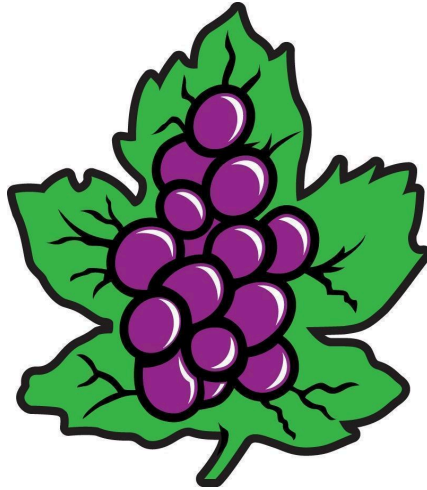


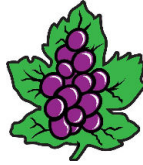


EARLY YEARS FOUNDATION STAGE POLICY

KEREM SCHOOL

Approved by: Curriculum Committee Written: January 2026

Last reviewed on: August 2026 Next review due by: August 2027



KEREM SCHOOL

(This policy applies to the Early Years Foundation Stage)

EARLY YEARS FOUNDATION STAGE POLICY

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.' (Statutory Framework for the Early Years Foundation Stage, Department for Education, September 2025)

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.

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 Kerem School, 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.

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 Kerem School, 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 Kerem School, the Early Years Unit 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 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 people. Kerem Early Years Unit 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.

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

Kerem Early Years Unit caters for children aged 2 to the end of Reception, and all children entering the Early Years setting, whether in 2, 3, 4 or in Reception, are fully part of the school community. 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 a two-three-year-old class, one Pre School class and one Reception class. Children enter Pre-School when they have reached the age of 3 by the start of the academic year. Children enter Reception when they have reached the age of four by the start of the academic year.

Entry Into Pre School (3-4 Year Olds)

In recognition of the young age of pupils joining Pre-School, 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 must be out of nappies or pull-ups).

- Listening and comprehension skills, including the ability to follow and respond appropriately to instructions.
- Verbal communication is 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 curriculum and learning environment.

Pre-School provides a structured early years programme designed to prepare children for a smooth transition to Reception.

The School's Admissions Policy is published on the website and provides detailed guidance for parents.

Early Years Funding and Admission Policy

Kerem School accepts the 15-hour early education funding for all children in the Pre-School year group. Eligibility for additional funding, including provision for children aged two and above or the 30-hour funding entitlement, is subject to individual eligibility criteria in line with government guidance.

Admission Criteria for Two-Year-Old Pupils

Admission to the two-year-old provision is dependent on prospective pupils demonstrating readiness for the Early Years environment. The school considers the following areas of development:

- **Listening and Comprehension:** The child is able to listen attentively, understand, and respond appropriately to simple instructions.
- **Verbal Communication:** The child demonstrates emerging speech and is able to communicate using short sentences.
- **Social Engagement:** The child is able to engage in play and interact positively with peers and adults.
- **Self-Feeding:** The child is able to feed themselves independently at a table.

These criteria support the school's commitment to ensuring that all children are able to participate safely and meaningfully in the Early Years curriculum, promoting a positive start to their educational journey.

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.’

Statutory Framework for the Early Years Foundation Stage, Department for Education (September 2025)

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 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.

In Reception, the class teacher serves as the Key Person for all children. In the Pre-School and 2–3 year-old classes, each child is assigned an individual Key Person. Parents are informed of their child’s Key Person directly by the Head of Early Years Foundation Stage.

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.

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.

By the end of Reception, teachers assess each child against the **Early Learning Goals (ELGs)**, which summarise the knowledge, skills, and understanding expected at the end of the EYFS. These assessments support teachers in making holistic, best-fit judgements regarding each child's development and readiness for transition into Year 1.

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:

Verbal reports on each child's progress are provided to parents twice a year, during the Winter and Spring Term Parent Consultation meetings. In addition, parents receive a comprehensive written report once a year in the Summer Term, summarising their child's development, achievements, and next steps for learning. Parents are encouraged to discuss their child's progress at any time, and the school will accommodate additional meetings upon request to ensure ongoing communication and support.

