



EYFS POLICY

Queen's College Preparatory School
(including Early Years Foundation Stage)

Due for review Summer 2027

Introduction

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

(Early Years Foundation Stage Statutory Framework, Department for Education, September 2026)

In September 2008 all schools, including those in the independent sector, were required by law to follow the Government's Statutory Framework for the Early Years Foundation Stage (EYFS). In 2012, Governmental reforms to the EYFS Framework enabled independent schools of proven quality to opt out of the Learning and Development and Assessment requirements of the Framework. In order to extend the range and scope of our provision in Reception, Queen's College Preparatory School (QCPS) took up this option in 2013. This exemption was renewed in September 2021, with the Department for Education. Exemption was extended to include Little Corgis, 3-4 year olds in September 2025.

Overarching Principles

The EYFS is based upon four principles:

Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.

Children learn to be strong and independent through **positive relationships**.

Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

Importance of learning and development. Children develop and learn at different rates.

At QCPS, we recognise the critical role that the Early Years Foundation Stage (EYFS) plays in establishing a robust foundation for children's future learning and holistic development. The provision is carefully designed to foster a lifelong love of learning, nurture curiosity, and

cultivate strong interpersonal skills, alongside promoting physical well-being and emotional resilience.

Our Aims and Values

“We shall be glad to improve our practice every day, not alter our principle.”

F. D. Maurice (Founder of Queen’s College)

At QCPS, the overarching aim of the Early Years Foundation Stage (EYFS) is to support children in achieving the five Every Child Matters outcomes. We are committed to ensuring that every pupil has the right to grow up in a safe and nurturing environment, where they can thrive, enjoy and achieve, make a positive contribution to their communities, and develop the skills and capacities necessary to attain long-term economic well-being.

Our Aims

At QCPS, the Early Years Foundation Stage (EYFS) is designed to provide a safe, stimulating, and nurturing environment where every pupil is valued as an individual. Our provision is responsive to the unique needs of each child, including those with special educational needs and disabilities, ensuring that all children are included and supported to thrive.

We deliver a high-quality EYFS curriculum that lays firm foundations for future learning and development in Key Stage 1 (Pre-Prep) and beyond. By recognising and building on each pupil’s strengths, we assess individual needs and provide tailored support to promote progression, achievement, and a lifelong love of learning. Our approach encourages choice, decision-making, independence, and self-confidence, enabling children to develop as capable, curious, and resilient learners.

Partnership with parents and carers is central to our ethos, and we value their contributions to ensure every pupil is supported, respected, and included, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender, or ability. Pupils are offered a broad and balanced programme of learning and development that is both challenging and enjoyable, fostering holistic growth and enabling them to experience success in a variety of ways.

In summary, our mission is to nurture each child’s potential and build the skills, attitudes, and values that underpin confident, compassionate, and well-rounded young women. QCPS is a safe, engaging, and supportive environment where pupils learn that learning is exciting, behaviour matters, and respect and responsibility are essential within a community. We aim

to instil self-esteem, ambition, and resilience so that every pupil transitions fully prepared to embrace the next stage of their education with confidence, enthusiasm, and purpose.

Our School Values

At QCPS the Core Values of Compassion, Courage, Collaboration, Curiosity, and Creativity, guide the way pupils learn, interact, and grow. Through the EYFS, pupils are supported to embody these values in their daily experiences, developing empathy, resilience, independent thinking, and a spirit of exploration that shapes them as confident, considerate, and capable learners.

Our Early Years Setting

QCPS caters for children aged 2 to 11, and all children entering the Early Years setting, whether in Little Corgis or Reception, are fully part of the school community. The Early Years setting is recognised as an integral element of the school's provision, enabling children to benefit from whole-school resources, including the dining room, gym, music/activity room, and assembly hall, and to be taught by specialist staff in PE, ballet, music, and French. Each of these areas is considered of equal importance and interdependent in fostering the development of a well-rounded child. Preparation and development across all areas of learning are delivered through planned, purposeful activities, with a carefully balanced combination of adult-led and child-initiated experiences.

Admission to our EYFS

Our Early Years setting consists of one Pre - School class and one Reception class. Children enter Pre-School, following their 2nd birthday, or in the academic year before joining Reception. Children enter Reception when they have reached the age of four by the start of the academic year. We assess children for a place in our Early Years in a play-based setting. No preparation is required as prior knowledge is not expected; we are looking for pupils with potential, who are curious, creative, and kind.

Entry Into Little Corgis

In recognition of the young age of pupils joining Little Corgis, the School has established a set of minimum developmental and self-care requirements in addition to those assessed through an evaluation process. Prospective pupils are expected to demonstrate the following:

- Toileting independence, including the ability to use the toilet and wash and dry hands without assistance (children should be out of nappies or pull-ups), for those entering the pre-Reception year.
- Listening and comprehension skills, including the ability to follow and respond appropriately to instructions.
- Verbal communication, demonstrated through the ability to speak in short sentences.
- Social engagement, including the ability to enjoy play and interact positively with other children.
- Self-feeding skills, including the ability to eat independently at a table, using a knife and fork.
- Early writing skills, demonstrated by the ability to hold a pencil or crayon and an interest in mark-making.

