



Early Years Foundation Stage Policy

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Introduction -should there be a direct link to the school aims? JC

The Early Years Foundation Stage at Windlesham School currently consists of the Nursery class (The Owlets) and a Reception class. Each class has a teacher supported by trained and experienced teaching assistants.

We welcome and value the children who join us from a variety of prior experiences and from a range of backgrounds and cultures. No child will be excluded or disadvantaged for reasons of ethnicity, sex, disability, culture, diversity, religion or special educational needs.

We are committed to ensuring children have access to a wide range of experiences to reach their potential in learning and development. We value the input of parents and carers and the work of outside agencies in identifying and supporting children with additional needs.

We believe that young children learn best when they are in a caring and nurturing environment, with staff who understand that children develop rapidly during the Early Years – physically, intellectually, emotionally and socially.

1 Aims of our Early Years provision

- To provide an atmosphere and environment where every child is secure, valued and confident.
- To encourage a positive attitude to learning and exploration that motivates children to try out ideas, ask questions and extend their understanding.
- To maximise children's learning potential through a range of indoor and outdoor learning experiences.
- To encourage children to develop resilience, take risks and enjoy challenges.
- To promote wellbeing through activities such as mindfulness and model relevant language.
- To ensure children have the opportunity to gain wider curriculum experience in subjects such as French and music and additionally in Reception, swimming and games.
- To develop the Characteristics of Effective Teaching and Learning through the use of adults as a model for learning, language, vocabulary and behaviour.
- To support social and emotional skills through discussion, games and positive reinforcement.
- To provide opportunities to develop fine and gross motor skills through play and exploration.
- To promote a love of books, stories, rhymes, songs and language which builds into early reading.

- To closely monitor children's development in the prime areas and to extend learning in literacy and numeracy.
- To identify children who may have additional needs at an early stage in order for appropriate support to be sought and provided.
- To support children for whom English is an additional language and ensure their home and English language development is promoted to a high level.
- To recognise children's personal successes and achievements.
- To encourage co-operation and mutual respect through clear boundaries and codes of behaviour in individual classes and as a school.
- To support children to develop self-help skills, for example in using the toilet and dressing/ undressing.
- To recognise that all aspects of learning and development are important and are interwoven.
- To plan and assess appropriately in order to ensure continuity and progression for all.
- To develop routines and daily activities which contribute to high quality learning experiences and allow children to explore resources and ideas both independently and through adult led experiences.
- To liaise closely with parents and carers to identify an initial starting point for children's learning, which is then built upon during each child's time in Early Years.
- To equip children with a broad range of experiences which build on their interests and knowledge to prepare them for the next stage in their learning.

2 The Early Years curriculum

We follow the Early Years Foundation Stage Curriculum (EYFS Statutory Framework, 2024). This is the statutory guidance for children from 0-5 years in a range of settings. It comprises 4 themes:

- The Unique Child - every child is a competent learner
- Positive Relationships - children learn to be strong and independent
- Enabling Environments - supporting and extending a child's development
- Learning and Development - 3 Prime and 4 Specific Areas of learning and development

These themes form the basis of learning in the 7 areas. The environment is organised to support individual children's learning through the use of resources and activities linked to their interests and identified next steps in their development.

Prime Areas

These 3 areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive:

Communication and Language

The development of language is prominent in all areas of learning and staff plan ways to promote interesting and bold vocabulary in play and learning activities. Children are encouraged to listen to and speak with their peers and adults using two-way conversation in a range of contexts. They sing songs and learn rhymes and use their knowledge of stories to build play and recall key events. Children learn how to follow complex instructions and ask questions to further their understanding.

Personal, Social and Emotional Development

Through play activities and interactions with their peers children develop their confidence and ability to resolve conflicts and manage, name and talk about their feelings. They develop relationships and begin to think of others and their needs. The children will discuss boundaries and understand the need for rules. In their daily learning challenges children will be encouraged to persevere in tasks they find difficult and to develop resilience in handling a variety of situations.

