



Parkside Primary School

EYFS Policy

Reviewed January 2026

This Policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the wide range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

We aim to develop well-rounded individuals that are 'Proud to Shine' through everything that they do!

Legislation

This Policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) for all group and school-based early years providers that applies from 1st September 2025.

Introduction

All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential. (EYFS Statutory Framework for group and school-based providers - September 2025)

Structure

At Parkside Primary School, children can join our Early Years setting in the Nursery when they turn three or Reception in the year, they turn 5. We offer 67 Nursery places, of which 15 are for 30 hours. In Reception, we have 90 places. In partnership with parents and carers, we enable the children to begin the process of becoming active learners for life.

At Parkside we set high expectations for children's learning, development, and wellbeing, in line with the Early Years Foundation Stage (EYFS). We provide a safe, nurturing environment where every child is supported to reach their full potential, develop independence, and build the skills they need for future success at school and in life.

The EYFS is about what children learn, as well as how they learn. Effective practice is a mix of different approaches. Children learn through play, by adults modelling, by observing each other and through adult-guided learning. (EYFS Statutory Framework for group and school-based providers - September 2025)

Our EYFS provision seeks to provide:

- **quality and consistency** in all early years classes, so that every child makes good progress and no child gets left behind;

- **a secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- **partnership working** between practitioners and with parents and/or carers;
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

Overarching principals

The four guiding principles that we use to shape our practice 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 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 a strong partnership between practitioners and parents and/or carers.
- importance of **learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in unique ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement to ensure children develop a positive attitude to learning.

Positive Relationships

At Parkside, we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parent/Carers as Partners

We recognise that parents are children's first and most enduring educators, and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children.

We achieve this through:

- talking to parents about their child before their child starts in our school
- supporting children through the transition from Nursery to Reception with the children attending part-time during the first week. This is also to help staff and parents in getting to know each other as well as the children
- inviting all parents to an induction meeting during the term before their child starts school and again during the first half-term of the child's Reception year to detail how we aim to work with their child, particularly concerning reading and phonics and maths
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents three times a year at which the teacher and the parent discuss the child's progress in private. Parents receive a report on their child's attainment and progress at the end of each school year
- ensuring all parents know that their child's teacher is their key-worker

- providing a quiet and confidential area where parents can discuss any concerns.

Enabling Environments

We aim to create an attractive and stimulating learning environment where children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision.

Effective learning builds and extends upon prior learning and following children's interests. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences.

Learning and Development

The EYFS learning and development requirements comprise of:

- the seven areas of learning and development and the educational programmes (described below)
- the early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year
- the assessment requirements (when and how practitioners must assess children's achievements, and when and how they should discuss children's progress with parents and/or carers)

Areas of learning and development

At Parkside, we are committed to providing a rich and stimulating early years environment where every child is supported to develop their knowledge, skills, and confidence. We work closely with parents and carers to ensure that learning is meaningful, personalised, and contributes positively to children's brain development, building strong neural pathways that underpin future learning. This approach helps lay a solid foundation for success in Key Stage 1 and beyond.

There are seven areas of learning and development that must shape educational programmes in early year's settings. All areas of learning and development are important and inter-connected. Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are the prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development

We also support children in four specific areas, through which the prime areas are strengthened and applied.

The specific areas are:

- Literacy

- Mathematics
- Understanding the world
- Expressive arts and design.

Educational Programmes

At Parkside Primary, our educational programmes involve activities and experiences for children set out under each of the areas of learning.

- Communication and language
 - The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.
- Personal, social and emotional development.
 - Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive. Relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life
- Physical development
 - Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.
- Literacy

- It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).
- Mathematics
 - Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.
- Understanding of the world
 - Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension
- Expressive arts and design
 - The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Early Learning Goals

The early learning goals are the level of development a child should be expected to have attained by the end of the EYFS. The ELG's support practitioners to make a holistic, best-fit judgement about a child's development and readiness for year 1.

