



RYDES HILL

PREPARATORY SCHOOL & NURSERY



EARLY YEARS POLICY AND HANDBOOK

Academic Year 2018-19

P15 – EARLY YEARS POLICY & HANDBOOK



RYDES HILL

PREPARATORY SCHOOL & NURSERY

MISSION STATEMENT

IN OUR SCHOOL WE WILL TRY TO:

- ❖ Rydes Hill Preparatory School and Nursery is a Catholic school where children learn how to live in a loving relationship with God and each other.
- ❖ Christian virtues of love and justice, faith and courage, hope and perseverance are fostered.
- ❖ Pupils and staff comprise individuals of different faiths and beliefs but the Rydes Hill community aspires to unity within the life of the school based on shared moral values.
- ❖ The importance placed on the development of individual talents is at the heart of what the School stands for and all are encouraged and challenged to be the best they can be.

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Revision History

Revision	Paragraph Number	Revision
Sept 2014		Original Document
Sept 2015		
February 2016		
June 2016		
March 2017		
March 2018		
January 2019	<p>Page 5</p> <p>Paragraph 5</p> <p>Paragraph 7</p> <p>Paragraph 12</p> <p>Paragraph 13</p> <p>Paragraph 15</p> <p>Paragraph 18</p> <p>Paragraph 21</p> <p>Paragraph 32</p> <p>Paragraph 35</p> <p>Paragraph 37</p> <p>Paragraph 39</p> <p>Paragraph 52</p> <p>Paragraph 56</p> <p>Paragraph 58</p> <p>Paragraph 66</p> <p>Appendix B</p> <p>Late Arrival</p> <p>First Days</p> <p>Clothes/Shoes</p> <p>Appendix C</p> <p>Spare /clothes</p>	<p>Removed QCA</p> <p>Change numbering to bullet points</p> <p>Changed QCA to Department of Education</p> <p>Added reference to Forest School, changed in to from Kindergarten and added last sentence</p> <p>Replace soft play area with outdoor learning area, change ICT to Computer Suite, added I-Pads</p> <p>Remove Bird World and fire station, add the Look Out and Little Street, and via our School website</p> <p>Update OCA to Department for Education Statutory Framework</p> <p>Add Nursery</p> <p>Change Weekly to Frequent</p> <p>Add Nursery do weekly baking</p> <p>Change ICT to Computing. Replace three computers and laptops with I-Pads</p> <p>Add mud kitchen</p> <p>Add visit Little Street, remove accompanied by their parents. Replace Brid World with Bocketts Farm and add The Look Out</p> <p>Add last sentence</p> <p>Change Admissions Officer to Registrar</p> <p>Remove reference to password on parent portal of website</p> <p>Change Head to Headmistress</p> <p>Change time to 9.00am</p> <p>Add first 4 sentences and last sentence.</p> <p>Add first 2 sentences. Add “but no Crocs.”</p> <p>Add all clearly labelled</p> <p>Add Forest School and what is required</p>

Abbreviations, Acronyms and Definitions

Abbreviation / Acronym	Definition
CL	Communication, Language
DfE	Department for Education
DSL	Designated Safeguarding Lead
EAD	Expressive Arts and Design (Formerly Creative Development (CD))
EYFS	Early Years Foundation Stage
<i>Instructor</i>	An instructor is a person at the school who provides education which consists of instruction in any art or skill, or in any subject or group of subjects, in circumstances where: (a) special qualifications or experience are required for such instruction; and (b) the person or body of persons responsible for the management of the school is satisfied as to the qualifications or experience (or both) of the person providing education
KG	Kindergarten
L	Literacy (Formerly Communication, Language & Literacy (CLL))
M	Mathematics (Formerly Problem Solving, Reasoning & Numeracy (PSRN))
PD	Physical Development
PE	Physical Education
PSED	Personal, Social and Emotional Development
UTW	Understanding the World (Formerly Knowledge and Understanding of the World (KUW))

Aim / Objective / Statement of Intent

1. Our Foundation Stage Policy reflects the Mission Statement and Aims of Rydes Hill School. Our specific aims for three and four year olds are:
 - To give the children the best possible happy start at school
 - To establish a safe and secure link between home and school
 - To develop shared understanding and trust between home and school
 - To create a climate where young children learn to be learners and achievers

Philosophy

2. *“Early childhood is the optimum period during which the child begins to make sense of the world. It is not just a preparation for the next stage in education, but is valid in its own right.”*
3. In Kindergarten and the Nursery Department we provide the secure, homely and loving environment that is so essential in meeting the needs of each child entering School and ‘the family of education’. We combine flexibility with a comforting structure wherein each child is an individual. Individual needs are highly respected. Self-worth, self-esteem, self-confidence and independence are developed. A partnership with parents is fostered and valued.
4. Our philosophy is grounded in the theory that early childhood education provides the essential foundation for all future learning. Consequently, we provide a very varied curriculum that focuses on the child as a whole – wherein social, emotional, moral, spiritual, physical, intellectual and cultural development are all interlinked. We explore the curriculum areas through topic work, providing stimulating and challenging activities that evoke curiosity whilst maintaining the essential balance of ‘learning through play’.

