



Plymouth Grove Primary School

Early Years Foundation Stage Policy

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five 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 together provide the foundation children need to make the most of their abilities and talents as they grow up.'

(Statutory Framework for the EYFS 2021)

At Plymouth Grove we believe that all children should grow up to understand and use their rights so they can be happy, safe and compassionate people in our society. We teach the children that all children have these rights, no matter what! We use the 'ABCDE of rights' to help to do this. In the Early Years we teach the children to know rights are for all children.

A Rights are for ALL children. UNIVERSAL	B Rights are there at BIRTH. INHERENT	C Rights CANNOT be taken away. INALIENABLE	D Rights DO NOT have to be earnt. UNCONDITIONAL	E All rights are EQUALLY important. INDIVISIBLE
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The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. We use the EYFS to ensure the children are taught and learn a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The Early Years Foundation Stage is based upon four overarching principles: These are:

- 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, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

Ethos

We believe young children learn best through play and that the early years foundation stage is important in providing a solid foundation for all future learning. At Plymouth Grove, we aim to make sure that all children experience the very best possible start to their education to ensure that they enter the primary school years having established a solid foundation on which they can build to help them flourish throughout their school career and beyond.

Rationale

All school policies form a corporate, public and accountable statement of intent. At Plymouth Grove we feel it is important to create a whole school approach of which staff, children, parents, governors and other agencies have a clear understanding. This policy is a formal statement of intent for the Early Years Foundation Stage.

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1. Aims

At Plymouth Grove, we are committed to securing the strongest possible foundations for future learning through high-quality interactions, ambitious curriculum design, language-rich environments and responsive teaching that enables every child to flourish and achieve their full potential.

We believe that the early years foundation stage makes a positive contribution to children's early development and learning. Children develop rapidly during this time physically, intellectually, emotionally and socially. During the Foundation stage, children develop key skills such as listening, speaking, concentration, persistence, early reading and mathematics and handwriting, learning to work together and cooperate with other children. Securing these foundations in learning will prepare children for Key Stage 1 and The National Curriculum.

Our aims are:

- To help children meet and deal with the challenges of school and everyday life by building self-confidence and self-esteem.
- To develop each child's individual potential including physically, emotionally, intellectually, socially and creatively (All these areas are related to and dependent on one another and are of equal importance in the child's development).
- To value each child and his or her contribution to our group. (The dignity and worth of each child must be respected and enhanced).
- Each child is unique and should have the opportunity to develop his/her abilities.
- To provide a rich variety of experiences and activities to promote self-awareness and awareness of others. (The child has a natural curiosity that results in an eagerness to learn, providing opportunities that stimulate this curiosity is important).
- To develop concentration through story time and structured activities.
- To give daily opportunities for children to communicate and speak with confidence to both children and adults.
- To establish good relationships with parents and carers to ensure home/school communication is effective in promoting children's learning.

1. Legislation

This policy is based on the requirements set out in the **Statutory Framework for the Early Years Foundation Stage (EYFS): Group and School-Based Providers (DfE, effective from 1 September 2026)**

2. Organisation and Statutory guidance for the EYFS

Plymouth Grove Primary School provides Nursery and Reception provision within a shared Early Years environment.

From September 2026, Nursery and Reception children learn together within carefully planned indoor and outdoor learning spaces. This approach supports continuity of learning, strong relationships and a coherent educational experience across the Early Years Foundation Stage. Children remain part of their Nursery or Reception cohort and access a clearly defined curriculum appropriate to their age and stage of development.

Whilst Nursery and Reception follow distinct curriculum pathways, these have been carefully designed to complement one another and provide a coherent progression of knowledge, vocabulary, skills and experiences across the Early Years. Practitioners work collaboratively to ensure that learning builds systematically from children's prior knowledge, with key concepts revisited, strengthened and extended over time. High-quality texts, carefully selected vocabulary, curriculum experiences and teaching sequences are planned to support progression and ensure children develop secure foundations for future learning.

Within the shared provision, children benefit from opportunities to learn, play and interact with peers across the phase whilst also receiving teaching and support matched to their individual developmental stage. Staff use their knowledge of child development, curriculum progression and assessment information to ensure that all children are appropriately supported and challenged, regardless of age or starting point.

The shared environment promotes independence, communication, cooperation and positive learning behaviours. Through carefully planned provision, purposeful interactions and responsive teaching, children are encouraged to become confident, capable learners who are well prepared for the next stage of their education.