Physical Development

Fine and Gross motor skills are fostered through PE lessons, dance sessions, climbing opportunities and by using large scale equipment such as building with planks and crates and playing on the slide. By interacting with activities such as playdough, threading, manipulating small world equipment and handwriting tasks children develop fine motor control. Staff promote oral health, hygiene and good health through books, play and activities.

Specific Areas

The remaining areas are known as the specific areas through which the Prime Areas will be reinforced. Each area sets out the knowledge, skills, understanding and attitudes which we strive to ensure children will reach by the end of Reception.

Literacy

The method of teaching reading and writing in the EYFS and into Key Stage One is broadly based upon the Read Write Inc scheme. The Owllets staff initially prepare children for phonic activities by promoting speaking and listening, sound discrimination, rhyming, alliteration and storytelling activities. As children are ready, they learn the mnemonics for letter formation and discrete sounds. They also begin blending and segmenting activities, moving onto reading words and books at the appropriate time.

In Reception, the Read Write Inc scheme is used alongside other phonics activities to reinforce letter formation and build on children's knowledge of word building, moving on to reading phonically based texts.

All Early Years children are given opportunities to make marks and develop writing in a variety of contexts, such as exploring lines and shapes with paint or composing a letter in the role-play post office and reading back the meaning of the marks. This is developed further as children are able to record their own ideas through their understanding of letter sounds.

A love of stories, rhymes, books and reading is promoted through daily story sessions. Staff plan and resource activities that encourage children to listen to and respond to the language of books e.g. through role play. Adults are ambitious in their use of stimulating vocabulary throughout the

curriculum and support children to explore the meaning and use of new and interesting vocabulary.

Maths

Maths activities are practically based, with children having access to a wide range of resources. Staff promote understanding and use of language relating to counting, shapes, pattern and size in both adult led and child-initiated activities. A key resource in understanding number is Numicon, which is used to support counting and number operations. Children count for a purpose e.g. how many children are present and number recognition is taught through the use of number lines, games and other resources. Children use numbers to 20 and beyond and order numbers and find one more and one less.

Children build on both a small and large scale using construction kits such as Duplo as well as planks, logs and crates. Adults model and encourage language to describe and compare size, shape and measure of length, height and weight. Children think about the shapes they could use to represent objects.

Children in the EYFS begin to use addition to combine groups of objects and explore subtraction. This may be through rhymes and songs such as 5 little speckled frogs or practical problems and children are introduced to the correct terminology.

Staff invite parents to workshops to discuss the approaches we use in these key areas and provide activities for home support.

Understanding the World

Children are given the opportunity to discover the world around them by exploring places they are familiar with and comparing these to different environments and habitats. They explore material and textures through creative and other tasks and find out about the way objects work. They plant seeds and observe growth, change and lifecycles. By talking about their own families, children begin to notice how others have different jobs, beliefs, cultures and celebrations.

Expressive Arts and Design

In their imaginative play, children are encouraged to act out scenarios and explore ways to develop narratives. They use a range of media to express ideas, emotions and symbolise ideas and events. Children are encouraged to explore materials, textures and resources such as playdough, collage, gloop and junk modelling items. By developing their skills in drawing, children learn to use shapes and colours to accurately represent artifacts and concepts. In specialist teacher led music lessons, the children explore rhythms, pitch and patterns of sounds and instruments. They learn a variety of songs and dance and move in time to the music.

We also support children in developing the Characteristics of Effective Teaching and Learning:

- Playing and Exploring – children are willing to independently have a go, investigate and initiate a variety of activities.
- Active Learning – children are proud of their achievements. They can concentrate on activities and persist with a challenge.
- Creating and Thinking Critically – children develop and discuss their own ideas, drawing on and making links to their previous experiences.

The EYFS Curriculum can be viewed in detail online:

[EYFS Statutory Framework for Group and School Based Providers](#) and a copy is available on request.

3 Admission, settling in and transition procedures

We are aware of how important the process of transition is for children at each stage. We support children when joining The Owlets, when they move from The Owlets and other pre-schools into Reception (both here at Windlesham or other settings), and when moving from Reception to Year 1.

On joining The Owlets, children are invited to attend introductory sessions to develop familiarity with the environment and staff. We understand that each child's needs for transition into Nursery will be unique. As necessary, we encourage parents to build up to leaving their child for a short while, leading to a whole session. We continue to offer support as appropriate and discuss strategies with parents and carers to ensure a smooth and happy start to each child's time at Windlesham.

