



KING FAHAD ACADEMY

**EARLY YEARS POLICY
(EYFS)**

Reviewed January 2021

Next Review: January 2022

Reviewed by: Deputy Head Pastoral / EYFS Coordinator

Approved by: Director General

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KFA Aims

The KFA aims to provide a bilingual international education with an Islamic ethos to students aged 3 – 18 years. We are committed to helping all students realise their full potential and become well-balanced, productive citizens who appreciate the multicultural world in which we live. We employ our skills and expertise to nurture our students holistically, in terms of their intellectual, emotional, physical, social and spiritual development through a challenging and balanced curriculum.

Statement of intent

The King Fahad Academy is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families.

Aim

We aim to:

- provide a secure environment in which all our children can flourish and in which all contributions are valued;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity; and
- make inclusion a thread that runs through all of the activities of the setting.
- Care
- Safety and welfare
- Strong academic, social and emotional foundations
- Strong partnership between parents and carers/ practitioners

We adhere to the Statutory Framework and the four guiding principles which shape practice in EYFS settings:

1. Every child is unique – consistently learning, resilient, capable, confident and self-assured;
2. Children learning to be strong and independent through positive relationships;
3. Children learn and develop well in enabling environments – experiences respond to individual needs and there is a strong partnership between practitioners and partners and/or carers; and

4. Children develop and learn in different ways and at different rates – the framework covers education and care of children in early years’ provision including SEND pupils.

We aim to put these principles into practice by doing the following.

- Based on the EYFS framework we provide a broad and balanced curriculum across the seven areas of learning highlighted in the Statutory Framework (highlighting that play is used as a vehicle through planned purposeful play).
- We promote equality of opportunity and anti-discriminatory practice.
- Where pupils require support we look to provide early interventions.
- We work in partnership with parents/carers.
- Based on the individual child and the different ways they learn we plan challenging learning experiences. These are informed by observation and assessment.
- Plan both adult and child-initiated activities which are adult supported preparing for more formal adult led learning ready for more formal learning in Year 1.
- We consider language a key element and for children whose home language is not English we provide opportunities for children to develop and use their home language in play and learning, supporting language development at home. We ensure that children have sufficient opportunities to learn and reach a good standard of English during EYFS.
- Have a key person/worker or contact as an approach to developing a relationship with individual children and understanding their learning and tailoring this to their individual needs.
- Provide a secure and safe environment indoors and out for learning and play.

The legal framework for this policy is:

- Race Relations Act 1976 and Race Relations Amendment Act 2000;
- Children Act 2001;
- The Disability Discrimination Act 1995 (and Amendment Regulations 2003)
- Sex Discrimination Act 1986;
- Special Educational Needs and Disability Act 2004.

This policy should read in reference to:

Admissions

In accordance with the *Admissions* policy.

Employment

In accordance with the *Recruitment* policy.

Curriculum

In accordance with the *Curriculum* policy.

Assessment

In accordance with the *Assessment, Recording and Reporting* policy.

Food

In accordance with the *Healthy Eating* policy.

Behaviour

In accordance with the whole school behaviour policy and specifically in accordance with the EYFS behaviour policy.

Parental Involvement - Meetings

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting.
- Information about meetings is communicated in a variety of ways - written, verbal and in translation - to ensure that all parents have information about and access to the meetings.

Foundation Stage Curriculum

In order to promote the learning and development of children in our care and to ensure they are ready for school we plan an exciting and challenging curriculum. This is planned in accordance with the seven areas of learning and development (the Early Learning Goals) to ensure the children in our care complete the EYFS ready to benefit fully from the opportunities ahead of them. The areas of learning and development are all important and inter-connected. In planning and guiding activities, we reflect on the different ways children learn to inform our curriculum building.

The following three areas are crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive. These prime areas are:

1. communication and language
2. physical development
3. personal, social and emotional development.

As an EYFS provider, KFA supports children in four specific areas, these are:

- literacy
- mathematics
- understanding the world
- expressive arts and design.

At KFA we develop curriculum plans using the statutory framework based on a series of topics or themes which offer experiences in all areas.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice.

The curriculum is delivered using a games and play-based approach as outlined by the EYFS framework.

