



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

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1. Introduction and Regulatory Framework

1.1 Scope

At Falkner House, the EYFS framework (amended September 2025) applies to Nursery and Reception.

1.2 Legal Basis

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, whereas the information in this document is specific to the EYFS and is not contained in any other policy.

1.3 Exemptions

Whilst Falkner House is exempted from the learning and development aspects of the 2025 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, as well as the attendance requirements, of the EYFS still apply.

1.4 Integration

Please note: this Policy *must* be read in conjunction with the Falkner House Child Protection, Safeguarding and Welfare Policy and Procedure, which sets out our safeguarding rules and procedures, as well as the details of our DSL and their oversight of the setting. Please also note the Falkner House behaviour, EAL disability and SEN policies.

2. Educational Philosophy and Approach

2.1 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.

2.2 Learning & Development Areas

Falkner House staff carefully consider 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.

2.2(a) the three prime areas:

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

2.2(b) the four specific areas:

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

2.3 Characteristics of Learning at Falkner House

- 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.

2.4 Progression

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.

3. Daily Structure and Admissions

3.1 Daily Structure

Nursery: children (boys and girls) are at school for a half day – either 8.30 – 11.30 am or 12.30- 3.30 pm Monday – Friday term times only. Each session has a maximum of 24 children

The Nursery is structured in an open plan style with two main rooms whose doors are always kept open (automatic closure only on sounding of the fire alarm). The staff work as a team and whilst the children are divided into two groups each with one key teacher and all of the staff work as a team with all of the children. When the children are entering or moving around the school e.g from the Nursery in the



basement to the Big Room on the ground floor or to the playground, they are escorted by the Nursery team.

Reception: children (boys or girls are at school for a full day 8.45am – 3.00 Monday – Friday term times only).

Timetables are available on the website

3.2 Nursery Admissions

Children are accepted aged “rising three” (they will turn three during their first term at Falkner House). The children aged two will be in the afternoon sessions of the Autumn and Spring terms. Children who turn three from April to end - August) will join the subsequent September. There will be c. ten two year olds in the Autumn term and a further c. 10 two year olds in the Spring term. The number of two year olds reduces as the term progresses but there is always at a ratio of at least 1:5 for these younger children.

4. Safeguarding and Welfare

Children learn best when they are healthy, safe, secure, when their individual needs are met, when their behaviour is supported and understood, and when they have positive relationships with the people caring for them. The robust 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. In accordance with the EYFS Statutory Framework, a child might remain in EYFS provision beyond the end of the academic year in which they reach age 5 if there are exceptional reasons for doing so (after discussion and only in agreement with parents and/or carers).

Falkner House takes all necessary steps to keep children in the Nursery and Reception safe and well through:

4.1 Recruitment - Ensuring the people who have contact with children are suitable.

Please see the Recruitment, Selection and Disclosure Policy which includes the EYFS. Please note that EYFS staff may not start work until a DBS and barred list check have been completed.

- **Paediatric First Aid (PFA)** At least one person who has a current PFA certificate is on the premises in both the Nursery and in Reception and is available at all times when children are present, (and in the room) when they are eating, 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 have obtained a PFA qualification within three months of starting work in order to be included in the required staff: child ratios in an early years setting. The list of staff who have a current PFA certificate is always available to parents.



- **English language skills** (see Recruitment, Selection and Disclosure Policy). All staff are fluent in English and those included in the required ratios have achieved a suitable level 2 qualification.

4.2 Maintaining records, policies, and procedures, including with regard to safer eating:

- Before a child is admitted to Falkner House, the school obtains information about any special dietary requirements, preferences, food allergies and intolerances that the child has, and any special health requirements. This information is shared with all staff involved in the preparing and handling of food. It is clear at each meal and snack time about who is responsible for checking that the food being provided meets all the requirements for each child.
- The school is careful to follow all recommended guidance as set out in the EYFS framework as regards safer eating and nutritional guidance. All meals, snacks, and drinks provided are healthy, balanced and nutritious.
- Parents are told before their child is admitted to Falkner House that they should read this policy.

4.3 Promoting good health and good relationships with food

Please see the Falkner House Allergy, Health and First Aid Policy and also Catering and Food Hygiene policy. We are committed to ensuring that mealtimes are healthy, safe, inclusive, and appropriately supervised. Food for snacks and meals is prepared fresh onsite in the school kitchens. Fresh drinking water is always available and accessible. Staff will:

- ensure children are always within sight and hearing during eating
- position children safely and appropriately for their age and stage of development
- supervise closely to reduce the risk of choking
- be aware of and adhere to individual dietary requirements, allergies, and medical needs (and have relevant risk assessments in place in this regard)
- avoid foods that pose a high choking risk unless prepared appropriately

All staff are trained to recognise the signs of choking and anaphylaxis, and how to respond in an emergency. Any choking or allergic incidents would be recorded. This record would be reviewed periodically to identify trends. Mealtimes are also used as an opportunity to support children's social development and independence, while maintaining safety as the priority.

