

Golden Flatts Primary School  
Two Year Olds Policy

<b><u>Contents</u></b>	<b><u>Page</u></b>
1. Statement of intent	2
2. Legal framework	2
3. Introduction	3
4. Admission	3
5. Induction	4
6. Staffing	4
7. Attendance	4
8. Learning and development	5
9. 2 year progress check	8
10. Inclusion and Equal Opportunities	10
11. Safeguarding and welfare	10
12. Behaviour Management	15
13. Health & Safety	15
14. Staffing	16
15. Information and Records	17
16. Complaints procedure	18
17. Monitoring and review	19

## 1. Statement of intent

At Golden Flatts Primary School, we greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development.

This policy has been developed in conjunction with the relevant DfE guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's 'school readiness' and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We seek to provide:

- **Quality and consistency**, 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 child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

## 2. Legal framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- Childcare Act 2006
- The Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2021) 'Statutory framework for the early years foundation stage'

This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2021) 'Development Matters'
- DfE (2022) 'Keeping children safe in education'
- DfE (2018) 'Working together to safeguard children'
- DfE (2015) 'The prevent duty'
- Early Education (2021) 'Birth to 5 Matters'
- UK Council for Internet Safety (2020) 'Education for a Connected World'

This policy is intended to be used in conjunction with the following school policies:

- Early Years Policy
- Rising Threes Policy
- Mental Health and Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policies
- Allegations of Abuse Against Staff Policy
- Drug and Alcohol Policy
- Whole-School Food Policy
- Equal Opportunities Policy
- Administering Medication Policy
- Health and Safety Policy
- Safer Recruitment Policy
- Data Protection Policy
- Digital Images Policy
- Peer on Peer Abuse Policy
- Complaints Procedures Policy

### **3. Introduction**

At Golden Flatts Primary School, we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. It is also important to view the EYFS as preparation for life and not simply preparation for the next stage of education. The EYFS for children is from birth to five years of age. All children begin school with different experiences and it is our role in the foundation stage to build upon these. This is done through a holistic approach to learning ensuring that parent and guardians, support staff and the Early Years team work effectively together to support the learning and development of the children in their charge.

### **4. Admission**

All children will be eligible for a place in our Two Year Olds Programme during the term after their second birthday. Allocation of places will be decided through liaison with the local authority and parents/carers.

It is the intention to follow the Local Authority admissions procedures which allocate places to children according to:

1. Care of the local authority
2. Sibling link
3. School Admission Zone
4. Out of School Admission Zone following the shortest walking distance.

Therefore ensuring that children who will be eligible to move into school nursery are allocated a space, upon the term after their third birthday or on their third birthday dependent upon availability of nursery spaces.

## 5. Induction

The parents/carers will be encouraged to attend a pre-admission visit with their child; this is an opportunity for the family to begin to develop relationships with the team and for the child to become familiar with their new surroundings. It is an opportunity for staff to begin the child's learning journey and to gain vital information from parents/carers as they know their child best and can explain to staff the individual needs of their child. Next a further visit to Nursery with their child, where a start date and welcome pack will be given out and forms will be completed whilst the child is encouraged to spend some time away from their parent/carer in the Nursery setting. Depending on the needs of the child, we will be flexible with the process of induction (leaving the child for longer gradually).

## 6. Staffing

### i. Key worker

We will provide a 'special person' (Key worker) for all children accessing our Two Year olds Programme.

The Key Worker is deeply committed to the detail of each child's day, their role is to:

- Provide a structure to the day which allows the child to feel safe and settled.
- Promote a learning environment which encourages children to make healthy choices, become independent and have a sense of belonging.
- Promote the learning and development of the children.
- Provide individual personal care and comfort for the children.
- Develop warm, affectionate and responsive relationships with the children and their families.
- Keep parents informed of their child's progress.
- Encourage parents to share information about their child's experiences at home, their curiosities and interests.
- Use the information about the children's experiences at home to support the children's learning and development and enhance the experiences offered in nursery.
- Be responsible for carrying out the two year old progress check and sharing the report with the parents.

