



**PARKSIDE COMMUNITY
PRIMARY SCHOOL**

EYFS Policy
September 2026

Review Date: September 2027

Rationale

“When we succeed in giving every child the best start in their early years, we can give them what they need tomorrow. We also set them up with every chance of success tomorrow” (Development Matters 2020)

At Parkside Community School, our Early Years is crucial in giving children the foundations that will set them off on their educational journey and support our pupils in aiming for a brighter future. It is a key stage that is vital in helping young children begin to develop a ‘love for learning’ through play and adult directed tasks, in a safe, secure and stimulating learning environment. Building relationships and supporting our parents and children is of paramount importance, especially for our disadvantaged and vulnerable pupils.

Principles and practices of EYFS

We use Development Matters to design our curriculum and employ the principles and practices of the EYFS Framework (2021).

- 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.
- Children learn best through purposeful and high-quality interactions from adults, who skillfully support, guide, and extend play. High-quality interactions are a top priority in our setting; our practitioners actively listen, engage in meaningful back-and-forth communication, and model rich language throughout the day to ensure every child feels heard, valued, and challenged in their learning.

We recognise the importance of all areas of learning and development. Children develop and learn at different rates. Our practice is informed by the EYFS framework and covers the education and care of all children in EYFS, including children with special educational needs and disabilities.



Effective Practice in relation to each of the four overarching principles of EYFS, the seven key features of effective practice and the characteristics of effective teaching and learning is

detailed in the Statutory framework for the early year's foundation stage, link <https://www.gov.uk/government/publications/development-matters--2>

Our carefully planned curriculum, quality interactions and use of assessment ensures that we address the seven key features of effective practice:

- Providing the best for every child.
- Offering consistent, high-quality care for all of our children.
- Planning a curriculum with a focus on what we want children to learn.
- At Parkside, we provide highly effective teaching and learning within a culture of challenge, nurture and support. We support all children to progress to be the best they can be. Our curriculum enables as many children as possible to achieve a Good Level of Development by the end of their time in the Early Years Foundation Stage (EYFS) and we build on this in subsequent years.
- Using a range of different approaches to ensure our pedagogy is effective in helping children to learn.
- Implementing a range of assessment strategies to check what children have learnt in order to inform future planning.
- Supporting children to develop their self-regulation and executive function.
- Developing a strong partnership with parents through positive and regular communications.

Our EYFS Class Structure

To support children through their early learning journey, Parkside Community School structures its early years provision into three distinct age-based classes, each following its own bespoke curriculum tailored specifically to the developmental needs of that age range:

- Acorn Class: Supporting our 2 to 3-year-olds in a nurturing, sensory-rich environment with a bespoke curriculum focused on the Prime Areas of the EYFS Curriculum. Our youngest children at Parkside Community School are supported through a Key worker system and transition seamlessly into Fir Class the term after they turn 3 years.
- Fir Class: Supporting our 3 to 4-year-olds as they grow in independence and social play, following a tailored curriculum designed to deepen curiosity, language, and early learning habits. Again focussing on the Prime Areas of the EYFS Curriculum and supporting children with school readiness.
- Pine Class: Our Reception class for children aged 4 to 5 years, delivering a bespoke statutory curriculum that builds fluency in core literacy and maths while preparing children for Key Stage 1.

While each class operates within its own dedicated indoor and outdoor learning space and follows its age-specific curriculum, children regularly come together to share resources, outdoor spaces, and collaborative activities. During these joint sessions, staff deployment strictly adheres to statutory EYFS adult-to-child ratios, ensuring continuous high-quality supervision and targeted support focused on each child's individual interests and next steps.

The Areas of Teaching and Learning

Our Early Years follows the curriculum as outlined in the 2021 EYFS statutory framework. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected sections.

The prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The 3 prime areas are:

- **Communication and language**

- Listening, attention and understanding
- Speaking

- **Physical development**

- Gross motor skills
- Fine motor skills

- **Personal, social and emotional development**

- Self-regulation
- Managing self
- Building relationships

The prime areas are strengthened and applied through 4 specific areas:

- **Literacy**

- Comprehension
- Word reading
- Writing

- **Mathematics**

- Numbers
- Numerical patterns

- **Understanding the world**

- Past and present
- People, culture and communities
- The natural world

- **Expressive arts and design**

- Creating with material
- Being imaginative and expressive

Characteristics of Effective Learning

We advocate that learning is underpinned by the characteristics of effective learning, (learning habits). In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice.

