



# Falkner House Early Years Foundation Stage EYFS (Nursery and Reception) Structure

At Falkner House, the EYFS framework (amended 2024) applies to Nursery and Reception. The safeguarding and welfare requirements are given legal force by Regulations made under Section 39(1)(b) of the Childcare Act 2006. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities. All Falkner House policies provide for, where relevant, our EYFS children. This is specifically mentioned within those policies

Whilst Falkner House is exempted from the learning and development aspects of the 2024 EYFS they are still used as a guide by the school to help ensure that children learn and develop as well as possible. The safeguarding and welfare requirements of the EYFS still apply.

**The following information is available for parents either within this document or as indicated. Further information is also provided in the Nursery and Reception handbooks (all policies and handbooks are on the website):**

- An emergency contact number for parents to use: Mrs Griggs 07813 700971
- How the EYFS is being provided in the setting
- How parents and carers can access more information about the EYFS
- The range and type of activities and experiences provided for children and how parents and carers can share learning at home
- The daily routines of the setting (Timetables are available on the website)
- How the setting supports children with SEN or disabilities (please see the Equal Opportunities Policy)
- Food and drinks provided for children
- Staffing in the setting (please see staffing section on the website)
- The name and role of the child's key person (parents will be notified on or before the first day of school)
- Details of policies and procedures including
  - The procedure in the event that a parent/carer fails to collect a child (please see the Health and Safety Policy)
  - The procedure for dealing with the circumstance of a child going missing at, or away from, the setting (please see the Health and Safety Policy)
  - Complaints (please see Complaints Policy)



## Information about the child

Falkner House records the following information for each child in their 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) the child normally lives with; and emergency contact details for parents and/or carers.

## Four Overarching principles:

1. every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
2. children learn to be strong and independent through **positive relationships**;
3. children learn and develop well in **enabling environments with teaching and support from adults** who respond to their individual needs and there is a strong partnership between teachers and parents; and
4. The importance of **learning and development**- children develop and learn in different ways and at different rates.

## Falkner House supports the following areas of learning and development :

### A. the three prime areas:

1. Communication and Language
2. Physical development
3. Personal, social and emotional development

### B. The four specific areas:

1. Literacy
2. Mathematics
3. Understanding the World
4. Expressive arts and design

Falkner House staff carefully reflect what they want children to learn, and the most effective ways to teach it through the Nursery and Reception years. The staff stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.

## Three characteristics of effective teaching and learning at Falkner House are:

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



While play is essential for children's development, building confidence as they explore, relate to others, set their own goals, and solve problems, equally they learn by engaging in teaching and learning that is guided and directed by adults. As children grow older and move into the Reception class and as the Reception year progresses, there is a greater focus on teaching the essential skills and knowledge in the specific areas of learning and a more formal and adult directed approach to learning. In planning and guiding what children learn, staff reflect on the different rates at which the children in their care are developing and adjust their practice appropriately.

Children learn best when they are healthy, safe, secure, when their individual needs are met, and when they have positive relationships with the people caring for them. The safeguarding and welfare requirements below are designed so that Falkner House creates a high-quality, welcoming, and safe setting where children can enjoy learning and grow in confidence.

### **Falkner House takes all necessary steps to keep children in the Nursery and Reception safe and well.**

#### **Falkner House has:**

1. **Robust safeguarding** - please see the Falkner House Child Protection, Safeguarding and Welfare Policy (includes EYFS)
2. **Ensures the people who have contact with children are suitable.** Please see the Falkner House Recruitment, Selection and Disclosure Policy which includes the EYFS.
  - a. **Paediatric First Aid (PFA)** At least one person who has a current (PFA) certificate is on the premises and available at all times when children are present and accompanies children on outings. The certificate is for a full course consistent with the criteria set out in Annex A of the EYFS framework and training is renewed every three years. Falkner House takes into account the number of children, staff, and layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly. All staff who obtained a level 2 and/or level 3 qualification since 30 June 2016 must obtain a PFA qualification within three months of starting work in order to be included in the required staff: child ratios at level 2 or level 3 in an early years setting. The list of staff who have a current PFA certificate is always available to parents.
  - b. **English language skills** (see Recruitment, Selection and Disclosure Policy)
  - c. **Staffing arrangements** meets the needs of all children and ensures their safety. Falkner House ensures that children are adequately supervised, including whilst eating, and deploys staff so as to ensure children's needs are met. Falkner House informs parents and/or carers about how staff are organised, and, when relevant and practical, aims to involve them in these decisions. Children must usually be within sight and hearing of staff and always within sight or hearing of staff whilst eating. At Falkner House there are always four adults in the **Nursery** team for a maximum of 24 children. When the children are doing PE (dance or games) or music they may be in the care of a specialist teacher and at least one of the Nursery team will also be present. In Reception (FHG) there is one qualified teacher for a maximum of 24 girls with at least one teaching assistant while at FHB there may be up to 28 boys with two/three teachers and one/ two assistants .



**Staff ratios:** To count within the ratios at level 3, staff holding an Early Years Educator qualification 3 must also have achieved a suitable level 2 qualification in English. The ratio requirements below apply to the total number of staff available to work directly with children. Exceptionally, and where the quality of care and safety and security of children is maintained, changes to the ratios may be made.

**a. In Nursery - for children aged two:**

- There must be at least one member of staff for every five children
- At least one member of staff must hold an approved level 3 qualification
- At least half of all other staff must hold an approved level 2 qualification.

**b. In Nursery - for children aged three and over:**

- where a person with Qualified Teacher Status (QTS) , Early Years Professional Status (EYPS) , Early Years Teacher Status (EYTS), an instructor or another suitably qualified overseas trained teacher, is working directly with children:
  - there must be at least one other member of staff for every 13 children.
  - At least one other member of staff must hold an approved level 3 qualification.
- where there is no person with QTS EYPS, EYTS no instructor, and no suitably qualified overseas trained teacher, working directly with children:
  - There must be at least one member of staff for every eight children.
  - At least one member of staff must hold an approved level 3 qualification.
  - At least half of all other staff must hold an approved level 2 qualification.

**c. In Reception** where the majority of children will reach the age of five or older within the school year, where a person with QT), EYPS , EYTS, an instructor or another suitably qualified overseas trained teacher, is working directly with children there must be at least one member of staff for every 30 children.

**3. Promotes good health.** Please see the Falkner House First Aid Policy and also Catering and Food Hygiene policy

**4. Supports and understands behaviour.**

**5. Maintains records, policies, and procedures.**

**Daily structure:**

**Nursery:** children are at school for a half day – either 8.30 – 11.30 am or 12.30- 3.30 pm Monday – Friday term times only.

**Reception:** children are at school for a full day 8.45am – 3.00 Monday – Friday term times only.