### ii. Staffing Arrangements

Staffing ratios in the setting are as indicated in the EYFS Statutory Guidance (2021): 1:4 children aged 2 years.

## **7. Attendance**

### **i. Session times**

The doors open for the start of the morning session at:

- **8.30a.m.**

Collection at the end of the morning session is:

- **11.30a.m.**

All children are expected to be on time for the start of their session and to be collected promptly at the end of their session.

## **8. Learning and development**

### **i. Aims of the Early Years Foundation Stage Curriculum :**

- To provide quality learning experiences for all the children, learning will be through practical and play activities. These will be structured, balanced, relevant to the child and related to the real world.
- To provide a curriculum which takes account of and responds to the children's developmental needs and allows them to make progress related to their differing ability. "What the child can do" will be our starting point.
- To ensure the children have positive experiences of success at their own levels in order to give them confidence and motivation for learning in the future.
- To provide a curriculum which promotes the 'Early Learning Goals'
- To create a partnership with parents to support and enhance the development of the children.

### **ii. Working in Partnership with Parents**

We pride ourselves in working in partnership with parents; we carry this out in many ways.

- We encourage parents to involve themselves in the nursery in many ways. For some it is engaging in daily chats when they drop their child off in the setting, for others it is actively participating in our weekly parent and child open session.
- We value the time we offer to parents when sharing information about their child during initial meeting and settling in sessions. We believe it is important that parents can pass on information and they are truly listened to by the staff.
- We feel it is important for staff to share information about their child's day within their home/school link book. It is an opportunity for parents to also share stories from home that can impact their learning journey.
- We are always willing to talk to parents and listen to any concerns or worries.
- We aim to keep all parents informed about their child's progress and will ask for information from home to support the child's learning

journey and share the two year old skills check with parents upon completion.

- Copies of policies and procedures are available in the setting for parents to look through at any time.
- We have clear Admissions Policies which are available on request.
- We also have a written complaints procedure.

We encourage the support of parents and value they are the first and most important educators of their children.

### iii. **The Curriculum**

In the Early Years Foundation Stage (EYFS) at Golden Flatts Primary School we aim to provide a broad, balanced, differentiated curriculum which addresses the children's social, emotional, physical, intellectual, moral and cultural development within a safe, secure, stimulating environment.

Our curriculum enables the child to learn and develop skills, attitudes and understanding in these areas of learning:

The prime areas being:

- Personal, Emotional and Social Development (PSED)
- Communication and Language (CL)
- Physical development (PD)

The specific areas are:

- Mathematics
- Literacy
- Understanding the World (UTW)
- Expressive Art and Design (EAD)

Throughout the EY we plan activities to give children learning experiences and opportunities to work towards the Early Learning Goals and prepare them for the National Curriculum.

For more information on learning and development in the Early Years, please see our Early Years Policy.

### iv. **Providing Healthy Food and Drink for Children**

The children are encouraged to make choices not only about the things they play with but also about the food and drinks they have. Drinking water is available for the children throughout the day.

Snacks are provided during the morning. At snack time children are offered fresh fruit or vegetables and foods that are low in salt, sugar, saturated fats and artificial additives with a choice of milk or water.

Information relating to allergies, religious beliefs and special dietary requirements are obtained from parents/carers, and are taken into consideration when snacks and meals are being offered.

Dietary requirements are displayed clearly in food preparation areas.

Staff preparing food and drink hold a current Food Hygiene Certificate

v. **Play**

We believe that play, both indoors and outdoors, is the fundamental way in which young children learn. Play can be enjoyed and challenging. When playing, children behave in different ways. Sometimes, their play will be boisterous, sometimes they will describe and discuss what they are doing, and sometimes they will be quiet and reflective as they play. Through play, children will be developing skills across all the Prime and Specific areas of learning, working towards achieving the Early Learning Goals.

