Tudhoe Learning Trust

Early Years Foundation Stage

Policy & Procedure

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Contents

1. Aims 3
2. Guidance 3
3. Admissions 3
4. Structure of the EYFS 4
5. Curriculum 5
6. Assessment 6
7. Working with parents and carers 9
8. Staff 10
9. Safeguarding and welfare procedures 11
9. Further Information 16

Appendix 1. List of statutory policies and procedures for the EYFS 17

1. Aims

This policy aims to ensure:

- That children learn and develop well and are kept healthy and safe
- That children access a broad and balanced curriculum that gives them 'school readiness' and a secure foundation for learning, development and good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

This policy is guided by the following 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 staff and parents and/or carers
- The importance of learning and development, with a consideration that children develop and learn at different rates

2. Guidance

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS framework), effective from 1 September 2026, and the latest version of the Department for Education's statutory guidance Keeping Children Safe in Education.

This document also complies with our funding agreement and articles of association.

3. Admissions

Nursery
Parents are encouraged to apply for a Nursery place well in advance of their third birthday. Application forms for admissions are available from each Academy school office and Nursery places are allocated at the first available opportunity after the child turns three (each school operates a different schedule for intakes and offers different options for entitlement and sessions). Parents who are unsuccessful at gaining a place are placed on a waiting list.

Reception
Parents of children who require a reception place will apply online to their Local Authority. Application forms are usually available from the September before the child is due to start school. Please see the school admissions department of your local authority, the Academy website and/or School Admission Policy for details.

All prospective parents are invited to visit the schools and can be taken on an informal tour. Before children start Nursery or Reception, they will be invited to visit their class with their parents. Staff use the visits as an opportunity to start pupils' profiles and gather important information about the child.

4. Structure of the EYFS

Although academies will take an individual approach to Early Years, teaching in the EYFS in each setting is delivered in accordance with the government's statutory document 'The Statutory Framework for the Early Years Foundation Stage. This document is a principled approach to Early Years education, bringing together children's welfare, learning and development requirements through four themes: 'A Unique Child', 'Positive Relationships', 'Enabling Environments' and 'Children Learn in Different Ways and at Different Rates'.

Tudhoe Learning Trust EYFS settings strive to provide:

1. Quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind;
2. A secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly.
3. Partnership working between practitioners and with parents and/or carers.
4. Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

Areas of Learning and Development

There are seven areas of learning and development that shape educational programmes in Tudhoe Learning Trust early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas, the prime areas, are:

- Communication and language
- Physical development
- Personal, social and emotional development

Settings also support children in four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Practitioners will consider the individual needs, interests, and stage of development of each child in their care and will use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

Practitioners working with the youngest children are expected to focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively and become ready for school.

The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas – this may be in the Nursery or Reception phase, as all children develop at their own rates.

However, throughout the early years, if a child's progress in any prime area gives cause for concern, practitioners will discuss this with the child's parents and/or carers and agree how to support the child. Practitioners will consider whether a child may have a special educational need or disability, which requires specialist support. They will link with the school SENCO, helping families to access relevant services from other agencies as appropriate.

Each area of learning and development will be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others.

All TLT settings recognise that children learn through a combination of leading their own play, and by taking part in play which is guided by adults. There is an on-going judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners will respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

In planning and guiding children's activities, practitioners will reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

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

EYFS staff also take account of children's schematic development in planning interesting and relevant opportunities that children will enjoy.

EAL

For children whose home language is not English, settings take reasonable steps to provide opportunities for children to develop and use their home language in play and learning whilst ensuring resources and experiences are fully inclusive.

5. Curriculum

Our early years settings develop curriculums based on the latest EYFS framework.

The EYFS framework includes 7 areas of learning and development that we must teach. All areas of learning and development are important and interconnected.

Three areas, known as the prime areas, are seen as particularly important for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

We also support children in 4 specific areas which help strengthen and develop the 3 prime areas, and ignite the children's curiosity and enthusiasm:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Planning

In planning and guiding the children's activities, staff reflect on the different rates at which children are developing and take these into account.

Teaching

Staff recognise that 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.

Staff make sure that the children experience the 3 key characteristics of effective teaching and learning: playing and exploring; active learning; and creating and thinking critically.

