above	1:5, in the presence of a Level 3 or above
Unqualified in terms of EYFS childcare/education qualification	1:8 in the presence of a Level 3 or above	1:8 in the presence of a Level 3 or above	1:5, in the presence of a Level 2 or above

At least one Paediatric First Aider is present on site at all times.

FOOD AND NUTRITION

Aim

Mealtimes should be a happy, social occasion for children with positive interactions shared and enjoyed. Bromsgrove Pre-Preparatory School promotes healthy lifestyles and is committed to offering children healthy, nutritious and balanced meals and snacks which meet their individual needs and requirements. In accordance with the Early Years Foundation Stage Statutory Framework, we follow the [Early Years Foundation Stage nutrition guidance](#).

Food and Drink Provision

- Children receive a healthy mid-morning snack consisting of a selection of fruit with milk or water.
- A balanced, two-course lunch is served in the Dining Hall. Staff sit and eat alongside children to model positive table manners and conversation.
- Children are actively supervised while eating. They remain seated and are encouraged to eat safely. Food is prepared in age-appropriate sizes and high-risk foods are modified where necessary.
- Staff supervising meals are trained in paediatric first aid and understand how to respond to choking incidents.
- Lunches are prepared daily by the catering company, Holroyd Howe.
- High tea is provided for children attending After Care.

Children are encouraged to wait before beginning their meal until all have been served. Cultural differences in eating habits are respected and children who eat slowly are given sufficient time and are not rushed. Children who are not on special diets are encouraged to try a small portion of all foods, with portion sizes appropriate to their age and stage of development. Pudding is served once the first course has been eaten to a reasonable amount, as determined by staff.

Fresh drinking water is available to children throughout the day.

A wide variety of meals is offered each week. Menus are published weekly on the School website and via the Friday newsletter.

In line with the Statutory Framework for the Early Years Foundation Stage and accompanying non-statutory nutrition guidance, staff supervising meals remain within sight and hearing of children at all times. Choking-prevention practices are followed and up-to-date dietary and allergy information is formally collected, recorded and shared with all relevant staff. The School regularly reviews its food and nutrition provision and menus against current DfE guidance to ensure continued compliance and best practice.

Oral Health Promotion

The School promotes good oral health by:

- teaching children about toothbrushing and healthy eating
- encouraging reduced sugar intake
- sharing oral health information with parents
- signposting families to dental services where appropriate.

Individual Dietary Needs

Individual dietary requirements will be respected. Parents supply dietary requirements in admissions forms on entry to the School. The Admissions Officer passes the dietary requirement information to the School's Clinic Manager, who asks for clarification from parents if required, updates the individual dietary requirement data on iSAMS and liaises with the catering contractor and relevant School staff providing an updated dietary requirements list. If the requirements then change, parents will be required to email the form teacher or School office who will forward the information to the School's Clinic Manager, who then follows the same procedure as above. The catering contractor then follows their own procedures to

ensure that all dietary requirements are met. Each child with dietary requirements has a named placemat for clear identification.

Food Poisoning

All staff must remember to wash their hands before serving food.

In the event of a reported case of food poisoning of a child, the Bursar, Health and Safety Manager and Catering Manager will all be informed immediately.

The member of staff receiving the information, using the appropriate form, will need to write down the child affected, food eaten, date and time of report and whether medical advice has been sought by the parent or carer. This will be followed up by the Catering Manager, Health and Safety Manager and Bursar. Appropriate action will be taken.

PERSONAL CARE AND HYGIENE

Children are encouraged to maintain high standards of personal hygiene, and staff support them with routines such as handwashing, toileting, and dental care as appropriate.

Administration of Medication

Medicines are administered following the provisions of the School's Administration of Medicines Policy and only where it would be detrimental to a child's health if not given.

- Written parental consent is required before any medication is administered.
- Prescription medicines are administered only to the child for whom they are prescribed and in accordance with the prescription instructions.
- Non-prescription medicines will only be administered where prior written consent has been obtained and in line with the School's Administration of Medicines Policy.
- A written record is kept each time medication is administered, including date, time, dosage and the name of the staff member administering it.
- Parents are informed on the same day that medication has been given.
- Medication is stored safely and securely and out of children's reach, in accordance with storage instructions.
- Emergency medication (e.g. inhalers, EpiPens) is accessible to staff at all times.
- Staff administering medication are appropriately trained and competent to do so.