In a secure environment with effective adult support, children will be able to:

- Explore, develop and represent learning experiences that help them make sense of the world
- Practise and build up concepts, ideas and skills
- Learn how to control impulses and understand the need for rules
- Be alone, be alongside others or co-operate as they talk to rehearse their feelings
- Take risks and make mistakes
- Think creatively and imaginatively
- Communicate with others as they investigate and solve problems
- Express fears to relieve anxious experiences in controlled and safe situations

Adults in the setting will support play by:

- Planning and resourcing a stimulating environment
- Supporting children's learning through planned play
- Extending and supporting children's spontaneous play
- Extending and developing children's language and communication in their play.
- Listening to all forms of children's communication and their ideas and taking these into account when developing play and planning.
- Narrating children's play.
- Asking questions about children's play.

vi. **Assessment**

Formative Assessment is an integral part of the learning and development process. It involves practitioners working with parents/carers to recognise children's progress and understand their individual needs. Through interaction and observation, practitioners gain knowledge of the children and are able to plan activities and support to ensure that they make progress. Using their professional judgement, they will assess whether children are at the expected level of development. This will be shared with parents throughout the EYFS, both incidentally and through arranged progress meetings.

At the start of Nursery, parents are encouraged to share information from their child's 2 year old's progress check. We will then use the information to support learning and development in our setting and discuss how parents can support this at home.

At the start of Reception year (during the first 6 weeks), children will complete the Reception Baseline Assessment (RBA). This is a short, statutory assessment designed to provide a progress measure for future learning.

In the final term of the Reception year, the teacher (with the help of other practitioners and parents/carers) will complete the EYFS profile for each child. This will provide parents/carers and key stage 1 teachers with a rounded picture of their knowledge, understanding and attainment against expected levels (Early Learning Goals).

The profile will be completed for all children and the information will be provided to the local authority.

## **9. 2 year progress check**

The Early Years (EY) requires that parents and carers must be supplied with a short written summary of their child's development in the three prime learning and development areas of the EYFS: Personal, Social and Emotional Development, Physical Development and Communication and Language. This should be completed when the child is aged between 24-36 months.

### **i. The aims of the progress check are to:**

- Review a child's development in the three prime areas of the EY.
- Share this information with parents at an agreed time to ensure they have a clear picture of their child's development.
- Enable staff at Nursery to understand the child's needs and plan activities and experiences to meet them in the setting.
- Enable parents to understand the child's needs and enhance development at home, with support from the setting.
- Note areas where the child is progressing well and identify any areas where progress is less than expected.
- Describe actions the setting intends to take to address any developmental concerns (including working with other professionals where appropriate).

### **ii. The progress check will:**

- Be completed by a practitioner who knows the child well and works directly with them in the setting - this will normally be the child's key person.
- Arise from the ongoing observational assessments carried out as part of everyday practice in the setting.
- Be based on skills, knowledge, understanding and behaviour that the child demonstrates consistently and independently.
- Take account of the views and contributions of parents, and the child if appropriate.
- Take into account the views of other practitioners and, where relevant, other professionals working with the child.



iii. **Our Nursery intends that the progress check will:**

- Be clear and easy to read, avoiding unfamiliar jargon, acronyms or terminology (with interpretation and translation available where appropriate).
- Present a truthful yet sensitive reflection of what the child can do and their achievements to date.
- Identify areas where the child is progressing at a slower pace than expected.
- Recognise parents' in-depth knowledge of their child by incorporating their observations and comments, and explain how their child's learning and development will be supported in the setting.

iv. **Practitioners will agree with parents when is the best time to provide the check and the following factors will be considered before commencing:**

- The setting will allow a settling in period for the child to enable their key person and other practitioners to build up good knowledge of the child's development, abilities and interests before completing the progress check. The Key person will share the progress during an open class room which are held termly.
- If a child has a period of ill health or a significant event in their family (e.g. family breakdown, bereavement or the arrival of a sibling) it may be appropriate to delay the check.
- If a child has a period of absence or irregular attendance or attends for limited sessions.
- Where possible, we will carry out the progress check in time for parents to share it with the health visitor at the two year old health and development review.
- If the child has already had the health visitor 2 year old check the setting is still required to carry out the EY 2 year old check.

v. **Children attending more than one setting or changing settings**

In the case of children who are attending more than one setting, the progress check will normally be carried out by the child's key person at the setting where the child spends the greatest amount of time each week.