Staff will respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As the children grow older, and as their development allows, the balance gradually shifts towards more focus on teaching essential skills and knowledge in the specific areas of learning, to help the children prepare for Key Stage 1.

6. Assessment

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs and to plan activities and support. On-going assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing and interacting with children to understand their level of development, interests, and learning styles, and to then shape learning experiences for each child reflecting those observations.

In their interactions with children, practitioners will respond to their own day-to-day observations about children's progress and observations that parents and carers share.

Observations and staff discussions will shape the EYFS Curriculum, ensuring that it is accessible and suitably challenging for all children. Assessment will not entail prolonged breaks from interaction with children, nor require excessive documentation. Regular 'Spotlight Meetings' ensure that every child is known and understood by all who work with them and that the environment and expectations are pitched to each child's needs.

The administration and management of assessment is limited to that which is absolutely necessary to promote children's successful learning and development. Parents and/or carers will be kept up-to-date with their child's progress and development – primarily through technological apps which help to share and celebrate children's achievements. They will also be encouraged to share regular discussions about children's development and to plan opportunities for parents to take an active role in children's progress.

Practitioners will address any learning and development needs in partnership with parents and/or carers, and any relevant professionals. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement. They **are not required** to prove this through collection of any physical evidence.

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile will be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well- rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

The Profile will reflect on-going observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution. Each child's level of development will be assessed against the early learning goals. Practitioners will indicate whether children are meeting expected levels of development or not yet reaching expected levels. This is the EYFS Profile. Year 1 teachers will be given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. These will inform a dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of the curriculum and learning environment in Year 1.

Academies will share the results of the profile with parents and carers and explain when and how they can discuss the Profile with the teacher who completed it. For children who attend more than one setting, the Profile will be completed by the academy where the child spends most of the time. If a child moves to a new school during the academic year, the original school will send their assessment of the child's level of development against the early learning goals to school within 15 days. The Profile will be completed for all children, including those with special educational needs or disabilities. Reasonable adjustments to the assessment process for children with special educational needs and disabilities will be made as appropriate. Academies may consider whether they may need to seek specialist assistance to help with this. Children will have differing levels of skills and abilities across the Profile, and it is important that there is a full assessment of all areas of their development, to inform plans for future activities and to identify any additional support needs.

The statutory Reception Baseline Assessment will be carried out in the first 6 weeks in which a child starts Reception. The RBA is an age-appropriate assessment of early mathematics and literacy, communication and language. The assessment has two components, each consisting of practical tasks using physical resources. There is an online

scoring system for the practitioner to use as the pupil engages with the tasks. The RBA will be used to create school-level progress measures for primary schools which will show the progress pupils make from reception until the end of key stage 2.

Practitioners will continue to carry out our baselines assessments in the form of observations, interactions, conversations with parents and previous settings. This allows practitioners to get a well-rounded picture of the children's development on entry to EYFS. In turn, this allows the learning to be tailored to meet the specific needs of the children. The process also serves to identify 'vulnerable starters' who arrive with barriers to learning and accessing the curriculum – targeted and timely support can then be given.

Within Tudhoe Learning Trust, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their progress, development and interests. These observations are used to shape future planning. Staff also consider observations shared by parents and/or carers and keep them up to date with the child's progress and development. Staff will address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.

When assessing whether an individual child is at the expected level of development, staff will draw on their knowledge of the child and their own expert professional judgement. Staff are not required to prove this through collection of any physical evidence.

Reception Baseline

Within the first 6 weeks that a child **starts reception**, staff will administer the reception baseline assessment (RBA).

The RBA is a short, practical activity that each child will complete with their teacher during their first 6 weeks in reception. It looks at early mathematics, literacy, communication and language. It provides a starting point from which the school can measure how much progress pupils make across primary school. Results are compared with pupils' Key Stage 2 outcomes at the end of year 6 to give an overall progress measure for the school as a whole – not for individual children.

The RBA is not used to make judgements about early years provision, either current or retrospective, and the RBA and its data is not used for any other purpose apart from creating primary progress measures.

The end of EYFS

In the final term of the academic year in which the child reaches age 5, and no later than 30 June in that term, staff will complete the EYFS profile for each child. Each child is assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The EYFS profile will reflect staff members' own knowledge and professional judgement of a child to inform discussions with parents and/or carers, and any other person whom the teacher, parent and/or carer judges can offer a useful contribution.