The school operates a key person system for all children in the EYFS. In Reception, this is the class teacher and in The Owlets, the children are allocated to small groups. The key person, along with the other adults working in each class, supports the child and family to settle into the setting. They are responsible for liaising with and working in partnership with the class teacher and parents to plan for the child's wellbeing, care and learning. Each key person keeps records by collating photos and observations and tracking each child's development in their Learning Journals which, in Reception, provide evidence to form part of the Early Years Foundation Stage Profile.

As children and families prepare for the next step into Reception, we hold a meeting for parents and carers to explain the Reception curriculum. There is also a workshop and play activity for children to attend with their parents to give a flavour of life in Reception at Windlesham. Other transition activities for children in the Owlets include having play sessions in the Reception classroom over the summer term and informal visits by the Reception teacher to the Owlets to play alongside and get to know the children. Where possible, the Reception teacher endeavours to visit children who attend other nurseries to establish a relationship. There is also a formal invitation for all the children to visit the classroom and meet the staff, see the toys and resources and the other children in their group. During this time, parents will have the opportunity to get to know each other, listen to a short talk and have the chance to ask questions.

Children start at staggered times in September to enable them to experience a smooth and happy transition into their new learning environment. Parents and carers are invited to a meeting where staff will outline the timetable, discuss day-to-day activities and procedures and talk about the teaching of phonics and reading and maths. Each family is given a welcome pack with details of the school day, lists of equipment and uniform needed and the Early Years Policy.

Families are also invited to complete an "All About Me" Book about their child, giving information about family, pets, likes and dislikes, religious practices, and SEND. This information is used to

plan experiences that build on children's interests. Parents are also asked to share information about children's oral health and their preferences and needs when eating. There is ongoing dialogue between parents and carers and staff to ensure the information is updated regularly.

Staff discuss the process of transition with all children by sharing relevant books, using circle times and through assemblies. If children leave the school, staff endeavour to share information about their new setting. Where possible, staff network with colleagues from other settings through meetings, telephone conversations and by passing on transition documents.

In the final term of the EYFS, staff complete the Early Years Foundation Stage Profile. This is the collation of evidence to form the standard that each child has met at the end of the Reception year. This is in line with statutory guidance, for all children leaving Reception and entering Year 1 and this data is shared with the Year 1 staff. During the summer term, Reception children are invited to participate in activities with the Year 1 staff both in the Reception and Year 1 classroom. The staff in Reception and Year 1 work together to build on the foundations set out in the EYFS to ensure children begin to experience a range of more formal activities including the experience of visiting the ICT suite.

4 Planning, teaching, assessment and record-keeping

Our planning is based on the EYFS curriculum (2024) outlined above and we understand the importance of play in helping children to develop. Staff organise the learning environment to ensure children have rich and stimulating experiences, both indoors and outdoors. There are opportunities for children to engage in tasks planned by adults, and also those that they initiate themselves. We provide a wide range of experiences that are loosely based around topics and related activities. We ensure that, where appropriate, children are given the opportunity to develop their abilities above and beyond the expectations of the EYFS.

Children come to Windlesham with a unique, yet wide range of experiences. Staff complete initial observations to identify the stage of a child's development, interests and knowledge. They use these assessments alongside transfer documents from other settings to plan appropriate and interesting next steps. We aim to provide a rich and engaging curriculum that prepares children for their journey into school and the community in which they live.

We use small group, 1:1 and whole class activities to introduce activities and concepts, to carry out observations and to teach discrete areas of the curriculum such as phonics, reading, numeracy and writing. These activities are introduced in The Owlets and the length of the activity is increased over time in the Early Years.

During activities, children may be grouped both within and across classes, particularly for ICT, French, Music, Games and Phonics in Read Write Inc sessions. This also applies to swimming which begins in Reception.

Staff plan activities that have a clear focus of learning and engagement for the class and individual children in developing their next steps, with regard for the needs of those with SEND, English as an additional language and children making accelerated progress. Staff make observations about the progress children make and evaluate the impact of activities. Children are encouraged to return to and repeat activities to embed their learning.