However, the setting carrying out the progress check will consider whether it would be helpful to get the views of other practitioners working with the child at the other setting or settings.

If a child moves between settings between 24 and 36 months, leaders and managers of the respective settings will agree which provider will complete the check. It will usually be the setting where the child has spent the most time to date.

vi. **Preparing the progress check for a child with SEND**

If the progress check is for a child with an identified disability, medical need or special educational need we will take into account if the child is already being

supported by other professionals. Then we will agree with parents how the views and contributions of those professionals can be sought.

The focus will be on what the child can do, their unique and individual characteristics and their development to date, rather than describing their development in terms of their need or disability.

## **10. Inclusion and Equal Opportunities**

Children with special educational needs will be supported as appropriate to enable them to access the curriculum fully; this is in line with the school's Special Needs and Disabilities (SEND) Policy. This includes children that are more able and those with specific learning difficulties and disabilities. The school's SEND Co-ordinator is responsible for providing additional information and advice to staff and parents and for arranging external intervention and support as necessary.

In line with the school's Equality Policy, we will provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual.

During the school visit we will talk to the child and the parents about the child's ethnic, religious and cultural heritage and experiences at home. Staff will use this information when learning and carrying out activities within the Foundation area to ensure that familiar experiences are used as starting points for learning.

When planning, setting up and altering the rooms, outdoor areas, displays and equipment, the staff will aim to create an environment that encourages a positive attitude to learning. This will include:

- Keeping the environment free from any discriminatory practice or stereotypical images
- Valuing the local community and environment as a source of learning opportunities
- Using displays, resources and equipment that reflect the community in which the children live as well as the wider world.
- A curriculum which provides activities to encourage children to respect their own cultural background and beliefs and those of other people.

We will ensure that all children are given support to participate in activities, experiences, visits and discussions and to make sure that all children are listened to carefully and with respect. We will carefully consider the need for equality of opportunity when planning activities and experiences. When necessary we will modify activities or provide additional equipment or materials to ensure children are not excluded.

## **11. Safeguarding and welfare**

All necessary steps are taken to keep the children in our care safe and well. Any safeguarding or welfare issues will be dealt with in line with the school's Child Protection and Safeguarding Policies. All members of staff in the EYFS are required to read these policies and attend update training.

The DSL is **Miss E. Bestford**. The deputy DSLs are **Mrs S Sharpe and Miss K. McIntyre** In line with school's policies, the DSL is responsible for safeguarding children and liaising with local children's services as appropriate. The deputy DSL will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL. The DSL and deputy DSL will undertake child protection training as required.

Staff will receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

Specific Safeguarding Issues:

i. **Mobile phones and devices**

For policy on the use of mobile phones please refer to the staff code of conduct and the Acceptable Use Policy. A school mobile phone may be used for trips in cases of emergency.

ii. **Intimate Care**

"Intimate" care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child and make any reasonable adjustments. We seek to find out religious and cultural views around intimate care and we will carry out an intimate care plan with parents. The plan will be reviewed as necessary – see separate Intimate care policy.

iii. **Nappy Changing Procedure**

The child's Key Worker will change the nappies of those children in their group whenever possible. We will always ask the child's permission before changing their nappy: **"Is it ok if I change your nappy?"**

The Key Worker will:

- Talk to the child about having their nappy changed.
- Go with the child to the changing area
- Always wear a disposable apron and disposable gloves.
- Place the dirty nappy and the used wipes in a nappy bag.
- Tie the bag and place in a second bag.
- Place the double wrapped nappy in the designated bin.

When the Key Worker has finished changing a child, they will clean the nappy changing surface with an antibacterial spray.