These criteria are intended to ensure that all pupils are able to benefit fully from the Little Corgis curriculum and learning environment.

Little Corgis Pre-School provides a structured early years programme designed to prepare children for a smooth transition to Reception. Attendance is expected in line with the minimum sessions outlined for each child, ensuring continuity of learning and engagement with the curriculum. Additional sessions may be offered and are welcomed where parents wish to increase their child's attendance.

Term	Attendance Minimums for Girls Progressing into Reception at QCPS	Attendance for Girls on 15 Hours of Government Funded Free Childcare
Autumn	1 full day and 4 mornings	5 mornings, 8.30-11.30am
Spring	2 full days and 3 mornings	5 mornings, 8.30-11.30am
Summer	3 full days and 2 mornings	5 mornings, 8.30-11.30am

The School's Admissions Policy is published on the website and provides detailed guidance for parents. Registration for consideration in Little Corgis and Reception classes is completed via a registration form, accompanied by a non-refundable fee for Reception applicants and supporting documentation, including a copy of the child's birth certificate and passport. Following registration, children are invited to a Stay and Play session and parents to meet with the Co-Heads to discuss their child, and the School's provision.

Additional information, including the School's location, contact details, a list of staff, and members of the Council of Queen's College London, are accessible on the website (<http://www.qcps.org.uk/>). The website also hosts a range of College and School policies. Parents receive a copy of the Parents' Handbook at the start of the academic year, providing essential information..

Learning and Development

The Early Years Foundation Stage (EYFS) Framework identifies seven areas of learning and development, all of which are interconnected and equally important. These areas provide a foundation for children's curiosity, enthusiasm for learning, social relationships, and overall well-being. Learning and development are organised into three Prime Areas and four Specific Areas:

Prime Areas of Learning

1. Communication and Language

The development of spoken language underpins all areas of learning. Children's speaking and listening skills are fostered through rich, meaningful interactions with adults and peers, as well as exposure to a language-rich environment. This includes reading regularly, engaging with stories, rhymes, poems, and non-fiction, and providing opportunities to embed new vocabulary. Language development is further enhanced through role-play, storytelling, idea sharing, and modelling by teachers, enabling children to communicate confidently and articulately in a variety of contexts.

2. Physical Development

Physical development is vital for all-round growth. Children are provided with a range of activities to develop both gross and fine motor skills, indoors and outdoors. Opportunities include games, play-based learning, and structured activities that enhance core strength, balance, coordination, spatial awareness, agility, and hand-eye coordination.

3. Personal, Social, and Emotional Development

Children are supported to develop a positive sense of self and others, alongside the social skills needed to thrive in a community. Emotional well-being is prioritised, helping children to recognise their abilities, manage their feelings, and develop a positive disposition toward learning. Children are encouraged to take responsibility for their bodies, understand healthy choices, and manage personal needs independently.

Specific Areas of Learning

4. Literacy

Literacy encompasses word reading, comprehension, and writing. Children are supported in

developing phonics skills, enabling them to decode words, read with understanding, and engage with texts. Writing development focuses on spelling, handwriting, and composition, with children encouraged to articulate ideas verbally before recording them in written form. Comprehension skills are enhanced through questioning, discussion, story retelling, and exploring new vocabulary.

5. Mathematics

Children develop a strong understanding of number, beginning with confident counting and deepening comprehension of numbers to 10, including relationships and patterns. Opportunities are provided to develop spatial reasoning, shape recognition, and measurement skills. Children are encouraged to explore, practise, discuss, and problem-solve, fostering confidence and a positive attitude toward mathematics.

6. Understanding the World

Children are supported in developing knowledge, skills, and understanding of the world around them. Experiences include encounters with plants, animals, objects, and people in real-life contexts, practical experiments, and work with diverse materials. Children learn to appreciate cultural, social, technological, and ecological diversity while expanding their vocabulary and understanding of their environment.

7. Expressive Arts and Design

Creativity is nurtured through exploration and play. Children are encouraged to express their ideas, thoughts, and feelings through a wide range of media, including art, music, movement, imaginative and role-play activities, design and technology, and multimedia.

Teaching and Learning

Effective teaching and learning are characterised by:

- **Playing and Exploring:** Children investigate, experiment, and 'have a go'.
- **Active Learning:** Children concentrate, persevere through challenges, and celebrate achievements.
- **Creating and Thinking Critically:** Children generate ideas, make connections, and develop strategies for problem-solving.

The Unique Child

Every pupil is recognised as a competent learner, capable of resilience, confidence, and self-assurance. Praise and encouragement are central to fostering confidence and a love of learning. Early Years staff plan and guide learning in response to the individual development of each child, adapting provision to meet learning needs and developmental rates.

Further information about the EYFS Statutory Framework is available on the Department for Education website.