Staffing and Ratios

Plymouth Grove Primary School is committed to providing a high-quality Early Years education through a well-qualified, experienced and appropriately staffed team. Our staffing model reflects the school's commitment to investing in the Early Years as a crucial foundation for future success and ensuring that every child receives the support, encouragement and challenge required to achieve their full potential.

We recognise the significant impact that high-quality adult interactions, early identification of need and responsive teaching have on children's outcomes and therefore staff our Early Years provision above statutory minimum requirements wherever possible.

Our Early Years team consists of:

- One full-time qualified Reception teacher
- One full-time Nursery teacher
- Two full-time Level 3 (or equivalent) Teaching Assistants who hold current Paediatric First Aid qualifications
- One part-time Level 3 (or equivalent) Teaching Assistant who holds a current Paediatric First Aid qualification
- One full-time Playworker who holds a current Paediatric First Aid qualification
- One Level 3 (or equivalent) practitioner working daily between 10.00am and 2.00pm who holds a current Paediatric First Aid qualification
- One additional Level 3 (or equivalent) practitioner working part-time between 10.00am and 2.00pm who holds a current Paediatric First Aid qualification
- Additional lunchtime support staff
- A part-time EYFS teacher joining the team from the Spring Term

The staffing structure enables Nursery and Reception children to access a shared Early Years environment whilst benefiting from high levels of adult support, targeted teaching and high-quality interactions throughout the day.

Statutory Staffing Ratios

Staffing arrangements meet and exceed the requirements set out within the Statutory Framework for the Early Years Foundation Stage.

For children aged three years and over in maintained schools, where a qualified teacher is working directly with children, the statutory ratio is at least **1 member of staff to 13 children**.

Our staffing structure exceeds minimum statutory requirements and includes a combination of qualified teachers, Level 3 practitioners and additional support staff who are deployed flexibly across the provision to meet children's learning, welfare and developmental needs.

We recognise the importance of early intervention, language development, social and emotional wellbeing and high-quality adult interaction within the Early Years. As a result, staffing levels are planned not only to meet statutory requirements but also to provide children with additional support, targeted teaching and effective supervision throughout the day.

In addition to meeting required staffing ratios, staffing arrangements ensure:

- High-quality adult interactions throughout the day
- Effective support for communication and language development
- Early identification of need and timely intervention
- Appropriate challenge for all children
- Safe supervision of indoor and outdoor learning environments
- Effective support during transition times
- Safe and well-supervised mealtimes
- Full compliance with safeguarding and welfare requirements

During lunchtime provision, additional members of staff are deployed to ensure children remain adequately supervised and supported. Multiple members of staff hold current Paediatric First Aid qualifications, ensuring that appropriately trained adults are available throughout the day, including whilst children are eating.

There are also EYFS minimum space requirements that apply to indoor spaces. Following the Early Years Foundation Stage framework, Plymouth Grove EYFS environments fully comply with the minimum space per child in their care.

"Providers must meet the following indoor space requirements where indoor activity in a building(s) forms the main part of (or is integral) to the provision:

- *Children under two years: 3.5m² per child*
- *Two-year-olds: 2.5m² per child*
- *Children aged three to five years: 2.3m² per child*

3. Curriculum

Our Early Years setting follows the curriculum as outlined in the **Statutory Framework for the Early Years Foundation Stage (2026)**.

The EYFS framework includes seven areas of learning and development which are important and interconnected. Three areas, known as the Prime Areas, are particularly significant because they provide the foundations upon which all future learning is built.

The Prime Areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
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These Prime Areas are strengthened and applied through the four Specific Areas:

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

At Plymouth Grove, we recognise that children's experiences in the Early Years lay the foundations for their future success in education and life. Our curriculum is therefore ambitious, carefully sequenced and designed to develop the knowledge, skills, vocabulary and behaviours that children need to become confident, capable and successful learners.

In line with the principles outlined in *Strong Foundations in the First Years of School*, our curriculum prioritises the development of:

- Communication and Language
- Vocabulary Development and Oracy
- Personal, Social and Emotional Development
- Self-Regulation and Executive Function
- Positive Learning Behaviours
- Early Reading and Phonological Awareness
- Systematic Synthetic Phonics
- Early Writing and Fine Motor Development

- Early Number Sense and Mathematical Understanding
- Physical Development
- Independence, Resilience and Confidence

We recognise that children's ability to communicate effectively, regulate their emotions, sustain attention, listen carefully, remember information and persevere with challenge forms the foundation for future learning. These foundational skills are explicitly taught, practised and reinforced through carefully planned teaching, high-quality interactions, purposeful provision and consistent routines.