They will encourage the child to wash their hands after their nappy has been changed and ensure they wash their own hands thoroughly.

The Key Worker will ensure that nappies are changed in response to each child's needs.

iv. **Learning to use the Toilet**

We acknowledge that many two year olds may not yet be 'toilet trained'. We will support parents with this process and understand that children may be new to this and will inevitably have 'accidents'. When appropriate we will encourage the use of 'pull ups' as a way to transition from a nappy to underwear. We will follow the same guidelines as for nappy changing and:

- Always ask the child's permission
- Remind the child to use the toilet
- Go with the child to the bathroom
- Wear disposable gloves
- Encourage and support the child to wash their hands
- Wash their hands thoroughly

v. **First Aid**

Our Nursery makes every effort to ensure that all children are safeguarded and well cared for. The children are the centre of our focus in all decision-making and arrangements. The nursery sees adequate First Aid provision as vital in the daily process of caring for the children. The Nursery keeps records of accidents and injuries, together with an account of any first aid treatment, prescription medication or treatment given to a child.

**Implementation: Practical Arrangements**

The first aid box in nursery is located on the high shelves and a further first aid box is available in the kitchen.

The contents of the first aid boxes are checked regularly by Clare Taylor (School PSA).

First aid boxes will be restocked immediately after use of an item or as and when required.

**Practical Arrangements at the point of need**

Any member of first aid trained nursery staff can administer first aid to a child in line with the following procedures:

- Administer first aid as appropriate
- Call for help if appropriate
- Call emergency services if required
- Ensure everyone is safe and the injured party cared for and accompanied
- Call the parents if appropriate immediately after the incident
- Record the incident / accident
- Ensure that everyone relevant knows
- Take any further action as required

If an ambulance is required for emergency treatment, the child's key worker will accompany the child to hospital if the parent/guardian could not be contacted. The parents will be notified immediately.

Staff members should call emergency services as soon as it becomes clear the injury is beyond the nursery's capability and the health of the child is compromised; if in any doubt, seek immediate guidance from a Senior member of staff.

#### **Recording accidents and informing parents**

Members of Staff who deal with an accident or injury must record the incident in the Accident / Incident forms and inform management.

Parents are always contacted if a child suffers anything more than a trivial injury, or suffers a head injury or if s/he becomes unwell, or if we have any worries or concerns about his/her health. Parents are encouraged to contact the nursery if they have any concern relating to their child's health.

#### **Non Serious Injuries**

Parents will be informed of the accident when the child is collected from nursery at the end of the session.

Records include:

- the date, time and place of incident
- the name of the injured or ill child
- details of the injury/illness and what first aid was administered
- what happened to the person immediately afterwards (e.g. went home, continued in their play, went to hospital)
- name and signature of the person dealing with the incident along with a witness.

#### **vi. Emergency procedure if a child is lost**

- In the event that a child is missing a senior member of staff will be informed immediately.
- A full search of the building and grounds will be undertaken.
- Parents will be informed immediately.
- The police will be required to attend if the child is not found. Advice will be taken from the police at this point.
- A report will be made to Ofsted explaining the nature of the incident. This will be made within 24 hours.
- An immediate risk assessment will be undertaken, dependant on the nature and the outcome of the incident.

#### **External Visits**

- If a child becomes lost whilst on an external visit the above procedure will be adhered to.

Golden Flatts Primary School  
Two Year Olds Policy

- With careful planning and co-operative working amongst staff, children should not be out of sight of an adult during an outing.
- If it is realised that a child is no longer with the group, staff should look carefully all around without leaving the group.
- Parents and Golden Flatts Primary School will be contacted immediately.
- The police will be informed and all the children will be returned to Nursery.
- At the end of the day the teacher will complete an incident report

vii. **Administration of Medicines**

Please see the administering medication policy.