4.4 Appropriate arrangements to meet the needs of all children and ensure their safety.

Falkner House children are always well supervised and staff have appropriate levels of training (including Paediatric First Aid - PFA and safeguarding training at least every two years) so as to ensure children's needs are met. (please see appendix for details of Falkner House ratios) Children are always within sight and hearing of staff.

- **Nursery:**
 - There are always four adults in the Nursery team for a maximum of 24 children in either the morning or the afternoon session.
 - When the children are doing PE, dance or music they are in the care of a



specialist teacher (an instructor) with at least one of the Nursery team also present. When children are in the Big Room or Playground the accompanying Nursery staff take a walkie talkie for rapid communication with either the rest of the Nursery team or the office.

- **Reception**

- **FHG-** there is one qualified teacher for a maximum of 24 girls with at least one teaching assistant
- **FHB** there may be up to 28 boys with two/three qualified teachers and one/ two assistants .

- Exceptionally, and where the quality of care and safety and security of children is maintained, changes to the ratios may be made.

4.5 Toileting and intimate care

- Falkner House staff act with the highest standards of dignity, privacy, and safeguarding with regards to toileting and intimate care. Two-way visibility (or being within hearing distance of other staff) will be maintained wherever possible to safeguard both children and staff. In the Nursery, the six toilets are open to the hallway and thus can safely be supervised by one qualified member of the team and it is similar for Reception at FHB. There are two toilets off the FHG classroom with one door which can be closed for privacy. Any concerns arising during intimate care, including marks, injuries, or changes in presentation, will be recorded and reported to the DSL in line with safeguarding procedures. If no other teachers are present nearby when toileting intervention is required eg during PE pants need to be changed - the teacher performing the intervention will log this. Parents will be informed of the setting's approach to intimate care, and their preferences will be taken into account wherever possible.

Staff will:

- support children in a way that respects their dignity and promotes independence
- ensure that intimate care is carried out by known and suitable adults
- explain actions to the child and seek their cooperation where possible
- follow agreed procedures and, where appropriate, individual care plans
- maintain appropriate levels of supervision while respecting privacy

4.6 Attendance

Falkner House has robust measures in place with regards to attendance, as set out in the Falkner House Attendance Policy. Please also see the Health and Safety Policy for the procedure for dealing with the circumstance of a child going missing at, or away from, the setting. The Health and Safety Policy also details the procedure in the event that a parent/carer fails to collect a child.

4.7 Supporting Children with SEN or Disabilities

Please see the Equal Opportunities Policy for how the setting supports children with SEN or disabilities.



5. Parental Information and Records

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. Parents will be notified on or before the first day of school as to the name and role of the child's key person
- The Falkner House go-to-guides (particularly the academic and reading guides) support parents with how they can help from home. Nursery parents can refer to the nursery go-to-guide.
- 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 at least three emergency contact details for parents and/or carers.
- In case of complaints: please see the Complaints Policy



Appendix

Staff Ratios

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.

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 member of staff for every 13 children.
 - The 1:13 ratio for 3—4 year olds only applies when the qualified teacher / instructor is working directly with the children.
 - If the qualified teacher / instructor is not directly supervising a group, that group normally reverts to the 1:8 ratio.
- 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.
- An unqualified teacher can work with a 1:8 ratio if they are supervised by a qualified (NVQ level 3 or a QTS) member of staff.

Nursery Rooms

- Two adjoining rooms A and B with children sometimes split between them
- | | | |
|---------------|--|-------------|
| Room A | Qualified teacher (EYTS) | 12 children |
| Room B | Practitioner (NVQ level 3) and assistant | 12 children |

If everyone is together in one space or there is one provision across two spaces

- If children are separated into distinct rooms, each room must meet the required ratio independently unless the teacher is clearly supervising the whole group.
- If the QTS teacher/ instructor is directly working with the whole group, the 1:13 ratio applies. For 24 children: $24 \div 13 = 1.85 \rightarrow 2$ adults minimum. NB this is only valid if:
 - the rooms are fully open or are very clearly connected
 - the teacher / instructor moves freely between both rooms/ groups
 - the teacher / instructor can hear / see / manage and are actively supervising and interacting with both groups and rooms
 - the groups operate as one unit



- In Reception where the majority of children will reach the age of five or older within the school year:**
- where a person with QTS, 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.