Our Nursery and Reception curricula are designed as a progressive learning journey. Whilst each year group follows a clearly defined curriculum appropriate to children's age and stage of development, leaders have carefully mapped the knowledge, vocabulary, texts, experiences and skills that children need to secure and remember over time. Learning therefore builds systematically upon prior knowledge, enabling children to make connections, deepen understanding and apply learning in increasingly sophisticated ways.

Language sits at the heart of our curriculum. Through high-quality interactions, carefully chosen texts, storytelling, singing, discussion and sustained shared thinking, children develop the vocabulary and communication skills needed to access future learning successfully.

In mathematics, children develop secure foundations through a focus on number sense, counting, comparison, pattern, composition and problem-solving. In literacy, children develop a love of reading alongside the knowledge and skills required to become successful readers and writers.

Practitioners continually assess children's understanding and development and use this knowledge to adapt teaching, provision and support so that all children are appropriately challenged and supported to make strong progress from their individual starting points.

In planning and guiding children's learning, practitioners also recognise the importance of the Characteristics of Effective Teaching and Learning.

Playing and Exploring

Children investigate, explore, experience new opportunities and demonstrate a willingness to 'have a go'.

Active Learning

Children develop concentration, resilience and perseverance, taking pride in their achievements and continuing to engage with challenge.

Creating and Thinking Critically

Children develop their own ideas, make connections within their learning, solve problems and begin to think independently and creatively.

Through a combination of high-quality teaching, purposeful play, carefully designed provision and strong relationships, we ensure that every child develops the secure foundations needed for a successful transition into Key Stage One and beyond.

4. Provision

Children will be given a wide variety of structured play and practical experiences in all areas of the curriculum. They learn best when they are happy, safe and secure. To achieve this, consideration is given to the organisation of the setting and areas of learning. Every effort is made to encourage self-motivation and develop intellectual ability and aptitudes, taking into account ethnic origin and family backgrounds. It is important that continuity and progression are built into the experiences provided for each child, this also ensures that the transition into primary school is as smooth as possible.

Children should:

- Develop a range of communication skills, including speaking and listening and writing experiences.
- Develop self-confidence and security.
- Develop appropriate attitudes to learning. The experiences given to the child are intended to develop skills, concepts and attitudes. The skills include the social, practical and physical, communication, study and investigative skills. Attitudes are expressions of values and personal qualities that determine behaviour in a variety of situations. These include respect, tolerance, independence, perseverance and curiosity.
- Develop an understanding of themselves in relation to people in their immediate environment and progressing to those in the wider world.

- Acquire mathematical concepts such as sorting, matching, size, shape, number, counting and comparison.
- Have the opportunity to work with computers and programmable toys. Choose and use tools and materials, exploring their potential for cutting, folding, joining and comparing.
- Be encouraged to explore, question, predict, observe and investigate the world around them near and far, and their environment, past and present.
- Acquire gross and fine motor skills through a range of experiences provided by indoor and outdoor play. Physical games and activities, music and movement, provide structured opportunities to improve gross motor control, self-confidence and co-ordination.
- Develop and extend their imaginative and creative abilities through the media of art, music, dance, stories and role-play.
- Develop an awareness of personal safety and hygiene through structured play.

Children are offered a range of experiences, some of which are adult led. Activities are structured and show progression. Groups are flexible in size and include individual, small group or larger groups, depending on the task in hand, and the children's stages of development.

Beginning our Nursery School

Many of our children join us at the age of three when they enter our Nursery Class. Children and parents are invited to induction and visit days in the summer term prior to their child coming to join us in the September. Parents and carers are given details about school procedures as well as an insight into what their children will experience during their time in the Early Years Foundation Stage. A welcome pack is given during the induction, which includes pertinent information such as details about routines, school dinners etc.

Beginning Reception

Many of our children have attended Plymouth Grove Nursery prior to starting Reception. Others have joined us from a variety of early years setting. Information from previous settings is shared before children start Reception. Children and parents are invited to induction and visit days in the summer term prior to their child coming to join us in the September. Parents and carers are given details about school procedures as well as an insight into what their children will experience during their time in the Early Years Foundation Stage. A welcome pack is given during the induction, which includes a school

prospectus and other pertinent information such as details about routines, school dinners etc.