**Arrangements for children with particular medical needs**

Prior to joining nursery, all medical details are required so that the nursery can provide the level of care expected. Where appropriate, parents along with any relevant members of staff will meet prior to a child joining the Nursery to ensure such provision is in place. Special arrangements, such as, training are made when necessary to ensure medical needs are met and a health care plan is completed.

viii. **Sick Child Policy**

If a child becomes ill at home prior to attending nursery, we ask that parents inform us of their child's illness. This assists us in caring for the children on their return and enables us to look out for similar symptoms in other children.

When in the setting, if a child is feeling unwell and/or is suspected of having an infectious illness their key worker will support them and stay with them. The key worker will offer comfort to the child and care for them while another staff member contacts the parents.

On contacting the parents, the worker will describe the nature of the illness, the symptoms and how long the child has been feeling unwell. The parents will be asked to come to Nursery to collect their child.

If an infectious illness is suspected we will refer to the most up to date Infections in Children documentation to determine the appropriate action to take. The key worker will stay with the child in a separate room, away from other children, while they wait for the child to be collected.

If there is a frequent occurrence of an infection all the parents in the setting will be notified. We will inform Ofsted of any infectious diseases that a qualified medical person considers notifiable.

For a child who develops symptoms of Covid 19 or has tested positive, please see the school's current Covid Risk Assessment / Outbreak management plan.

## **12. Behaviour Management**

Nursery will follow Golden Flatts Primary schools Mental Health and Behaviour Policy. It is important that the team working within Nursery promote positive behaviour and foster an environment that is nurturing and calm in order to support children to develop their own personal, social and emotional development.

We encourage parents to share any concerns they have about their child's behaviour. We then use our pathway of support to plan together how best to support the child, ensuring a consistent approach at home and in the setting.

If a child is hurt in the setting by another child the parents of both children will be informed. An explanation of the incident will be given whilst maintaining the confidentiality of others involved.

## **13. Health & Safety**

The Health and Safety of staff, volunteers, children and parents is of paramount importance to us.

A first-aid box is located in Nursery. Only medicine prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered. The school's Administering Medication Policy outlines the procedures for administering medicines.

The EY teacher will report any accident or injury involving a child to their parents on the day it occurs, and any first-aid treatment administered to a child will also be reported to their parents. An accident form will be completed and one given to parents.

The Head of School will report any serious accident, illness, injury, or death of a child whilst in the school's care to Ofsted as soon as is reasonably practicable, but within 14 days of the incident occurring. Local child protection agencies will also be notified.

The school has a Fire Evacuation Plan in place.

Any food or drink provided to children is healthy, balanced and nutritious as outlined in the Whole-School Food Policy. The Head of School will notify Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident. Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded. Fresh drinking water is available at all times.

Smoking is not permitted on the school premises.

The Health and Safety Policy outlines the full health and safety policies and procedures.

All areas have been risk assessed to check for safety and appropriateness for use by children. The risk assessment process requires careful examination of the tasks and

identifies possible hazards. Staff also identify control measures to minimise the risk for every child in the setting. Risk assessments will be carried out and reviewed at least once a year. In the case of an incident, the risk assessment will be reviewed and if necessary amended.

Centre staff will carry out weekly and monthly maintenance checks on equipment, furnishings and the play environment. Any item found to be faulty or damaged will be repaired or replaced immediately.

Any concern regarding general maintenance or hazards with the building will be reported to the Caretaker. The Caretaker carries out daily visual checks of the whole site including the outside area to ensure Health and Safety standards are maintained.

When children are taken to other play spaces in the School, a member of staff will be responsible for ensuring the area they are going to is safe and secure and has appropriate resources for the age of the children attending. They will also be responsible for checking the equipment to be used meets the required safety standards.

#### **14. Staffing**

A robust Recruitment Policy is in place, which aims to ensure that members of staff employed in the EYFS are suitable.

Upon employment, all EYFS staff receive induction training to ensure that they understand their roles and responsibilities, including information about emergency evacuation procedures, safeguarding, child protection and health and safety.

Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.

All members of staff who have contact with children and families will be supervised by the EYFS lead. The supervision will provide opportunities for staff to:

- Discuss any issues, particularly concerning the development or wellbeing of children, including any child protection concerns.
- Identify solutions to address issues.
- Receive coaching to improve their effectiveness.