We share the EYFS profile with the child's year 1 teacher. This helps to inform a discussion between reception and year 1 teachers about the child's stage of development and learning needs and helps with planning activities in year 1.

The school shares the results of each child's 'progress check' and EYFS profile (but not the reception baseline assessment) with their parents and/or carers.

In exceptional circumstances, after discussion and only in agreement with parents and/or carers, a child might stay in EYFS provision beyond the end of the academic year in which they turn 5. In these exceptional cases, we will continue to assess the child throughout their time in EYFS provision and complete their profile at the end of the year before they move into year 1.

An EYFS profile will be completed for all children, including those with special educational needs or disabilities (SEND). We will make the appropriate reasonable adjustments to the assessment process for children with SEND.

The profile is moderated internally and in partnership with other Trust schools, to ensure consistent assessment judgements. We submit EYFS profile data to the local authority on request.

7. Working with parents and carers

Throughout Tudhoe Learning Trust we recognise the importance of establishing positive relationships with parents, as highlighted by the EYFS framework. We understand that an effective partnership between the setting and home will have a positive impact on children's learning and development. Practitioners will endeavour to encourage the regular sharing of information about the children with parents. We value the role of parents as children's primary educators. Practitioners will encourage parents to share their unique knowledge of their child, providing further insight into the child as an individual.

We recognise that children learn and develop well when there's a strong partnership between our staff and each child's parents and/or carers.

We keep parents and/or carers up to date with their child's progress and development. The progress check and EYFS profile help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to make sure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

We ask parents/carers to provide more than 2 emergency contact numbers for their child (where possible).

In addition we provide parents with information about:

• How the EYFS is being delivered in the setting, and how parents and/or carers can access more information.

• The range and type of activities and experiences provided for children, the daily routines of the setting, and how parents and/or carers can share learning at home.

• How the setting supports children with special educational needs and disabilities.

• Food and drinks provided for children.

• Details of policies and procedures - making copies available on request. This includes the procedure to be followed in the event of a parent and/or carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting.

• How staffing in the setting is organised.

• The name of their child's key person and their role.

• A telephone number for parents and/or carers to contact the provider in an emergency.

8. Staff

Each child will be assigned a key person. Academies will inform parents and/or carers of the name of the key person, and explain their role, when a child starts attending a setting. The key person will help ensure that every child's learning and care is tailored to meet their individual needs. The key person will seek to engage and support parents and/or carers in guiding their child's development at home. They should also help families engage with more specialist support if appropriate.

In Reception Classes across Tudhoe Learning Trust, it is most likely that the allocated Key Person will be the Class Teacher. In Nursery settings the role may be shared amongst all staff to ensure key worker groups are kept small in order to develop attachment and nurturing relationships with the youngest children.

A quality learning experience for children requires a quality workforce. Tudhoe Learning Trust academies will endeavour to ensure every setting has a well- qualified, skilled staff – the EYFS Champion supports and develops an ongoing programme of CPD across all schools.

Staff training

We will:

- Train all staff in safeguarding procedures in line with Annex C of the most recent EYFS framework and Keeping Children Safe in Education (KCSIE) guidance
- Support all staff to feel supported and confident in implementing our safeguarding policy and procedures
- Renew training every 2 years, or more often when it's needed to help maintain skills; keep up to date with any changes to our safeguarding procedures; or because of any safeguarding concerns
- Outline how training is delivered, and how staff are supported to put it in place, in the Trust Child Protection and Safeguarding Policy

Our designated safeguarding lead (DSL) will:

- Provide ongoing support, advice and guidance to all staff
- Attend a training course consistent with the criteria set out in Annex C of the most recent EYFS framework
- Liaise as needed with local statutory children's services agencies and our local safeguarding partners

Safer recruitment

When recruiting staff, we will follow the procedures set out in the latest EYFS framework guidance and KCSIE on checking the suitability of new recruits, including:

- Obtaining at written references for any member of staff before they are recruited
- Carrying out the necessary checks, including the appropriate level of DBS check
- Recording information about staff qualifications and identity checks, vetting processes and references

See our safeguarding policy for details of our safer recruitment procedures.

