



**NORFOLK HOUSE PREPARATORY SCHOOL**  
**PRE-PREP & NURSERY**

**EYFS Policy**

This policy applies to all pupils in the Pre Nursery, Nursery and Reception.

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

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## 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 2023 and this policy outlines the ways in which Norfolk House Pre-Prep and 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 Nursery is Emily Patten and the Deputy Head of EYFS is Tej Lander.

We believe that every child deserves the best possible start in life and support that enables them to fulfill 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 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 Nursery

Year Group	Age Range
Pre Nursery	2y – 3y 4m (maximum)
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 so includes all children in our Pre-Nursery, Nursery and Reception classes. Our curriculum 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 coordination, 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.

### 3. Approach to Teaching and Learning

The EYFS philosophy at Norfolk House draws on a unique combination of educational pedagogy tailored with the vibrancy of our local area and the diversity of the families within our school. We have combined this with wider educational theories that underpin our practice, including traditional Early Years teaching, such as Montessori education, the schools of Reggio Emilia and Froebel education, as well as innovative British educational research such as Communication Friendly Spaces (Elizabeth Jarman) and Sustained Shared Thinking (Iram Siraj).

Young children learn best from direct experiences and activities, which interest them and start from their existing knowledge and experience. The activities we offer at Norfolk House are richly inspiring and are linked by a series of challenges, social interaction and active participation, rather than passive observation. Alongside child initiated play, children at Norfolk House benefit from direct teaching, where learning objectives are individual to each child's next steps of learning.

The development of children's language is central to all the experiences we offer as a strong grasp of language is the key to developing relationships with peers, as well as being the main indicator of academic success in later school years.

Through the experiences we offer across our EYFS department, we aim to promote children's well-being, learning and development, and provide the foundation for later success in the National Curriculum and in life beyond our school.

The Pre-Nursery 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 focussed on the needs and interests of the individual children and is appropriate for the children's age and level of development.

Throughout the Nursery years, our provision also follow the EYFS curriculum and extends the curriculum offered in the Pre-Nursery by adding more opportunities to learn the foundations that underpin beginning phonics, reading and mark making and writing.

In Reception, the seven areas of learning 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 recognising what they should be learning at various stages of development based on their age. 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 through 'continuous provision' which is available in all EYFS year levels.

#### **4. Assessment**

We utilise our assessments in a range of ways, including individual and cohort analysis of progress and areas for development and use this knowledge to help plan activities and support individual learning. 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 'next steps' in their learning should be focussed on as well as any areas of concern. Where our assessments indicate that there may be a cause for concern, or a child is not meeting age related expectations parents and the school Special Educational Needs Coordinator (SENCO) will together agree how we will support the child. Our Head of Learning Support (the school SENCO) is Jane Elbaz.

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.

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 sharing events from home by submitting Wow! Slips and activities from home for their children's Learning Journeys.

##### 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. Staff across the EYFS use their observations to relate children's learning against the EYFS age related objectives, called the Development Matters, using an online program called Pupil Asset and this information is used for planning and target setting.

##### Summative Assessment:

##### ***2 years 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 not developing at an expected level. It gives us the opportunity to develop a targeted plan if necessary, involving parents, carers and other professionals.

The 2 year 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.

### Reports to Parents:

Twice a year all children in our EYFS will receive a report that summarises both recent learning as well as detailing how your child is developing based on age related expectations from 'Development Matters'. This gives parents an understanding on what typical development looks like at different ages and how your child is developing in relation to this. Children who are working below age related expectations are often supported in school by the SENCO and key workers/teachers will speak with parents as soon as possible to ensure together we can ensure appropriate early intervention is started.

### Early Years Foundation Stage Profile (EYFSP)

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 or expected.

The Profile provides parents, professionals and their next teacher 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 years teachers are given a copy of their child's EYFSP 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 EYFSP. We send a summary of these assessments to the Local Authority for analysis and take part in moderation activities at our local authority.