5. Planning

Staff plan learning experiences and opportunities that are carefully matched to the school's EYFS curriculum and support all children to develop the knowledge, skills and understanding needed for future success.

Planning is informed by ongoing assessment, children's prior learning and identified next steps. Practitioners use their knowledge of child development and curriculum progression to ensure learning is appropriately challenging, engaging and responsive to children's individual needs. Where children have additional needs or require further support, staff work collaboratively with families and external agencies to ensure appropriate provision is in place.

Teaching is informed by what children know, remember and can do. Ongoing assessment is used to identify strengths, address gaps in learning and provide timely support or challenge so that all children make strong progress from their starting points.

Our Nursery and Reception curriculum is delivered through a carefully sequenced programme of learning, supported by high-quality texts through the EY2P curriculum approach. Carefully selected books, experiences, vocabulary and learning opportunities are used to develop children's knowledge, language and understanding over time. Staff deliberately revisit and build upon prior learning, helping children make connections, deepen understanding and retain important knowledge and skills.

All members of the Early Years team work collaboratively to ensure consistency and progression across the phase. Planning, assessment and provision are regularly reviewed and refined to ensure that learning remains ambitious, responsive and closely matched to the needs of the children.

6. Assessment

At Plymouth Grove, ongoing assessment for learning is regarded as an integral part of the learning and development processes. We strive to make our assessment purposeful, allowing us to plan accurately, match the correct level of learning and provision to the needs of the children, thus ensuring progress. It is the responsibility of all key workers to continually observe and assess all children in their groups.

Assessment undertaken at Plymouth Grove

- Use of baseline assessment to help set targets for autumn term and track progress for Nursery children within the first 4 weeks and any new reception children within the first 6 weeks of starting school.
- Within the first 6 weeks that a child starts Reception, staff will administer the Reception Baseline Assessment.
- Informal Observations which are child-initiated play based. These are used to inform the next steps for individual children which in turn are used to inform daily and weekly planning.
- Whole group assessment/observations for key objectives during focused/directed activities. Next steps identified and used to inform planning.
- Weekly evaluations and professional discussions
- Phonics observation and assessments for Nursery
- Phonics observation and assessments for Reception
- Tracking according to EYFS pathways of learning which are linked to the revised development matters. Attainment and progress is tracked for all children to ensure accelerated learning.
- Home/School links including pro forma's for parents to use and complete as they wish. See our assessment policy for more information.

At the end of the EYFS staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching the expected levels (emerging)

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers of the child.

The profile is moderated internally (referring to the Development Matters guidance) and in partnerships with other local schools, to ensure consistent assessment of judgements. EYFS profile data is submitted to the local authority and passed to Year 1 during the transition process.

7. Strategies for Teaching

At Plymouth Grove, we recognise that young children learn best through a combination of high-quality continuous provision, purposeful play, first-hand experiences and carefully

planned adult-directed teaching. We value children's curiosity, interests and ideas and use these as opportunities to engage, motivate and extend learning.

Teaching is responsive and purposeful. Practitioners balance child-initiated learning with direct teaching and skilful adult interaction to ensure children acquire the knowledge, vocabulary, skills and behaviours needed for future success. Through carefully planned experiences and high-quality provision, children are encouraged to explore, practise, consolidate and apply their learning in meaningful contexts.

The Adult Role

The quality of adult interaction is central to children's learning and development. Practitioners use their knowledge of child development, curriculum progression and individual needs to support and extend learning.

Adults are responsible for:

- Delivering an ambitious curriculum that builds children's knowledge, skills, vocabulary and understanding over time.
- Creating and maintaining a stimulating, language-rich environment that promotes curiosity, independence and engagement.
- Planning meaningful learning experiences that build on prior learning and support children's next steps.
- Using high-quality interactions, modelling and questioning to extend children's thinking, language and understanding.
- Observing, assessing and responding to children's learning to identify strengths, address gaps and ensure progress.
- Supporting the development of children's communication and language, self-regulation, confidence, resilience and positive learning behaviours.
- Adapting teaching, provision and support to meet the needs of all learners, including those with SEND and those who require additional challenge.

Adults spend time both within the provision and in focused teaching groups, using observation, assessment and professional judgement to respond to children's interests and developmental needs. Through responsive teaching and skilled interactions, practitioners ensure that all children are supported and challenged to achieve their full potential.