Whistleblowing

We make sure that all staff (including trainees) and volunteers are aware of our whistle-blowing procedures; feel able to raise concerns about any poor or unsafe practice; and know that such concerns will be taken seriously by the senior leadership team.

In the event that an individual feels that they need to blow the whistle on misconduct, they should report their concern to the headteacher. If the concern is about the headteacher, or it is believed they may be involved in the wrongdoing in some way, the staff member should report their concern to the chair of the governing board or CEO depending on the issues (see complaints and whistle blowing policies).

See our whistle-blowing policy for details of our safer recruitment procedures and more detail on our procedures for handling Confidential Reporting (Whistleblowing) Policy.

Malicious or vexatious allegations

If an allegation is made in good faith, but investigation finds no wrongdoing, there will be no disciplinary action against the member of staff who raised the concern.

If, however, an allegation is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate against the person making the allegation.

9. Safeguarding and welfare procedures

Each Trust school must ensure that all Welfare Requirements are in place. This is done through an audit of Welfare Requirements on a regular basis. Audits are completed in response to any changes in circumstances in settings, with an at least annual review taking place.

We recognise that children learn best when they are healthy, safe and secure; when their individual needs are met; and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children can enjoy learning and grow in confidence.

All practitioners are alert to any issues of concern in children's lives at home or elsewhere.

See our Trust Child Protection and Safeguarding Policy.

Reporting allegations or concerns

If we have concerns about children's safety or welfare, we will immediately notify our local authority children's social care team, in line with local reporting procedures. In emergencies, we will also inform the police.

If a concern or allegation is about:

- A member of staff (including supply staff, trainee teachers, volunteers and contractors) posing a risk of harm to children, we will report it to the headteacher as soon as possible
- The headteacher, we will report it to the chair of the governing body.

Where we believe there's a conflict of interest in reporting to the headteacher, we will report it directly to the local authority designated officer (LADO).

We will then follow the procedures set out in our Trust Child Protection and Safeguarding Policy.

for managing the allegation.

If an allegation of harm or abuse by anyone living, working or looking after children at the premises is made (whether the alleged harm or abuse happened on the premises or elsewhere), we will inform Ofsted as soon as it is reasonably practicable and within 14 days of the allegation being made. We will also inform Ofsted about the action we have taken in response to the allegation(s).

Staffing ratios

We make sure that the appropriate statutory staff: child ratios are maintained in our setting to meet the needs of all children and ensure their safety. We will inform parents and/or carers about how staff are organised, and, when relevant and practical, aim to involve them in these decisions.

- For children aged under 2, we have at least 1 member of staff for every 3 children
- For children aged 2, we have at least 1 member of staff for every 5 children
- For children aged 3 and over: Where there is a person with qualified teacher status, early years professional status, or early years teacher status, an instructor or another suitably-qualified, overseas-trained teacher:
    - For classes where the majority of children will reach the age of 5 or older within the school year, we have at least 1 member of staff for every 30 children
    - For all other classes, we have at least 1 member of staff for every 13 children
    - At least 1 other member of staff holds an approved level 3 qualification, or has received approval to be included in the ratios at level 3 after attaining experience-based route status
    - Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children

- At least 1 member of staff must hold an approved level 3 qualification, or has received approval to be included in the ratios at level 3 after attaining experience-based route status
- At least half of all other staff hold an approved level 2 qualification

For reception classes in maintained schools and academies:

- We comply with infant class size legislation and have at least 1 teacher per 30 pupils

For mixed classes in maintained schools and academies:

- We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group while complying with the statutory requirements relating to the education of children of compulsory school age and infant class sizes

These staff: child ratios apply to the total number of staff working directly with children across our whole provision, not just within each room

Paediatric first aid (PFA)

We have at least 1 person with a current paediatric first aid (PFA) certificate available at all times when children are present, including on outings. The PFA certificate is for a full course consistent with the criteria set out in Annex A of the EYFS framework. This PFA certificate is renewed every 3 years as required.

We display or make available to parents and/or carers PFA certificates or a list of staff who have a current PFA certificate.

The designated safeguarding lead (DSL)

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

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

Absence

We're required to promptly follow up on absences.

If a child is absent for a prolonged time or if their parents/carers haven't told us about the absence, we will attempt to contact the parents/carers and alternative emergency contacts.