At least one member of staff with Paediatric First Aid training is present when medication is administered.

Children who are unwell or infectious should not attend the setting unless it is safe to do so and appropriate measures are in place.

NAPPY CHANGING AND TOILET TRAINING

Aims

This policy outlines the procedures and practices in place to ensure that nappy changing, managing toileting accidents, and toilet training are carried out safely, hygienically, and in a way that respects each child's dignity and supports their individual needs.

The School is committed to:

- supporting each child's development and independence
- working in partnership with parents
- following the statutory guidance given in the current version of the [Statutory Framework for the Early Years Foundation Stage](#).

Core Principles

The School believes that nappy changing, toileting, and toilet training should:

- be handled sensitively and respectfully
- protect children's dignity and privacy
- promote independence where appropriate
- follow strict hygiene and safeguarding procedures
- be a positive, supportive experience for every child.

All staff involved in these routines are fully trained in safeguarding, intimate care and infection prevention and control.

Nappy Changing

- Facilities and Equipment
 - Children in Nursery are changed in a designated nappy changing area.
 - Changing mats are cleaned and disinfected after every use.
 - Nappy sacks are used for disposal, which are then placed in a nappy bin before being transferred to the clinical waste bin stored securely outdoors.
- Hygiene Procedures
 - Staff wear gloves and aprons for each nappy change.
 - Hands are washed before and after each change.
 - Each child has a clearly labelled nappy basket containing their own nappies, wipes, and creams provided by parents.
 - Only named creams supplied by parents are used, and only with written permission.
- Nappy Changing Schedule
 - Nappies are checked regularly and changed as needed, particularly when soiled.
 - Staff remain sensitive to each child's needs and comfort throughout.

Soiling and Intimate Care

- Parental Consent
 - Parents are asked to provide written consent for staff to clean and change their child if they soil themselves.
 - If consent is not given, the school will contact parents to attend. The child will be supervised, comforted, and kept appropriately dressed until they arrive.
 - If a parent cannot attend, verbal consent will be sought for staff to proceed. If parents cannot be contacted, staff will act appropriately in the child's best interest.
- Procedure. Staff will:
 - reassure the child and talk them through the process
 - encourage as much independence as the child can manage
 - use only the necessary physical contact
 - ensure privacy appropriate to the child's age and development
 - wear gloves and aprons, and clean any bodily fluids in line with the First Aid Policy
 - bag soiled clothing (unwashed) and return it to parents.

Toilet Training

- Signs of Readiness and Parent Partnership

When a child begins to show signs of awareness of their bodily functions (e.g. verbalising need, recognising when they are wet or soiled, staying dry for longer periods), their Key Person will initiate a conversation with parents to discuss starting potty training.

The School is committed to working in partnership with parents to support each child through this important stage.

- If a child shows they are not ready, the process can be paused and resumed at a later time without pressure.
- Daily feedback is provided to parents on their child's progress.
- Supportive Practice
 - Children are gently encouraged and praised throughout.
 - Potties and age-appropriate toilets are available to support independence.
 - Toilet-themed storybooks and discussions are used to build confidence.
 - Children are never made to feel embarrassed about accidents.

Toileting Routines Across EYFS

- Nursery
 - Children are frequently asked if they need the toilet.
 - Staff remain nearby to support and supervise.
- Reception
 - Children are encouraged to become more independent.
 - They may go to the toilet when needed by asking the teacher.
 - A teaching assistant will accompany the child during lesson time to ensure support and safety.
- General EYFS Practice
 - Children are always allowed to use the toilet as needed.
 - Regular prompts are provided, and scheduled toilet times are also built into the daily routine.
 - Accidents are handled discreetly and respectfully.

Spare Clothing and Preparedness

- All children in the Early Years should have a supply of spare clothing (underwear, trousers/skirts, socks) in their maroon pump bag, to be kept on their peg.
- During potty training, parents are asked to provide multiple changes of underwear and clothes to ensure the child can be changed quickly and remain comfortable.
- Staff will change children promptly if they are wet or soiled, in line with safeguarding and hygiene procedures.

Safeguarding, Dignity and Privacy

Staff will always:

- ensure the child's dignity and privacy are protected during nappy changes, toileting, or accidents
- encourage independence while staying supportive and attentive
- keep accurate records of any incidents or concerns
- report and act on any safeguarding concerns in line with the School's Safeguarding Children (including Child Protection) Policy.

