



# HAMPTON COURT HOUSE

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## Early Years Foundation Stage Policy Daycare, Pre-Nursery, Nursery and Reception

*Last Updated: 20 March 2021  
Next Review: March 2022*

# Hampton Court House EYFS Policy

## **Aims**

Early learning is the foundation on which all children build the rest of their lives and learning. Our aim is to provide a stimulating and exciting environment in which the children develop their skills and make the best possible progress when they come to school, working closely with parents.

## **Pastoral Care**

All children are supported in their growth and development, both physically and intellectually. These include being loved and nurtured, feeling safe and secure and having the opportunities to learn through play. We adapt to the needs of the children and the families to ensure that they settle in happily. The Early Years team meets every week to discuss the children's wellbeing and development. Each Form Tutor also regularly meets the Head of Pastoral Care to discuss the welfare of the children in their class.

## **EYFS Department:**

### **Staff**

Anne-Francoise Ropert is Head of Early Years. Anne-Francoise is the Manager of the EYFS.

Rebecca Canter is the Daycare Room Leader, supported by Oscar Jara Castillo, Melissa Henderson and Angeline Woods.

Tracey Rogers is the Pre-Nursery class teacher, supported by Rebecca Johnson.

Maritza Amado is the Nursery class teacher, supported by Tanya Bowskill and Sage George.

Sara Folkes is the Reception class teacher, supported by Latifa Mihoubi and Olivia Bradford.

Daycare provides education for children aged 3 to 30 months. Pre-Nursery provides education for children aged 30 months to 3 years. Nursery and Reception provide Early Years education for children aged 3 to 5.

The department consists of a team of highly qualified, dedicated, professional and caring teachers and assistants who plan and work closely together to provide a high-quality curriculum.

### **Ratio**

In Daycare the ratio of staff to children is 1:3, or 2:7 if the majority of children are over 2. In Pre-Nursery the ratio of staff to children is 1:4. In Nursery, the ratio of staff to children

is 1:8. In Reception, the ratio can be 1:13 (our Reception teacher has EYTS), though in practice it is 1:9.

### **Age and class capacity**

Our Daycare has a maximum capacity of 7 children if the majority of children are over 2, and 6 otherwise. It is open to children from 3 months to 3 years old.

The Pre-Nursery class has a maximum capacity of 7 children at the moment. It is open to children from 2 to 3 years old.

The Nursery class has a maximum capacity of 16 children who are taught by a qualified teacher and a classroom assistant. It is for children aged to 3 to 4 years old. The children who are 3 before the 1st September are admitted in Nursery in September of each academic year.

Children who are 4 before the 1st September are admitted in September of each academic year in the Reception class. Children who are already in our Nursery class progress into Reception Class unless the school is notified one term in advance of their wish to leave.

The Reception class has a maximum capacity of 18 children who are taught by a qualified teacher and a native French speaking classroom assistant to enable the transition to Year 1 and the immersive bilingual programme in the Lower Years.

### **School day**

The school day in Daycare is 8.30 am to 5 pm.

The school day from Pre-Nursery upwards is 8.35 am to 3.15 pm. After school care is offered to a small group of children until 6pm for an additional charge.

### **Admission**

The admissions procedure is the responsibility of the Head of Early Years, The Head of Admissions and the Headmaster. All Early Years children have at least one trial morning in the classroom and the Headmaster interviews all the families of those children.

### **Provision**

- One of the great strengths of the EY at HCH is that it is an integrated part of a larger school and can therefore draw on the specialist skills of the HoDs, the SLT and in-house SENCO. We also have strong links with Richmond Borough and other local networks of support including speech and language therapists Sensory Child. We also annually host an Early Years cluster group.
- We provide a rich variety of experiences with specialist teachers e.g. French, Forest School (outdoor learning), Ballet, Art, Music, Sport and Swimming alongside our English, Maths and Science lessons. Both ends of each day are dedicated to personal, social and emotional development where children explore topics related to their feelings, behaviour, safety, etc.

- Through Circle Time, PSED lessons, discussions and modelling adult behaviour, children have an understanding of safety and are able to think through their actions. Forest School enables children to develop a sense of responsibility through risk and challenge.

### **Transitions between year groups**

- Transition between years is smooth. Daycare children joining the Pre-Nursery class during the year spend one or two mornings a week in the Pre-Nursery the term before their start. Nursery children spend half a day in Reception with the Reception team during the Summer Term, and so on.
- Children can join the Pre-Nursery from the age of 30 months, if they are ready.
- The children will move to Pre-Nursery between the age of 30 and 36 months, and at the latest when they turn 3.
- Teachers meet to pass on information about children. The Reception and Year 1 teachers meet to go through the children's profiles.
- The Daycare parents meet the Pre-Nursery form tutor during a transition meeting when their children are ready to move.
- The Nursery class parents meet the Reception form tutor during a transition meeting in the Summer Term.
- The Reception Class parents meet the Year 1 form tutor during a transition meeting in the Summer Term.
- The Year 1 form tutor is also the specialist French teacher for Reception class to enable the Reception children to get to know their new form tutor and to enable them to build confidence in the French language prior to joining the French bilingual immersion curriculum.

### **The Early Years Foundation Stage**

The learning experiences that children from birth until the end of the first year in school are engaged in is called "The Early Years Foundation Stage (EYFS)". We offer a broad and balanced curriculum that is in line with and encompasses all areas of the EYFS. We employ qualified Early Years teachers and assistants who have experience of working in a nursery setting. This ensures high standards in terms of implementing and developing the curriculum in line with the EYFS.