Provision

5. The Foundation Stage has two year groups, namely: the Nursery Department for pupils rising 3 to 4 years old and Kindergarten Class for pupils 4-5 years old. In order to achieve our aims we provide a broad and balanced curriculum ensuring that all children experience the seven areas of learning as outlined by the Department of Education, and we work towards the Early Learning Goals for children’s learning. These seven areas are:
 - Personal, Social and Emotional Development (PSED)
 - Communication, Language (CL)
 - Literacy (L)
 - Mathematics (M)
 - Understanding the World (UTW)
 - Physical Development (PD)
 - Expressive Arts and Design (EAD)

Religious Education

6. As a Roman Catholic School, Religious Education is an important aspect of teaching and learning at Rydes Hill. This is linked closely to topic work and religious ceremonies, where appropriate,

respecting all religious beliefs. In our Nursery we say daily prayers every morning, at fruit time, at lunchtime and at the end of the day. In our Kindergarten we say daily prayers every morning, before and after lunch and at the end of the day. Nursery and Kindergarten watch class assemblies. Kindergarten children attend all assemblies and Masses. Nursery children follow “The Way, The Truth and The Life” curriculum.

Curriculum Extension

7. In Kindergarten, whilst the seven areas of learning (as detailed in paragraph 5) continue to form the main focus of the programmes of study, we extend the curriculum so that pupils work towards the National Curriculum in preparation for transition into Pre-Preparatory Department. Specialist teaching of French, Music, Ballet, Drama, Outdoor Learning (Forest School) and PE are taught by specialists from Kindergarten. Boys have PE lessons of Football in the autumn term, Rugby in the spring term and Cricket in the summer term.

Teaching and Learning

8. Learning for our youngest children is a rewarding and enjoyable experience in which they explore, investigate, discover, create, practice, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes. All of these aspects of learning are brought together under the auspices of play and carefully devised activities in a safe, secure and stimulating environment. We consider the individual needs, interests and stage of development of each child.

Structured Play

9. We identify the need for purposefully structured play as the most appropriate learning style for young children. The children will experience the seven areas of learning (as detailed in paragraph 5) through structured play where they:
 - Are motivated to learn
 - Learn to communicate
 - Develop a sense of enquiry
 - Develop and consolidate skills and concepts
10. Structured play allows children to:
 - Develop personal maturity
 - Interact imaginatively with other children
 - Develop language skills
 - Investigate
 - Explore
 - Draw conclusions for themselves
 - Develop motor skills
 - Be creative
 - Become part of a secure peer group
 - Have fun!

The Learning Environment

11. The Nursery and Kindergarten classrooms and outdoor facilities are organised to provide a learning environment which provides space allowing children to:

- Feel secure and happy
- Develop positive attitudes towards learning
- Become independent learners
- Have easy access to materials, tools and resources
- Collaborate
- Move freely
- Reflect quietly, explore, investigate, observe
- Use their imaginations
- Integrate with others

12. All pupils enjoy the use of the music facilities, gymnasium, and adventure playground. Nursery and Kindergarten children have an extended outdoor play area. Children in Kindergarten are given the opportunity to use the Computer Suite and the Library, as well as interactive whiteboards and I-Pads within the classroom. Nursery has an interactive whiteboard which the children use and School I-Pads are also available for the children to use.

Off-site visits

13. The pupils' learning experience is enhanced by participation in a range of off-site visits to places of interest. Such visits include a trip to the local shops for Kindergarten, farm visits, visits to Wisley Gardens and the Look Out. Nursery also experience a trip to Little Street and a farm visit. The School has well-established procedures to oversee that all off-site visits comply with our health, safety and security guidelines. (Please refer to School Policy P12 Educational Visits Policy incl EYFS/Early Years Children accessible via our School website).

Visitors to the School

14. Parents and professionals are welcomed to our School to support some programmes of study. This serves to enhance children's learning. Annual visitors to our School have included members of the Fire Brigade, Police Representatives, Nurse, a Doctor, an illustrator and others.

The Curriculum

15. Department for Education Statutory Framework for the Early Years Foundation Stage forms the basis for our long, medium and short-term curriculum planning for the seven areas of learning. The extended curriculum for Kindergarten is based on our own schemes of work for each subject.

Area 1 – Personal, Social and Emotional Development (PSED)

16. This area of learning is about emotional well-being, knowing who you are, where you fit in and feeling good about yourself. It is also about developing positive relationships, respect for others, social skills, how to manage their feelings and a positive disposition to learning. We focus on children learning how to work, play, co-operate and understand appropriate behaviour in groups beyond the family. We provide experiences and support to enable pupils to develop a positive sense of themselves and others. We encourage children to be independent, respectful and courteous, both within and outside the classroom environment and to have confidence in their own abilities. We also promote good manners and learning to share.