Communication and Language

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

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

ELG: Speaking

Children at the expected level of development will:

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

Personal, Social and Emotional Development

ELG: Self-Regulation

Children at the expected level of development will:

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

ELG: Managing Self

Children at the expected level of development will:

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

ELG: Building Relationships

Children at the expected level of development will:

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

Physical Development

ELG: Gross Motor Skills

Children at the expected level of development will:

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

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Literacy

ELG: Comprehension

Children at the expected level of development will:

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

ELG: Word Reading

Children at the expected level of development will:

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

ELG: Writing

Children at the expected level of development will:

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

Mathematics

ELG: Number

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

Children at the expected level of development will:

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

Understanding the World

ELG: Past and Present

Children at the expected level of development will:

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

ELG: People, Culture and Communities

Children at the expected level of development will:

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

ELG: The Natural World

Children at the expected level of development will:

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

Expressive Arts and Design

ELG: Creating with Materials

Children at the expected level of development will:

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

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

Invent, adapt and recount narratives and stories with peers and their teacher;
Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.1111

Learning and development considerations

Planning

At Parkside, we take care to consider the individual needs, interests and stages of development. We use this information to plan challenging and enjoyable experiences in all areas of their learning.

If a child's progress in the prime areas gives cause for concern, practitioners will discuss it with the child's parents/carers and agree on how to support the child.

In planning and guiding what children learn, we reflect on the different rates children develop and adjust our practice appropriately.

Three characteristics of effective teaching and learning are:

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Our teaching approach is to develop active learners through collaboration. We want children to have a growth mindset from an early age. We adapt our teaching styles and methods to best suit the children in the cohort we are teaching. We respect that each child has their unique way of learning, and we endeavour to do our best to accommodate everyone's needs.

Our practitioners aim to stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older and move into Reception, there is a greater focus on teaching the essential skills and knowledge in the specific areas of learning which prepares them for year 1.

At Parkside 'teaching' in the Early Years is:

- communicating and modelling high-quality language
- showing
- explaining
- demonstrating
- exploring ideas
- encouraging
- questioning
- recalling
- providing a narrative for what they are doing
- facilitating and setting challenges

We use the above in our interactions with children during planned and child-initiated activities.

Curriculum Overview

We have developed a comprehensive and balanced guide to what we want children to learn that includes vocabulary and learning experiences; however, it is not set in stone as we will always follow children's interests and will use teachable moments to encourage children to be in awe and wonder of the world around them.

English as an Additional Language (EAL)

'Bilingualism is an asset, and the first language has a continuing and significant role in identity, learning and the acquisition of additional languages.'

At Parkside Primary School, all staff in the Early Years encourage parents to maintain and develop their home language, which will benefit their children and support their developing skills in English. We also ensure that children have sufficient opportunities to learn and reach a good standard in the English language during the EYFS. When we assess communication, language and literacy skills, we must assess children in English. If a child has difficulty using the English language, the staff and the child's parents/carers will establish if there is cause for concern about a language delay.

All possible assistance will be given to children to explore their home language where possible.

Play

'Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.'

'Put simply, they saw teaching as the many different ways in which adults, consciously or otherwise, helped children to learn.'

Assessment

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share.

At Parkside, we conduct a home visit for every child that enters our setting at the beginning of the year and meet with parents and children that join through the year to get a thorough understanding of where the child is when they start. We gather this information by completing a home visit form and asking parents to complete a short questionnaire about the child. We then do a baseline assessment in school to further our knowledge of the child's abilities. We use these observations to then plan the child's learning experiences. We have parent meetings to update parents and carers about their child's progress and development. When we expect that a child might have difficulty with their learning, we meet with parents or carers earlier.

Assessment does not entail prolonged breaks from interaction with children nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners draw on their knowledge of the child and their own expert professional judgement.

Parents/carers are kept up-to-date with their child's progress and development. Practitioners address any learning and development needs in partnership with parents and/or carers and any relevant professionals.

At Parkside, there are several opportunities for parents to meet with teachers. They include 'meet-the-teacher'-day, parents' evenings, home visits and teachers being available each morning before schools to discuss any concerns parents may have before the children come into school. Throughout the year, the children are assessed to ensure they reach and are making age-appropriate progress in all educational programmes.

The school uses SONAR as a tracking system.

Assessment at the start of Reception – Reception Baseline Assessment (RBA)

At Parkside Primary School, we follow Statutory Guidance Annex B for administering the RBA

Assessment at the end of EYFS

'In the final term of the year in which the child reaches age five, and no later than the 30th June in that term, the EYFS Profile must be completed for each child. '

At Parkside, the EYFS profile is completed by each class teacher in the second part of Summer Term. The EYFS profile results are shared with the parents and year one teacher at the end of the year. We will report our EYFS Profile results to the local authority upon request.

The Record of Learning

At Parkside, each year group records their learning journeys in various ways, such as in Reception, we use floor books to record learning experiences. Also, each child has a literacy book where they can develop their literacy skills, and this shows progress.