The 3 characteristics of effective teaching and learning are:

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

All of these areas interlink throughout the curriculum and adults make the most of opportunities to interact with children to develop their playing, thinking and learning. Adults also recognise that there are times when they need to take a step back to enable children to think critically and solve a problem by trial and error or perseverance.

We recognise that teaching can take place at **all** times of the day through directed teaching sessions and through times of play and inside and outside the classroom. We encourage all of these. We strive to make our environments irresistible to children and encourage our staff and volunteers to seize every opportunity for teaching. Weekly and daily planning formalises this and aims to ensure a balance of formal and informal learning. Staff are encouraged to think carefully about their questions and interventions in children's learning in order to optimise this. Learning should be personalised by building on the child's interests and involving them fully in reflecting on what they have learned and how they may build on their skills. Children will be intrinsically motivated to be life-long learners.

At appropriate opportunities the adults will:

- Use the Shrec approach (appendix 1) to question, respond to questions and engage the child in extended conversations that support sustained shared thinking
- Extend vocabulary, knowledge and skills
- Encourage independence
- Add resources that stimulate, motivate and engage the learner

- Demonstrate, model and work alongside the children
- Help children to see links in their learning
- Support and encourage the children
- Encourage children to be problem solvers, problem setters and investigators
- Re-direct the play if necessary
- Help children to learn how to negotiate and resolve conflict
- Promote children's well-being
- Observe and assess learning
- Record judgments and plan for next steps in learning
- Provide feedback to child/other adult/parents
- Ensure the environment is safe and secure and that the Welfare Requirements are in place

It is our aim that children leave the EYFS with:

- ☐ a positive 'can do' attitude to learning and a willingness to take risks and make mistakes
- ☐ high levels of engagement in a task where they can practise and build up concepts, ideas and skills
- ☐ perseverance
- ☐ Accepting of others
- ☐ Proud of who they are
- ☐ Strategies to self-regulate and be in control of their emotions
- ☐ a love of learning
- ☐ ideas of their own, that they can plan and follow through
- ☐ an ability to express fears to relieve anxious experiences in controlled and safe situation
- ☐ To begin to understand how to be a good citizen

Intent

Nursery 2-4 Years

The EYFS curriculum for Nursery pupils at Parkside Community School encompasses the Principle and Practices of the EYFS Framework (2021). The curriculum is broad, balanced and

diverse. There is a clear focus on developing the Prime Areas of the curriculum (Communication and Language, Personal, Social and Emotional development and Physical Development). A strong emphasis is placed on building positive relationships with our families and children 'learning through play'. Facilitated by the adult, pupils are given the opportunity to build on previous knowledge and learn new skills using a wide range of multi-sensory resources within the inside and outside provision and pupils are encouraged to express their ideas, thoughts and feelings.

Implementation

Nursery 2-4 Years

The **nursery teacher** will be responsible for the long, medium and short-term planning and preparation of resources. This includes planning for continuous and enhanced provision inside and outside the classroom and it is vital that the teacher '**sells the learning opportunities**' to the pupils and staff are given quality time to execute this throughout the week. The teacher will also be accountable for the overall assessment and data of the pupils and will monitor the progress and attainment of ALL pupils, providing intervention where appropriate. The nursery teacher, and Early Years Practitioners will deliver a key worker system and this will be led and monitored by the class teacher and overseen by the Early Years Foundation Stage Leader.

Reception

The EYFS curriculum for Reception pupils at Parkside Community School encompasses the Principles and Practices of the EYFS Framework (2021). The curriculum is broad, balanced and diverse with an intent to help children begin to understand how to function in modern day Britain. There is a clear focus on developing 'good learning habits' and all seven areas of learning with Communication and Language, PSED, PD, Literacy and Maths as a main focus. A strong emphasis is placed on laying the foundations for early reading, writing and mathematics through adult directed tasks and child-initiated learning. Pupils are given the opportunity to build on previous knowledge and learn new skills using a wide range of multi-sensory resources within the inside and outside provision, exploring ways to present their thoughts, feelings and viewpoints using a wide range of media.

