SUTTON VALENCE SCHOOL
SINCE 1576

EYFS Policy

(Prep School)

Author: Sandra Champanhet
Date: September 2025
Governor Approval: November 2025
Review date: September 2026

This Policy applies to Sutton Valence School (including, as the context requires, the Nursery and the Prep School).

Contents

1. Introduction: Policy for the Early Years Foundation Stage 1
3. Learning and Development 2
4. Safeguarding and Welfare 3
5. Staffing, Key Person and Organisation 4
6. Special Educational Needs (SEND) and English As an Additional Language (EAL) 4
7. Parents & Home-School Links.. 5
8. Equal Opportunities 6
9. Monitoring and Review 6

1. Introduction: Policy for the Early Years Foundation Stage

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. Early Years Foundation Stage Statutory Framework (Department for Education)

The Early Years Foundation Stage (EYFS) statutory framework applies from birth to the end of Reception. At Sutton Valence, children may join Nursery after their second birthday. We adhere to the EYFS Framework and we ensure that the latest guidance is followed.

Children arrive with a range of experiences and knowledge. Our Nursery and Reception teams, working closely with parents and specialist staff, build on this through a holistic approach that supports development across all areas.

2. Aims

The EYFS is based upon four principles:

- **A Unique Child** – who is constantly learning and can be resilient, capable, confident and self-assured.
- **Positive Relationships** – through which children can learn to be strong and independent.
- 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.
- **Learning and Development** – Children develop and learn at different rates. The framework covers the education and care of all children in EYFS provision, including children with special educational needs and disabilities.

We aim for every child to grow up safe, healthy, happy, and able to make a positive contribution. Our broad and balanced curriculum supports emotional, social, physical, creative, and intellectual development at each child's pace, valuing every child as a unique individual.

3. Learning and Development

We believe the seven EYFS areas of learning are interconnected and vital for whole-child development. They are taught through a balance of adult-led and child-initiated activities.

The curriculum covers three prime areas:

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

alongside four specific areas:

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

EYFS Profile – The Foundation Stage Profile is the nationally employed assessment tool that lets teachers record their observations at the end of the Foundation Stage. It provides a well-rounded picture of the child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for Year 1. It covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage. We record each child's level of development against the 17 early Learning goals as Emerging or Expected.

In the rare instance where a child remains in Reception rather than moving to Year 1, the Local Authority will be notified in accordance with statutory guidance.

In Nursery, planning is flexible and shaped by children's interests, while Reception follows adaptable topics to meet evolving needs.

Play is central to learning, offering opportunities for creativity, problem-solving, and social development. A stimulating mix of indoor and outdoor environments encourages exploration, independence, and appreciation of the natural world. Both child-led and adult-led play maximise opportunities for growth across all areas.

4. Safeguarding and Welfare

The School is committed to safeguarding children, ensuring staff suitability, promoting good health, supporting behaviour, and maintaining statutory records and procedures.

In compliance with the statutory framework for the EYFS, we must

- Safeguard children.
- Ensure the people who have contact with children are suitable.
- Promote good health.
- Support and understand behaviour.
- Maintain records, policies, and procedures.

For more information, please refer to the School's Safeguarding and Child Protection Policy as well as the statutory safeguarding and child protection guidance for schools in England, Keeping children safe in education (KCSIE, 2025) available on the Department for Education website.

A designated safeguarding lead (DSL) is responsible for liaison with local statutory children's services agencies, and with the Local Safeguarding Partners (LSPs). The designated safeguarding lead for Sutton Valence School is James Watkins. In addition, several members of the Nursery team are trained as Deputy Designated Safeguarding Leads (EY DDSL). The DSL provides advice, training and support for all practitioners and is responsible for liaising with external agencies and partners.

Attendance and Registers

- Nursery pupils are included in our attendance system.
- Reporting absences is paramount: registers must be electronically recorded for Nursery, School and Wrap Around Care.
- Children missing education for a prolonged period are managed under the School's Safeguarding and Child Protection Policy.

Whistleblowing
A whistleblowing policy is in place and available here.

In addition, NSPCC whistleblowing advice line is available. Staff can call 0800 0280285 – 08:00 to 20:00, Monday to Friday and 09:00 to 18:00 at weekends. The email address is: help@nspcc.org.uk. Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH.

Ofsted provides guidance on how to make complaints about a provider: Complaints procedure - Ofsted - GOV.UK (www.gov.uk).

General guidance on whistleblowing can be found via: Whistleblowing for employees.

5. Staffing, Key Person and Organisation

Ratios
We follow the EYFS Statutory Framework guidance on ratios.
In the Nursery, the staff are deployed to ensure ratios are met and pupils have familiar adults. Each child has a *Key Person* and they will lead and oversee the children's care and education in their rooms. This will be our parents' and/or carers' main point of contact.

In Reception, there is one teacher per class supported by a Teaching Assistant. The class teachers are the parent's primary point of contact.

Responsibilities
The Head of Pre-Prep and Nursery provides oversight of activities in the EYFS settings during term time. The Nursery Manager is responsible for the continuous running of operations throughout the year and is supported by the Pre-School Lead, who deputises in her absence. The Senior Management Team remains informed of all operations, providing guidance as needed.

Staff Supervision
Staff receive termly supervision. At the supervision, Teachers, Teaching Assistants and Nursery staff have the opportunity to discuss, with the Head of Pre-Prep, any concerns they have with regard to pupil progress and pupil welfare. To encourage continuous improvement, they also receive personal mentoring. Both the Head of Pre-Prep and Nursery and the EYFS Team meet regularly to discuss issues that might arise.

6. Special Educational Needs (SEND) and English As an Additional Language (EAL)

At Sutton Valence School, the EYFS Practitioners are committed to fostering an inclusive environment that values the diversity of all individuals..

To meet the diverse needs of our pupils, we:

- provide a safe and supportive learning environment where all contributions are valued.
- plan opportunities that build upon and extend children's knowledge, experience, and interests, enhancing their self-esteem and confidence.
- use a wide range of teaching strategies tailored to the learning needs of each child.
- offer diverse opportunities to motivate and support effective learning.
- utilise resources that reflect diversity and are free from discrimination and stereotyping.
- plan challenging activities for children who are advanced in their abilities yet may need additional support with language and communication skills.
- monitor children's progress and provide timely support when necessary.
- respond to children 'in the moment' to address their immediate needs.

Special Educational Needs and Disabilities (SEND)

Teachers, Teaching Assistants, and Key Persons are responsible and accountable for the progress and development of each child. High-quality teaching and differentiation form the foundation of our approach. The School's SEN Co-ordinator (Head of Learning Support) provides additional guidance to staff and parents, and arranges further support, external referrals, assessments, and interventions when necessary.

For more information, please refer to the School's SEND Policy.

English as an Additional Language (EAL)
For children whose home language is not English, we ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS. When assessing communication, language, and literacy skills, we assess these in English. If a language delay is observed, we consider the background of the child, including their home language and ensure that their proficiency in their home language prior to establishing whether there is a concern. This can be done in consultation with the Head of Leaning Support.

For more information, please refer to the School's EAL Policy.

7. Parents & Home-School Links..

At Sutton Valence School, Early Years Practitioners recognise parents as children's first and most enduring educators and highly value their contributions to their children's education. We believe that a strong partnership between home and school significantly enhances children's development. To foster this partnership, we maintain a two-way flow of information, knowledge, and expertise between parents and staff.

We support this relationship by:

- engaging with parents before their child starts in our Nursery or Reception, discussing their child's needs and expectations.
- offering several opportunities for children to familiarise themselves with their practitioners before starting school, including a 'Meet your new teacher' taster day, and shorter introductory sessions such as (but not limited to): "Mini Musicians" and "Little Bookworms."
- collecting at least two emergency contacts per child to safeguard against late pickups or emergencies.
- visiting new pupils at their current Nursery to facilitate a smooth transition or inviting the current Nursery team to visit if and when appropriate.
- maintaining an 'open door' policy, encouraging parents to discuss any concerns or queries with their child's practitioners.
- providing regular opportunities for parents to talk about their child's progress, view their schoolwork, and participate in various activities throughout the year.
- hosting formal meetings several times a year to discuss each child's progress, settling in, and next steps with their teachers or Key Persons.
- sharing children's progress through tools like Family.
- organising talks for parents on relevant topics to support their child's learning journey.

All Early Years Practitioners aim to build strong relationships with children by interacting positively and taking time to listen. In each class, Nursery staff and Reception teachers act as the 'key person' for each child, supported by teaching assistants and other practitioners who contribute to the children's care and learning.

We further strengthen home-school links by:

- inviting parents to an induction meeting before their child starts, outlining the Nursery and Reception curriculum and daily routines.
- encouraging regular engagement with Famly and sending home a curriculum outline at the start of each term.
- providing opportunities for parents to support their child's learning at home, such as listening to reading and practising key words, and recording progress in a home-school reading diary or Learning Journal.
- offering termly written reports summarising each child's progress against the Early Learning Goals (ELGs) and Foundation Stage curriculum.
- conducting a 2-Year Progress Check between the ages of two and three to ensure early identification of any additional support needs.

8. Equal Opportunities

At Sutton Valence School, we aim to provide all pupils, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, equal access to all aspects of School life and work to ensure that every child is valued fully as an individual. Practitioners, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas.

For further information see the School's Equal Opportunities Policy.

9. Monitoring and Review

It is the responsibility of the practitioners to follow the principles stated in this policy. The Heads of Department and the Senior Management Team may carry out monitoring of the Nursery and Reception classes through formal/informal observation and discussion as part of the whole School development.

This EYFS Policy will be reviewed annually.

Appendix 1. Sleep Policy (EYFS)

Purpose

At Sutton Valence, we recognise the importance of ensuring that children in the Early Years Foundation Stage (EYFS) have opportunities for rest and quiet time to support their wellbeing and development. While Reception children do not normally require a daytime sleep, provision is in place to meet the needs of individual children who may occasionally require rest.

Sleeping Arrangements

- Children in Reception are not routinely provided with a nap time.
- A fold-up bed is available within the Reception setting for children who demonstrate extreme tiredness and require rest.
- Additional beds are available in the School House medical room if required.
- In Nursery, a sleep room is allocated for rest and nap time.

Supervision

- A staff member is always on duty during any sleep or rest period.
- The supervising staff member is responsible for regular physical checks every 10–15 minutes, including ensuring that the child's chest is rising and falling (breathing is normal) and that the child appears comfortable and settled.
- All checks are to be visually recorded or logged in line with safeguarding procedures.
- Where children are resting, if the supervising adult is not within the ratio, another adult must be present in the next room with the door open, maintaining sight and/or sound.

Rest and Sleep Routine

- Children may be invited to lie down and rest if tired.
- Some children may settle to sleep, while others may rest quietly and then return to activities if they do not fall asleep. Approximately 40 minutes are given to rest or sleep.
- Children will typically wake naturally between 12.45 pm and 3.00 pm. Staff will support a calm transition back into activities once the child wakes or completes their rest. Sleep is monitored to balance the benefit of rest with avoiding disruption to the child's natural night-time sleep cycle.

Health and Safety

- Sleeping children are positioned safely, with clear space around them and no loose items that may pose a risk.
- The environment remains calm, quiet, and at a comfortable temperature.

Parental Communication

- Parents will be informed if their child has required a sleep during the day.
- Patterns of frequent tiredness will be discussed with parents to ensure a consistent approach between home and school.

Appendix 2: Intimate Care Policy (EYFS)

Purpose

To ensure children's dignity, safety, and wellbeing during personal/intimate care in line with the **EYFS 2025 Statutory Framework** and safeguarding requirements.

Principles

- Children have the right to privacy, dignity, and respect.

- Intimate care will only be carried out by **staff known to the child**, with enhanced DBS clearance.
- Independence is encouraged wherever possible.
- Procedures are consistent, safe, and child-centred.

Practice

- **Toileting & hygiene**: Children encouraged to manage independently; staff support as needed. Gloves/aprons worn for all care. Hands washed by staff and child afterwards.
- **Changing**: Soiled/wet clothes are changed discreetly. Spare clothing provided; dirty clothes bagged and returned to parents.
- **Medical care**: Where intimate medical support (e.g. creams) is needed, this follows the child's care plan and is logged.

Safeguarding

- All intimate care incidents recorded (time, staff, reason, action).
- Concerns, unusual marks, or disclosures reported immediately to the **DSL**.
- Parents informed the same day if their child required intimate care.

Good Practice for Staff

- Two staff should be aware when intimate care is provided.
- Doors remain **ajar where possible**, unless full privacy is needed for dignity.
- Supportive, age-appropriate language is used at all times.
- Only trained staff carry out medical or specific care procedures.

Parental Partnership

- Parents consulted on care needs during induction; care plans agreed where appropriate.
- Ongoing communication ensures consistency between home and school.