### 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 supports development.

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

## **5. 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.

### Children in Need of Additional Support:

Where children are identified as needing additional support, our aim is for pupils to have short term provision with the intention of them becoming independent learners within the Norfolk House curriculum. Where children's needs are longer term or more complex, individual conversations will be had with parents as to whether we can support your child's needs and if it is in the child's best interests to progress through Norfolk House.



Where the need arises, children are considered for inclusion on our Special Educational Needs register. Reasonable adjustments will be made to support the needs of SEN children in and out of class through a Pupil Support Plan (PSP). We facilitate this through the use of quality first teaching, individualised planning to meet their needs, targeted support in the classroom, short 1:1 interventions either with a teacher or a Teaching Assistant (TA) and Focus Group sessions which target collective areas for development.

#### Children achieving the ELG's in Reception

Children who are meeting much of their Early Learning Goals during their Reception year will be challenged through a bridging curriculum that ensures children's academic learning is challenged whilst recognising that 4 and 5 year olds still learn best through a combination of play based and adult focussed experiences.

#### English as an Additional Language (EAL):

We value children's home languages and recognise the importance of children learning a home language before beginning to acquire English. Across the EYFS, there is a high percentage of children for whom English is an additional language and many different languages are represented. We hold a current EAL register which is updated annually which ensures we look closely at our annual cohort composition as this determines what extra facilities and activities we need to incorporate into our classrooms and environments.

By using visual supports, puppets, props we work to ensure that children have sufficient opportunities to learn and reach a good standard in English during the EYFS.

#### 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.

### **6. Admissions & Settling In**

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

In the Pre-Nursery, we operate a flexible admission system whereby children may join us at any time throughout the school year if there are spaces. Most children begin though in September or January as this is when vacancies arise as children move upstairs to 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 in. 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 Pre-Nursery, 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, first from our Pre-Nursery, then externally. When 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 Induction events 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.

### 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.

Before starting any EYFS class, parents will be offered the opportunity to meet with their child's key worker/teacher for a 'Welcome Visit'. This is a 1:1 opportunity for parents to tell us all the individual things that will make their child happy and comfortable at school.

We welcome and encourage parents to bring children into their classrooms at the beginning of day as this enables a bond to develop between parents and staff and provides face to face daily opportunities for feedback and information sharing. In

Reception as the year progresses we will encourage children to gain more independence by coming into school by themselves once settled.

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

In Nursery, Reception and Form 1 class there are termly 'Celebrations of learning' where parents are invited in to see their child's recent learning. 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, School Event Evenings, etc., which parents are invited to attend.

We are thrilled to have moved to an online learning journey in 2020 and use a platform called Tapestry for our entire EYFS. Once you have given permission, staff will upload examples of your child's learning and fun at Nursery once or twice during the week that will arrive in your email inbox.

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. Please see our Home School Agreement for further information about our partnership with parents.

## **6. 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:

Deborah Gormley is the 'Designated Safeguarding Lead (DSL)' and has lead responsibility for safeguarding, including EYFS with Joanna Sarri deputising. 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. 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 (DBS) 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 in lockable spaces.

### 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/teacher and parents and children are informed of who this person is. 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 'key worker'.

#### 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 2023. 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.

### **7: Health**

#### Medicines:

The staff consistently promote the good health of children attending the setting and take appropriate action if they are ill. We follow Public Health England's guide to infection and control in schools. 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 very young children at times find it difficult to manage their feelings and behaviours and need an approach that is sensitive to their age and development. 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 Emily Patten 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 themselves 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.

## **8. 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 and we believe the early years environment is incredibly important to education being the 'third teacher' for children (Reggio Emilia philosophy).

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

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 soap, hand towels, spare clothes and any other necessary items are 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, or out outdoor cube.

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.

### **8. 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 onto 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.

### **9. 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 about the schools fulfilment of the EYFS framework within the required 28 day period. All other complaints will be responded to within the required 28 working days. 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.