8. Parental Involvement and Home/School Links

At Plymouth Grove we encourage parents to be involved by:

- Carrying out home visits prior to a child starting the EYFS
- Employing an open door policy.
- Using Seesaw to share home learning and celebrate successes
- Our school website.
- Daily interactions when children are brought to school and picked up at the end of the day.
- Induction process
- Inviting EYFS parents in for workshops
- Introduction to EYFS for new Nursery parents in autumn term.
- Inviting parents into school at least twice a year to discuss the progress of their child.
- Inviting parents into school in the Summer Term to discuss the annual report.
- Inviting parents to open afternoons/special events/curriculum workshops
- Regular information booklets/newsletters/letters to inform parents of curriculum coverage and activities in nursery/Reception

This active partnership with parents works well in developing a good relationship between parent, key worker and school as well as giving the child a sense of security.

9. Role of the Key Workers

- To identify training needs and take advantage of training opportunities.
- To plan effectively for the foundation Stage and liaise with the SLT as necessary.
- To inform parents of children's progress, achievements and attainments.
- Organise the environment so that activities may take place safely.
- Encourage independence (while remaining aware of potential hazards).
- Provide a variety of stimuli, resources, conversation and activities which will be appropriate to the children's age and stage of development.
- Evaluate progress and appreciate the children's effort.
- Encourage and praise, instilling moral values, spiritual awareness and reward children as appropriate.
- Help all children feel part of the school as a whole.

10. Equal Opportunities

We endeavour to give children equal access to all areas of the Early Years Foundation Stage regardless of gender, race or disability. Whenever appropriate we present positive images of all cultures.

All children will be offered equal opportunities in terms of access to the curriculum. The needs of any children from other religious denominations and cultures are catered for appropriately in consultation with their parents.

- Materials will be chosen to meet the interests of both boys and girls to counteract the stereotypical images, enabling all children to demonstrate equal worth and capability.
- It is essential that all children have equal access to materials, time and adult support.

Special Educational Needs Appropriate assistance will be provided in a variety of ways including:

- Using children's ideas and motivations as a starting point for learning
- Adjusting the conceptual demand of the task as appropriate for the child. See our SEN policy for more information.

11. Safeguarding and Welfare Procedures

We promote good oral health, as well as good health in general, in the early years providing opportunities for children to learn about;

- The importance of brushing your teeth, working alongside the Manchester dental team to promote the regular attendance of dentist appointment and looking after teeth and gums
- The importance of regular physical exercise to promote healthy bodies and minds
- The importance of a healthy balanced diet, teaching children about different food groups, including daily healthy snacks, milk and constant access to clean, fresh drinking water
- Significant rights of the child, including the right to be safe, the right to be heard, the right to an education, the right to rest and play.
- Safe spaces in school and key adults in school who they can talk to about any worries.

All staff receive annual safeguarding training and regular updates. Safeguarding knowledge is reviewed through supervision and ongoing professional development. All staff are required to read Part 1 of Keeping children safe in education 2026 and sign to say that they have understood it and complete a knowledge assessment.

Staff recognise that unexplained and prolonged absence may be an indicator of safeguarding concerns and follow school procedures when concerns arise.

The school maintains effective whistleblowing procedures and ensures all staff, volunteers and students understand how to report concerns relating to safeguarding, welfare or professional conduct.

All EYFS staff have access to regular supervision through the leadership team and safeguarding lead and professional support through the employers assistance program. which promotes children's welfare, strengthens safeguarding practice, supports professional development and promotes staff wellbeing. The school business manager is also a trained adult mental health first aider.

12. Screen Use and Technology

Plymouth Grove recognises that technology can enhance teaching and learning when used thoughtfully and purposefully. Screen use within the Early Years is limited, carefully planned and always directly linked to curriculum intentions. Technology is never used as a substitute for high-quality adult interaction, play, exploration, physical activity or first-hand experiences, which remain central to children's learning and development.

Where technology is used, it forms part of high-quality teaching and learning experiences. This may include supporting the delivery of the school's phonics programme, mathematics curriculum and PSHE curriculum through carefully selected resources and digital content. The use of technology is proportionate, purposeful and designed to support children's understanding, engagement and learning.