In the Nursery, we have a floor book which contains observations and photos captured of their learning throughout the year.

Information and Records

All pupils' information and records are kept securely in line with the school Safeguarding Policy.

Information about the child

At Parkside we collect the following information about children:

- full name;
- date of birth;
- name and address of every parent and/or carer who is known to the provider (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;
- Emergency contact details for parents and/or carers.

Information for parents/carers

At Parkside Primary School we share information with parents and or carers through newsletters about what we will be learning and what is happening in school. This information is also posted on the school website regularly. We have a X (formerly known as Twitter) account, and parents can see what children have been doing in school. We have a school brochure that contains lots of information about school uniform and school times. On the school website parents can find lots of policies and if they cannot find it there they can request it from the school. (Freedom of Information Act). We also have parent's information evening at the beginning of each year. We have regular coffee morning where parents can meet some of the staff to ask questions.

Safeguarding and Welfare

Parkside Primary School is committed to safeguarding and promoting the welfare of all of its pupils and aims to create a culture of vigilance. Each pupil's welfare is of paramount importance. We believe that all children have a right to be safe and no child or young person should ever experience abuse, maltreatment or neglect of any kind. (Safeguarding and Child Protection Policy 2025/26)

'Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. The safeguarding and welfare requirements, specified in this section, are designed to help providers create high quality settings which are welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence.' (EYFS Statutory Guidance September 2025)

Child Protection (Safeguarding Policy 2025/26)

In order to take all necessary steps to keep children safe and well, our school will safeguard children; ensure the suitability of adults who have contact with children; promote good health; manage behaviour; and maintain records, policies and procedures.

In line with the EYFS statutory framework 2025 at Parkside we:

- have the Headteacher as the designated Safeguarding Lead for the whole school with the Nursery manager as the EYFS safeguarding officer for the Early Years.
- have a Safeguarding and Child Protection Policy which includes an explanation of the action taken in the event of an allegation being made against a member of staff (including volunteers and supply), and covers the use of mobile phones and cameras in the setting, and procedures to check suitability of new recruits.
- train our staff at least annually to have up to date knowledge and understanding of safeguarding issues and how to spot possible signs of abuse or neglect (Safeguarding Policy 2025/26)

Allegations regarding person(s) working in or on behalf of the school (including volunteers- see Safeguarding Policy 2025/2026)

Staff use of mobile phones (including all electronic devices with imaging and sharing capabilities)

Personal mobile phones (including all electronic devices with imaging and sharing capabilities) belonging to members of staff are kept in their lockers or in the cupboards that are locked during working hours. If a member of staff needs to make an urgent personal call, they can use the school phone or make a personal call from their mobile in the school staffroom. If a member of staff has a family emergency or similar and needs to keep their mobile phone to hand, prior permission must be sought from the Head teacher or Deputy. Under no circumstances may staff use their personal mobile phones to take photographs at the school during working hours.

Suitable People (Safeguarding Policy 2025/26)

At Parkside we ensure that people working with children are suitable to fulfil the requirements of their roles. We have effective systems in place to ensure that practitioners and any other person who is likely to have regular contact with children. We tell staff that we expect that they disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children. At Parkside, we record information about staff qualifications and their identity checks and vetting processes that have taken place.

- All staff are subject to an enhanced DBS and a barred list check for those engaged in Regulated Activity.

Where a practitioner is disqualified, the school will not employ that person. If the school becomes aware of relevant information that may lead to disqualification of an employee, the school will take appropriate action to ensure the safety of children.

References

In line with statutory safeguarding guidance, Parkside will obtain references for all staff, students, and volunteers prior to recruitment. References are a key part of our safer recruitment process to ensure the suitability of all individuals working with children. (Safer Recruitment Policy)

Requirements for References

- No open references will be accepted (e.g., "To whom it may concern").
- References must not be obtained by the applicant themselves.
- References should come from the applicant's current employer, training provider, or education setting, and be completed by a senior person with appropriate authority.
- References from family members are not accepted.
- Where an applicant is not currently employed, verification of their most recent relevant employment must be obtained.
- If the applicant has previously worked with children, a reference must be obtained from that employer. If they have never worked with children, a reference must come from their current employer, training provider, or education setting.
- Electronic references must originate from a legitimate and verifiable source.
- Referees may be contacted to clarify information that is vague or incomplete.
- Information in references will be compared with the application form, and any discrepancies must be resolved before appointment.
- The reason for leaving the current or most recent post will be established, and any concerns must be resolved satisfactorily prior to confirmation of employment.

Providing References

- References for previous employees will be provided in a timely manner upon request.
- References will confirm whether the individual is suitable to work with children, providing factual information only.
- References will not include information about unsubstantiated, unfounded, false, or malicious concerns or allegations.

By following these procedures, Parkside ensures that all staff are rigorously vetted, in accordance with statutory guidance, safeguarding obligations, and Ofsted inspection expectations.

Whistleblowing

At Parkside, we ensure that all staff are aware of our whistleblowing procedures. Staff are encouraged to raise concerns about any poor, unsafe, or unethical practice and can be confident that their concerns will be taken seriously by the senior leadership team.

If a member of staff feels it is necessary to blow the whistle on misconduct, they should report their concern to the Headteacher.

If the concern involves the Headteacher, or it is believed they may be implicated, the staff member should report the concern to the Chair of the Governing Board.

For further information, including detailed procedures and links to safer recruitment practices, please see the Whistleblowing Policy.

Staff taking medication/other substances

Staff members must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If a staff member is taking medication which may affect their ability to care for children, the staff member should seek medical advice. Providers must ensure that staff members only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly. All medication on the premises must be securely stored, and out of reach of children, at all times.

Staff qualifications, training, support and skills

The daily experience of children in early years settings and the overall quality of provision depends on all practitioners having appropriate qualifications, training, skills and knowledge and a clear understanding of their roles and responsibilities.

At Parkside we induct all new staff and give training to understand their roles and responsibilities

Induction training includes:

- information about emergency evacuation procedures,
- safeguarding,
- child protection,
- the school's equality policy, and
- health and safety issues.

We ensure the setting manager (appointed on or after 4 January 2024) holds a level 2 maths qualification.

At Parkside, we support staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.

We have a thorough performance management (supervision) system in place and believe that effective supervision provides support, coaching and training for practitioners that promotes the interests of the children.

During supervision, we provide staff with opportunities to:

- Discuss any issues – particularly concerning children's development and well-being;
- Identify solutions to address issues as they arise; and
- Receive coaching to improve their professional effectiveness.

At Parkside we always have staff on site that are trained in paediatric first aid that is consistent with the criteria set of the Statutory Guidance for EYFS 2025 Annex A. When we take children on outings, a member of staff with paediatric first aid training will accompany them. We take into account the number of children, staff and layout of the premises to ensure that a paediatric first aider is able to respond quickly.

We ensure all level 2 and level 3 staff members (who gained their qualification since June 2016), hold a valid paediatric first aid (PFA) certificate.

Paediatric First Aid

At Parkside, there is always at least one member of staff on the premises, and available on outings, who holds a current Paediatric First Aid (PFA) certificate. This ensures that children's health and safety needs are met at all times.

All PFA certificates are renewed every three years, in line with statutory requirements, to ensure staff remain competent and up to date with current guidance.

Key Person

At Parkside Primary School, the class teacher is the key person for every child in their class. The Nursery Nurses and Teaching Assistants support all the children and the teacher in fulfilling their role as key person. The role of the key person is to ensure that every child's learning and care is tailored to meet their individual needs. The key person engages with and supports the parents and/or carers in guiding the child's development at home. If appropriate, they will help families engage with more specialist support.

Staff: Child Ratios

'Staffing arrangements must meet the needs of all children and ensure their safety. Providers must ensure that children are adequately supervised, especially whilst eating, and decide how to use staff to ensure children's needs are met. Providers must inform parents and/or carers about how staff are organised, and, when relevant and practical, aim to involve them in these decisions.'
(EYFS Statutory Guidance September 2025)

At Parkside we do not allow volunteers, apprentices or students to be part of the ratios, and we always supervise them.

For children aged 3 and over (Nursery) we have a Qualified Teacher and 2(am) /1(pm) Nursery Nurses with a relevant level 3 qualification.

We have a named deputy in the Nursery in case of the manager's absence.

Our Reception classes have 30 children and we have a qualified teacher and an Early Years Teaching Assistant in each class. We do not mix our Reception classes with younger children.

At Parkside, children are within sight and hearing of a member of the staff while eating.

Health and Medicines

At Parkside Primary School, we have a whole school medicines policy ensuring that there are systems in place to ensure that medicines and the systems for obtaining information about a child's needs for medication are kept up to date. Medicines will not be administered unless they have been prescribed by a doctor, dentist, nurse or pharmacist.