We provide a range of stimulating resources which facilitate and enhance the delivery of the EYFS Curriculum for all children. Some of our resources are shared between classes as and where appropriate, we ensure that resources are clearly labelled and easily accessible by children to help with their independent learning.

Activities are used to challenge children, encouraging them to take risks, apply what they know, think creatively and be involved in evaluating their own learning.

Staff carry out ongoing observations of children in the form of photos, post its, examples of work and notes. These are collated in each child's individual learning journal and other workbooks.

When a child is aged between two and three years staff will carry out a written progress check which is shared with parents. This will highlight areas where children are progressing well and areas where there may be areas of concern. Staff may ask the SENCo to observe, request external provision and set out strategies for support.

This information is discussed and moderated by Early Years staff, including class teachers, teaching assistants, specialist subject teachers and key person to identify if children are working towards the expected standard, at the expected standard or working at greater depth in relation to the age-related expectations in each of the seven areas of learning. This data is recorded on tracking documents on entry and at the end of each term. Staff then analyse the data to ensure that children are supported to meet next steps, to ensure further progress and challenge and to ensure that the needs and interests of the children are reflected in our plans.

Planning also includes relevant points from Individual Learning Plans (ILP's), speech therapy plans or other therapeutic plans written for children with Additional or Special Educational Needs.

The school also keeps records of:

- Information from any previous setting
- Family contact details
- Pastoral/medical/dietary / developmental information
- Safeguarding

We hold two parent-teacher meetings per year to discuss each child's individual progress. Children's developmental records and all other information is available to view by appointment. These records are shared with parents and carers and with outside agencies such as Speech and Language therapists with parental consent and, where necessary, are held securely.

Termly progress updates with identified next steps are shared with parents across the EYFS. In Reception, a formal end-of-year report is written for parents and carers.

At the end of Reception, the teachers use the collated information from workbooks and learning journals to discuss, moderate and record individual children's attainment in the Early Years Foundation Stage Profile. This is in line with national expectations as legally required by the Government. These scores are shared with parents, Year 1 teachers and with the local authority. Early Years staff also share each child's individual learning journal with the next class teacher and complete transfer records for children moving on within the school, and to other settings.

5 SEND

We value all children as individuals at Windlesham School and Nursery. The staff arrange the learning environment, activities and resources to support the learning needs of all children and plan the curriculum to allow children to develop at their own pace. Care is taken to ensure that we have a suitable balance of resources with regard to age, gender, sex, ethnicity and need.

We believe that early identification of children with additional needs is crucial in enabling us to give the child the support they need. The staff liaise with one another, with parents and carers and with outside agencies to support children who have been identified as having or who may have additional needs. We regularly meet with parents and carers for Parents Evenings and to discuss individual needs as necessary, for example medical or special educational needs.

6 Toilet training and self-help skills

No child will be excluded from participating in The Owlets or Reception at Windlesham who may, for any reason, not yet be toilet trained and who may still wear nappies or pull-ups. We work to support children and families at an appropriate time towards toilet training, unless there are medical or developmental reasons why a child may not be ready.

Staff support all children in self-care and promote independence in using a potty, toilet facilities and hand washing. We understand that toileting is an emotive issue and handle the need for changing children sensitively.

We use gloves and ask parents to provide wipes and changes of nappies, pull-ups, and clothing as appropriate. When children show an interest in toilet training we liaise with parents and may offer stickers, praise, stamps as incentives, as agreed with families. We have access to potties, toilet seats and mats to facilitate toilet training and unless there is a physical need, we begin to encourage children to stand to be changed.

Where appropriate, for example when changing for swimming in Reception, changing shoes for PE activities or putting on a coat for outside play, children are encouraged to attempt these skills and are praised for attempts at self-help. The staff will show children the steps to manage these for themselves and will, for example, hold up a coat for children to put arms in, or place shoes the correct way round.

7 Behaviour and Attitudes

We understand that young children are learning to manage their emotions and self-control. Some children will need intervention to deal with their feelings and are helped to explore ways to self-regulate and relate to others as set out in the EYFS (2025). Children are encouraged to have respect for themselves, their peers and adults. Staff discuss with children the need for rules and boundaries.