Role Play

17. Children have access to a well-resourced “home-corner” which reflects the cultural diversity of society. Additional planned role-play activities extend children’s learning and language. Role-play gives children the opportunity to participate as speakers and listeners in small group situations with their peers and adults. It encourages them to respond, ask questions, retell events, incidents and experiences as well as communicating their feelings on past events and voice their concerns about future events. Role-play enables children to develop the use of new and appropriate language in a variety of settings and situations. By taking the role of another person, children develop empathy and an understanding of others feelings. Acting out new or frightening experiences can help children gain self-esteem and confidence.

Pastoral Care

18. We create a happy and secure environment where children are cared for and supported. Kindergarten/Nursery children are introduced to our House system, which serves to integrate them into whole School activities such as Sports Day where children compete for their House. Nursery children are awarded stickers for good behaviour, being kind and being helpful.
19. Teachers in Kindergarten and Nursery staff integrate and undertake joint sessions with the children so that the transition between classes is seamless.
20. Social skills are encouraged at lunch time when the children sit with their peers. Good table manners are also encouraged. When Kindergarten children leave Mass they process from the church holding hands with older pupils. The girls from the Preparatory Department often play with the Nursery and Kindergarten children during lunchtime and friendships are often formed.

Circle Time

21. Frequent ‘circle time’ activities are instigated to give all the children the opportunity to share and discuss their thoughts and feelings in a structured, positive, supportive and loving environment.

Area 2 & 3 – Communications, Language (CL) and Literacy (L)

22. Here we lay the foundations for literacy. We focus on children developing competency in speaking and listening in different situations and for different purposes in a rich language environment. Pre-reading and reading skills build on the pupil’s oral language experience with children learning to link sounds and letters and to begin to read and write. Pre-writing skills focus

on developing fine motor skills using a variety of writing materials and implements. Memory activities will also form part of the curriculum.

Reading Development

23. A love of books and their significance is fostered throughout the Foundation Stage. Children have access to a wide range of reading materials including books, poems and other written material and full use of the School Library with weekly visits in Kindergarten. Books are readily available for all children. They are selected and regularly screened to ensure they reflect cultural diversity, avoid gender bias and racial stereotyping and include children's classics and favourites. Children learn about different types of books and acquire a repertoire of stories, which extend an understanding of events they cannot experience. By using books, children come to realise that text carries meaning and they develop an intuitive understanding of the structure of written language. In Kindergarten, children take home a book daily. At the beginning of the School year, the Form Teacher meets parents to outline the School's approach to the acquisition of reading skills, which is summarised in a handbook.

Writing Development

24. Writing resources are easily accessible for all children so that they can be used when recording for various areas of the curriculum. Children learn about the value and conventions of writing and its relevance in everyday life. Children are taught letter formation and correct pencil grip. They progress from exploring individual letter patterns and shapes, by using multi-sensory experiences in sand and other textures, tracing over and joining dots, to 'copy-writing' and eventually writing whole words. Parents are given guidelines for supporting their children with correct letter formation. By the end of Kindergarten, most children can write several simple sentences using upper and lower case letters and some basic punctuation.

Small World Play

25. Children use a wide variety of toys for imaginative play. This play forms an important role in the development of abstract thinking by distancing the child from the here and now. As with role-play, it helps to develop empathy and understanding and enhance the development of vocabulary. It also helps children to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Area 4 – Mathematics (M)

26. As well as providing opportunities for children to acquire basic mathematical concepts within other activity areas e.g. sand and water, we believe it is important that there is also an opportunity to explore mathematics in its own right. We develop the language of mathematics through practical first-hand experience, using a variety of different resources.

Mathematical Activities

27. Through the use of planned mathematical activities, children learn that objects can be sorted according to different attributes and they develop an understanding of number, shape, pattern, sequence and order. They develop spatial awareness, basic concept of length, weight, capacity

and an understanding of mathematical language. Understanding of 'measure' is developed through activities such as packing, filling and emptying containers.

Numbers

28. Number work activities reflect the children's daily experiences. This area of learning includes counting, matching, seeking partners, making connections, recognising relationships and working with numbers.

Calculating

29. Calculating is about using numbers in practical context. It involves comparing numbers of objects (leading to subtraction), combining numbers of objects (addition), sharing objects equally or grouping objects (division) or adding groups of the same number (multiplication).

Shape, Space and Measure

30. Awareness of shape involves recognising similarities and differences and distinguishing properties of shape. It also involves being able to identify and name some familiar shapes in the environment. Space involves handling shapes and fitting them together. Measuring involves being able to compare sizes and quantities.