Observation and assessment

Assessment plays an important part in helping all those involved in EYFS to recognise children's progress, understand their needs and plan appropriate activities and support. Here at KFA as part of our daily practice we observe and assess children's development and learning. This helps us understand levels of achievement, interests and identify learning styles. We encourage all parties to contribute and take part in discussions about progress. We record our observations in a number of ways which include pictures and note taking.

We use *Eexat* to record the children's progress over the academic year in all areas of learning and development in the EYFS Statutory Framework. [*We also gather samples of the children's work along with the observations.*]

Parents and carers are kept up to date with their child's progress and development. A report is sent to parents and carers every twice a year and we invite parents to attend a parents' evening on at least two occasions during the year.

EYFS Profile

At the end of the EYFS the EYFS Profile must be completed for each child. This provides a well-rounded picture of your child and their readiness for year 1. This reflects the ongoing observation we carry out, the records we hold and the discussions we have had over the course of the EYFS. Your child's development will be assessed against the Early Learning Goals. The levels are assessed as:

- emerging
- meeting
- exceeding.

Once the Profile has been provided there will be the opportunity to meet and discuss the level given and discuss next stages of development.

Teaching and Learning during the COVID pandemic:

- Provision of weekly live lessons
- Golden time sessions
- Seesaw programme to post work and activities

1. Inclusion and equal opportunities/equality

We firmly believe that every child is unique and that we plan a curriculum that meets the needs of the individual child. We aim to support them to achieve and where possible exceed the Early Learning Goals. We want every child to be able to take advantage of the opportunities that this setting provides.

We look to identify additional needs and provide additional support as early as possible so that the child gets the support they need following our whole-school approach to equality and inclusion.

2. Parents as partners and the wider context of working together

We at KFA recognise the importance of establishing positive relationships with parents and carers as highlighted in the Statutory Framework. We understand that parents and carers are a child's first and most enduring educators. We value your contribution to their education. A positive partnership between setting and home can have an equally positive impact on a child's learning and development.

We encourage parents and carers to take an active role in their child's learning and development and ask that you participate in as many ways with us as you can. We try to encourage regular information sharing to make sure we have the best knowledge available to help support and develop your child.

Your invaluable insight into the individuality of your child helps us ensure that our learning experiences are challenging and engaging.

Safeguarding and welfare

As a provider of the EYFS our duties in relation to safeguarding and welfare of children are of paramount importance. We have created a welcoming environment that is both safe and stimulating allowing our pupils to learn and grow in confidence.

We have a safeguarding policy framework which is designed to ensure children's safety, including but not limited to safeguarding children, suitability of adults who have contact with children, promoting good health, managing behaviour and maintaining records. Our staff are trained on our policies and procedures and have up-to-date training on matters relating to safeguarding and child protection.

We have a designated safeguarding lead in the EYFS setting and details can be found here:

Name: Ms Hania Farwati

Email: Hania.Farwati@thekfa.org.uk

Phone Number: 020 8743 0131 (ext305)

HEALTH AND SAFETY POLICY

In accordance with the *Health and Safety* policy.

Methods

The member of staff responsible for health and safety is **Randhir Sahota**.

He is competent to carry out these responsibilities. He has undertaken health and safety training and regularly updates his knowledge and understanding. We display the necessary health and safety posters in our staff rooms and other designated areas.

Risk assessment

In accordance with the *Risk Assessment* policy.

Our risk assessment process includes:

- checking for hazards and risks indoors and outside, and in our activities and procedures. Our assessment covers adults and children;
- deciding which areas need attention; and
- developing an action plan that specifies the action required, the timescales for action, the person responsible for the action and any funding required.
- We maintain lists of health and safety issues, which are checked:
 - daily before the session begins;
 - termly - when a full risk assessment is carried out.

Insurance cover

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed in the Staff Room and other designated areas.

Awareness raising

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues so that all adults are able to adhere to our policy and understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.
- Records are kept of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part.
- Health and safety issues are explained to the parents of new children so that they understand the part played by these issues in the daily life of the setting.
- As necessary, health and safety training is included in the annual training plans of staff, and health and safety is discussed regularly at staff meetings.

- We have a no smoking policy.
- Children are made aware of health and safety issues through discussions, planned activities and routines.