The use of daily routines and the development of effective relationships with staff help children to feel safe and secure. Staff support all children to develop their confidence in the setting and have high expectations for all children to be motivated to learn, join in, try out ideas and have a positive attitude to learning.

In The Owlets, children are introduced to the idea of understanding feelings through "The Colour Monster" book and resources. As they move into Reception and through the school they explore "The Zones of Regulation" to manage and work through emotions.

Children in the EYFS participate in the whole school initiative of Learning Powers and are encouraged to work towards and receive stickers for exemplifying the differing aspects as detailed below:

- Cooperation – when you are part of a group and show you can collaborate, listen and share
- Creativity -when you are happy to use your imagination to come up with new ideas
- Independence – when you try and do it on your own
- Reflection – when you think about what you did well and what you could do better
- Resilience – when you bounce back after disappointment and learn from mistakes

In the EYFS we promote behaviour that reflects the values and code of conduct of our School as set out in the school behaviour policy which is available to view on the school website. These values link closely with the Fundamental British Values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

Staff refer to the school Behaviour Policy when praising good behaviour or when challenging difficult behaviour and as such the use of corporal punishment is neither used nor threatened.

Windlesham School Values

- Respect and tolerance
- Honesty
- Responsibility
- Kindness
- Effort
- Self-belief

Code of Conduct

- We show respect and good manners at all times
- We work hard, try our best and are proud of our learning
- We are honest, kind, fair and inclusive
- We care for our School and the wider environment
- We listen carefully and follow instructions sensibly

Democracy

The staff support children to work together to make decisions, to understand that their own views and those of others are important. The staff promote sharing, turn taking and collaboration.

Rule of law

The staff work with children to ensure they understand that their own behaviour and that of others has consequences. Children and staff collaborate to make class rules and ensure that they are followed fairly.

Individual Liberty

The staff provide opportunities for children to take risks, think critically and try out ideas independently. This promotes self-belief and pride in their achievements and learning. The staff lead discussions that allow children to share their own ideas, opinions and feelings and understand that we are free to have our own opinions.

Mutual respect and tolerance

The staff create an environment where every child and family is included and valued. We provide activities, books and resources that reflect a wide range of cultures, genders races and families. The staff encourage children to explore the similarities and differences between themselves and others and among families, faiths communities, cultures and traditions.

All staff have undertaken Prevent counter terrorism and have a duty to “have due regard to the need to prevent people from being drawn into terrorism”.

8 Safeguarding and wellbeing

We want children to be happy and to feel safe and secure in our school. We understand that this helps them to learn and develop well and we take our role in safeguarding children very seriously. Staff receive training on and are kept updated with regard to the “Keeping Children Safe in Education” document and have undertaken training in Prevent Duty Guidance and Working Together to Safeguard Children. Staff training is carried out during induction, when processes and information are updated and at least every **two** years. The Safeguarding and Child Protection Policy can be viewed on the school website. Staff work closely with the designated teachers assigned at Windlesham, should they have any concerns. All staff have a duty to “have due regard to the need to prevent people from being drawn into terrorism”.

The School also has an e-safety and ICT policy regarding the use of cameras, mobile phones with cameras and devices with image sharing capability. Please see Appendix 1 for details. The children participate in Internet Safety Day and staff ensure they take opportunities to reinforce this message to children when they are using iPads, PCs and other technology. **Parents can give consent for the use of images of children when they join the school and these can be updated.**

In addition, we have regard for the following recommendations and requirements of the EYFS with regards to a range of aspects of health and wellbeing:

- All staff undertake basic first aid training and as required by the EYFS there are members of staff in the EYFs team and across the school who have a Paediatric First Aid certificate. Rotas are managed to ensure the correct ratio of staff with this

qualification are on site at all times, present when children are eating and to accompany children on trips.