Learning Through Play

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

Early Years Foundation Stage Statutory Framework, Department for Education, (September 2026)

In the Early Years settings each area of learning is delivered through planned and purposeful play, incorporating a balance of adult-led and child-initiated activities. Play provides pupils with opportunities to explore and develop experiences that help them make sense of the world. They practise and build ideas, learn self-regulation, and develop an understanding of the need for rules. Children engage in creative thinking both collaboratively and independently, communicate with others as they investigate and solve problems, and participate in a combination of group and individual activities. Learning occurs through active engagement with a wide range of resources, fostering curiosity, resilience, and a love of learning.

Enabling Environments

The learning environment plays a central role in pupils’ development and outcomes. All settings are safe, secure, and designed imaginatively to provide access to a rich and stimulating environment, both indoors and outdoors.

Learning spaces are planned to be motivating and welcoming, enabling children to explore, investigate, and extend their learning. Well-considered and challenging opportunities foster independence, curiosity, and a lifelong love of learning.

Key Person and Positive Relationships

The Form Teacher acts as the Key Person for all children in the respective EYFS class, taking responsibility for the learning and care of each child.

The Key Person aims to:

- Ensures that each child’s care is tailored to their individual needs.

- Supports the child in becoming familiar and comfortable with the setting.
- Provides a consistent and settled relationship for the child.
- Builds strong partnerships with parents and carers.
- Facilitates access to specialist support for families when appropriate.

Little Corgis is overseen by the Head of EYFS and is run day to day by a specialist EYFS teacher, supported by a full and relevant Early Years teaching assistant.

Reception is led and taught by the Head of EYFS, with support from a full and relevant Reception teaching assistant.

Staff Supervision

EYFS staff receive termly supervision which provides support, coaching and training and promotes the interests of pupils. Supervision fosters a culture of mutual support, teamwork, and continuous improvement, which encourages the confidential discussion of sensitive issues. It also provides further opportunities for staff to discuss any issues particularly concerning pupil development or wellbeing.

Planning, Recording, Assessment and Reporting

Planning

Effective planning is central to ensuring that pupils' learning is engaging, varied, and progressive, building upon prior knowledge and experiences. Planning sets out how learning and developmental goals are translated into practice and is informed by careful observation and interaction with the children. It aims to support all aspects of learning and development, taking into account individual interests and stages of development.

Topic areas are selected to be stimulating, practical, relevant, and developmentally appropriate, reflecting the interests of the children. All Early Years staff are actively involved in the planning process to ensure consistency and coherence across the provision.

Topics are organised across six half-term blocks, with learning objectives distributed throughout the year to provide breadth, balance, and progressive delivery of the curriculum.

Little Corgis Topics

Michaelmas Term

This is Me!
The Deep Dark Woods/ Celebrations

Lent Term

What's your superpower?
Creatures BIG and small

Summer Term

You grow, I grow
Traditional Tales

Reception Topics

Michaelmas Term

All About Me! (1st half term)
Let's Celebrate (2nd half term)

Lent Term

Reuse, Reduce, Recycle (1st half term)
3...2...1... Blast Off! (2nd half term)

Summer Term

What is inside that egg? (1st half term)
Under the Sea (2nd half term)

Recording

The Early Years team works collaboratively to record and monitor each pupil's progress and achievements. Evidence of learning is collated in an online learning journal using the Tapestry platform, which includes photographs, observations, and examples of the child's work.

The online learning journal serves as an ongoing record of attainment and development. Each pupil's individual journal is securely stored online and accessible to parents throughout the school year.

Assessment

Assessment in the Early Years Foundation Stage (EYFS) is a continuous and integral process informing teaching, planning, and provision. It enables staff to understand each pupil's

development, celebrate achievement, and identify next steps to ensure ongoing progress across all areas of learning.

Assessment for Learning

Assessment for Learning underpins all practice in the Early Years. Staff continually reflect on what is known about each child's development and learning to make informed decisions about appropriate next steps. This process ensures that both developmental and learning needs are effectively met. All teaching staff involved with the child contribute to this process through ongoing observation, interaction, and professional discussion.

Formative Assessment

Formative assessment is ongoing and embedded in daily practice. It draws upon a range of evidence including pupil's work, interactions, and observations made by teachers and other adults. These observations are recorded in each pupil's online learning journal and are used to inform planning and shape individual next steps in learning.

Little Corgis

For children who join following their second birthday, the statutory 'Progress Check at Age Two' is completed and shared with parents at the end of their first term in the setting. This includes a one-to-one meeting between the child's Key Person and the parents.

Where a child joins the School later than the term following their second birthday, but is still aged two, the statutory Check will be completed, provided it has not already been carried out in a previous setting.

The 'Progress Check at Age Two' evaluates development across the three Prime Areas, identifies next steps in learning, and provides a summary of the Characteristics of Effective Learning. The written narrative will:

- Highlight areas in which the child is progressing well
- Identify areas where additional support may be needed
- Flag any concerns suggesting a possible developmental delay or special educational need and/or disability (SEND)
- Outline strategies and activities to address any identified needs, developed in partnership with parents, carers, and other relevant professionals

Where possible, the 'Progress Check at Age Two' and the Healthy Child Programme's Health and Development Review conducted by health visitors are used to inform one another, supporting a joined-up approach between health and School professionals. This collaboration fosters a more complete understanding of each child's development, enabling timely identification of strengths and emerging concerns, and helping to determine any

additional support that may benefit the child and their family. Parental and/or carer consent is always requested before information is shared with other professionals.