We will consider patterns and trends in a child's absences and their personal circumstances and use our professional judgement when deciding if the child's absence should be considered as prolonged.

Any concerns will be referred to local children's social care services and/or a police welfare check requested.

See our Attendance policy for more on this, including our expectations of parents/carers to report child absences.

Oral health and tooth brushing

We promote good oral health, as well as good health in general, in the early years by

- The effects of eating too many sweet things
- The importance of brushing your teeth

We follow government guidance on supervised toothbrushing to make sure that it is evidence-based and safe.

The rest of our safeguarding and welfare procedures are outlined in our Trust Child Protection and Safeguarding Policy.

Safer eating

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

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

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

We will share this information with all staff involved in food preparation and handling. At each mealtime and snack time it will be clear which staff member is responsible for checking that the food and drink meets all the requirements for each child.

We will make sure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis; the differences between allergies and intolerances; and that children can develop allergies at any time, especially during the introduction of solid foods.

We will consult with parents/carers to:

- Create allergy action plans for their child – with the help of health professionals, where appropriate
    - We will also keep this information up to date and share it with all staff
- Discuss their child's progress with solid foods and the textures the child is familiar with and work with them to move on to the next stage at a pace that's right for their child

We will prepare food in a way that:

- Prevents choking
- Meets each child's individual developmental needs

- Is in line with the DfE's Early Years Foundation Stage nutrition guidance. All meals, snacks and drinks we provide are healthy, balanced and nutritious. Fresh drinking water is always available and accessible to children

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

Accident or injury

We keep a first aid box (which contains appropriate items for children) always accessible.

We keep a written record of accident or injuries and any first aid treatment.

We will inform parents or carers the same day as, or as soon as reasonably practicable after, of any:

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

We will notify the relevant authority of any serious accident, illness, or injury to, or death of any child while in our care and inform them of the action taken, as soon as reasonably practicable, but in any event, within 14 days of the incident occurring.

Safety of premises

We make sure that our premises, including overall floor space and outdoor space, are fit for purpose and suitable for the age of children we care for and the activities provided on the premises.

We comply with requirements of health and safety legislation, including fire safety and hygiene requirements.

We take reasonable steps to ensure the safety of children, staff, and others on our premises in the case of fire or any other emergency. We have:

- An emergency evacuation procedure
- Appropriate fire detection and control equipment (for example, fire alarms, smoke detectors, fire blankets and/or fire extinguishers) which is in working order
- Clearly identifiable fire exits and fire doors free of obstruction and easily opened from the inside

We do not keep, and do not allow to be present on our premises at any time, any dog of a type banned under section 1 of the Dangerous Dogs Act 1991.

We do not allow smoking in or on our premises when children are present or are about to be present, and we make sure that staff do not smoke, vape or use e-cigarettes when children are present, or about to be present.

Toileting and privacy

We make sure that there are:

- Enough toilets and hand basins available for the children

- Suitable and hygienic nappy changing facilities for changing any children who are in nappies
- An adequate supply of necessary items such as clean bedding, towels, spare clothes and any other necessary items
- Separate toilet facilities for adults

During nappy changes and toileting, we will balance children's privacy with their safeguarding and support needs.

Screen use

We have regard to the DfE's help for early years providers: screen use guidance when making decisions about how and when children use screens in our setting.

https://help-for-early-years-providers.education.gov.uk/health-and-wellbeing/screen-use

Organising premises for confidentiality and safeguarding

We make sure that:

- There is an area where staff may talk to parents and/or carers confidentially
- There is an area for staff to take breaks away from areas being used by children
- Children are only released into the care of individuals of whom the parent and/or carer has explicitly notified us
- Children do not leave our premises unsupervised

We take all reasonable steps to prevent unauthorised persons entering our premises and have an agreed procedure for checking the identity of visitors.

9. Further Information

If you would like any further information or advice in relation this Policy and Procedure, please contact the Trust Early Years Champion Tel: 01388 811765 or Email: office@tudhoelearningtrust.co.uk

Appendix 1. List of statutory policies and procedures for the EYFS

This isn't an exhaustive list of policies and only includes policies specific to the EYFS. For a full list of our policies, see Tudhoe Learning Trust

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent/carer failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy