



NORFOLK HOUSE PREPARATORY SCHOOL, PRE-PREP and MONTESSORI HOUSE NURSERY

EYFS Policy

This policy applies to all pupils in the Infant Community, Montessori Nursery and Reception.

Forms 2-6, 10 Muswell Ave, London N10 2EG
EYFS + Form 1, Princes Ave, London N10 3LS

Created September 2014, Updated April 2015, Updated July 2016, Updated October 2017, updated
January 2018

Date for revision October 2018

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EYFS Policy

1. Introduction

The Early Years Foundation Stage is designed for children from birth to the end of their Reception year (the year in which they turn five). The revised Statutory Framework for the EYFS came into effect from September 2014 and this policy outlines the ways in which Norfolk House Pre-Prep and Montessori House Nursery incorporates the essential elements of the revised framework. The person with overall responsibility for the running of the EYFS at Norfolk House Pre-Prep and Montessori House Nursery is Deborah Gormley and the Deputy Head of EYFS is Paul Jowett.

We believe that every child deserves the best possible start in life and support that enables them to fulfil their potential. We are aware that children develop quickly in the early years and a child's experiences between birth and the age of five have a major impact on their future life chances. We are committed to providing all children in our care with a broad, balanced, holistic and enriching educational experience through experience with the Montessori method of learning, adherence to the EYFS standards and requirements and also through fulfilling our ethos to

'provide our children with the opportunities to achieve their academic potential within an environment where they feel valued, fulfilled, confident and emotionally secure.'

Year Group Nomenclature at Norfolk House Pre-Prep and Montessori Nursery

Year Group	Age Range
Infant Community (IC)	2y – 3y 4m (maximum)
Montessori Nursery or Nursery	2y 7m (minimum) – 4y 11m (maximum, except in cases where summer born children delay their entry to Reception)
Reception	4y – 5y 11m
Form 1	5y – 6y 11m (sometimes referred to as Year 1)

2. Learning and Development

Children are competent learners from birth and learn in a variety of ways. In our teaching, we look carefully at the children in our care, consider their needs, interests, and their stages of development, use this information and work with their parents to plan a broad, responsive,

appropriately challenging and enjoyable curriculum which promotes the learning and development of all children and lays the foundation for good future progress. Our curriculum spans the seven areas of learning and development covered within the EYFS Framework and also incorporates the Characteristics of Effective Learning, supporting children in progressing towards achieving their early learning goals. We work in line with all statutory requirements.

The Areas of Learning and Development

Prime Areas:

Communication & Language: Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical Development: Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food and encouraged to learn to manage basic hygiene independently.

Personal, Social and Emotional Development: Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Specific Areas:

Literacy: Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics: Mathematical development involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

Understanding the World: Understanding the World involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive Arts & Design: Expressive Arts and Design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Characteristics of Effective Learning: While not a discrete area of the curriculum, the Characteristics of Learning, which include Playing and Exploring, Active Learning and Creating and Thinking Critically, underpin learning and development across all areas of learning and support the child in continuing to be an effective and motivated learner.

Approach to Teaching and Learning

The Infant Community environment is based on traditional EYFS approaches to teaching and learning, involving a mixture of child-led and teacher-led opportunities. Learning is play based and appropriate for the children's age and level of development. We incorporate pre-Montessori links to replicate activities and experiences that the children will further engage with when they move into the Nursery setting.

Throughout the Nursery years, we follow the Montessori method, which promotes independence and self-motivation in delivering individualised curricula to our pupils. This feeds into our assessment of their progress towards their Early Learning Goals. Learning is planned and purposeful with a mixture of child-initiated and teacher-initiated activity.

In Reception, the seven areas are delivered through planned, purposeful play, incorporating a balance of adult- and child-led activities, supported by class based, age-appropriate formalised learning where it would deepen and extend learning to adopt this approach. We assess and record children's independent learning to support them in achieving their Early Learning Goals. As the Reception year progresses, and the children's development allows, we move towards a greater amount of teacher-led learning to support the children in preparing for Form 1.

Planning

In our planning, we address the needs of the children both in terms of their individual development as well as their needs as a cohort. We promote the Characteristics of Effective Learning in our practise; playing and exploring, active learning, creating and thinking critically.

Resources

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude towards learning. We aim to represent all areas of learning both indoors and outdoors with opportunities to develop the children's skills at all times. All children have opportunities to make their own selection of the activities on offer.

The Montessori materials have been used successfully for over 100 years and were designed to help the child learn and master the Montessori areas of learning, which are practical life, sensorial, maths, language and culture.

We have an awareness of the role which technology plays in modern life and this is reflected in our overall practice. We offer a range of Computing and IT equipment in the EYFS, which the children use within their independent play. Our oldest pupils begin dedicated Computing and IT lessons towards the end of their Reception year. We rigorously ensure the safe use of all technological equipment in the EYFS, regularly educating children about e-safety and teaching the children about how to keep themselves safe online.

3. Assessment

We utilise our assessments in a range of ways, including individual and cohort analysis of progress and areas for development as well as to help plan activities and support. We engage in a range of styles of observation, which are detailed in the following sections on formative and summative assessment. We endeavour to make all assessment procedures as efficient as possible, so as not to distract practitioners from their interaction with their pupils.

Assessment plays a critical role in supporting practitioners in highlighting where children have made progress and where they have areas for development as well as any areas of concern. Where our assessments indicate that there may be a cause for concern, we express this to our Special Educational Needs Coordinator (SENCO) and the child's parents or carers and agree how we will support the child, where appropriate considering whether the child has a special educational need or disability which requires specialist support. Where a child has a first language other than English, we endeavour to ensure that this is not a barrier to understanding the child's abilities and stage of development. Our Head of Learning Support (the school SENCO) is Gemma Rajiah.

Parents are regularly kept up to date with their child's progress and development through parent meetings and reports. They are also actively encouraged to become involved in the observation cycle, assessment and planning by contributing information about their child's achievements and success. Parents are regularly invited to submit Wow! Slips for their children's Learning Journeys, complete parent observation forms or provide regular feedback to the staff on our Half Termly Feedback Forms.

Formative assessment:

Ongoing assessment is an integral part of the learning and development process in order to target and support the next steps in learning. All children within the Foundation Stage are observed regularly and the resulting next steps are incorporated into their planning. During the Infant Community and Nursery years, the Montessori staff use an assessment format which links the EYFS Development Matters with the Montessori tracking system called My Montessori Tracker (MMT). This records what each child has been shown and mastered. The Reception

staff record the children's progress against the EYFS age related objectives, called the Development Matters, using an online program called Classroom Monitor and this information is used for planning and target setting.

Summative Assessment:

Integrated Review at age 24, 27 or 30 months:

Local authorities, health visiting services and early years providers are expected to bring together health and early education reviews for young children between the ages of two and two-and-a-half. The purpose of the progress check is to identify the child's strengths and any areas where the child's progress is less than expected. It gives us the opportunity to develop a targeted plan if necessary, involving parents, carers and other professionals.

The Integrated Review will reflect on the developmental level and needs of the individual child, highlighting the areas in which the child is progressing well, the areas where some additional support may be needed and a focus on any areas of concern that may indicate a developmental delay. It also includes activities and strategies that may need to be adopted to address any issues or concerns.

Reception Baseline:

Early in the Reception year, children undergo a baseline assessment to determine their levels upon entering their Reception year. We use the Early Excellence Baseline Assessment (EExBA) to enable us to make these judgements. Completion of this assessment involves careful observations of each individual child and should commence when children indicate that they have become settled into the school environment. This is determined using the Leuven scales of Well-being and Involvement. We use the information from the EExBA to help us determine early target setting, ascertain which children may require additional support or extensions and enables us to create differentiated learning opportunities across the class for maths and English lessons in particular.

Early Years Foundation Stage Profile (EYFS P):

At the end of the EYFS, all children are assessed using the Early Years Foundation Stage Profile which rates their progress towards their Early Learning Goals with one of the following standards; emerging, expected or exceeding. Where children have special educational needs, reasonable adjustments are made to the assessment process.