The **reception teacher** will be responsible for the long, medium and short-term planning and preparation of resources. This includes planning for continuous and enhanced provision inside and outside the classroom and it is vital that the teacher '**sells the learning opportunities**' to the pupils and staff are given quality time to execute this throughout the week. The teacher will also be accountable for the overall assessment and data of the pupils and will monitor the progress and attainment of ALL pupils, providing intervention where appropriate.

Early Language, Reading and Mathematics

At Parkside Community Primary School, we provide a language-rich environment in which high quality talk is valued. All staff model good communication skills in their interactions with pupils and each other. For early phonics teaching, the school follows the Monster Phonics programme to ensure that we are effective in teaching children to be successful early readers and writers. Home reading materials ensure that the children are given reading books that reflect their phonic knowledge, so phonics is the only strategy used for decoding. The children start by taking home sound blending books that are matched to the sounds they know. The school also places an importance on the development of early comprehension skills; in line with the Revised Framework to ensure that children are able to comprehend what they read and listen to. This sits alongside the development of children's speaking, listening and language skills

which are crucial for developing children's comprehension and vocabulary, with a specific focus on closing the vocabulary gap for children starting school with less experience of a language rich environment. Adults also strive to promote a love of reading through daily story time and carefully chosen books within the learning environment. Teachers closely monitor children's progress in reading through DSR (Daily Supported Reading) and regular phonics assessments in order that interventions are implemented to address gaps in learning promptly. Advice is sought from the inclusion team where these do not prove successful.

Writing is taught through opportunities to develop gross and fine motor skills through Drawing Club and Squiggle While you Wiggle. Squiggle is a progressive gross motor scheme of work that is taught 5 x a week. The children start by learning the dance using flappers (material) and then move onto making marks onto paper using a whole hand grip before moving to tripod grip in Reception. Drawing Club gives children an opportunity to develop their language and writing skills through a love of stories. Children are able to use their imaginations to bring their drawings to life with a code (letters or sentences).

Maths is taught through a range of experiences including counting as part of the daily routine; discreet teaching with follow up group activities and play based opportunities and experiences through the learning environment. We recognise that Maths can take place in any environment and we promote the use of learning maths skills through play-based opportunities. As with phonics, children experiencing any difficulties are identified early and support measures are put into place. Teachers target specific questions at individuals in whole class teaching, extending the children's understanding, allowing key mathematical concepts to be revisited and developed across the year. We adopt the Mastering Maths approach to our teaching, which ensures progression and coverage throughout the year.

Handwriting in Reception

In Reception, daily handwriting is explicitly taught as a standalone session separate from phonics, in alignment with DfE Writing Framework recommendations. Children build gross motor skills, core control, and physical readiness through the *Squiggle While You Wiggle* program. When transcribing, correct posture, paper positioning, and pencil grip are actively taught and monitored. We follow the *Monster Phonics* scheme to teach print letter formation structured by 'letter families' sharing movement patterns, ensuring letter formation becomes fluent and automatic.

Depth Over Quantity in Early Learning

In line with DfE framework recommendations, we adopt a "do less, better" philosophy in Reception. We explicitly prioritise core foundational skills, specifically daily phonics, standalone handwriting instruction, and early mathematical concepts, ensuring these are deeply embedded through structured teaching and rich back-and-forth interactions. Focusing on quality over quantity prevents cognitive overload and ensures every child secures the essential fluency required before transitioning into Key Stage 1.

Play

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

(Statutory framework for the early years foundation stage, EYFS reforms early adopter version 2020)

We believe that it is vitally important for adults to support children's learning through play. We believe that play, both indoors and outdoors, is the fundamental way in which young children learn. When playing, children behave in different ways. Sometimes, their play will be lively and interactive, sometimes they will describe and discuss what they are doing, and sometimes they will be quiet and reflective as they play. Through play, children will be developing skills across all the Prime and Specific areas of learning, working towards achieving the Early Learning Goals, the desired outcomes for the end of the EYFS.

We believe that play, both indoors and outdoors, is the fundamental way in which young children learn and must be supported by quality interactions from the adult. Teachers of EYFS will ensure that pupils are given a **minimum 2 hours a day**. Through play, children will be developing skills across all the Prime and Specific areas of learning, working towards achieving the Early Learning Goals, the desired outcomes for the end of the EYFS.