Children are taught the foundations of online safety through age-appropriate learning experiences and discussions that help them begin to understand how to use technology safely and responsibly. The school works in partnership with parents and carers to promote healthy technology habits and shares guidance regarding recommended screen use for young children. Consistent with current public health guidance, parents are encouraged to ensure that screen use at home is balanced with opportunities for conversation, reading, physical activity, play, exploration and sleep.

Through this balanced approach, children develop the knowledge and skills needed to use technology appropriately whilst benefiting from the rich, interactive and language-focused experiences that are fundamental to effective Early Years education.

13. Attendance and Punctuality

At Plymouth Grove, we recognise that good attendance is fundamental to children's learning, development, wellbeing and sense of belonging. Regular attendance enables children to build positive relationships, establish routines, develop confidence and make strong progress across all areas of learning.

We promote high expectations for attendance from the beginning of a child's educational journey and work in partnership with families to ensure children attend school regularly and punctually. The school attendance target is **96% or above**, and attendance is monitored carefully to identify patterns of absence and provide support where needed.

Parents and carers are expected to notify the school on the first day of any absence and maintain regular communication whilst their child remains absent. Wherever possible, routine appointments should be arranged outside of school hours. The school follows up unexplained or prolonged absences promptly and, where appropriate, considers attendance concerns as part of its safeguarding responsibilities.

The school recognises that children may be able to attend when experiencing minor illnesses such as coughs, colds, sore throats or headaches, provided they are otherwise well enough to participate in learning. Where parents are unsure whether their child should attend, the school will provide advice and support.

Holidays should be taken during school holiday periods. Requests for leave during term time will only be considered in exceptional circumstances and will be managed in accordance with current attendance regulations.

Where attendance becomes a concern, the school will work closely with children and families to understand and address any barriers. Support may include attendance meetings, individual attendance plans, pastoral support and signposting to other services where appropriate.

Good attendance is celebrated and promoted throughout the school, recognising the important contribution that regular attendance makes to children's achievement, wellbeing and future success. For more information, please refer to the schools attendance policy and procedures.

14. Paediatric First Aid, Mealtimes and Medical Needs

Plymouth Grove is committed to ensuring the health, safety and wellbeing of all children throughout the school day. In accordance with statutory requirements, appropriately trained staff are available at all times and a member of staff holding a current Paediatric First Aid qualification is present whenever children are attending the provision, including during breakfast club, snack times, lunchtimes and any other period when children are eating.

The EYFS team includes multiple members of staff who hold current Paediatric First Aid qualifications, exceeding statutory requirements and ensuring that children are well supported throughout the day, both indoors and outdoors. Staffing arrangements are carefully planned to ensure children remain adequately supervised and supported during mealtimes and throughout all aspects of provision.

In addition, all Early Years staff have completed up-to-date anaphylaxis awareness training through Educare and are familiar with the identification, management and emergency procedures associated with severe allergic reactions. Individual healthcare plans are implemented and reviewed for children with specific medical needs, and all staff are informed of relevant procedures to ensure children's safety and wellbeing.

15. Health and Safety

- All children have a safe and secure outdoor learning environment. There is always a member of the staff team outside to support children's learning.
- Children should be treated with respect and dignity with regard to personal hygiene and toilet arrangements. The children are introduced sensitively to the procedures in going to the toilet/hand washing etc.
- Apparatus and equipment is regularly checked and repaired, washed etc. as required.
- We always have healthy snacks available for the children. We reinforce healthy eating habits with fresh fruit, milk and water available only.
- With regard to the administration of medicines please see our school policy for the administration of medicines. All medicines and inhalers are stored safely in lockable cupboard out of reach of the children.
- We have trained members of staff to carry out paediatric first aid.
- There is additional lunch-time supervision by lunchtime organisers for the nursery and reception class children.
- Arrival and departure arrangements for all children are carefully noted and children sent home with their parent/carer one at a time. Any change from this routine i.e. a different adult collecting a child, must be reported to the key worker

or person in charge, either in person or by telephone.

- Risk assessments are carried out as needed, including for outdoors.
- Plymouth Grove Primary School maintains a smoke-free and vape-free environment. Smoking and vaping are not permitted anywhere on the school site. Appropriate procedures are in place to ensure children's health, safety and wellbeing are protected at all times.

Appendix 1. List of statutory policies and procedures for the EYFS

Related Policies
Safeguarding and Child Protection Policy
Attendance Policy
Admissions Policy
Intimate Care Policy
First Aid Policy
Health and Safety Policy
Smoke Free Policy
Whistleblowing Policy