The Profile provides parents, professionals and other teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Form 1. It is based on observations, all relevant records held by the setting; and minutes of discussions with parents, and other professionals, work samples and the teacher's general knowledge of the child

Parents and next teachers are given a copy of their child's EYFS P with a comprehensive report detailing their progress in all seven areas of the curriculum with reference to the characteristics of effective learning. Reception and Form 1 teachers meet together to further discuss each

child's progress, targets and Reception teachers provide ideas for early Form 1 planning. Parents are given the opportunity to meet with their child's class teacher to discuss their EYFS P. We send a summary of these assessments to the Local Authority for analysis and take part in moderation activities at our local authority.

Learning Review

Curriculum plans, children's work and the overall effectiveness of our teaching and learning are assessed annually through our SLT Learning Review scrutiny. Teachers receive individual feedback across a range of areas to aid them in determining their own strengths and areas for development.

Pupil Progress Meetings (PPM)

Pupil Progress meetings are held each term with our SENCO and Head of EYFS. During these meetings, staff members discuss children who are not making expected progress and we together determine the best course of action for the children. Through these meetings, interventions are planned and evaluated and further action is considered if needed.

Inclusion and Equal Opportunities in the EYFS

It is our goal to ensure that we meet the requirements of children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children from different ethnic groups and those from diverse linguistic backgrounds.

Gifted and Talented: Where Reception children progress beyond the Early Learning Goals, teachers use National Curriculum statements to monitor their progress against early National Curriculum objectives. The National Curriculum outlines the educational objectives for all subjects for children from the age of 5 when they begin their Form 1 year. These children are sometimes identified for inclusion on our Gifted and Talented register and benefit from Focus Group activities where they are appropriately challenged in line with their ability and age.

Children in Need of Additional Support: Where children are identified as needing additional support, we facilitate this through the use of individualised planning to meet their needs, targeted support in the classroom, 1:1 sessions either with a teacher or a Teaching Assistant (TA), Focus Group sessions, targeting collective areas for development and where the need arises, children are considered for inclusion on our Learning Support register. Reasonable adjustments will be made to support the needs of SEN children in and out of class.

English as an Additional Language (EAL): We hold a current EAL register which is updated annually. Across the EYFS, there is a high percentage of children for whom English is an additional language and many different languages are represented. Our annual cohort

composition, determines what extra facilities and activities we need to incorporate into our classrooms and environments.

We aim to provide opportunities for children to share their home language in play and learning. We work to ensure that children have sufficient opportunities to learn and reach a good standard in English during the EYFS.

Where needed we will also provide an interpreter to facilitate parent meetings and any opportunity that affords communication regarding a child's progress.

Equal Opportunities: Through our planning and the educational experiences we provide, we ensure that children from a broad range of socioeconomic, cultural and religious backgrounds have opportunities to share and explore their culture in an environment where their differences are valued and respected and inappropriate attitudes and practices are challenged. Please see our Equal Opportunities policy for further information.

Marking

Pupils in the EYFS frequently receive verbal feedback on their learning and work. Where written work is marked, we follow our school's marking policy, using symbols to indicate where and how children have received support. Next steps are discussed with children and indicated clearly on the work in Reception as needed. We ensure that the process is consistently age appropriate and positive, yet critically aware.

Admissions & Settling In

We operate separate admission systems for the nursery and Reception. For more information about this and our rationale behind this decision, please see our Admissions policies.

In the Infant Community, we operate a flexible admission system whereby children may join us at any time throughout the school year. Where a group of children begin school at the same starting point, we stagger the starting days for each child to aid them in settling into the Infant Community. By mutual agreement with the child's key person parents are welcome to stay with their child during the settling in process.

In the nursery, children join or transition from the Infant Community, usually at the beginning of term, though transition into the nursery can occur at any point throughout the year, should an opportunity become available. In such circumstances an offer is made to the next child eligible to move into the Nursery where a group of children begin school at the same starting point, we stagger the starting days for each child to aid them in settling into the nursery. By mutual agreement with the child's key person, parents are welcome to stay with their child where there is a particular need for them to do so. We hold an Induction Day event for all incoming pupils at the end of the summer term.

In Reception we have a fixed start date for all pupils at the beginning of the academic year. During the summer term we have an Induction Day event and two Circle Time events to prepare children to join their new class. During the beginning of the autumn term we have some shortened days in order to aid children with settling in.

Please ask to see our Cohesion and Transition document for further information about our settling in procedures.

Partnership with Parents

The school recognises the importance of working in partnership with parents and carers and the positive impact that this has on children's learning and development. We aim to form good relationships with parents in order to provide a happy, caring and stable environment for the children and families.

At the beginning of the academic year, we hold Meet and Greet events and Open Evenings for all age groups. This provides an opportunity for parents to meet their child's teachers, hear information about what content will be covered throughout the course of the year as well as any other relevant information.

In the Infant Community we hold regular Parent Drop In events to discuss children's progress and provide an Integrated Review or a school report. In the Montessori Nursery, we hold two formal Parents Evenings and provide a written report at the end of each year. In Reception, we provide two written reports during the academic year and hold two formal Parents Evening events. Parents are also able to communicate with Reception class teachers through the Homework Diary. The class teacher checks these books each day, responding promptly to any issues that arise. In addition, for all age groups, we make ourselves available for parent meetings when these are requested, and also request parent meetings ourselves when the need arises.

Parents are invited to join us for our Open Thursdays each week in the nursery and for half termly celebration events in Reception. This is a chance for parents and children to discuss the child's work together and celebrate what they have achieved. From time to time we also hold other parent events such as Christmas productions, Nursery Graduation, Art Evenings, etc., which parents are invited to attend.

Learning Journeys, MMT and EYFS Profiles and other evidence that we maintain on each child are available for parents to view upon request. We regularly inform our parents of their right to view developmental records regarding their child. Please see our Home School Agreement for further information about our partnership with parents.

3. Safeguarding and Child Protection

We take all necessary steps to ensure that our children are safe and well, as we recognise that children who are healthy, safe and secure in the broadest sense have the best chance at fulfilling their potential in all areas, both at home and at school. In line with statutory regulations, and following best practice, we adhere to our school's Safeguarding Policy.

Safeguarding and Child Protection:

At the Princes Avenue site, Deborah Gormley has lead responsibility for safeguarding. Staff members receive regular training to maintain their required level of child protection certification and are aware that they are required to be constantly vigilant in identifying and reporting any concerns they may have regarding a child's safety. We are aware of our duty to report any allegations against staff members or persons working on the premises to the appropriate authorities promptly and to Ofsted within 14 days of the allegations being made. Please see our school's Safeguarding policy and Cameras and Mobile phones policy procedure for additional information.

Suitable People

We are committed to employing well-qualified and committed staff that are suitable to fulfil the requirements of their roles. We obtain enhanced criminal record checks and barred list checks for all people who work directly with children in an unsupervised capacity and all staff members who work on our premises whilst the children are on site. We maintain records of staff qualification and identity checks as well as the vetting process they have completed. We maintain robust recruitment procedures for all EYFS staff members and do not allow unsupervised contact by staff members or visitors whose suitability has not yet been verified. Staff are aware that they must disclose any convictions, cautions, court orders, reprimands or warnings which affect their suitability to work with children. Please see our Safer Recruitment and Safeguarding policies for additional information.

Disqualification

Should we, as providers, or any of our employees become disqualified from their service in the EYFS for any reason, we are aware that we/they may no longer operate in our EYFS setting. Where we become aware of relevant information that may lead to disqualification of an employee, we take appropriate action to ensure the safety of children and notify Ofsted within 14 days. Should we believe that a disqualification is inappropriate, we will apply to Ofsted for a waiver of disqualification. Please see our policy on Safeguarding for further information.

Staff Medication:

We are aware that practitioners must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If practitioners are taking medication which may affect their ability to care for children, they must seek medical advice and inform the headteacher immediately. We ensure that those practitioners only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to

look after children properly. All staff medication is securely stored and out of the children's reach at all times.

Staff qualification, training, support and skills:

New members of staff have a thorough Induction Procedure with an experienced member of staff and the Head Teacher. Please see our Induction Policy and Checklist for further information on the information covered. We are committed to providing appropriate training and professional development to all members of staff. Please see our Continuing Professional Development (CPD) policy for further information.

In line with statutory regulations, line managers hold regular supervision meetings with EYFS staff who have contact with children and families. Such meetings are focused on discussing ideas, identifying solutions to address issues as they arise and receive coaching to improve personal effectiveness.

We have members of staff who have completed approved paediatric first aid training courses. At least one paediatric-qualified first aider is always on each site when EYFS children are present and at least one accompanies children on each outing.

All staff members have sufficient understanding and use of the English language and are able to ensure the well-being of the children in their care.

Key Person:

Each child in our setting has a named key person/s and parents and children are informed of who this person/s is/are. This person ensures that the child's learning and care are tailored to their individual needs and also engages parents in supporting the child's learning at home. Where appropriate, key persons also help parents engage with specialist support. Key persons in our setting are referred to as either a 'teacher' or a 'director/directress'.

Staff / Child Ratio:

Our staffing arrangements meet the needs of all pupils and ensure their safety. We work within all statutory ratio regulations as laid out in the Statutory Framework for the EYFS 2014. We consider adult to child ratios when risk assessing off site visits and during playtimes, lunchtimes, etc. and calculate required ratios in relation to the nature of the activities being undertaken, including on off-site visits.

4: Health

Medicines:

The staff consistently promote the good health of children attending the setting and take appropriate action if they are ill. We have a procedure in place, which is discussed with parents, for responding to children who are ill or infectious. For further information, please consult our first aid policy, which includes the policy for the administration of medication.

General health forms are reviewed annually for all children. Medicine administration forms are required to be completed for medicine which needs to be administered during the school day. For children who need medication kept on site, we store each child's medication in separate, named boxes in the school office or securely in the child's classroom. Medication will be kept refrigerated, if required. Parents bringing medication into school must hand it directly to the office staff. It must be in-date, in its original container, with the original dosage instructions and must be labelled with the child's name. All medication is kept out of the reach of children.

Food & Drink:

Children are provided with healthy, balanced and nutritious meals, snacks and drinks. Menus are published on the school website. We work with parents to obtain information about each child's dietary requirements, preferences and food allergies as well as any health requirements they may have. We provide the children with fresh drinking water at all times and act on information from carers regarding children's dietary needs.

We have a suitable area for the hygienic preparation of food for children. Staff who prepare and handle food are trained to do so.

Please see our Parent Handbooks for more information.

Accident or Injury:

First aid boxes are kept on each floor and separate ones are taken on off-site visits. Where an accident takes place whilst the child is in the care of the school, the member of staff dealing with the incident initially treats the child, ensuring that they are then made as comfortable as possible. Following this, staff members will complete relevant accident forms in line with our First Aid policy and procedure and ensure the incident is reported to the parents of the child on the same day or as soon as reasonably practicable. In the case of a severe accident, appropriate action will be taken first and any relevant paperwork completed after care has been delivered. Where applicable we will follow the RIDDOR reporting of accidents as laid out in our Health and Safety policy.

Sun protection: When weather conditions dictate, we request that parents send their child to school with appropriate sun cream. Where we identify that a child is at risk, staff members will take appropriate action to safeguard them. We will always obtain written permission from parents prior to applying sunscreen at school.

Managing Behaviour:

We are aware that we are responsible for managing the behaviour of the children in our care. We select appropriate means by which to reinforce positive and, where necessary, sanction negative behaviour. We never use or promote the use of corporal punishment, nor threaten to do so, nor any punishment which may adversely affect a child's well-being. In our setting Elizabeth Burke has overall responsibility for managing the behaviour of pupils. Please see our Behaviour Policy for further information. In extreme situations, staff are able to use reasonable force where this is warranted, usually to prevent a child harming himself or another person. Further guidance is found in the safeguarding policy. Any situation where reasonable force has

been used will be reported immediately to the headteacher, who will inform parents on the same day or as soon as is reasonably practicable.

Safety and Suitability of Premises, Environment and Equipment:

Safety:

Classroom checks and checks of the outdoor areas (daily safety checks) are completed and recorded each day. During our weekly staff meetings, our Health and Safety officer asks staff to highlight any areas of concern.

For further information about our Health and Safety policies and procedures, please see our Health and Safety policy, Fire Procedure or First Aid policy.

Smoking:

We do not allow smoking in or on the premises or any other area when children are present or about to be present.

Premises:

Our premises and equipment are organised in a way that meets the needs of children including conforming to all statutory space requirements.

Outdoor activities are planned and taken on a daily basis for all age groups, with some groups having direct access to the outdoor environment.

Sleeping children are frequently checked and there is an adequate number of toilets and hand basins available and there are separate toilet facilities for adults. There are suitable hygienic changing facilities for changing any children who are in nappies and we ensure that an adequate supply of sleep mats, blankets, hand towels, spare clothes and any other necessary items is always available.

Staff may talk to parents and/or carers confidentially, in classrooms either before or after school hours. Alternatively, the first floor office space may be used for this purpose in unusual circumstances. Staff are able to take breaks away from areas being used by children by using the staff room, classrooms when children are not present, our main office space, the first floor office space or the main entrance corridor.

We only release children into the care of individuals who have been notified to us by the parent, and we ensure that children do not leave the premises unsupervised. For further information, please refer to our collection and non-collection policy on the school website. We take all reasonable steps to prevent unauthorised persons entering the premises, and have an agreed procedure for checking the identity of visitors. Please see our Visitors Policy, displayed outside our office, above the signing-in table.

Risk Assessments:

On-site risk assessments: Risk assessment documents are completed for each area within the school as well as certain activities that present potential hazards. Please see our section on Safety and Suitability of Premises, Environment and Equipment for information about our daily safety checks.

Outings:

Risk assessment documents are completed for each and every off-site visit. Practitioners are expected to make advanced visits to off-site locations ahead of trips in order to complete risk assessment documentation where possible. Where this is not possible, staff request risk assessments from external venues and contact the venue to discuss the visit. An advanced visit may not be necessary for repeated off-site trips, but preparations must then include communication with the venue to determine whether anything has changed since the previous visit.

Our school minibus and all other vehicles used for the transportation of children, as well as the drivers of said vehicles, are adequately insured. All vehicles used to transport pupils are fitted with seatbelts and staff will ensure that these are correctly fastened before departure.

Special Education Needs:

Our staff hold Pupil Progress Meetings each term and through this and in discussion with parents, we are able to determine which children require additional support from our SENCO, Gemma Rajiah who will help teachers to design a support program to meet the needs of the child. Support may take the form of focused 1:1 sessions, in class support for children in their environment or, in special circumstances, the school may hire external support to work with children on site.

Information and Records:

We maintain records and obtain and share information (with parents and carers, other professionals working with the child, the police, social services, ISI or Ofsted as appropriate) to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met. We enable a regular two-way flow of information with parents. If requested, we incorporate parents' and/or carers' comments into children's records.

Records are available on-site. Confidential information and records about staff and children are held securely and only accessible and available to those who have a right or professional need to see them. We are aware of our responsibilities under the Data Protection Act (DPA) 1998 and where relevant the Freedom of Information Act 2000.

We ensure that all staff understand the need to protect the privacy of the children in their care as well the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality. Please refer also to our policy on the use of cameras and mobile phones, which applies to staff, parents and visitors. Parents and/or carers are given access to all records about their child.

Records relating to individual children are retained for a reasonable period of time after they have left the provision and are passed on to the next setting where it is in the best interest of the child to do so.

Information about the Child:

We record the following information for each child in our care: full name; date of birth; name and address of every parent and/or carer who is known to the provider (and information about any other person who has parental responsibility for the child); which parent(s) and/or carer(s) the child normally lives with; name and address of the previous school or nursery; and emergency contact details for parents and/or carers. We also ask that you provide your child's faith (although this is not obligatory) and which languages are spoken in the home and what the main language is that is spoken at home.

Information for Parents and Carers:

Parents are able to access a range of information about the setting via our Parent Handbooks, the website, newsletters and other distributions from the school.

Complaints

In line with regulations, we notify parents of inspections and provide inspection reports to parents of all regular attendees. Our most recent inspection report is published on the school website

We investigate complaints fully and respond to complainants within the required 28 day period where the complaint refers to the schools provision of the requirements of the EYFS framework. We also maintain a record of complaints made against the school and staff members including their outcome. Please see our school's complaints policy and procedure, which details any actions to be taken in the event of a complaint from parents or carers and also provides the contact details for ISI and Ofsted.

Information about the Provider

We maintain an up-to-date record of the address and telephone number of all employees and any other persons who have unsupervised access to EYFS children. We maintain regular registers of children's key persons and attendance, which are updated twice daily. We display our certificate of registration. Full details of the school's proprietor can be found on the website.