Area 5 – Understanding The World (UTW)

31. Some scientific learning is incidental and involves the young child interacting with and making sense of the environment. We enrich this aspect of learning by building in opportunities for the pupils to explore their immediate environment, observe and find out about people, places and technology. We plan and develop purposeful activities which extend and challenge their related level of understanding of the world, linking to chosen topics. Nursery and Kindergarten pupils have access to our onsite Forest School. (See Forest School Handbook for further details)

Basic Scientific Concepts

32. Opportunities for children to acquire basic scientific concepts are created in many activities e.g. cooking, sand, water and the exploration of the school grounds and beyond with walks to local areas of interest. Interactive displays of the children's world to which parents and pupils contribute encourage observation skills and motivate learning. A science table is a feature of the classrooms with items related to and depending on the current weekly baking topics. Children are given opportunities to use scientific equipment to observe and find out about the world around them. This helps them to develop their curiosity and to ask questions, to test their ideas and to increase their knowledge about the natural and material world. Nursery do weekly baking.

Sand and Water

33. Children have opportunities to engage in creative play with sand and water. Through working with sand, children can explore and compare its properties in different states i.e. wet & dry. With water play, children develop early concepts of volume, capacity, weight and flow. The range of

water play resources allows for the development of understanding about the properties of water as well as using them for imaginative play.

Construction

34. There is a carpeted area in each classroom large enough for a group to use comfortably. Materials are clearly laid out and easily accessible to enable children to make thoughtful choices. In using construction equipment, children create imitations of real life objects, build systems and create miniature environments. By working with such construction materials, children will develop an awareness of spatial concepts. In doing so, they plan and discuss their construction working alongside others. Equally, they are offered opportunities to work alone, often topic related to reinforce learning.

Computing

35. In Kindergarten, children are given opportunities to explore a variety of educational software on computers. Currently, they have access to I-Pads and interactive whiteboards. Software packages relate to problem solving, pre-reading, reading, phonics and number activities. The children's learning is also enhanced by introducing them to a control robot. Kindergarten pupils also have one lesson per week in the ICT Suite.
36. In Nursery, children are encouraged to use an interactive whiteboard to support their learning. We use educational software such as Espresso and consolidate their phonics by using the Jolly Phonics programme.

Outdoor Activities

37. All children have daily access to the full use of the School grounds including the adventure playground. Children engage in structured play activities and also use the grounds to explore, undertake gardening activities and observe the changing seasons as part of the wider curriculum. Children also have bicycles and scooters available at certain playtimes to use in secure areas. Nursery children use the direct access (free flow) outdoor play area outside the Nursery classroom as an outdoor classroom, as well as a further outside play area with cars, traffic lights and a mud kitchen. They also use the main playground, the Adventure Playground (with swings slides, a castle and more) and all the School grounds at other times. For instance, they might have a Teddy Bears' picnic on Our Lady's Lawn or fun with a water sprinkler in hot weather.
38. Kindergarten has direct access from their classroom (free-flow) to an outside play area with an artificial grass section and an all-weather surface play area with an inlaid roadway design with zebra-crossing, stop signs, traffic lights and a round-about to use with bikes, cars and scooters. This area is also used by Nursery and has shops and a theatre for imaginative play for the children, as well as teaching them about road safety.

Off-Site Visits

39. Children in the Nursery visit Little Street and spend a day on a farm during the summer term. All children are educated with regard to the safe and proper handling of pets. Kindergarten children visit Bocketts Farm (usually in the Autumn Term), local shops and The Look Out (in the Spring Term) and Wisley Gardens (in the summer term) all linking to termly topics.

Area 6 – Physical Development (PD)

40. Physical development is inseparable from all other aspects of development because the children learn through being active and interactive. We offer the children opportunities to use their senses to explore the world around them whilst at the same time structuring activities so that they can improve gross and fine motor skills, co-ordination, control, movement, manipulation and spatial awareness. We place equal importance on encouraging the children to understand the importance of physical activity and to make healthy choices in relation to food and to develop a positive sense of well-being.

- We offer planned outdoor and indoor activities that offer physical challenges
- Children have opportunities to explore and develop skills using large and small scale equipment in the gymnasium
- Our School grounds offer opportunities for exploration and gardening
- Musical movement is incorporated into our programme of study led by our Ballet teacher and piano accompanist and in Nursery, children are encouraged to be creative in improvisations and dance
- In Kindergarten, Ballet is offered once a week led by our Ballet teacher and piano accompanist. Football is offered every week as an alternative to Ballet in Kindergarten
- Activities are planned to enable children to work successfully as individuals, in pairs and in small groups
- Activities using a parachute are designed to foster team co-operation
- Kindergarten and Nursery children are taught by a specialist P.E. teacher each week
- Sports Day encourages all to foster a team spirit and sense of achievement.

Area 7 – Expressive Art and Design (EAD)

41. We believe that creativity is fundamental to successful learning as it enables pupils to make connections between one area of learning and another. We focus on the development of children's imagination to communicate and express ideas and feelings in creative ways through art, drama, music, role-play and dance as well as providing opportunities and encouragements for sharing their ideas.