Indoor Provision

There are many different types of play: sensory play, exploratory play with objects, schematic play, symbolic play, pretend play (alone, in role or with small world objects), cooperative role-play with others, fantasy and superhero play, physical play, rough and tumble play, risky play, or digital play. As each of these supports children's development and learning in different ways, the adults in early years provision should ensure that opportunities are available for all types of play and this will **be led by the class teacher** and supported by all EYFS practitioners.

Outdoor Provision

'Being outdoors has a positive impact on children's sense of well-being and helps all aspects of children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It gives children first-hand contact with weather, seasons and the natural world. Outdoor environments offer children freedom to explore, use their senses, and be physically active and exuberant.'

- At Parkside Community Primary School, we ensure that learning outdoors is given equal status as indoor learning and is planned for as an integral part of the play and learning provision for EYFS.
- Children have daily access to the outdoor environment for both continuous provision and focused activities.
- Planning links to our themes and literacy and math's learning, extending skills by providing opportunities on a larger scale.
- EYFS staff bear in mind the needs of all our children: girls, boys, different ethnic minorities and children with disabilities.
- We monitor and review the resources that are available, how they are set up and used to ensure that the Outside Area provides a rich Learning Environment that positively encourages Inclusive Education.

- The outdoor learning environment is set up daily as a stimulating and inviting space, which supports learning across all areas of learning both Prime and Specific areas and to promote Characteristics of Effective Learning.

Access all weathers

In wet /cold weather we will judge the merits of Outdoor Play on a day-to-day basis due to the nature of our external provision. If an area is waterlogged or icy it maybe cordoned off to prevent the children getting too wet or the increased chances of injury. Climbing equipment is not to be used in icy and wet conditions.

Clothing

Children have wellies and waterproofs to allow access to outdoor play in wet weather. Sun cream and sun hats to be worn in hot weather as in line with the school policy.

Planning

The teacher responsible for Nursery and Reception uses the EYFS statutory Framework. From this and from analysis of data and on-going assessments, areas of learning are planned through a series of topics, initiated by the pupils' interests, each of which offers experiences in all seven areas of learning. These plans then inform short-term weekly planning, alongside observations, which remains flexible for unplanned circumstances or children's responses. Adult focused and independent activities are planned on a weekly basis. Children have the opportunity to work in each of the learning areas within the classroom and outdoors. Whole class, group and individual activities are used to develop skills in all areas of the curriculum, as appropriate. We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, our early years practitioners interact and question to challenge children. In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice.

Assessment

At Parkside Community School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also consider observations shared by parents and carers. The Reception Baseline Assessment is carried out within the first four weeks of a child starting in Reception. We also use a range of assessments, both formative and summative, with individual pupils at various points including phonics screening and Welcomm (speech and language) and Neli (speech and language)

At the end of Reception, teachers complete the EYFS profile for each child. Pupils are assessed against the 17 Early Learning Goals, indicating whether they are:

- meeting expected levels of development
- not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions among teachers working with the children. The results of the profile are shared with parents and carers. EYFS profile data is submitted to the Local Authority (LA) in the summer term when these are requested. We formally report to parents in July. The report in July is a detailed, written summary and contains information about how each child learns and an assessment against each of the seven areas of learning.

Home Learning

In Nursery (2-4 years), teachers will share with parents the weekly Nursery rhymes being taught in class. In Reception, children's home learning will consist of reading their Monster Phonics books at least 3 x a week and practising their weekly sounds. Children also have the opportunity to choose a book weekly from the school library to read for pleasure at home.

Inclusion

Inclusion is a process of identifying, understanding and breaking down barriers to participation and belonging. Inclusive early years practice is about anticipating, paying attention, responding to and reflecting on the needs and interests of all children. A commitment to inclusion should permeate all aspects of the design of educational programmes and the structuring of environments, as well as shaping every interaction with children, parents and other professionals.
(Birth to Five Matters, 2021)

We use transition, baseline, formative and summative assessment and observations to find out about the needs of our pupils. Where there are barriers to learning we will liaise with the SENDCo, parents and Family Support Officer to support the parents and the child to close the gap through targeted intervention.