Training is provided for staff where the administration of medicine requires medical or technical knowledge. Prescription medicines are administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. We keep a written record each time we administer medicine and inform parents and/or carers on the same day.

At Parkside, we promote good health, including oral health, to the children in our care.

Safer Eating

Parkside recognises that safe eating practices are an essential part of our safeguarding and welfare responsibilities under the Early Years Foundation Stage (EYFS).

Supervision and Staffing

At all mealtimes and snack times, there will be at least one member of staff present who holds a current Paediatric First Aid certificate, in line with the requirements set out in Annex A of the EYFS framework.

All children will be within sight and hearing of a suitably deployed member of staff while eating and will be seated safely in an age- and developmentally appropriate chair or highchair, in a calm and organised eating environment.

Staff will sit facing children during mealtimes to:

- Actively supervise eating
- Reduce the risk of choking
- Prevent food sharing
- Respond promptly to signs of distress or allergic reaction

Information Sharing and Individual Needs

Before a child starts at the setting, we will obtain detailed information from parents/carers about:

- Dietary requirements and preferences
- Food allergies and intolerances
- Health and medical needs

This information will be clearly recorded and shared with all relevant staff, including those responsible for food preparation and supervision. For each mealtime and snack time, there will be clear staff responsibility for checking that food provided meets the individual needs of every child.

Allergies and Medical Needs

All staff will receive guidance to ensure they:

- Understand the symptoms and treatment of allergic reactions and anaphylaxis
- Know the difference between food allergies and intolerances
- Are aware that children can develop allergies at any stage, particularly during the introduction of solid foods

The setting will work in partnership with parents/carers to:

- Develop and implement individual allergy action plans, with input from health professionals where appropriate
- Ensure plans are reviewed regularly and updated as needed
- Support children to progress through stages of eating and food textures at a pace that is appropriate to their individual development

Food Preparation and Choking Prevention

Food will be prepared and served in a way that:

- Minimises the risk of choking
- Reflects each child's age, stage of development and individual needs
- Is consistent with DfE EYFS nutrition and healthy eating guidance

Staff will follow recognised choking-prevention practices, including appropriate food size, texture, and supervision at all times.

Recording, Review and Continuous Improvement

Any choking incident requiring staff intervention will be recorded in line with safeguarding and accident procedures, and parents/carers will be informed as soon as reasonably practicable.

Incident records will be monitored and reviewed by leaders to identify patterns or risks. Where necessary, changes will be made to practice, training, or provision to ensure continuous improvement in children's safety and wellbeing, in line with Ofsted expectations.

Oral health and tooth brushing

At Parkside, we promote good oral health alongside general health in the early years, supporting children to develop lifelong healthy habits. This includes age-appropriate discussions and activities about:

- The effects of eating too many sugary foods and drinks
- The importance of regular tooth brushing
- Making healthy choices for snacks and drinks

We operate a supervised tooth brushing programme in the Nursery, following government guidance to ensure it is evidence-based, safe, and effective. Staff supervise children to support correct brushing technique and encourage independence where appropriate.

These activities contribute to children's personal, social, and physical development, supporting learning outcomes in the EYFS framework, particularly:

- Physical Development: developing self-care skills, including hygiene
- Personal, Social and Emotional Development: understanding how to make healthy choices and care for themselves

We also link oral health promotion to our safeguarding and welfare responsibilities, ensuring children are supported safely at all times. Any concerns regarding children's health are acted upon promptly in line with the school's Child Protection and Safeguarding Policy,

Through this approach, we provide a safe, caring environment where children learn the importance of health, wellbeing, and self-care from the earliest years, in line with EYFS statutory guidance and Ofsted inspection expectations.

Food and Drink

In both the Nursery and Reception classes' children have a designated snack time with adults, which is used to talk about healthy habits and food. Reception classes have a school dinner or packed lunch in the dining hall during lunchtime.

We ensure that:

- children have healthy, balanced and nutritious meals and snacks
- children have fresh drinking water available at all times
- children's dietary needs are recorded and acted upon when required
- All staff involved in preparing and handling food must receive training in food hygiene.

Food poisoning

At Parkside, in the event of suspected food poisoning affecting two or more children, we will follow the setting's Health and Safety Policy, including recording the incident, informing parents/carers, and reporting to the appropriate authorities in line with EYFS and local authority requirements.

