



Early Years Foundation Stage Policies Booklet

Please note that the Nursery follow the same policies as the main school. This booklet outlines the main policies that are specific to just the Nursery but should be read in conjunction with the following main school policies.

*Safeguarding
Assessment & Reporting
Supporting Pupils' Medical Conditions
Health & Safety
Educational Visits
Special Educational Needs & Disability
Complaints
Information and ICT Security*

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ADMISSION POLICY: NURSERY

1. AIMS

Our aims are:

- 1.1 To ensure access and entitlement to the benefits of Nursery education on a fair and equitable basis.
- 1.2 To establish an admissions policy governed by clearly defined criteria that may be articulated to parents and other professionals.
- 1.3 To help promote consistency of practice and procedure between early years settings in Brighton and Hove.
- 1.4 To provide quality Nursery education to children and families in our local community.

2. NURSERY SESSIONAL OPTIONS

30 free hours for working parents (6 hours per day)
Monday – Friday **9am** to **3pm**

OR

15 hours free provision to all children the term after they turn 3
(taken over 2½ days)

First Half of Week
Monday (9am – 3pm)
Tuesday (9am – 3pm)
Wednesday (9am – 12pm)

OR

Second Half of Week
Wednesday (12pm-3pm)
Thursday (9am – 3pm)
Friday (9am – 3pm)

2.1 ADDITIONAL SESSIONS

Where there is availability, there is an option to buy additional sessions in Nursery. Further details including pricing can be found on the school's website or from the Front Office.

3. CRITERIA FOR ADMISSION

The school's Governors will admit children who are a minimum of three years of age to the Nursery, according to the following criteria in order of priority:

- i. Children in the care of a Local Authority (Looked After Children).
- ii. Children with a particular compelling educational and/or social or medical need as referred by a professional (e.g. social worker, speech therapist, health visitor, doctor etc.) up to 20% of the available places.
- iii. Children who have an elder sibling currently in school.

- iv. Preference will be given to people who take the full 30 hours provision.
- v. The position of the children's home address in relation to the school.

Within the above criteria, each application is always considered very carefully on its individual needs.

3.1 Criteria for allocation of preferred sessions

If the preferred *half of week* is unavailable, the child will be offered the alternative half. Preference will be given to people who take the full 30 hours provision.

3.2 Criteria for allocation of preferred sessions internally

If a child who currently attends the Nursery for 15 hours is on the waiting list to move to the other half of the week, places will be allocated on the following basis:

- i. Suitability for the child (factoring for friendships, tiredness, attendance record). This will be decided by the class teacher and other relevant professionals.
- ii. First come, first served.

4. THE NURSERY "WAITING LIST"

- 4.1 A waiting list will be kept by the school for names, addresses, D.O.B., telephone number and date registered of children. This list will be kept in date of birth order within the criteria for admission outlined above. Parents will be required to complete an admissions form.
- 4.2 No place will be confirmed from the waiting list until the child has reached two years of age. All admissions forms received will have a reply letter stating receipt of their letter. Places will be confirmed as follows:
 - September places will be confirmed no earlier than the previous May.
 - January places will be confirmed no earlier than a half term before (October).
 - April places will be confirmed no earlier than a half term before (February).
- 4.3 The waiting list will **not** operate places on a "first come, first served" basis. The length of time children are on the waiting list in no way influences the decisions about places.
- 4.4 Completed forms should be returned to the school.
- 4.5 Returned forms will be filed in date of birth order within the criteria for admission outlined above.

5. NURSERY INTAKE

- 5.1 The September intake into Nursery will be staggered over no more than one working week and home visits will take place during this time. January and April intake will not be staggered.
- 5.2 Other places will be allocated on a termly intake system.

6. DECISIONS ON PLACES

- 6.1 Decisions on places are made by the Office Manager, EYFS Leader and Headteacher.
- 6.2 Decisions are based on the criteria and procedures laid out in the admission policy and places will be confirmed in the term prior to the intake date.
- 6.3 Account will be taken of any preference for sessions expressed by parents, but preferences are not guaranteed.
- 6.4 **It must be made very clear to parents that the offer of a Nursery place DOES NOT in any way mean automatic entitlement to the main school.**

7. NURSERY OPEN DAYS/DROP-INS

- 7.1 The Nursery will hold an Open Day in September and drop-in sessions for the parents and children of the January and April intakes.
- 7.2 Follow-up visits for children can be arranged as appropriate.
- 7.3 No children will be admitted during the term (unless social services are involved).

8. HOME VISITS

- 8.1 Where possible, all children who have accepted places will be visited at home by two members of the Nursery staff.
- 8.2 Home visits will occur within the first working week of the Autumn Term and prior to the Christmas and Easter breaks for those starting in January and April.

9. LEAVERS DURING THE YEAR

- 9.1 If a child is withdrawn from Nursery during the school year, then the parents will have to re-apply to the waiting list and the application will be considered according to the criteria along with all the other applications, unless there are special circumstances. The fact that a child has previously been in the Nursery will in no way influence the decision on being offered a place.

10. LOSS OF NURSERY PLACE

- 10.1 If attendance and punctuality is poor or erratic the Nursery teacher will arrange to meet with the parents/carers to discuss ways forward.
- 10.2 If attendance and punctuality remain poor a letter will be sent.
- 10.3 If, following the letter, there is no sustained improvement then the child will lose their place and it will be offered to someone else. Parents will be notified of the loss of place in writing.
- 10.4 If a child is absent for a period of three weeks without any contact from the parents and the school has been unable to make contact within this time, the child may lose their place and it may be offered to someone else. This will be decided by the Headteacher and Office Manager.

11. TRANSFER FROM NURSERY INTO SCHOOL

- 11.1 Children will generally transfer from Nursery into a reception class in the September of the school year in which they become 5.
- 11.2 It is essential that parents/carers complete the Reception Admissions application process detailing their preferred school(s). In Brighton and Hove the local authority deals with all school admissions. Their deadline is in the January before starting in the September.
- 11.3 The Nursery staff will liaise closely with other colleagues in reception classes to make arrangements as necessary for a smooth transfer. They will share Tapestry assessment information and other agreed records.
- 11.4 Children once in reception class would be full-time/part-time according to LA policy.

KEY PERSON POLICY

Aim

To allocate each child with a key worker who, alongside the teacher, will work in partnership with parents/carers to ensure and monitor children's wellbeing and development.

Methods

- Children will be allocated to a key worker before they start at the setting.
- In the absence of a key worker, the teacher will temporarily take on the associated responsibilities.
- The key worker, alongside the teacher, will liaise with families to develop an informal settling in plan in order to support the child in transition between home and pre-school/Nursery or another setting and pre-school/Nursery.
- The key worker will support their key children to settle into the setting and build a good relationship with them to ensure they feel safe, happy and secure within the setting.
- The key worker will contribute to their key children's Tapestry online learning journals by adding photos/videos, comments on their progress and observation notes.
- All new staff will be offered initial training on how to use the Tapestry online system and their use of the system will be monitored and reviewed regularly.
- In Nursery, the key workers will be available to talk to at 'drop-off' and 'pick-up' times and appointments can be made for anything that may need to be discussed in more detail.
- The key worker will monitor the child's development, alongside the teacher and ensure any concerns relating to Special Educational Needs are dealt with promptly in accordance with the School's *Special Educational Needs and Disability Policy*.
- Any concerns will be discussed with the child's parents/carers and the setting's SENCOs. The SENCOs, key worker and teacher will monitor the child's progress and inform parents in accordance with the *Special Educational Needs and Disability Policy*.
- For children starting school in September any transfer documents will be completed by the teacher and key worker.



STAFF RATIOS

Fully qualified teachers lead our Nursery setting. Therefore we apply the following criteria to our staffing ratios:

- **Children aged three or four years:** 1 adult for every 13 children with at least one member of staff holding a level 3 (or better) qualification e.g. *NVQ3, AS Level, A Level (A-E)*
- **Children in Reception class:** 1 adult for every 30 children

SETTLING IN POLICY

Aim

We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

Methods

- Before a child starts at the setting, parents/carers will be given a Welcome Pack containing all the relevant information they will need and will receive an email, inviting them to log into their child's Tapestry online learning journal account.
- Where possible, all children will be visited at home, prior to their start date, by the teacher and key worker (as outlined in the Nursery Admissions Policies). This will be an opportunity to complete the 'All About Me' booklet, introduce the child to their key worker and teacher and discuss the best way to help settle the child into the setting.
- During the first session and settling in period, the key worker welcomes and looks after the child, feeding back to the parents/carers at the end of the session.
- During the settling in period, Tapestry will be used as a means of communication to let parents/carers know how well their child has settled on that particular morning.
- We welcome comforters and special toys and, when the child is ready, gently encourage them to leave any toys by their pegs in the cloakroom.
- We judge a child to be settled when they have formed a relationship with their key person; for example the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. We aim for the child to be familiar with where things are, pleased to see other children and happy to participate in activities.
- If a child is highly distressed and unable to settle, we will invite parents/carers to work with us in the setting to help settle their child. When both parents/carers and staff feel the child is ready, we will gradually increase the time that the child is left alone in order to create as smooth a transition from home to pre-school as possible.

BEHAVIOUR POLICY

This policy outlines the expectations for and management of, children's behaviour Nursery. It is based on the principles of the Early Years Foundation Stage curriculum outlined in the Personal, Social and Emotional area of learning. It also forms part of the wider school policy on managing behaviour and follows the same principles and aims.



Aims

We want the children in our school to feel secure, happy, cared for, safe and part of our school community. We aim to do this by making clear in this policy the role of the children, staff and parents and by outlining our boundaries and sanctions.

We aim for the **children** to follow our school's Golden Values:

- **Respect** - for ourselves, each other and our environment
- **Resilience** - self-belief and determination to achieve our best
- **Trust** - to be honest with ourselves and each other
- **Pride** - to take pride in our work, our selves, our school and our community

We aim for the **staff** to follow our school's golden values of Pride, Trust, Respect and Resilience through:

- playing and interacting with the children positively;
- modelling and praising good behaviour;
- talking to the children about what is and is not acceptable behaviour in ways in which the children will understand;
- listening to the children;
- treating the children with respect and adapting the strategies and approaches used based on the children's individual needs;
- familiarising themselves with this policy and following the guidelines accordingly;
- working in partnership with parents/carers to address any concerns regarding their child's behaviour;
- keeping up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.

We aim for the **parents/carers** to follow our school's golden values of Pride, Trust, Respect and Resilience through:

- working with us in supporting good behaviour;
- praising their child(ren);
- being aware of this policy.

Methods

We require all staff, volunteers and students to use positive strategies for handling any inappropriate behaviour, by helping children find solutions in ways which are appropriate for the child's age and stage of development. Such solutions might include;

- Modelling good behaviour.
- Acknowledgement of feelings and modelling how to solve a problem appropriately *e.g. I can see that you are feeling cross because Tom is playing with your favourite toy. Let's ask Tom if he can share it with you.*
- Explanation of what was not acceptable *e.g. we don't throw things because it might hurt someone.*
- Visual prompts *e.g. use of Makaton where appropriate, visual timetables, pictorial reminders etc*
- Reassurance.
- Offering choices *e.g. Freddie is feeling sad because you have knocked down his tower when he didn't want you to. You have a choice - you can play with Freddie if you can help him to build his tower or you can find something else to play with.*
- Distraction.
- Planned ignoring *e.g. giving a child the opportunity to calm down and do the right thing of their own accord.*

We ensure all staff are aware that they need to combat discrimination whenever they see or hear it and include strategies to achieve this in our planning, through the use of dolls, stories, circle time, role play and puppets.

As a staff team we regularly review our provision and consider whether behavioural issues are there as a result of the format of the day, the layout of resources, the deployment of staff etc. and consider ways of revising planning and implementation to improve the situation.

- We praise positive behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inappropriate behaviour.
- We never send children out of the room by themselves.
- We sometimes offer children some 'time out' where they are provided with some space away from the other children, accompanied by their key worker or other member of staff if the key worker is unavailable at that time.
- We never use or threaten physical punishment.
- We do not use techniques intended to single out and humiliate individual children.
- We do not talk to other adults in the room about inappropriate behaviour while children are present.
- We never tell a child that they are 'naughty'.
- We use physical restraint only to prevent physical injury to children or adults and/or serious damage to property. The child's parent is informed on the same day if physical restraint was needed.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- Incidents of racial abuse are recorded using the main school policy.
- We do not shout or raise our voices in a threatening way to respond to any inappropriate behaviour.

Special Educational Needs

For children who demonstrate specific behaviour issues, the teacher, key worker, SENCO and child's parents/carers will work together to try to gain a better understanding of the reasons behind the behaviour and determine ways forward to ensure the child feels more secure and happy in the setting. If it is deemed necessary, an individual behaviour plan will be devised and agreed by SENCO, all staff and the child's parents/carers to ensure consistency of approach.

Hurtful behaviour

Young children can find it difficult to express the different emotions they are experiencing. A child might be feeling angry or frustrated but because they do not yet have the language or understanding to tell their friends or adults what they are feeling they can react by biting or hitting out. Some children may do this in order to observe the reaction it gets from the other children and/or adults. It is important that hurtful behaviour is discouraged right from the first incident and that all adults around the child, both at Nursery and at home, work together to resolve the situation.

In dealing with hurtful behaviour at Coldean Nursery:

- Adults should not discuss specific incidents in front of the children.
- When an incident has occurred, parents are approached sensitively and in private and not in front of the child.
- All adults involved must have a consistent approach if the situation is to be resolved.
- Positive praise should be given whenever possible to raise the child's self-esteem.
- Adults should be sensitive to different children's responses and needs.
- Adults need to remember to convey to the child that it is the behaviour that is not liked, not the child.
- Adults need to be realistic about what you are expecting from the child, ensuring that you are pitching your response to the level of understanding of the individual child.

When an incident occurs:

- Make eye contact with the child if possible (bearing in mind that this may not be appropriate for some children with special needs).
- Say and Sign 'no' firmly but without shouting at the child.
- Focus positive attention on the child that has been hurt, giving them comfort.
- Draw the attention of the child who has bitten or hit to the feelings of the other child – "look, he is sad and hurt".
- If appropriate, demonstrate to the child how to say sorry - that may be by giving the child that has been bitten a cuddle or using a Makaton sign.
- Show awareness of the needs of the child who has bitten or hit. This will be different for every child so knowing the child well is important e.g. "I can see you wanted that toy".
- Offer the child another solution to resolve the particular situation e.g. "you need to say my turn" or "you need to wait", "you need to ask for help etc.

Strategies for promoting gentle and kind behaviour

- Using small world toys, puppets or soft toys to demonstrate how we can be kind to each other.
- Reading stories such as 'Angry Arthur' and talking to the children about what we can do if we feel angry.

- Taking photos of the children playing together and use these as a stimulus for talking about how we can be friends with each other.
- Modelling being kind and gentle with children.
- Praising and affirming all positive interactions with children.
- Scaffolding turn taking situations between 2 or 3 children during play.
- Remembering nothing will provide an instant cure, but with perseverance and consistency the child can unlearn the negative behaviour and learn new positive behaviour.



PARENTAL INVOLVEMENT POLICY

Aim

We believe that children benefit most from early years education and care when parents and settings work together in partnership. Our aim is to build positive relationships with parents/carers rooted in mutual respect. We aim to involve parents in their children's education and in the full life of the setting and to respect, value and celebrate the diversity of all our families.

Methods

- We plan activities based on the requirements of the Early Years Foundation Stage, which respond to the needs of all our children and prepares them for citizenship in an ethnically and socially diverse society.
- We inform all parents/carers about how the setting is run and its policies through access to written information, information on our website and through regular informal communication. We try to ensure parents understand the information that is given to them by, where necessary, talking through documentation or calling on the support of Bilingual Support Assistants.
- Before a child starts at the setting, parents/carers will be given a 'Welcome Pack' containing all the relevant information they will need and will receive an email, inviting them to log into their child's Tapestry online learning journal account.
- We use the Tapestry online learning journal system as a means of tracking progress and documenting the child's individual learning journey. It is used to share photos, videos and observations with parents/carers and also as a means of communication. Parents/carers are invited to add their own photos, videos and observations from home to support the Nursery team in gaining a better understanding of their child.
- In Nursery, the key workers will be available to talk to at 'drop-off' and 'pick-up' times and appointments can be made for anything that may need to be discussed in more detail.
- We provide opportunities for parents/carers to contribute their own skills, knowledge and interests to the activities of the setting; parents are welcome to come in and share knowledge or skills and we invite parents to help with festival celebrations and other specific events or activities.
- We inform parents/carers about any relevant workshops, training or local events; leaflets are available from the school's main reception area, pre-school/Nursery parent information boards and any relevant letters are given directly to parents/carers at drop-off or pick-up times.
- We welcome staff from relevant agencies to come and chat to parents and promote their services *e.g. professionals from local children's centres.*
- Home learning activities and ideas are frequently sent home for the children to share with their parents/carers *e.g. copies of key texts and story sacks to support reading development, song/rhyme of the week or specific art and design activities.*

- We provide 'learning together' sessions where parents/carers are invited in to take part in a session; whether it be a story or music time or play-based activities within the environment.
- We welcome comments and suggestions from parents.
- All parents have access to our written complaints procedure; a copy is on the parents' notice board.



SUN SAFETY POLICY

Aim

We acknowledge the importance of sun protection and want staff and children to enjoy the sun safely. We will work with staff and parents to achieve this.

Methods

- We will regularly speak to the children about the importance of Sun Safety; explaining why we apply sun cream, and ensure they wear hats where appropriate.
- We will encourage children to sit/play in the shade for some of the time where possible.
- On very hot days, we will limit the amount of time we spend in direct sunlight.
- We will have a supply of spare sun hats.
- We will ask for permission for staff to apply sunscreen as required as part of our registration process.
- We will ask parents to apply sun cream in the morning before bringing their child to pre-school/Nursery.
- We provide sun cream for all children at no extra cost to parents; we select products that are suitable for children and have a factor of 50+.
- Water is available at all times. Children are encouraged to stay hydrated.



SAFETY AND SUITABILITY OF PREMISES, ENVIRONMENT AND EQUIPMENT

We ensure that our premises, including floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises. We comply with requirements of health and safety legislation.

We have made written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how we manage risks. These are available to see at request.

COMPLAINTS PROCEDURE

Aim

We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved.

Methods

To achieve this, we follow the school's Complaints Procedure that can be found on the school's website or copies made available from the school's front office.

Making a complaint

Stage 1

- Any parent who has a concern about an aspect of the setting's provision talks over his/her worries and anxieties with their child's key worker and teacher.
- Most complaints should be resolved amicably and informally at this stage.

Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to Stage 2 of the procedure by talking to Early Years Foundation Stage Leader or the Headteacher about the complaint.
- The member of staff will investigate the complaint and then discuss the outcome with the parent.
- When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record.

Stage 3

- If the parent is not satisfied with the outcome of the investigation, he or she should put their complaint in writing to the Chair of Governors.
- At this stage the Chair of Governors will follow the protocols laid out in the school Complaints Procedure.

Records

- A record of complaints against our setting and/or the children and/or the adults

working in our setting is kept, including the source of the complaint, the date, the nature of the complaint (including which of the welfare requirements it relates to), how the complaint was dealt with and by whom, any actions taken and the outcome of our investigation.

- The outcome of all complaints is recorded in the Complaints Summary Record which is available for parents and Ofsted inspectors on request.

CONFIDENTIALITY POLICY

Aim

We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children.

Methods

We keep two kinds of records on children attending our setting:

1. Developmental records
 - When a child starts at the setting, parents/carers will be sent an email link to 'Tapestry' – an online learning journal, accessible via the Tapestry website and app, by teachers and parents.
 - Tapestry is used to share photos, videos and observations with parents/carers and vice versa. The system requires registration and passwords and parents can access their own child's record from home.
2. Personal records
 - These include registration and application forms including signed consents, and correspondence concerning the child or family, reports or minutes from meetings concerning the child from other agencies, an on-going record of relevant contact with parents, and observations by staff on any confidential matter involving the child, such as developmental concerns or safeguarding matters.
 - These confidential records are kept in a locked cabinet/office.
 - The school also stores the following information electronically on our Management Information System with restricted access inline with the school's Information & ICT Security Policy and the GDPR: full name, date of birth, name and address of every known parent/or carer (and information about any other person who has parental responsibility for the child); which parent(s) and/or carer(s) the child normally lives with; and emergency contact details for parents and/or carers.
 - Parents have access to the files and records of their own children (see below) but do not have access to information about any other child.
 - Staff will not discuss personal information given by parents with other members of

staff, except where it affects planning for the child's needs. Staff induction (which is conducted with all staff: paid, voluntary and students) includes an awareness of the importance of confidentiality and a requirement to adhere to this confidentiality policy.

Other records

Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.

Access to personal records

Parents may request access to personal records held on their child and family following the procedure below.

- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the Headteacher.
- The Headteacher sends a written acknowledgement.
- The setting commits to providing access within 14 days - although this may be extended.
- The Office Manager prepares the file for viewing.
- All third parties are written to, stating that a request for disclosure has been received and asking for their permission to disclose to the person requesting it. A copy of these letters are retained on file.
- 'Third parties' include all family members who may be referred to in the records.
- It also includes workers from any other agency, including social services, the health authority, etc. It is usual for agencies to refuse consent to disclose, preferring the individual to go directly to them.
- When all the consents/refusals to disclose have been received these are attached to the copy of the request letter.
- A photocopy of the complete file is taken.
- The Office Manager goes through the file and removes any information which a third party has refused consent to disclose. This is best done with a thick black marker, to score through every reference to the third party and information they have added to the file.
- What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.
- The 'clean copy' is photocopied for the parents who are then invited in to discuss the contents. The file should never be given straight over, but should be talked through with the teacher, so that it can be explained.

- Legal advice may be sought before sharing a file, especially where the parent has possible grounds for litigation against the setting or another (third party) agency.

As part of our staff induction process we stress the importance of keeping information within the setting, respecting privacy and require staff, including volunteers and students, to report any issues or concerns to the Headteacher.

All the undertakings above are subject to the paramount commitment of the setting, which is to the safety and wellbeing of the child. Please see also our Safeguarding Policy.