SLEEP AND REST

For children aged 2 to 4 years who require a rest or sleep during the day, we provide a safe, calm, comfortable and developmentally appropriate environment with appropriate bedding and supervision.

We aim to ensure that children who do not require sleep are still able to rest quietly or engage in low-level, calming activities.

This policy has regard to:

- the Statutory Framework for the Early Years Foundation Stage (EYFS)
- the NHS and Lullaby Trust guidance on safe sleep.

Safe Sleep Practice

While the risk of Sudden Infant Death Syndrome (SIDS) decreases with age, we continue to prioritise safe and hygienic sleep routines for all children.

Sleep Environment

- Children sleep on clean, flat sleep mats
- Bedding is minimal, age-appropriate, and checked for wear and cleanliness.
- Comfort items such as a soft toy or blanket may be allowed (as agreed with parents).
- Sleep areas are kept quiet, calm, and dimly lit.

Supervision

- Sleeping children are visually checked every 10 minutes by a staff member.
- Staff check for: breathing, position, temperature, and overall wellbeing.
- All sleep checks are recorded on a sleep log, including time, staff initials, and child status.

Sleep Position

- Children are encouraged to lie on their backs at the start of sleep.
- At this age, natural movement during sleep is expected and not typically adjusted unless there is a medical reason.

Individual Sleep Routines

- Parents are asked to share their child's typical sleep routine using a Sleep Routine and Consent Form on induction or subsequently.
- Staff aim to follow the home routine as closely as possible within the setting's daily rhythm.
- Children are never forced to sleep, and those who no longer nap are offered quiet activities instead.

Health, Safety and Hygiene

- All sleep equipment is cleaned regularly and inspected for damage.
- Sleep mats are wiped down after each use.
- Room temperature is monitored to remain within a safe range (approximately 16 to 20°C).
- Children are dressed appropriately for the temperature and sleep environment.

Staff Training

All staff receive regular training in:

- safe sleep practices
- NHS and Lullaby Trust guidance
- recognising signs of distress or sleep-related health concerns.

Parental Partnership

- Parents receive a copy of this policy during induction.
- The School encourages open communication about changes in sleep routines, habits or health needs.
- Any concerns related to a child's sleep are promptly shared with parents.

RISK ASSESSMENTS

The School takes all reasonable steps to ensure that children and staff are kept safe while still allowing children to engage in appropriate, supported risk-taking that promotes learning and development. Daily safety checks are carried out across the environment and enhanced cleaning procedures are maintained. Written risk assessments, which outline our procedures for identifying, managing and reviewing risks, are available on request.

FIRE SAFETY AND EMERGENCY EVACUATION

The School has clear emergency evacuation procedures and a General Fire Safety Policy.

- Emergency evacuation procedures are in place and practised regularly.
- Emergency exits are kept clear at all times.
- Staff are aware of evacuation routes and assembly points.
- Children are familiarised with evacuation procedures in a calm and reassuring manner.
- A daily register is taken and is immediately available for use in the event of evacuation.

Emergency contact details of parents and carers are accessible to staff at all times.

CONCERNS AND COMPLAINTS POLICY

The School has a clear Concerns and Complaints Policy for parents and carers available on the [School website](#). The School aims to resolve concerns positively. It is committed to self-reflection and continuous improvement.

The policy sets out a three-stage process:

- informal concerns (Level 1)
- formal complaints to the Head (Level 2)
- referral to a Complaints Panel (Level 3)

All complaints relating to the EYFS provision are recorded and investigated. The School will provide a written response within 28 days.

A written record is kept of:

- the complaint
- the investigation
- the outcome
- any action taken and whether the complaint was upheld.

If parents believe the School is not meeting the requirements of the Early Years Foundation Stage, they may contact the Independent Schools Inspectorate (ISI):

Independent Schools Inspectorate
CAP House
9-12 Long Lane
London
EC1A 9HA

Telephone: 020 7600 0100
concerns@isi.net
www.isi.net

MONITORING AND REVIEW

- Priorities relating to the EYFS are identified in the School development plan.
- Relevant staff training and development needs are outlined in the development plan.
- The Head of EYFS carries out monitoring of the EYFS as part of the whole School monitoring.
- The Head of EYFS reports to the Headmaster of the Pre-Preparatory and Preparatory School.
- Whole School policies apply to the EYFS and incorporate mandatory requirements.