Children's safety

We ensure all staff employed have been checked for criminal records by an enhanced disclosure from the Criminal Records Bureau. In accordance with the *Recruitment* policy.

- Adults do not normally supervise children on their own.
- All children are supervised by adults at all times.
- Whenever children are on the premises at least two adults must be present.

Security

- Systems are in place for the safe arrival and departure of children. The times of the children's arrivals and departures are recorded.
- The arrival and departure times of adults - staff, volunteers and visitors - are recorded.
- Our systems prevent unauthorised access to our premises.
- Our systems prevent children from leaving our premises unnoticed.
- The personal possessions of staff and volunteers are securely stored during sessions.

Windows

- Low level windows are made from materials that prevent accidental breakage or are made safe.
- Windows are protected from accidental breakage or vandalism from people outside the building.
- Windows above the ground floor are secured so that children cannot climb through them.

Doors

- We take precautions to prevent children's fingers from being trapped in doors.
- Floors
- All surfaces are checked daily to ensure they are clean and not uneven or damaged.

Outdoor area

- Our outdoor area is securely fenced.
- Our outdoor area is checked for safety and cleared of rubbish before it is used.
- Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.
- All outdoor activities are supervised at all times.

Hygiene

- We regularly seek information from the Environmental Health Department and the Health Authority to ensure that we keep up to date with the latest recommendations.
- Our daily routines encourage the children to learn about personal hygiene.
- We have a daily cleaning routine for the setting which includes play room(s), kitchen, rest area, toilets and nappy changing areas.
- We have a schedule for cleaning resources and equipment, dressing-up clothes and furnishings.
- The toilet area has a high standard of hygiene including hand washing and drying facilities and the disposal of nappies.
- We implement good hygiene practices by:
 - cleaning tables between activities;
 - checking toilets regularly;
 - wearing protective clothing - such as aprons and disposable gloves - as appropriate;
 - providing sets of clean clothes;
 - providing tissues and wipes; and
 - ensuring sole use of flannels and towels.

Outings and visits

In accordance with the *Educational Visits* policy.

Missing child

If a child goes missing from the setting

- The person in charge will carry out a thorough search of the building and garden.
- The register is checked to make sure no other child has also gone astray.

- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- Person in charge talks to staff to establish what happened
- If the child is not found the parent is contacted and the missing child is reported to the police.
- If a child goes missing from an outing where parents are not attending and responsible for their own child, the setting ensures that there is a procedure that is followed.
- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray. One staff searches the immediate vicinity but does not search beyond that.
- The person in charge is informed, if s/he is not on the outing and makes his/her way to the venue to aid the search and be the point of contact for the police as well as support staff.
- Staff take the remaining children back to the setting.
- The person in charge of the setting contacts the child's parent who makes their way to the setting or outing venue as agreed with the person in charge.
- The staff contact the police using the mobile phone and report the child as missing.
- In an indoor venue, the staff contact the venue's security who will handle the search and contact the police if the child is not found.
- The person in charge contacts the chairperson of the management committee who comes down to the setting as soon as possible.

The investigation

- The Director and the Senior Leadership Team carries out a full investigation taking written statements from all the staff present at the time, or who were on the outing.
- The key person/ staff writes an incident report detailing:
 - the date and time of the report;
 - what staff/ children were in the group/outing;
 - when the child was last seen in the group/outing;
 - what has taken place in the group/outing since then; and
 - the time it is estimated that the child went missing.
- A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Social

Services may be involved if it seems likely that there is a child protection issue to address.

- The incident is reported under RIDDOR arrangements and is recorded in the incident book; the local authority health and safety officer may want to investigate and will decide if there is a case for prosecution.
- OFSTED is informed.
- The Insurance Department at the Pre-School Learning Alliance is informed.

Animals

- Animals visiting the setting are free from disease and safe to be with children, and do not pose a health risk.
- Our setting's pets are free from disease, safe to be with children, and do not pose a health risk.
- Children wash their hands after contact with animals.
- Outdoor footwear worn to visit farms are cleaned of mud and debris and should not be worn indoors.

Fire safety

In accordance with the *Fire Safety* policy.

- Fire doors are clearly marked, never obstructed and easily opened from inside.
- Smoke detectors/alarms and fire fighting appliances conform to BSEN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
- Our emergency evacuation procedures are approved by the Fire Safety Officer and are:
 - clearly displayed in the premises;
 - explained to new members of staff, volunteers and parents; and - practised regularly at least once every six weeks.
- Records are kept of fire drills and the servicing of fire safety equipment.

First aid and medication

In accordance with the *First Aid and Administration of medicine* policy.

At least one member of staff with current first aid training is on the premises or on an outing at any one time. The first aid qualification includes first aid training for infants and young children.

Our first aid kit:

- complies with the Health and Safety (First Aid) Regulations 1981;
- is regularly checked by a designated member of staff and re-stocked as necessary;
- is easily accessible to adults; and
- is kept out of the reach of children.

At the time of admission to the setting, parents' written permission for emergency medical advice or treatment is sought. Parents sign and date their written approval.

Parents sign a consent form at registration allowing staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that parents have been informed and are on their way to the hospital.

Our accident book:

- is kept safely and accessibly;
- all staff and volunteers know where it is kept and how to complete it; and
- is reviewed at least half termly to identify any potential or actual hazards.

Ofsted is notified of any injury requiring treatment by a general practitioner or hospital doctor, or the death of a child or adult.

When there is any injury requiring general practitioner or hospital treatment to a child, parent, volunteer or visitor or where there is a death of a child or adult on the premises, we make a report to the Health and Safety Executive using the format for the Reporting of Injuries, Diseases and Dangerous Occurrences.

Dealing with incidents

We meet our legal requirements for the safety of our employees by complying with RIDDOR (the Reporting of Injury, Disease and Dangerous Occurrences Regulations). We report to the Health and Safety Executive:

- any accident to a member of staff requiring treatment by a general practitioner or hospital; and any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident but could have happened, such as a gas leak.
- Any dangerous occurrence is recorded in our Incident Book. See below.

Information for reporting the incident to the Health and Safety Officer is detailed in the Pre-school Learning Alliance's publication, Accident Record.

Our Incident Book

- We keep an incident book for recording incidents including those that are reportable to the Health and Safety Executive as above.

- These incidents include:
 - break in, burglary, theft of personal or the setting's property;
 - fire, flood, gas leak or electrical failure;
 - attack on member of staff or parent on the premises or near by;
 - any racist incident involving a staff or family on the centre's premises;
 - death of a child, and
 - a terrorist attack, or threat of one.

- In the incident book we record the date and time of the incident, nature of the event, who was affected, what was done about it - or if it was reported to the police, and if so a crime number. Any follow up, or insurance claim made, should also be recorded.

- In the unlikely event of a terrorist attack we follow the advice of the emergency services with regard to evacuation, medical aid and contacting children's families. Our standard Fire Safety Policy will be followed and staff will take charge of their key children. The incident is recorded when the threat is averted.

- In the unlikely event of a child dying on the premises, the emergency services are called, and the advice of these services are followed.

- The incident book is not for recording issues of concern involving a child. This is recorded in the child's own file.

Sickness

Our policy for the exclusion of ill or infectious children is discussed with parents. This includes procedures for contacting parents - or other authorised adults - if a child becomes ill while in the setting.

- We do not provide care for children who are unwell, have a temperature, or sickness and diarrhoea, or who have an infectious disease.
- Children with head lice are not excluded, but must be treated to remedy the condition.
Parents are notified (by the nurse) if there is a case of head lice in the setting.
- Parents are notified if there is an infectious disease, such as chicken pox.
- HIV (Human Immunodeficiency Virus) may affect children or families attending the setting. Staff may or may not be informed about it.
- Children or families are not excluded because of HIV.
- Good hygiene practice concerning the clearing of any spilled bodily fluids is carried out at all times.
- Staff suffering from sickness and diarrhoea do not handle food.
- Ofsted is notified of any infectious diseases that a qualified medical person considers notifiable.

Safety of adults

- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- When adults need to reach up to store equipment or to change light bulbs they are provided with safe equipment to do so.
- All warning signs are clear and in appropriate languages.
- Adults do not remain in the building on their own or leave on their own after dark.
- The sickness of staff and their involvement in accidents is recorded. The records are reviewed termly to identify any issues that need to be addressed.

Records

In accordance with the National Standards for Day Care, we keep records (within the main school) of:

Adults

- names and addresses of all staff on the premises, including temporary staff who work with the children or who have substantial access to them;
- names and addresses of the owners or of all members of the management committee;

- all records relating to the staff's employment with the setting, including application forms, references, results of checks undertaken etc.

Children

- names, addresses and telephone numbers of parents and adults authorised to collect children from setting;
- the names, addresses and telephone numbers of emergency contacts in case of children's illness or accident;
- the allergies, dietary requirements and illnesses of individual children;
- the times of attendance of children, staff, volunteers and visitors;
- accidents and medicine administration records;
consents for outings, administration of medication, emergency treatment; and incidents.

In addition, the following procedures and documentation in relation to health and safety are in place: *National Standard 6: Safety*

- Risk assessment.
- Record of visitors.
- Fire safety procedures.
- Fire safety records and certificates.
- Operational procedures for outings.
- Vehicle records including insurance.
- List of named drivers.

National Standard 7: Health

- Administration of medication.
- Prior parental consent to administer medicine.
- Record of the administration of medicines.
- Prior parental consent for emergency treatment.
- Accident record.
- Sick children.
- No smoking.

SETTLING IN POLICY

Aims:

The transition between home and nursery normally requires a period of adjustment for children and parents.

In order to achieve this successfully there is 'a settling in period' for each child and their parent/carer. This provides the opportunity for both to become familiar with the nursery's routine, the establishment and members of staff. We provide each child with a key worker who will be a link for them and their family as they settle into the nursery. It is vital for the child to develop a positive relationship with his/her key worker so that the child feels confident and secure when the parents leave. We aim to:

- Promote a smooth and stress-free transition to ensuring both children and parents/carers are happy.
- Provide the best possible care for all children. At the KFA we want children to feel happy and safe and parents to feel happy about leaving their children in our care.
- Enable the children to grow in confidence so that they will share with their parents the new experiences and learning activities which they have enjoyed.

Programme for Settling

At the KFA Nursery we believe this is an important process, which not only enables children to settle in happily and confidently, but it also gives parents peace of mind and confidence that their child is happy and safe.

Please be advised parents are expected to respect the professional judgement of nursery staff if they feel a child needs additional settling sessions.

Week -1- Time: 8.40am-12:00 pm (Enter at the Nursery Gate on East Acton Lane)

- The child's parent/carer to attend the nursery with their child for a whole week. This helps the child become familiar with the setting, the nursery routines, their key person, teacher and other nursery practitioners.

Week -2- Time: 8.40am-12:00 pm

- Day one- The children will attend with their parent for the first hour, for both the child and the parent to see and feel comfortable with in the room. From there we ask the parents to go to the waiting room to sit and wait for the child to finish the day at 12:00. This will insure that the child is comfortable with the parent out of the room. Some parents may be asked to return to the room if the child is becoming distressed.
- Day two- the parent/carer stays with the child for the first 10-15 minutes, if the child had settled in and the key work feels that child seems happy, the parent can leave for the session. The parent should leave the mobile telephone number with the staff and return if asked to do so. If the key worker feels the child needs the parent close by they will be asked to stay in the classroom or waiting room for the school day.

- On Friday we ask the parents to return at 11:30 for an information session regarding the classroom, daily routine and what the child will need to bring for a full day of nursery

This will all be under the teacher's / key worker's discretion.

Week -3- Time: 8:40am-3:30 (Monday start will be from 8:40am-12:00)

- The Children will start the full day of school. Further settling in will be discussed between parent and key worker if needed .

The parent /carer needs to be prepared to stay for further sessions if appropriate for the child. The key person will discuss the situation with the parent/carers.

We try to meet the needs of all families but please be aware that it is very difficult to accommodate younger brothers and sisters during the settling in period. Staff may also ask for buggies and pushchairs to be left outside as these may cause a safety hazard in the nursery. Please take the time to make staff aware of your personal circumstances in advance so that the settling in period is an enjoyable and smooth transition into school.

What your Child will need for the first week:

- Child must be toilet trained. Children will not be allowed to wear nappies.
- Extra change of clothes to be kept at school.
- Healthy snack each day. (We do not allow crisps or chocolate or other sweets.)