Accident or Injury

At Parkside Primary School, there is a first aid box accessible at all times with appropriate content to use for children. We keep written records of accidents or injuries and first aid treatment. We notify parents and/or carers of any accidents or injuries sustained on the same day and give a letter for head injuries. We will follow the guidelines stated in the Statutory Framework in case of a serious accident or injury.

Managing Behaviour

As in line with our whole school Behaviour Policy, we manage children's behaviour in an appropriate way.

Our emphasis is on rewards to reinforce good behaviour, rather than on a focus on negative behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. Verbal praise and approval are used as a matter of course.

In addition to this we use:

- The classroom Sunshine System.
- Weekly certificates are given out in Friday's celebration assembly.
- Stickers and reward times.
- House points.
- A visit to the Headteacher. Deputy Headteacher or Assistant Headteacher
- The Shine Point system.

In the Early Years we introduce the rewards systems gradually, and they build up until they have all of the rewards systems when they enter year 1.

Safety and suitability of premises, environment and equipment

Safety

Please refer to our School Health and Safety Policy.

Smoking

Smoking is not allowed on site and parents/carers are asked not to smoke near the entrances to the school.

Premises

The premises and equipment are organised in a way that meets the needs of all the children and we meet the indoor space requirements of children aged 3 to 5 of 2.3m² per child.

We have access to an outdoor area for all the children in the Early Years and have an adequate number of toilets available with separate toilet facilities for adults. We have designated areas around the school where staff can talk confidentially with parents/carers.

Children's privacy and dignity are respected and carefully balanced with their safeguarding, health and support needs during nappy changing and toileting. Staff provide appropriate supervision and support at all times, in line with EYFS safeguarding and welfare requirements.

At Parkside parents must notify the school who will be picking the child up when they admit the child. Staff will meet parents at the home visit or meeting at school before the child start. Parents need to notify the school if their arrangements to pick their child up has changed.

Risk Assessment

As in accordance with our Health and Safety Policy Risk assessments are carried out by the Health and Safety Officer, and playground equipment are inspected by an outside company that sends reports to the school. Further risk assessments take place as and when required.

Educational Visits

As in accordance with our Health and Safety Policy we assess the risks or hazards which may arise for children and identify steps to remove, minimise and manage risks and hazards. The assessments include the adult to child ratios. We follow our Educational Visits Policy.

Child absence

We are required to promptly follow up on any child absence to ensure the safety and wellbeing of all children.

If a child is absent for a prolonged period, or if parents/carers have not informed us of the absence, we will attempt to contact parents/carers and any alternative emergency contacts as soon as possible.

For further details, including expectations of parents/carers to report absences, please see our Attendance Policy.

Special Educational Needs

Please refer to the school SEND Policy and annual SEND report.

All children and their families are valued at Parkside Primary School. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage, and the schools SENDCo is called upon for further information and advice. Appropriate steps are taken in accordance with the school's SEND policy.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence
- using a wide range of teaching strategies based on children's learning needs
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively
- providing a safe and supportive learning environment in which the contribution of all children is valued
- using resources that reflect the diversity and are free from discrimination and stereotyping
- monitoring children's progress and taking action to provide support as necessary.

Transition

From Nursery and Pre-school feeder settings

During the summer term prior to a child's entry into the Reception year, the following procedures have been put into place to ensure a successful transition.

- Parents/carers are invited to a meeting to ensure they know about school ethos, procedures and routines of classes and have an opportunity to discuss any concerns they may want to express.
- Children requiring extra support will have additional visits regardless of their setting. Often these children will have been identified as needing additional support.

From Reception Class to Key Stage 1

Children will meet their Year 1 teacher during 'meet the teacher' morning. They will be able to spend some time with their new teacher.

Children have opportunities to explore the KS1 environment through guided visits to the playground and the library bus.

Reception teachers meet with Year 1 teachers to discuss the EYFS profile for each child and discuss their level of progress. In the summer term, the children experience whole class teaching based on a routine that will be experienced in KS1. These include collaborative group work and opportunities to develop resilience to work together for more extended periods of time.

Complaints

At Parkside we have written procedures about how we deal with concerns and complaints from parents. We keep a record of all the complaints from parents/ carers and their outcomes. We will provide parents with detail on how to contact Ofsted if they believe we are not meeting the requirements of EYFS. We follow our Complaints Policy.

Policy to be reviewed: January 2027