- We follow the ratios set out in the EYFS dependent on staff present, their level of qualification and numbers of children.
- Wherever possible we would not expect staff to have contact with pupils individually. If, on occasion, this is necessary, the door should be left open or the meeting should take place in a public space.
- The school promotes the good health of children including oral health. The set procedures for responding to children who are ill or infectious are contained within the First Aid policy. This policy also deals with the procedures for administering medicines. Medicines are handed into the school office and can only be given if prescribed by a health professional. A written record is kept of medicines that are administered. Where necessary staff are given additional training in administering particular medication e.g. EpiPens.
- Each class area has a first aid box and staff ensure that accidents are dealt with and reported in a timely manner. Parents and carers are informed of any serious injuries and all head injuries straightaway. Accidents are reported across the School and recorded on the Staff Portal. Please refer to the School Health and Safety policy.
- In line with the school Health and Safety policy, staff assess risks in the classroom and the outdoor areas. Equipment is regularly checked to ensure that it is in good condition, well maintained and safe. Staff identify the steps needed to remove, minimise or manage the risks and hazards. For outings, the staff have regard for the Trips policy and staffing ratios, alongside legislation and government advice. Risk Assessments are undertaken and followed prior to every School trip and external visitors to the classroom.
- The space provided for the children is in line with regulatory requirements.
- We promote a healthy lifestyle including providing access to outdoor play space for exercise and provide healthy, nutritious and nut-free snacks and lunches. Food is provided with regard for the Nutritional Guidance for EYFS (2025). Families fill in a questionnaire about children's dietary needs and any allergies or food requirements are shared with the kitchen and staff. Food is prepared to ensure it is safe for children i.e. guidelines around choking are followed. Children also enjoy a fruit and starch based snack on a daily basis.
- During snack and mealtimes, children are supervised by adults who are able to watch them closely to monitor for signs of choking or other difficulties. At least one of these members of staff will have PFA. Children will remain within sight and hearing of a member of staff as detailed in the EYFS (2025).
- Sleeping children are provided with a quiet space with age-appropriate equipment such as mats and are checked regularly.
- There are mats and a changing station for those in nappies and pull ups. In line with EYFS guidance (2025) the need for privacy when using toilets and potties is balanced with the need for adults to be able to supervise and support children.
- Staff engage with children and parents to support Internet safety.
- Windlesham School is a No Smoking, no vaping and no mobile phone zone.

- Staff make a written register of which children should be attending on a daily basis. They record the children's attendance on the online register and note when they leave.
- Children are only released to known carers; parents/carers should either inform a member of staff at drop off or contact the school office if this should change and provide a password.

9 Ratio Guidelines in Early Years

In accordance with the EYFS Statutory Framework 2025, supervision requirements in the Early Years shall comply with the following recommendations:

3.50 For children aged three and over in registered early years provision where a person with Qualified Teacher Status, Early Years Professional Status, or Early Years Teacher Status is not working directly with children:

- *There must be at least one member of staff for every eight children.*
- At least one other member of staff must hold an approved level 3 qualification, or have received approval to be included in the ratios at level 3 after attaining experience-based route status.*
- *At least half of all other staff must hold an approved level 2 qualification.*

3.51 For children aged three and over in independent schools (including in nursery classes in free schools and academies) where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status, an instructor, or another suitably qualified overseas trained teacher, is working directly with children:

- *For classes where the majority of children will reach the age of five or older within the school year, there must be at least one member of staff for every 30 children*
- *For all other classes there must be at least one other member of staff for every 13 children.*
- *At least one other member of staff must hold an approved level 3 qualification, or have received approval to be included in the ratios at level 3 after attaining experience-based route status.*

3.52 For children aged three and over in independent schools (including in nursery classes in free schools and academies) where there is no person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status no instructor, and no suitably qualified overseas trained teacher, working directly with children:

- *There must be at least one member of staff for every eight children.*
- *At least one member of staff must hold an approved level 3 qualification, or have received approval to be included in the ratios at level 3 after attaining experience-based route status.*
- *At least half of all other staff must hold an approved level 2 qualification.*

Where the provision is solely before/after school care or holiday provision for children who normally attend Reception class (or older) during the school day, there must be sufficient staff as for a class of 30 children. It is for providers to determine how many staff are needed to ensure the safety and welfare of children, bearing in mind the type(s) of activity and the age and needs of the children. It is also for providers to determine what qualifications, if any, the manager and/or staff should have.