We believe in inclusiveness and anti-racism, where all stakeholders do not inadvertently discriminate against others or limit what is offered to the staff and children in our care. Everyone who attends Parkside should be able to attend our establishment without the fear of being discriminated against. Our school should be a supportive haven where everyone feels safe and can thrive regardless of their identity.

Digital Technology and Screen Guidance

Following statutory EYFS framework guidance, screen use at Parkside Community School is intentional, short, and strictly educational. All digital resources are vetted to ensure they are age-appropriate, slow-paced, and free from advertisements, pop-ups, and auto-play features. Children are always accompanied by an adult when using devices to encourage active back-and-forth discussion. Screen time is capped well within statutory guidance for 2–5 year olds (under 1 hour daily) and is never used during mealtimes, before sleep, as background noise, or as a substitute for physical play and face-to-face interaction.

Safety

At Parkside Community School, we believe children learn best when they are healthy, safe and secure. Children's safety and welfare is paramount to us. We create a safe, secure and welcoming environment where children can enjoy learning and grow in confidence. We provide a curriculum that teaches children how to be safe, make choices and assess risks. We have

stringent policies in place to safeguard children and daily procedures are in place to encourage children to operate in safe ways and to keep them safe.

We promote the good health and physical safety of the children in our care in numerous ways, including:

- **Paediatric First Aid Training:** Staff are trained in Paediatric First Aid, ensuring qualified first-aid cover is always present on site and during outings.
- **Safer Eating Practices:** We strictly follow all safety guidelines as outlined in the statutory EYFS framework for safer eating and weaning for children under 5 to prevent choking hazards and promote healthy habits.
- **Health & Injury Procedures:** Robust, set procedures are in place for responding promptly and effectively when children become ill or sustain an accident.
- **Nutritious Meals:** The provision of balanced, nutritious food and drink throughout the school day.

Safer Eating Procedures

While children are eating, there will always be at least 1 member of staff in the room with a valid Paediatric First Aid certificate (from a course consistent with the criteria set out in Annex A of the latest EYFS framework). All children will be within sight and hearing of a member of staff while eating, and seated safely in an appropriate chair, on their carpet space or on a bench in a designated eating space.

Before a child joins our setting, we will get information on their:

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

We will share this information with all staff involved in food preparation and handling. At each mealtime and snack time it will be clear which staff member is responsible for checking that the food meets all the requirements for each child. We will make sure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis; the differences between allergies and intolerances; and that children can develop allergies at any time.

We will consult with parents/carers to:

- Create allergy action plans for their child – with the help of health professionals, where appropriate. We will also keep this information up to date and share it with all staff

We will prepare food in a way that:

- Prevents choking
- Meets each child's individual developmental needs
- Is in line with the DfE's Early Years Foundation Stage nutrition guidance

In the event of a choking incident that requires intervention, we will record details of the incident and make the child's parents/carers aware. We will periodically review the records to identify whether we can change anything in our practice to make eating safer and then take action as appropriate.

Accident or injury

We keep a first aid kit (which contains appropriate items for children) always accessible. We keep a written record of accident or injuries and any first aid treatment by using MediTracker. We will inform parents or carers the same day as, or as soon as reasonably practicable after, of any:

- Accident or injury sustained by the child
- First aid treatment given

We will notify the relevant authority of any serious accident, illness, or injury to, or death of any child while in our care and inform them of the action taken, as soon as reasonably practicable.

Safer Sleep & Rest

In accordance with the updated statutory EYFS framework, we follow strict safer sleep guidelines for all children aged 2 to 5 who rest or sleep during the school day. Rest spaces and equipment are carefully checked, and children are continuously monitored within sight and hearing by Paediatric First Aid trained staff to ensure their complete safety and wellbeing.

Toileting and privacy

We make sure that there are enough toilets and hand basins available for the children and there are suitable and hygienic nappy changing facilities. During nappy changes and toileting, we will balance children's privacy with their safeguarding and support needs. See intimate care policy.

The designated safeguarding lead (DSL)

We also have a DSL who has lead responsibility for safeguarding children. They are also responsible for:

- Liaising with local statutory children's services agencies, and with the LSPs (local safeguarding partners)
- Providing support, advice and guidance to all other staff on an ongoing basis, and on any specific safeguarding issue as required
- Attending a safeguarding training course that complies with the criteria set out in annex C of the latest EYFS framework

Risk assessments

- Good risk management processes are in place, taking all reasonable steps to ensure that hazards to children are kept to a minimum. This does not mean removing

appropriate experiences that have high developmental benefit; it does mean finding ways for children to engage in them without undue risk of harm

- Daily visual risk assessments are carried out by staff before the start of the school day to ensure the area and equipment are safe, this includes checking equipment for damage and removing litter, animal mess, fungi. Staff are to wear gloves to do this and waste is to be placed in a nappy bag, and to be disposed of appropriately.
- Any issues are reported immediately to the teacher in charge and/or the site manager and any actions to be taken to be communicated with all staff and as necessary to the pupils.
- The School's Insurance provision does not cover unsupervised siblings use of outside equipment (the child has not been taught how to use the equipment safely, or may have incorrect dress). No permission is given to siblings to play on outside equipment.
- In the event of a fire or the fire alarm sounding children will stop what they are doing immediately. They will then line up at the fire assembly point with the rest of the class and pupils with severe SEND needs or **physical disabilities will be identified by a high viz jacket.**

Rules about use of sand:

- Dugout not thrown.
- Damp down when drying out.
- Awareness of shade (heat from sand).
- Encourage children to keep sand in designated sand area.
- Children to help tidy the sand tray.
- Sweep sand around perimeter of sand tray after each session.
- Children will be asked to not use the sand pit - if play is inappropriate after explanation of safety rules.

Outdoor Water Play

- Water aprons to be worn. Water emptied at the end of each day - at home time to allow water to drain away and dry up. Staff need to be aware of the inherent danger of water play.

Track Bikes/scooters

- Will be kept in designated 'zones'.
- Adult intervention to reduce speed/risk of collisions.
- Discourage bumping.
- Encourage correct use of bikes.
- Children should not carry toys/objects while riding on the scooters or bikes.
- Check clothes to ensure laces/pull cords are not in risk of catching in wheels.
- Children should not climb or ride the wheeled vehicles in long clothing, or while wearing dressing up clothes/shoes.
- Bikes/ Scooters to be lined up against the shed at tidy up time.
- Staff to remove from use, any bikes that fall into disrepair, notify administration staff.

Planted Areas

- Prickles, protruding / broken branches etc. to be removed by care taker or employed groundsman.

- Fungi to be removed with gloves and bagged before placing in the outdoor bin.
- Children finding mini beasts, digging, planting using natural resources to build with to wear gardening gloves and be reminded to wash hands after use.
- Mud kitchen-Children to use topsoil (as this is sterile). Any swept-up mud or sand be thrown away and not reused.
- Children to wash hands after use.
- Climbing equipment Pupils must wear appropriate footwear that provides good traction between feet and climbing equipment.
- If staff feel that footwear is unsuitable they will use their discretion to restrict a child from a particular area of the playground or wooded area.
- Children not to wear gloves when climbing.
- Children to be taught to make sure there is no one in the area they plan to jump off.
- To leave a gap between themselves and others.
- Children must not sit or climb on top of objects that are used for activities e.g. benches/tables /mud kitchen.
- Balls games and other small equipment Where appropriate, to be put out without other toys/equipment being put out in the same area, so that space is available to practice skills.

Tidying

- At the end of the session the area should be checked to avoid children being left outside unsupervised.
- We believe that, as with inside, it is important for children to be involved in tidying up the Outside Area.
- We are aware however, that Health and Safety Outside is crucial, and that good organisation in tidying the Outdoor Area is essential.
- To ensure that 'tidying up time' is both safe and educational, children asked to stop what they are doing and listen for instructions on how to help tidy up.
- Children are not to carry heavy equipment.
- Adults should work in pairs to lift heavy items.
- Items should be stored safely in the shelter.
- All equipment should be stored away sensibly and carefully, to allow for safe and easy removal next day

Staff Supervision and Training

Following statutory EYFS requirements, Parkside Community School is committed to supporting, developing, and supervising all staff in our early years setting. All practitioners participate in regular one-to-one supervision sessions to discuss child welfare, safeguarding, teaching quality, and personal wellbeing. All new staff undergo a thorough induction, and all practitioners receive ongoing training in Safeguarding, Paediatric First Aid, safer eating and sleeping protocols, and evidence-based EYFS pedagogy to ensure the highest standards of safety, care, and education.

Safer Recruitment and Staff Suitability

In accordance with the updated statutory EYFS framework and our school-wide **Safer Recruitment Policy**, Parkside Community School enforces rigorous vetting and onboarding

procedures to ensure that every adult working or volunteering in our Early Years setting is suitable to be in contact with children. In line with statutory requirements, all applicants undergo comprehensive background checks, including verified identity checks, prohibition from teaching checks, right-to-work checks, and enhanced Disclosure and Barring Service (DBS) checks with barred list clearance. **Under updated EYFS regulations, new employees and regular volunteers cannot commence work or start on-site until their full enhanced DBS clearance has been formally received, and at least one written reference from a legitimate employer has been obtained and verified prior to appointment.** Furthermore, all staff have a continuous duty to disclose any cautions, arrests, charges, or court orders that may affect their suitability, ensuring a robust, ongoing culture of vigilance.

Staffing ratios

We ensure that appropriate statutory staff-to-child ratios are maintained across our setting at all times to meet the needs of all children, protect their welfare, and ensure their physical safety. In line with statutory EYFS requirements and infant class size legislation, our Reception classes operate with a minimum ratio of 1 qualified teacher per 30 children. For our younger early years provision (Nursery / 2–3s), we maintain statutory ratios based on age bands and staff qualification levels (e.g., Level 3 and Level 2 requirements).

In accordance with updated EYFS statutory guidance:

- **Setting-Wide Ratios:** Ratios apply across the entire age band across the early years setting as a whole, rather than treating individual rooms in isolation. This allows management to deploy staff flexibly across rooms and outdoor areas based on real-time demand, activity risk levels, and sleep/meal times, provided total setting ratios are fully preserved.
- **Direct Supervision & Safety:** Regardless of ratio deployment, children remain within sight or hearing of staff at all times.
- **First Aid Requirements:** Staff holding up-to-date Paediatric First Aid (PFA) qualifications are included in staff-child ratios, ensuring PFA-qualified cover is continuously present on site and during outings.
- **Short-Term Cover:** Ratios are maintained during staff lunch breaks and administrative cover, with qualified team members deployed strategically to ensure welfare standards never drop.

Transition

*High quality transitions recognise the importance of feeling “**known**”. Key to a high-quality experience for all children in the early years is ensuring continuity between home, key people and all the settings that make up children’s individual learning journeys.
(Birth to Five Matters, 2021)*

At Parkside Community School, we believe that it is important to make strong relationships with the parents for the benefit of the children. Before children start in our setting we carry out home visits and PVI visits. We hold ‘New Parent Meetings’ where expectations are set and invite parents and children to the setting. Our Family Support Officer has a key role in supporting our families and opportunities are utilised to implement early interventions.

As the children prepare to enter KS1, the Year 1 teachers observe the children in the Early Years setting during the summer term. The Early Years teachers also meet with the Year 1 teachers to discuss the end of year data within a Pupil Progress Meeting in order to ensure a smooth transition into Year 1. These discussions help the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children. The children will also spend time with their new teacher in the Year 1 classroom.

Relationships with Parents/Carers and the Wider Community

We know what an important role parents/carers play in their children's learning journey and we aim to involve them as much as possible in school life. We recognise the huge contribution that parents make to their child's learning and we work hard to develop and sustain links with parents. We seek to start building relationships with parents from the term before their child starts school, through clear communication and the initial visits and information sessions. We do this in a range of different ways, which range from communication with home to inviting parents into the school setting. These include:

- Introductory sessions
- Stay and play sessions
- Reading books shared between home and school
- Fortnightly blogs, weekly newsletters, updates on Facebook
- Parent workshops
- Parents consultations
- Google Classroom.

Appendices

Appendix 1

Sh



Share attention

Be at the child's level. Pay attention to what they are focused on.

R



Respond

Follow the child's lead. Respond to their non-verbal and verbal communications. You could make a brief comment on what they can see, hear or feel.

E



Expand

Repeat what the child says and build on it by adding more words to turn it into a sentence.

C



Conversation

Have extended back and forth interactions. Give children time to listen, process and reply.