For children in Reception, parents receive the statutory Early Years Foundation Stage Profile (EYFSP) in June, at the end of the academic year. This profile provides a detailed overview of the child's learning and development across all areas of the EYFS curriculum and informs planning for the transition to Year 1.

For children aged 2, the school completes the Progress Check at Age Two, focusing on the three Prime Areas of learning, at the end of their first term in the setting. If a child joins during the Summer term, the Progress Check at Age Two is provided in place of the end-of-year report. The Progress Check at Age Two is shared and discussed with parents to provide a clear overview of the child's development and next steps.

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 one Early Years class to another and on into Year 1. 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:

- Gradual introduction of more formalised teaching in Phonics, Literacy, and Mathematics during the Summer Term.
- Close collaboration and communication between Early Years and Year 1 teachers to ensure a smooth and consistent transition.
- Oversight by the Head of EYFS, who monitors the personal and academic progress of all children during the transition period.
- Regular meetings involving Early Years team to review each child's progress, readiness, and pastoral needs.

Transition to Year 1

The transition from Reception to Year 1 is designed to be smooth, supportive, and developmentally appropriate, preparing children for the more structured expectations of Key Stage 1 while maintaining a nurturing approach.

The transition process includes:

- Encouraging independence in managing personal belongings and routines such as changing for PE 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 Year 1 teachers to Reception classes to read to the children and establish positive relationships.
- A 'Meet the Teacher' event during the Summer Term for Reception children to familiarise themselves with their new teacher and classroom environment.
- Collaborative planning and communication between Reception and Year 1 teachers to ensure continuity in learning and care.
- Sharing of each child's EYFS Profile and Characteristics of Effective Learning with Year 1 staff to support individual progress and ensure that any remaining Early Learning Goals are addressed prior to beginning the Key Stage 1 curriculum.

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.
- Written reports and consultation evenings
- Celebration events
- Workshops for parents
- 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 SENCO 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

Kerem School 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 Officer for Kerem School is the Deputy Head Pastoral. Please refer to the school's Safeguarding and Child Protection Policy for further details. Kerem has a named Deputy Designated Safeguarding Lead with responsibility for the EYFS.

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 requirements meet the Statutory Framework for the Early Years Foundation Stage September 2025 requirements, of 2.3m² for pupils aged 3-5 and 2.5m² for pupils aged 2 years.

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.

	2 Year Olds	Pre-School	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
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.

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 Use of Reasonable Force 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 the Pre-School 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.

Children joining the school at age two are not expected to be toilet-trained. For these children, clear and comprehensive procedures are in place to support both toileting and changing needs. These procedures prioritise the child's comfort, dignity, and safety, while promoting independence where developmentally appropriate. Staff work closely with parents to establish individual care plans, monitor progress, and provide guidance on toilet training and changing routines, ensuring consistency between home and school. All changing is carried out in a sensitive and professional manner, with staff explaining each step to the child and encouraging participation as much as possible. Hygiene procedures, including the use of disposable gloves and aprons, as well as thorough handwashing, are strictly followed to maintain a safe and healthy environment.

Medical Matters

Parents are asked to keep children at home if unwell and to notify the School Office by telephone between 8.00 and 8.30 am 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 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.

Where a child has specific medical needs, parents are invited to meet with the Deputy Head Pastoral 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 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 water at morning break. In accordance with our Jewish ethos, all food on the premises must be recognised as kosher according to the London Beth Din. 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 and snacks 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.

All children are provided with age-appropriate tables and low chairs supporting physical comfort and developmental stage during mealtimes.

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

While the School seeks to understand pupils' food preferences through entry documentation, these preferences are only accommodated in exceptional cases. Any adjustments are made in collaboration with the pupil's class teacher/Key Person, in partnership with parents, and solely at the discretion of the Head. This approach ensures the development of a balanced diet and supports the child's broader nutritional and holistic development.

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 is 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

EYFS (Reception) Policy Monitoring and Review

The effectiveness of this policy will be monitored and evaluated by the Head Teacher and the Head of EYFS.