Details of staff qualifications in the EY are available on request.

10 Parent and Carer partnership

We value the role that families play in supporting the education of their children by:

- Holding 'taster sessions' for children before they start at the school.
- Inviting new and current families to attend events at school, such as the summer fair.
- Having a teacher-led meeting for Reception children soon after the children start each academic year. During these sessions we seek to explain how the children will be taught, and how parents and carers can help to support learning.
- Developing good communications with parents and carers and valuing their support.
- Providing regular newsletters to inform parents and carers of current events and to note children's achievements.
- Posting about exciting events and learning opportunities on the relevant Classlist page
- Providing termly curriculum summaries to help families to support learning.
- Encouraging parents and carers to regularly share information and home achievements.
- Holding Open Classroom events.
- Sharing information with parents and carers via our use of assessment profiles and valuing parental contribution to these.
- Holding regular parent and carer meetings.
- Inviting parents and carers to take part in the activities of the School's Parent/Teacher association – 'Friends of Windlesham'.
- Encouraging parents and carers to access the school website for news, other important information and to view policies, procedures and events: www.windleshamschool.co.uk
- Having an 'open-door' policy to discuss individual matters.
- Holding Read Write Inc phonics and reading introduction workshops, updates and celebration meetings.

We aim to work with families to ensure that children develop the key skills for school readiness i.e. ensuring children are able to sit and listen, are aware of other children, understand the

words “no” and “stop”, are toilet trained, recognise their own name, can speak to an adult to ask for help, can take off their coat and put on their shoes, can talk in sentences and can open and enjoy a book.

Windlesham School has long prided itself on the quality of the teaching and pastoral care provided to its pupils. Staff are actively encouraged to develop open lines of communication with all parents. Staff will give every opportunity for parents to discuss all matters relevant to their child’s education and care. We encourage parents to inform us of their concerns while they are minor ones which can more easily be resolved. It is hoped however, if parents do have a complaint, they can expect it to be treated by the school with care and in accordance with the procedure set out in the Parents Complaint Procedure. Windlesham School makes its complaints procedure available to all parents of pupils and of prospective pupils in the School Office and on the School website.

Parents of children in the Early Years Foundation Stage (EYFS) should follow this procedure. Parents of EYFS pupils can also make a complaint to OFSTED (contactable on 08456 014772).

11 Being involved in school life and the wider community

Children who join Windlesham School and Nursery in the Owlets and Reception are included as part of the wider school community. The children benefit from opportunities to use the grounds including the pond, hall, front garden, 2 playgrounds, lawn area and newly developed outdoor learning spaces for learning opportunities. The staff have access to a wide range of expertise and resources across the school from ICT and the use of the specialised suite, to borrowing microscopes from the science lab. The children in the Owlets are timetabled to have French, Music, PE, library sessions and regular cooking activities. In addition, the Reception children also enjoy dance, swimming and ICT.

The children in The Owlets are partnered with Year 4 pupils. The older children visit the nursery children at play times, read stories and are good role models. This “Buddy system” continues into Reception with the children from Year 5. The children are encouraged to play and work together on projects and forge good relationships.

The children in The Owlets, Reception and Year 1 regularly enjoy opportunities to develop play across the classes particularly in the outside space and take part in a themed carousel afternoon where the children rotate around activities in mixed age groups. The activities are based around a theme past examples of which are: wellbeing, frogs and the beach

Owlets children and staff are invited to attend assemblies for special events and visitors during the year. The Reception children attend weekly assembly for the Summer term as well as other whole school assemblies as appropriate.

Over the course of the academic year, the children have the opportunity to see other members of the school during a variety of events, such as World Book Day, buddy events and performances. Times are also arranged for staff to spend time with children from different year groups.

Children in the Early Years Foundation Stage participate in at least one trip out of the setting each term or a special in-school visitor or experience such as Yoga, a storytelling workshop or incubating eggs. Previous successful visits include the Booth Museum to look at bones and relate these to the topic of Ourselves, visiting Woods Mill for pond dipping and Wilderness Woods to explore habitats. The children have also enjoyed visits from a Paramedic with an ambulance, a dentist to promote oral health and animals such as hedgehogs.

The staff in Nursery and Reception also plan exciting “Wow days” to develop, introduce or celebrate a topic. Previous examples include a Pirate Day, Countries Day and Superhero Day. Children may dress up, play games and take part in activities to further enhance their learning and understanding of the subject area.

13 Staff development, monitoring and welfare

We aim to ensure that staff receive a breadth of suitable training by identifying particular needs, areas of interest and identified areas for development in the school or Early Years. The school holds regular INSET training days and staff led training on areas of their expertise during staff meetings.

A record is kept of all training courses attended and staff are encouraged to share with colleagues any useful information or ideas from training courses they attend. All staff constantly evaluate their own work and communicate with each other to ensure that good practice is shared.

Staff work together to ensure development of children is tracked and analysed through moderation of children’s work and learning. This can include visits to other settings and discussion.

Staff are engaged in a programme of appraisal. This provides an opportunity to evaluate and plan for professional development and, alongside informal discussion, can highlight challenges for staff that can be supported by the school.

This should be viewed alongside whole school policies including staff induction, grievances and the staff handbook.

14 The Role of Governors

Whilst the day-to-day administration of academic and financial matters is conducted by the Headteacher and members of the Senior Leadership Team respectively. The school’s governors are responsible for the overall strategic development and wellbeing of the School, its pupils and its staff. The governors’ responsibilities extend to planning and developing the improvement of the school’s standards to the optimum within the constraints of available resources, and to monitoring those standards to ensure that they are effectively maintained.

This role includes developing and implementing the various policies which are necessary for the achievement of the vision and aims as set out in this document. Those policies are communicated

through the Headteacher to the Class Teachers and Teaching Assistants via the Early Years Coordinator, and to parents and carers through the Early Years Foundation Stage Policy.

The Early Years staff keep the Governors informed of the latest developments and news in Nursery and Reception by regularly sharing written reports detailing information about the curriculum, progress, training, and daily life in the foundation stage. Staff also prepare and deliver presentations about specific updates and issues such as amendments to the EYFS statutory guidance.

Appendix 1

EYFS Policy for the use of cameras, mobile phones with cameras and devices with image sharing capabilities.

To ensure the safety and welfare of the children in our care, this policy outlines the protocols for the use of personal cameras, mobile phones with cameras and devices with image sharing capabilities in the EYFS setting at Windlesham School.

Personal cameras, mobile phones with cameras, devices with image sharing capabilities and video recording equipment cannot be used when in the presence of children on school premises including the swimming pool.

- All mobile phones must be stored securely out of reach within the setting during contact time with children. This applies to staff, visitors, parents, volunteers and students.
- No parent is permitted to use their mobile phone or use its camera facility whilst inside school buildings, in the swimming pool or around the grounds when children are present unless at an organised event such as an assembly, production or performance where it will be announced when it is appropriate to take photographs and the protocols of sharing these.
- Mobile phones must not be used in any teaching area within the setting or within the bathroom area.
- In the case of a personal emergency, staff should use the school telephone. It is the responsibility of all staff to make families aware of the school telephone numbers.
- Personal calls may be made in non-contact time but not within the teaching areas.
- Personal cameras, mobile phones with cameras and devices with image sharing capabilities or video recorders should not be used to record classroom activities. School equipment only should be used.
- Photographs and recordings can only be transferred to and stored on a school computer/iPad or laptop before printing.
- All telephone contact with parents and carers should be made on the school telephone.
- During group outings, nominated staff will have access to the school mobile which can be used in an emergency or for contact purposes. Staff may carry their own phones in bags but they should only be used in emergencies.
- In the case of school productions and sports day, parents and carers are permitted to take photographs/video footage of their own child in accordance with school protocols but we request that any photographs taken are not shared on social networking sites. Most EYFS events will be videoed / photographed by school staff and then made available to parents.

Written photo permission is sought from parents and carers when their child joins Windlesham School and Nursery. Parents and carers must give permission separately for their child's image to be used in the newsletter; on social media (Instagram and Facebook); in marketing materials and on Classlist.