On entry to Little Corgis pupils in their pre-Reception year undertake the computer-based **ASPECTS** assessment on a one-to-one basis. This assessment covers early mathematics, language development, and communication skills. It is repeated before transition into Reception, providing valuable information about each pupil's progress.

Throughout the year, staff use their professional knowledge of child development, observations, and information shared by parents and carers to make informed judgements about children's progress and to guide planning.

Reception Assessment

Within the first six weeks of starting Reception, children complete the **CEM BASE 'on-entry' assessment** on a one-to-one basis. This provides standardised baseline data in literacy and mathematics. In the Summer Term, pupils undertake the **CEM BASE 'on-exit' assessment**, enabling an analysis of progress across the academic year.

Early Years Foundation Stage Profile,

At the end of the Reception year, the Early Years Foundation Stage Profile (EYFSP) is completed. This assessment summarises each pupil's attainment against the Department for Education's Early Learning Goals (ELGs). Staff make holistic, best-fit judgements of each child's development and their readiness for Year 1, drawing on evidence from all areas of learning.

The EYFSP covers all 17 Early Learning Goals and provides a comprehensive overview of each child's learning and development. The outcomes are shared with parents in a written report in June, and parents are invited to arrange a meeting should they wish to discuss the Profile in more detail, including their child's progress and any identified next steps.

To support continuity of learning, Reception staff undertake a structured handover with Year 1 teachers. This includes detailed professional discussions about each child's attainment across all areas of learning, as well as their Characteristics of Effective Learning. These insights help Year 1 teachers understand individual strengths, learning preferences, and any areas where additional support may be required.

Overall, this transition process is designed to ensure a smooth and well-informed progression into Year 1, promoting consistency in teaching approaches and enabling each child's educational needs to be met effectively from the outset.

Reporting to Parents

At the end of each term, parents receive a report card summarising their child's effort and progress across all subjects.

Progress Grades:

- *Emerging* – Requires significant support to achieve set objectives.
- *Expected* – Achieves objectives with some guidance and support.
- *Exceeding* – Achieves objectives independently and applies learning across contexts.

Parents are invited to formal consultation meetings with the class teacher in the Michaelmas and Lent Terms to discuss progress and next steps. Written reports are provided at the end of the Michaelmas and Summer Terms.

The Summer Term report indicates whether a child has met the expected level of development as defined by the Early Learning Goals:

- *Emerging* – Not yet reached the expected level of development.
- *Expected* – Reached the expected level of development.
- *Exceeding* – Exceeded the expected level of development.

Support for Pupils with SEND and EAL

Assessment and monitoring are closely aligned with the School's commitment to inclusive practice. Communication with parents is central to supporting pupils with special educational needs and/or English as an additional language (EAL). Individual support programmes are developed in partnership with parents and, where appropriate, with the involvement of the Learning Support team and external professionals such as educational psychologists or occupational therapists.

Staff work collaboratively to create a coordinated network of support, ensuring that recommended strategies and interventions are implemented consistently.

Transition to Reception

A carefully structured and nurturing transition process supports pupils as they move from Little Corgis to Reception. This process ensures continuity of care, learning, and well-being, enabling each child to feel secure and confident as they begin the next stage of their education.

The transition process includes:

- Weekly organised play sessions in Reception classrooms during the final half term of the academic year.
- Gradual introduction of more formalised teaching in Phonics, Literacy, and Mathematics during the Summer Term.
- A 'Meet the Teacher' morning, allowing Little Corgis children to become familiar with their new Reception teacher and environment.
- Regular visits from the Reception teacher to Little Corgis to read to the children and establish early relationships.
- Close collaboration and communication between Little Corgis and Reception teachers to ensure a smooth and consistent transition.
- Oversight by the Head of EYFS, who monitors the personal and academic progress of all Little Corgis children during the transition period.
- Half-termly meetings involving the Little Corgis and Reception teams to review each child's progress, readiness, and pastoral needs.

Transition to Form I

The transition from Reception to Form I is designed to be smooth, supportive, and developmentally appropriate, preparing children for the more structured expectations of Pre-Prep while maintaining a nurturing approach.

The transition process includes:

- Encouraging independence in managing personal belongings and routines such as changing for PE, ballet, and outdoor activities throughout the Reception year.
- Gradual introduction of more structured lessons during the Summer Term to promote increasing independence and confidence in learning.
- Visits from Form I teachers to Reception classes to read to the children and establish positive relationships.
- A 'Meet the Teacher' morning during the Summer Term for Reception children to familiarise themselves with their new teacher and classroom environment.
- Collaborative planning and communication between Reception and Form I teachers to ensure continuity in learning and care.
- Sharing of each child's EYFS Profile and Characteristics of Effective Learning with Form I staff to support individual progress and ensure that any remaining Early Learning Goals are addressed prior to beginning the Key Stage 1 curriculum.

Moving

If a child moves in the summer term an agreement is made with the new school to decide who will complete the child's EYFS profile.

Home and School Links

Strong partnerships between home and school are central to each child's happiness, progress, and well-being. Positive and open communication with parents and carers is built on mutual respect, shared responsibility, and a commitment to supporting each child's development.

Partnership is fostered through:

- Regular communication via newsletters, teacher emails, and the School website, which also provides access to key policies and governance information.
- Annual information evenings for Little Corgis and Reception parents to outline the curriculum and ways to support learning at home.
- Parent-teacher meetings held in the Michaelmas and Lent Terms to discuss progress and next steps.
- Written reports provided at the end of the Michaelmas and Summer Terms.
- Celebration events, including Celebration Morning and annual Prize Giving ceremonies.
- Workshops for parents to develop understanding of Early Years teaching methods.
- Ongoing sharing of children's achievements from home, contributing to each child's learning journal.
- An open-door approach, ensuring staff and parents can discuss progress or concerns promptly and constructively.

This partnership creates a consistent, supportive environment in which children see parents and teachers working together as a cohesive team, promoting confidence, engagement, and a seamless link between home and school life.

Equal Opportunities

The School is committed to ensuring that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender, or ability, have equal access to all aspects of school life. Every pupil is recognised and valued as an individual, and provision is designed to promote full participation and achievement.

Staff act as positive role models, recognising the significant influence of adults in shaping children's attitudes and behaviours. They actively promote inclusion and challenge stereotyping or bias in all forms. Pupils are supported in developing respect and positive attitudes towards others, fostering understanding and appreciation of diversity in all its forms.

Further details can be found in the School's Equal Opportunities Policy.

Inclusion and SEND

Provision within the Early Years is designed to meet the individual needs of all pupils, ensuring that each child is supported to reach their full potential. Every pupil is valued as a unique individual with specific strengths, needs, and interests. The School recognises and nurtures the development of the whole child, promoting intrinsic motivation, independence, and a lifelong love of learning.

Staff set realistic yet challenging expectations that reflect individual abilities and stages of development. Learning is planned to be purposeful, engaging, and differentiated, building on prior knowledge and fostering curiosity and enthusiasm. Teachers and teaching assistants act as positive role models in promoting inclusion and respect for diversity, ensuring that all children feel recognised and valued within the learning community.

Children with Special Educational Needs and Disabilities (SEND) are provided with support appropriate to their individual circumstances. This includes children who are more able and those with specific learning difficulties, in accordance with the School's Special Educational Needs and Disability (SEND) Policy. Children with specific medical needs have Individual Healthcare Plans which outline the care and support required to ensure their safety and wellbeing.

This policy is aligned with the statutory requirements of Part 3 of the Children and Families Act 2014, the SEND Code of Practice (2015), and the Equality Act 2010. The School places strong emphasis on early identification and timely intervention to enable all children to access and benefit from the curriculum fully.

Where additional support is required, an Individual Education Plan (IEP) is developed in consultation with the class teacher, parents or carers, and the child. Progress is monitored and reviewed each term. The Head of Learning Support provides advice and guidance to teachers and parents, coordinating internal and external interventions where appropriate. Parents of children with identified SEND are invited to meet with the Head of EYFS and the Head of Learning Support to discuss their child's needs and agree suitable provision and next steps.

Safeguarding and Welfare

Safeguarding Children

QCPS has a Safeguarding and Child Protection Policy which can be found on the School website. A copy can also be requested from the School Office. Our Designated Safeguarding Lead for QCPS is the Deputy Head Pastoral. Please refer to the school Safeguarding and Child Protection Policy for further details. QCPS has a named Deputy Designated Safeguarding Lead with responsibility for the EYFS.

Attendance

For children attending the Early Years provision who are below compulsory school age, attendance is not subject to the same statutory requirements as children of compulsory school age. However, the School recognises that regular attendance is important in supporting children's learning, development, wellbeing and preparation for future school attendance.

Parents are encouraged to ensure that children attend their agreed sessions regularly and punctually. Consistent attendance enables children to benefit fully from the Early Years curriculum, develop secure relationships with staff and peers, and establish positive routines and attitudes towards education.

Where a child is absent from a planned session, parents or carers are expected to inform the School as soon as possible and provide the reason for the absence. The School will monitor attendance and patterns of absence in accordance with its attendance procedures. Where attendance is irregular or there are unexplained or repeated absences, the School may contact parents or carers to discuss the reasons for the absence and identify whether any support is required.

Although attendance for children below compulsory school age is non-statutory, the School will continue to have regard to its safeguarding responsibilities. Any unexplained absence, concerning pattern of non-attendance, or failure to make contact regarding a child's absence will be followed up promptly on the day of the missed session and, where appropriate, may be considered as part of the School's wider safeguarding procedures.

The School will work in partnership with parents and carers to promote good attendance and will take a supportive and proportionate approach, recognising that young children may be absent due to illness or other legitimate circumstances. Where appropriate, the School may signpost or work with families and relevant external agencies to address barriers to regular attendance.

Once a child reaches compulsory school age, attendance becomes subject to the statutory requirements applicable to school-age children and will be managed in accordance with the School's statutory attendance policy.

The Use of Mobile Devices

The use of personal mobile devices, including those with imaging or sharing capabilities, is prohibited during contact time with the children. Wrist-worn smart watches, may, however be worn.

All personal mobile phones, cameras, and video recording devices must be stored securely and kept out of reach during contact time with children. Personal devices must not be used to photograph or record children within the EYFS setting.

Within the EYFS, staff may take individual or group photographs of children for educational purposes. These images may be used in classroom displays, included in children's digital portfolios, or shared on the School website, subject to the appropriate permissions.

Photographs may also be used to support teaching, assessment, and observation, and, where appropriate, for promotional purposes, in line with the School's safeguarding and data protection policies.

EYFS Staff Training

All Early Years Foundation Stage staff are trained in accordance with the requirements set out in Annex C of the Statutory Early Years Foundation Stage Framework (2026). Training for all EYFS staff is renewed annually.

All EYFS staff receive regular safeguarding training and are supported to embed their learning through continuous supervision, mentoring, and reflective practice. This ensures that safeguarding knowledge is effectively translated into everyday practice and that staff remain confident in their ability to recognise and respond to concerns.

The Designated Safeguarding Lead (DSL) undertakes training which fully meets the requirements outlined in Annex C of the Statutory Early Years Foundation Stage Framework (2026).

The DSL provides ongoing support, advice, and guidance to all EYFS practitioners in relation to safeguarding matters, both on a routine basis and in response to any specific safeguarding concern or incident as required.

Early Years Recruitment

The School has full regard to the statutory guidance *Disqualification under the Childcare Act 2006* and ensures compliance with all associated requirements. The School will not knowingly employ or engage any individual in the management of, or to work within, its childcare provision who is disqualified under this legislation. This includes all staff and volunteers working in the EYFS and in the School's Later Years Provision for children under the age of eight.

All prospective staff members will be informed of the disqualification requirements prior to employment, and the School will maintain records of all disqualification checks on the Single Central Register (SCR).

The School will obtain at least one written reference for any member of staff working in the Early Years Foundation Stage, including students and volunteers, before they are recruited. The School will not accept open references, such as those addressed 'to whom it may concern'. A reference will always be sought from the most recent employer where the applicant worked with children. If the applicant is not currently working with children, the School will seek a reference from the last employer where such work took place. If the applicant has never worked with children, a reference will be obtained from their current employer, training provider or educational institution.

The School will establish and document the reason for leaving the applicant's current or most recent post and will ensure that any safeguarding or conduct concerns are fully explored and satisfactorily resolved prior to confirming an appointment.

No new member of staff or volunteer will begin working or volunteering in the EYFS until the required full enhanced DBS check, including children's barred list information where applicable, has been received. A risk assessment will not be used as a substitute for a required DBS check.

Staff and prospective staff are informed of their responsibility to disclose any information which may affect their suitability to work with children, including, but not limited to, arrests, charges, convictions, cautions, court orders, reprimands and warnings, whether received before or during their employment at the setting. Staff are reminded that this duty continues throughout their employment.

Pupils aged 16 or over who regularly undertake structured commitments in the EYFS, including where this amounts to more than three days in any 30-day period, will be treated as volunteers in regulated activity and an enhanced DBS check including children's barred list information will be obtained. The School will carry out and record a written risk assessment covering the nature of the work, what the School knows about the pupil and the appropriate level of safeguarding checks and supervision. Where appropriate, the School

may structure a pupil's involvement so that it does not exceed three days in any 30-day period.

For pupils volunteering under the age of 16, a DBS check cannot be obtained. The School will therefore put in place appropriate safeguarding measures, including appropriate supervision and a documented risk assessment, before the pupil undertakes any activity involving children.

Digital Technology

Children in the EYFS are provided with opportunities to engage with technology to support their development and prepare them for the next stage of their education. Classrooms are equipped with an Interactive Whiteboard, alongside a and other technological resources, which are used to enhance learning across all areas of the curriculum. All use of digital devices is conducted in accordance with the School's Online Safety Policy, with staff responsible for ensuring appropriate supervision at all times. Safeguarding procedures are applied consistently, in line with the Safeguarding Policy and Child Protection Policy.

The School recognises the importance of limiting young children's exposure to screens and promoting opportunities for active play, social interaction, communication and learning.

Screen time within the setting will be limited to no more than one hour per day, with less screen use encouraged wherever possible and appropriate to the needs of the children.

The School provides screen-free areas and opportunities to support social interaction, active play, exploration and learning. Screens are not used within one hour of a child's sleep period, wherever practicable, in order to support healthy sleep routines.

Screens are not left on in the background, as this may distract children from social interaction, active play and other activities.

Screens are not used to manage routines, calm or occupy children, including during transitions, or to manage behaviour. Staff use appropriate alternative strategies to support children's emotional regulation, independence and self-regulation skills.

Health and Safety

Risk assessments for classrooms, communal areas, outdoor spaces, and all equipment and toys used by children in the EYFS are regularly reviewed and updated to identify and minimise potential hazards, ensuring a safe and secure environment for all pupils.

**Please refer to the Risk Assessment Policy. An additional reference is the EYFS Educational Visits Policy, which works in conjunction with the Educational Visits Policy.*

Premises

Indoor space requirement meets the Early Years Foundation Stage Statutory Framework September 2026 requirements, of 2.3m² for Little Corgis and Reception pupils (aged 3-5) and 2.5m² for those aged 2.

In accordance with Paragraph 3.85 all children are provided with daily access to an outdoor area.

Smoking, vaping or the use of e-cigarettes is not allowed in or on the premises when children are present or about to be present.

Dogs on the Premises

In accordance with the statutory requirements, dogs to which Section 1 of the Dangerous Dogs Act 1991 applies, including the XL Bully type, are not be kept or permitted to be present on the School premises at any time.

This includes the following prohibited types: Pit Bull Terrier, Japanese Tosa, Dogo Argentino, Fila Brasileiro and XL Bully type.

This prohibition applies regardless of whether a dog holds a Certificate of Exemption or is otherwise legally permitted to be kept.

Risk Assessments

We ensure that all reasonable steps are taken to ensure staff and pupils are not exposed to risks. Rigorous daily checks and enhanced cleaning procedures are in place. A battery of written risk assessments, informing staff practice and management of risk are available on request.

Staff:Pupil Ratios

The following statutory staff:pupil ratios are maintained in accordance with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage Framework 2025.

	Little Corgis aged 2	Little Corgis aged 3-4	Reception
Level 6 – QTS, EYPS, EYTS	1:5	1:13	1:30
Full and relevant Level 3 to Level 5	1:5	1:8	1:13
Full and relevant Level 2 in the presence of a full and relevant Level 3 or above	1:5	1:8	1:8
Level 3 student or apprentice in the presence of a full and relevant Level 3 or above	1:5	1:8	1:8
Instructor	1:5	1:13	1:30

Educational Visits

Educational visits are an integral part of the curriculum and are carefully planned to enhance learning and provide children with first-hand experiences that extend and enrich their understanding of the world. All visits are risk assessed in advance to ensure the safety and well-being of the children. A member of staff with a full Paediatric First Aid qualification is always in attendance on Early Years educational visits.

Parents provide consent for visits via an online form, which covers all educational trips and excursions for the duration of the academic year. The School's Educational Visits Policy outlines procedures, expectations, and safety protocols, and is available on the School website or on request from the School Office.

Pastoral Care

The School is committed to ensuring that pupils settle smoothly into the school environment and receive consistent support and guidance throughout their time in the Early Years. This is achieved through the implementation of the aims and objectives outlined in the Behaviour Policy, which promotes positive behaviour, respect, and a supportive learning community.

The Head of EYFS is the designated lead responsible for behaviour management for children in the Early Years. The School has an Anti-Bullying Strategy that applies across the whole school, and a Restrictive Interventions Policy specifically tailored to the Early Years Foundation Stage, ensuring that all children are supported in a safe, respectful, and secure environment.

Health and Well-Being

Intimate Care

The School has an Intimate Care Policy specific to the Early Years Foundation Stage. Parents are required to provide consent for intimate care procedures prior to their child joining the School.

Toileting accident procedures:

All children joining **Little Corgis in the pre_Reception year** are expected to be toilet trained and no longer require nappies or pull-ups. Procedures for managing toileting accidents are designed to ensure the dignity, safety, and well-being of each child.

Parents or carers are informed on the same day if their child requires assistance with intimate care, such as after a toileting accident. Staff undertake all intimate care responsibilities in a professional and respectful manner, recognising the importance of treating each child with dignity.

During intimate care, staff clearly explain each task to the child and its purpose, encouraging the child to participate as fully as possible. The adult carrying out the care informs another member of staff before commencing the procedure. Parents are asked to provide a change of clothing for their child in case of accidents.

Staff always wear a fresh pair of disposable gloves and an apron when attending to intimate care needs. Both staff and children wash and dry their hands thoroughly on disposable towels immediately after the task is completed.

Medical Matters

Parents are asked to keep children at home if unwell and to notify the School Office by telephone between 8.00 and 9.00am if their child will not be attending. Should a child become unwell during the school day, parents will be contacted promptly to make arrangements for collection.

The School has a designated medical room and ensures that a qualified full paediatric first aider is always on site, when Early Years pupils are in session, including during outdoor play and educational visits. All Early Years Foundation Stage staff hold full paediatric first aid certificates. First aid kits are readily available in classrooms, the medical room, and outdoor areas, and are replenished as required.

Parents are informed immediately of any serious injury or health concern. Minor injuries, such as bumps or grazes, are communicated at the end of the school day, while all head injuries are reported by phone. All accidents and the treatment provided are recorded electronically in the School Accident Book.

For pupils with medical conditions requiring medication or specific care, parents must provide full and up-to-date medical information via the health questionnaire prior to the child's first term and update it as necessary. The School works collaboratively with parents to ensure that appropriate arrangements are in place to meet each child's needs.

Medication may only be administered during the school day with written parental consent using the School's Medication Form. The School Office is responsible for administering prescribed dosages in accordance with this consent. Further details are provided in the Administration of Medicines in the Early Years Foundation Stage Policy, available on the School website or on request. Upon acceptance of a place at the School, parents authorise the Head, to consent to emergency medical treatment, including general anaesthetic or surgical procedures under the NHS, if parents cannot be contacted in time.

Where a child has specific medical needs, parents are invited to meet with the Head of EYFS to establish requirements, resulting in the creation of an **Individual Healthcare Plan**. Completed medical questionnaires are required before the child starts school. Policies on First Aid and the Administration of Medicines in the Early Years Foundation Stage are available on the School website or on request.

Food and Drink

The School follows the **Early Years Food and Nutrition Guidance, May 2025**.

Children are provided with a healthy snack and a drink of milk or water at morning break. For those remaining in school to attend co-curricular activities, an additional snack of fruit or vegetables is provided after 3.00 pm. Drinking water is available to children throughout the day.

School lunches are freshly prepared, nutritious, and carefully planned. A vegetarian option is available, and the weekly menu is published in the School newsletter and on the website. Children eat in the dining room under the supervision of teachers and teaching assistants.

A member of staff holding a full Paediatric First Aid qualification is always present while EYFS pupils are eating. A designated member of staff ensures that meals, snacks and drinks meet the specific dietary needs of each child. Wherever possible, Early Years staff sit facing the children during mealtimes to monitor safe eating,

minimise the risk of choking or food sharing, and remain alert to any potential allergic reactions.

Little Corgis are provided with age-appropriate tables and low chairs supporting physical comfort and developmental stage during mealtimes. Reception children are seated on appropriately sized benches and demonstrate sufficient core strength and coordination to use these safely and effectively.

Choking

In the event of a choking incident, comprehensive records will be maintained, and parents will be notified of the circumstances as promptly as reasonably possible. In line with the EYFS Framework, all choking incidents will be reviewed during Health and Safety meetings, with any emerging trends carefully examined.

Special Diets

The School operates as a nut-free environment. Parents are required to notify the School of any food allergies or special dietary requirements before their child joins. The Deputy Head (Pastoral) is available to discuss concerns with parents, and the School will endeavour to accommodate special dietary needs wherever practically possible. In exceptional circumstances, pupils may be permitted to bring a packed lunch.

The School seeks to understand pupil's food preferences through entry documentation. Food preferences are individual choices relating to food, which may arise from culture, religion, ethics, health needs, or sensory sensitivities.

The School will accommodate children's religious and cultural dietary needs and will work closely with families where a child has sensory sensitivities affecting their eating. In these circumstances, the child's teacher will work in partnership with parents through ongoing discussion regarding menus, and any strategies that may support a positive and consistent approach to mealtimes. This shared understanding helps gently support the development of the child's palate and confidence around food.

While the School aims to provide a positive and inclusive mealtime experience for all children, it is not possible to accommodate individual likes and dislikes where there is no underlying need or agreed dietary requirement of the type outlined above.

Oral Health

Healthy eating habits and good oral health are continually promoted. The latter is further supported by termly visits from a local dental practitioner.

Complaints Procedure

The School is committed to addressing any concerns promptly, efficiently, and sensitively. The **Complaints Policy**, which applies equally to the Early Years Foundation Stage, is available on the School website or on request. All complaints are investigated thoroughly, and the complainant is notified of the outcome in writing.

Written complaints relating to the fulfilment of the EYFS requirements are investigated, and the outcome communicated to the complainant within 28 days. Records of all complaints are retained for a minimum of three years following the child's departure from the School. Parents of children in the EYFS also have the right to escalate concerns directly to **Ofsted** and/or the **Independent Schools' Inspectorate (ISI)**:

Ofsted

Telephone: 0300 123 1231

Email: enquiries@ofsted.gov.uk

Address: Complaints, Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD

ISI

Telephone: 020 7600 0100

Email: concerns@isi.net

Address: ISI, Complaints, Ground Floor, CAP House, 9–12 Long Lane, London, EC1A 9HA

Whistleblowing

The School has a whistleblowing procedure which enables staff, volunteers, students and other individuals working within the EYFS to raise concerns about poor or unsafe practice across any aspect of the setting's provision. This includes concerns relating to safeguarding, the welfare of children, the conduct of staff or volunteers, or any practice which may place children at risk or fail to meet statutory or regulatory requirements.

All individuals are encouraged to raise concerns promptly and will be supported to do so without fear of reprisal. Concerns will be taken seriously, investigated appropriately and handled in accordance with the School's Whistleblowing Policy and relevant safeguarding procedures.

EYFS Policy Monitoring and Review

The effectiveness of this policy will be monitored and evaluated by the Co-Heads, Deputy Head (Pastoral), Deputy Head (Academic) and the Head of EYFS.

Policy Information

Policy Title	Early Years Foundation Stage Policy
Version	v. Approved
School	Queen's College Preparatory
Category	EYFS
Statutory policy	Yes
Policy owner 1	Head of EYFS
Policy owner 2	
Approval	Council
Submission to Council	Required
Publish on website	Required
Date of last review	Summer 2026
Approved by SLT	Approved
Staff notified	In progress
Review date	Michaelmas 2027