There will be at least one member of staff on the school premises at all times who has a current paediatric first-aid (PFA) certificate. Any member of staff who has sole responsibility for looking after a group of children will also hold a PFA certificate. All newly qualified staff with a level 2 or 3 qualification will be PFA trained. The school will organise PFA training to be renewed every three years.

The school provides a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory framework for the early years foundation stage'.



The school adopts the following staffing ratios:

- For children aged two, there is one member of staff for every four children. At least one staff member holds a full and relevant level 3 qualification, and at least half of the other staff members hold full and relevant level 2 qualifications.
- For children aged three and over:
  - Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is working directly with the children, there is one member of staff for every 13 children, and at least one other member of staff holds a full and relevant level 3 qualification.
  - Where a member of staff does not hold QTS, early years professional status, or another suitable level 6 qualification, there is one member of staff for every eight children. At least one staff member holds a full and relevant level 3 qualification, and at least half of all other staff hold a full and relevant level 2 qualification.

Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios.

Parents will be informed about staffing arrangements and, when relevant and practical, will be involved in staffing arrangement decisions.

Each child is assigned a key person whose role it is to help ensure that every child's care is tailored to meet their individual needs.

For further information please see the staff code of conduct.

### **15. Information and records**

Information is stored in line with the GDPR and the Data Protection Act 2018, and with regard to the school's Data Protection Policy.

The following information is recorded for each child:

- The child's name and date of birth
- The name and address of every parent or carer who is known to the school, and which parent or carer the child normally lives with
- The emergency contact details of the child's parent or carer

The following information about the school is recorded:

- A daily record of the names of the children being cared for in the school, their hours of attendance, and the names of each child's key person

The following information is made available to parents:

- The school's privacy notice for parents and pupils
- How the school delivers the EYFS and how parents can access more information
- The daily routine and the activities offered in the school's EYFS and how parents can assist their child's learning at home

- How the school's EYFS supports children with SEND
- Details of the food and drink provided to the children
- Information about the policies and procedures in place in the school's EYFS

Ofsted will be notified if there are any changes to the following:

- The address of the school
- The school's contact details
- The hours during which care is provided
- Any significant event which is likely to affect the suitability of the school or any person who cares for, or is in regular contact with, children to look after children

## **16. Complaints procedure**

At our Nursery we aim to provide the highest quality education and care for all our children. We aim to offer a warm welcome to each individual child and family and to provide a warm and caring environment within which all children can learn and develop as they play.

We believe children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. Our intention is to work in partnership with parents and the community generally and we welcome suggestions on how to improve at any time.

### **i. Making concerns known**

A parent who is uneasy about any aspect of the provisions should first of all talk over any worries and anxieties with Mrs Newbury, Early Years Leader. Most complaints should be resolved informally or it could be taken further with the Executive Headteacher, Mrs S. Sharpe. Should the matter not be resolved then it can be taken up with the Governing Body. Please see the School's Complaints Procedures.

### **OFSTED involvement**

A parent has the right to contact the Ofsted helpline if they so desire. Providers must provide Ofsted, on request, with a written record of all complaints made during any specified period, and the action which was taken, as a result of each complaint.

The address is:

Ofsted  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

Contact number:

0300 1231231

Golden Flatts Primary School  
Two Year Olds Policy

We believe that most complaints are made constructively and can be sorted out at an early stage. We also believe that it is in the best interests of the nursery and parents that complaints should be taken seriously and dealt with fairly and in a way that respects confidentiality.

**17. Monitoring and review**

This policy is reviewed annually by the Governing Body and the Executive Headteacher.

Any changes made to this policy will be communicated to all members of staff.

All members of staff directly involved with Nursery are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

The next scheduled review date for this policy is August 2023.

**Review Date: August 2022**

**Reviewed by: S. Sharpe**

**Approved by Governors:**

**Next Review Date: August 2023**