Art Activities

42. Children have opportunities to engage in creative activities daily. Easels and tables are available for expressive artwork. Children are given opportunities to make choices from a range of easily accessible materials and equipment. The range of activities planned for the year includes painting, printing, collage, textiles, Playdoh and clay modelling. Through the exploration of these materials, children gain an insight into their varying properties. They learn to control tools and equipment and develop a growing aesthetic awareness of form, colour, tone and texture through discussions about their own work and that of others.

Musical Development

43. We are fortunate to have the expertise of a music specialist to teach this important subject. Specific musical activities include singing, percussion, improvisation, movement and listening to music. These are planned and timetabled activities. Nursery and Kindergarten pupils visit our

dedicated music facility every week – the Gogarty Music and Performing Arts Studio (known as “The Lodge”) – for music classes led by our Director of Music. Through musical activities, the children begin to listen with discrimination and develop concepts of sequence, pitch and tune. They discover the ways in which sounds can be made and changed and that sounds and music can convey feelings and emotions.

Drama

44. Pupils have weekly Drama lessons with a specialist teacher and the opportunity to participate in assemblies and other celebrations. An annual Christmas Nursery Nativity production offers the children the opportunity to perform on stage for an invited audience. In Kindergarten they perform in a Christmas Production along with pupils from Lower Transition, Upper Transition and Lower Preparatory (Years 1 to 3).

Ballet (Music and Movement)

45. We offer ballet/music and movement lessons every week to all pupils. Lessons are taught by a specialist ballet teacher accompanied by her pianist.

Religious Education (RE)

46. We believe that our task is to enable the children to become aware of God in their lives. Pupils are taught and encouraged to live, work and play by Christian principles using Jesus as their personal role model.
47. Our RE programme is linked to topic work and religious celebrations and helps our pupils to relate to aspects of their personal lives, their relationships and their world.
48. At Rydes Hill we welcome children from other world faiths and each year we offer the pupils the opportunity to learn about two different major world faiths. We encourage all children from Kindergarten upwards to attend Mass however where parents have other faiths this is not mandatory and children can be provided with other activities to do during this time such as quiet colouring or reading.
49. We recognise that cultural difference enriches our lives and therefore support pupils and their families in the practice and celebration of their faith.

Assessment and Record Keeping

50. Assessment procedures are an integral part of our teaching and learning process. The focus of assessment is to find out what each child knows and what they can do, based on age appropriate criteria. The purpose of our assessment procedures is to have a record of each pupil’s development across all seven areas of learning at the end of the Foundation Stage, known as the Early Years Foundation Stage Profile.
- On entry, a personal profile is compiled on each child by the class teacher
 - Throughout the Foundation Stage, systematic and on-going assessments of each child’s achievements are made by practitioners covering all areas of learning in line with the Surrey

Early Years Foundation Stage Learning Goals and “Early Learning Journey” for Nursery. Kindergarten are assessed at the start and end of the year using a baseline assessment tool.

- Samples of pupils’ attainment in writing are assessed against National Curriculum criteria and form the baseline for determining progression and continuity throughout the School.
- Ongoing assessment in all seven areas of curriculum to inform teachers of positive progress.
- Assessments in all areas of learning are used to inform annual written reports for pupils in Nursery and Kindergarten.
- Assessments are used to inform long, medium and short term curriculum planning.

51. The methods by which practitioners assess pupils’ work in all areas fall into these categories:

- Observations – planned and impromptu
- Evaluating pupils’ work
- Discussions and questioning
- Photographic Evidence
- Capturing incidental evidence

52. Nursery uses an online assessment tool “Tapestry” to record observations, photographs, videos of children. Parents are given a password to access their child’s profile. In the final term of the year in which the child reaches age five, and no later than by 30th June in that term, the EYFS profile must be completed for each child and will be provided to parents by the end of the Summer term. (See Appendix D). For further details please refer to P53 Privacy Notice for Pupils and Parents and P09 Taking, Storing and Using Images of Pupils and Staff Policy.

Special Educational Needs (SEN) and English as an Additional Language (EAL)

53. Please refer to separate policy P19 (ISI 17a) Disability, Inclusion, SEN & Learning Support Policy including EYFS/Early Years Children, which is available from the School Office and on our School website.

Home School Links

54. Building good communication with parents is considered a vital aspect of developing a caring educational atmosphere within Rydes Hill. There exists a tripartite relationship between staff, parents and children. Each has a vital part to play in promoting educational success in the widest possible sense. Over the years, Rydes Hill has built up a wide variety of ways to ensure that parents know that their child is developing at School. Our two-way communication process also means that we are aware of any situation at home which may impact on a child’s wellbeing and educational progress.

55. We recognise that children come to School with a wealth of knowledge and skills upon which to build. Consequently, before a child starts school, his/her parents are invited to discuss their child’s earlier development with the teacher so that together we can draw up a profile of his/her pre-school experience. Parents are also asked to provide previous profiles from other Nurseries, where possible and two-year-old ASQs (Ages & Stages Questionnaires) which are carried out by Health Visitor Professionals. Parents and the child are invited to an afternoon taster session prior to starting in the Nursery.

56. For children entering Kindergarten, we hold a “taster afternoon” in the summer term and as required for entry into Nursery. The taster sessions give children an opportunity to familiarise themselves with the classroom and School and also to enable them to meet the teacher and other children in the class they may be invited to join. On completion of a successful “taster” session, a place will be offered. Nursery Session Requests will also be given to parents to complete and return to the Registrar to state their preferred morning/add day sessions for the term.
57. When a child joins Rydes Hill, parents are given an Admissions Pack which includes our Parent Handbook with basic information about how we work. Additionally, Nursery and Kindergarten parents receive this “Early Years Policy and Handbook”.
58. Additional Forms are also included for parents to complete and return as required and are included in the Admissions Pack. (These are also found on our website, www.rydeshill.com). Nursery parents have the opportunity to speak to the staff briefly each morning and after each session or to make an appointment to meet the staff if they require a longer discussion. Kindergarten parents are encouraged to arrange to meet staff at the end of the school day.
59. A short synopsis of the significant aspects of the curriculum is given to parents at the beginning of each term.
60. Parents joining Kindergarten are given an information pack, written by the teachers, about our approach to teaching reading and are invited to a reading workshop at the beginning of the Autumn Term to help understand and support our programme of reading.
61. Parents’ Consultation Evenings are held in the Autumn and Spring Terms. Throughout the early years, if a child’s progress in any area gives cause for concern at any time this will be promptly discussed with the child’s parents and/or carers and a decision agreed how to support the child. We will consider whether a child may have a special educational need or disability which requires specialist support and will assist and help families to access relevant services from other agencies as appropriate.
62. Regular Newsletters are made available to parents (also published on the School website www.rydeshill.com) and weekly news is posted outside the classrooms where relevant information is displayed.
63. Parents of each year group are encourage to attend coffee mornings in the Dining Hall at 08.30 hosted by the Headmistress every term. The dates are published in advance in the termly Calendar of Events and on the School website.
64. We invite parents to join us when we attend Mass at Church and for significant whole School assemblies, plays and productions.
65. Detailed written reports are issued to parents at the end of the year for Nursery and Kindergarten pupils covering all areas of learning. (See also Appendix D)
66. The Headmistress operates an ‘open door’ policy and welcomes visits from parents.
67. All parents are members of the ‘Friends of Rydes Hill Preparatory School’ (FRHPS) parent association which supports the School in a variety of ways. Each class appoints two representatives annually to serve on the Committee.

68. There is a Designated Safeguarding Lead for EYFS. Details can be found in P04 Safeguarding and Child Protection Policy which is available on our school website or on request from the School Office or the Headmistress' PA. If a parent has a concern about any adult who works or volunteers with a child/children they have the right to contact the *LADO (Local Authority Designated Officer) direct (and also inform the Headmistress or Chair of Governors).

(* The LADO Service manages allegations against individuals who work or volunteer with children in Surrey. If you have a concern regarding someone who works with children please contact the LADO on 0300 123 1650 or LADO@surreycc.gov.uk

69. Each child is assigned a key person, usually the Head of Nursery or a senior member of the Nursery team. Parents will be informed of the name of the key person and their role. The key person will help to 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 or carers in guiding their child's development at home and can help families to engage with more specialist support if appropriate.

70. This policy is reviewed annually by the Governing Body.

List of Appendices

Appendix A - I love to look and listen poem

Appendix B - Day to Day in Nursery

Appendix C – Nursery Tick List

Appendix D – Early Years Foundation Stage Profile (EYFSP)

Appendix E – Intimate Care (Excerpt from P38 Health & Safety Policy)

Appendix F – Staff:Pupil Ratios

I love to look and listen
I need to touch and try
I want to test and sample
And ask the question why?

Give me time to wonder
To imagine and pretend
Space to run and bend and stretch
Share secrets with a friend.

I want to hold and handle
I must play to understand
For I need to know so many things
To find out who I am.



Appendix B – Day to Day in Nursery

Term Time Nursery Times

8.45 am – 12 noon
8.45 am – 1.30 pm (Lunch included)
8.45 am – 3.30 pm

Nursery Collection Point

Main Front Entrance Hall
Main Front Entrance Hall
Daisy Door (via Kindergarten Classroom)

Pupils are welcome in the Early Bird Club from 08.00 and in the Nursery from 08.45. Pupils registered for mornings only may stay for ad-hoc lunch and playtime, charges apply. This can be arranged with Mrs White or Mrs Beaven.

All Year Round Nursery

We offer three session lengths to those pupils who are signed up to our all year round Nursery provision. 07.30 – 18.00; 07.30 – 13.00 and 12.45 – 18.00. Numbers permitting, term-time only Nursery parents may use this provision outside of the normal term times.

Care Facilities

We offer a 'Breakfast Club' from 7.30am (please refer to the Breakfast Club Booking Form for details of current charges). Our complimentary 'Early Bird Club' (before-School care service) for Nursery runs from 8.00am until 8.45 am and for **Kindergarten from 8.00am until 8.20am (the Kindergarten day starts at 8.20am and finishes at 3.15pm – Daisy Door)** – pupils attending Breakfast Club go directly to Early Birds.

Our 'Stay & Play' (after School care service) runs from after lessons until 6pm daily during term time and throughout the year for all year round Nursery, with optional collection at different times before 6pm. An after lesson snack is served at 3.45pm and a light supper 4.45pm. For all year round Nursery this service is included in the fee. For term time pupils this is charged in arrears at the end of term (please refer to the Stay & Play Booking Form for details of current charges).

Late Arrival

If you arrive late with your child/children after Registers have closed at 9.00am, please report to the School Office. The School Secretary will then add the arrival time of the child/children into the School Diary.

First Days

We are flexible and used to adapting to whatever each particular child needs. However, it is important that your child knows what will happen when he/she first comes to the Nursery. Please make it clear to your child what you plan to do. If you are going to say 'goodbye', kiss your child goodbye and go (regardless of the tears, if any!). We find a good plan is 3 hugs, 3 kisses then say goodbye. The quicker you leave them, the easier it will be for them to settle with us. We will always contact you if your child becomes distressed and we feel it is in the best interests of your child that you return to collect them.

Nursery Clothes/Shoes

We have introduced an optional uniform for our Nursery. (Maroon polo shirt with logo, navy sweatshirt with logo, navy tracksuit bottoms/navy leggings). Clothes need to be suitable for playing in, not 'best clothes'. We provide aprons for painting and water play, but the children participate in lots of activities and we like them to feel free to join in without worrying about spoiling their clothes. The clothes need to be easy for the children themselves to manage when going to the toilet e.g. tracksuits not tight jeans with buckles/braces. We go outside to play whenever possible, therefore coats will be needed. Shoes need to be tough enough to withstand riding tricycles, cars etc. and to cope with outside play. No toeless sandals in summer. If wearing wellington boots, please bring shoes for the classroom but no Crocs. For Outdoor Learning (Forest School) your child will need wellington boots.

Please name all your child's clothes – you may recognise their clothes, but they and we may not!
In Kindergarten your child will wear the full Rydes Hill uniform.

Spare Clothes for Nursery

Please provide, in the named Rydes Hill Rucksack, a named spare set of pants, socks, top, trousers/skirt for your child and leave your child's Rucksack on their peg. We do of course have spare clothes but some children feel strange in our borrowed sets! Please do not leave polythene bags in the cloakroom. Please remember one piece of whole fruit for morning and/or afternoon break times. Please do not worry about preparing the fruit as our kitchen staff will prepare it for the Nursery children for them to share at fruit time.

If doing Music & Movement, girls should wear named ballet shoes (available from Miss Anna Garman, our specialist ballet teacher) – boys participate in bare feet (or in black plimsolls if preferred).

Themes in Nursery

During the term we follow a variety of different themes in the Nursery and we like the children to contribute as much as possible. There is a notice outside the main Nursery showing which theme we are working on and each term a letter is sent out informing parents of the sound and number which we shall be working on each week.

Please see if you can help your child to bring something in from home that might add to our topic e.g. something that begins with our sound of the week, or a story that might be relevant. Children take part in "Show + Tell" on a daily basis in Nursery and are rewarded with stickers which go into their books when they bring in a relevant sound object from home.

We look forward to seeing you at the Rydes Hill Nursery.

Appendix C – Nursery Tick List

- ☐ **Nursery sessions required: agreed and confirmed**
- ☐ **Spare clothes – all clearly labelled**
- ☐ **Compulsory named Rydes Hill rucksack and sun hat**
(These are available from Valentino our School Uniform supplier)
- ☐ **Music & Movement**
(Pink ballet shoes named for girls. No shoes required for boys or named plimsolls if preferred)
- ☐ **Outdoor Learning (Forest School)**
(Wellington boots - named – waterproof all-in-ones are provided)
- ☐ **Piece of fruit or vegetables each day**
- ☐ **Appropriate shoes –**
(No open-toed sandals or ‘Crocs’ in summer)
- ☐ **A change of shoes for the classroom –**
(If wearing wellington boots in winter)
- ☐ **All items named** (nametapes are also available from Valentino)
- ☐ **Complete and return all forms as listed in the Admissions Pack for Nursery**

Appendix D – Assessment at the end of the EYFS – the Early Years Foundations Stage Profile

(Excerpt from Department for Education publication “Statutory framework for the early years foundation stage” – effective 3rd April 2017)

In the final term of the year in which the child reaches age five, and no later than 30th June in that term, the EYFS Profile must 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 / Lower Transition. The profile must reflect: ongoing observation; all relevant records held by the School; 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 must be assessed against the early learning goals (See paragraph 5 in the body of this policy). Schools must indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels (‘emerging’). This is the EYFS Profile.

Schools must share the results of the Profile with parents and/or carers, and explain to them when and how they can discuss the Profile with the teacher(s) who completed it. For children attending more than one setting, the Profile must be completed by the school where the child spends most time. If a child moves to a new school during the academic year, the original school must send their assessment of the child’s level of development against early learning goals to the relevant school within 15 days of receiving a request. If a child moves during the summer term, relevant providers must agree which of them will complete the Profile.

The Profile must 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 must be made as appropriate. Providers should 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.

Early years providers must report EYFS profile results to local authorities, upon request. Local authorities are under a duty to return this data to the relevant Government department. Providers must permit the relevant local authority to enter their premises to observe the completion of the EYFS Profile and permit the relevant local authority to examine and take copies of documents and other articles relating to the Profile and assessments. Providers must take part in all reasonable moderation activities specified by their local authority and provide the local authority with such information relating to the EYFS Profile and assessment as they may reasonably request.

Appendix E – Intimate Care

(Excerpt from P38 Health & Safety Policy)

Some pupils in our care may require assistance with using the toilet, toilet training or may arrive in school using pull-ups. Some children may also soil themselves on occasion despite being toilet trained at home and some children may have a medical or developmental reason for developing bladder control later than their peers. Rydes Hill Preparatory School & Nursery ensure that the dignity of all children is respected and that children are given privacy appropriate to the child's age and situation. To do this we take guidance from the intimate care guidelines provided by Surrey County Council's Early Years and Childcare Service.

Intimate Care is defined as "Care tasks of an intimate nature, associated with bodily functions, bodily products and personal hygiene, which demands direct or indirect contact with, or exposure of, sexual parts of the body."

Intimate care tasks in our setting can include:

- Dressing and undressing (underwear)
- Helping a child use a potty or toilet
- Changing a pull-up nappy
- Cleaning/wiping intimate parts of the body

Staff who work in the EYFS setting have undergone all the necessary training and safeguarding checks to provide intimate care. Where possible, EYFS staff will provide intimate care to any child who needs it. This is to limit the number of staff members who are vulnerable to accusation of abuse. If an EYFS member of staff is not available, other staff members may provide intimate care to a pupil.

Procedure for providing Intimate Care

- Before providing intimate care, staff should always make another member of staff aware that they are providing care to this child. It is not practicable in our setting for this care to always be witnessed by another staff member but whenever possible this care should be provided in the presence of another staff member.
- Gather all the necessary items before any intimate care is provided. For example, clean underwear and trousers, wipes, nappy sack, bag to put wet items in etc.
- Wash and dry your hands and put on disposable gloves. A new set of gloves should be used for each occurrence.
- Assist the child (if necessary) with removing soiled items of clothing and bag them separately.
- Using the wipes, clean the child from front to back and place the used wipes in the nappy sack. Tie the nappy sack and place in a pedal operated bin.
- Remove your disposable gloves.
- Assist the child (if necessary) with dressing in clean underwear and dry clothing.

- Help the child to wash their hands with liquid soap and warm water and to dry their hands.
- Wash your hands with liquid soap and warm water and dry your hands with paper towels.
- Take the child back to the room and inform other staff that you have completed the process.
- Return to the changing area using anti-bacterial spray and paper towels to clean any areas as necessary and dry your hands again.
- The bag containing soiled clothing should be placed in the child's rucksack and the parents discreetly informed when they collect their child that intimate care has been provided.

Appendix F – Staff : Pupil Ratio

Nursery & Kindergarten

For children aged three and over in independent schools, where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another suitable level 6 qualification, an ***instructor***, or another suitably qualified overseas trained teacher, is working directly with children:

- For classes where the majority of children will reach the age of five or older within the school year, there must be at least one member of staff for every 30 children

For children aged three and over in independent schools, where there is no person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another suitable level 6 qualification, no instructor, and no suitably qualified overseas trained teacher, working directly with the children:

- There must be at least one member of staff for every eight children
- At least one member of staff must hold a full and relevant level 3 qualification
- At least half of all other staff must hold a full and relevant level 2 qualification

Outings

Children must be kept safe while on outings. Rydes Hill Preparatory School & Nursery conduct a written risk assessment for all offsite educational visits. Dynamic risk assessments are undertaken as necessary should the situation require. Our Risk Assessments include a consideration of adult to child ratios. (Please see P24 Risk Assessment Policy and P12 Educational Visits including EYFS)