The EYFS is a statutory framework issued by the Department for Education, which sets out the legal requirements for the care of young children in relation to Learning, Development and Welfare. It is a guide for the professionals working with children to support them as they develop new skills. It also defines the expectations for children's attainment once they reach the age of five, which are called "Early learning Goals" (ELG's).

We use the Seven Areas of Learning and Development when observing, assessing and planning your child's individual needs. These seven areas are split into Two Parts:

Part 1 - The Three Prime Areas of Learning and Development

- Communication and language: development involves giving children the opportunity to experience the rich language environment both to develop their confidence and skills in expressing themselves and, to speak and listen in a range of situations.
- Physical development: involves providing opportunities for young children to be active and interactive which improves their co-ordination, control and movement. Children are taught the importance of physical activity and making healthy choices in relation to food.
- Personal, social and emotional development: involves helping children form a positive sense of themselves; to develop positive relationships and respect for others; to develop social skills and learn to manage their feelings; to understand appropriate behaviour in groups, and to have confidence in their own abilities.

## Part 2 - The Four Specific Areas of Learning and Development

- 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: involves providing children with opportunities to 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: involves guiding children to make sense of the physical world and the community through opportunities to explore, observe and find out about people, places, technology and the environment.
- Expressive art 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.

## Academic Foundations

- Reading

Reading specialists develop the children's reading skills using the Ruth Miskin *Read and Write Method*, from learning phonics to becoming confident independent readers. In Nursery and Reception, children have reading sessions three times a week being supported at their own individual pace and needs, as well as revising sounds and learning to decode in their daily English lesson. We would like children to develop a keen interest in reading and therefore ask all parents to read with their child as often as possible. The more they practise, the more quickly they will progress.

- Spelling

From confident phonetic reading, the children progress to independent phonetic writing. They begin in Nursery with simple three-letter words and then incorporate digraphs such as 'th', 'sh' and 'ch' as well as trigraphs including 'igh' and 'ure'. Children will also learn tricky non-phonics words.

- Handwriting

Children are taught handwriting by first tracing over lines, shapes and then letters. They will gradually form letters in cursive mode, first in large size, then smaller

- Mathematics

Numbers are all around us. In the Early Years children discover numeracy, problem-solving, reasoning and shapes. We aim to give the children many opportunities, both indoors and outdoors, to explore, enjoy, practice and talk about their developing mathematical understanding.

- French

Studies show that children who learn another language early have better academic results and longer attention span. In Daycare, children have one to two sessions of French a week. In Pre-Nursery children have 2 to 3 sessions of French a week alongside Forest School. In Nursery and Reception daily French sessions immerse the children in the language, along with weekly French Drama, Forest School and activities. As the children progress through Hampton Court House, they will become fluent French speakers in our unique bilingual environment.

### **The Arts – expression and creativity**

- Ballet with a RAD registered teacher (from Pre-Nursery)

Children in the Early Years take a weekly ballet class with a Royal Academy of Dance registered teacher. They follow the RAD Pre-Primary Dance Syllabus and focus on creativity and confident performance as well as developing their technique. At the end of each term the boys and girls perform in a ballet show or a showcase.

- Art with a specialist teacher (from Nursery)

The children benefit from the expertise of teachers who cover a wide range of subjects. Nursery and Reception children attend art lessons twice a week in a dedicated art studio, where they can develop their creativity and imagination using different techniques, materials and media. The Early Years art programme at Hampton Court House develops children's curiosity and sense of freedom to create confidently. The children are guided through an exploration of materials, colours, textures, shapes and forms as a way of developing their story-telling and investigate skills.

- Music with a specialist teacher (Nursery, Reception)

Young children are very responsive to music. We encourage our children to get involved in performing and enjoying music making from a very tender age. Children in Nursery and Reception have music lessons once a week with a professional music teacher, where they sing, dance, listen to music of different eras and character, get introduced to different instruments and are encouraged to try them out. Children are able to develop their musicality further through individual voice and instrumental tutorials. They perform in recitals regularly throughout the year. All the children perform as a group in the Christmas and Summer concerts.

- French Drama (Nursery, Reception)

Drama opens diverse horizons for the children, giving them opportunities to express themselves with gesture and speech. The children act in short scenes, stories and drama games. Drama in French also helps the children practice their language, gain self-confidence and boost their self-esteem.

## **British Values**

- Democracy

The children are given opportunities to make decisions about choice of activities and resources they play with, for example in Circle Times and in Activities, where they often choose what they want to play with. They regularly vote (especially in Reception where they start to understand the concepts of vote and majority) to choose stories during story time. They are also given the opportunity to discuss and ask questions, during Circle Time and lessons, in an environment where questions and enquiring minds are nurtured. Parent's voice is also essential. We encourage parents' voice through termly parents' evenings, parents' initial questionnaire, comments on Tapestry, questionnaires to new parents, survey, and the 'Little Friends' (our parents' association).

- Rule of law

Children are taught the reasons and values behind rules. We explain, during Circle Time for example but also during the day when it seems necessary, that rules are there to protect us and that everyone has a responsibility and the consequences when rules are broken. Rule of law is also about managing feelings and behaviour. We provide books and stories about characters who help each others, we talk about emotions (for example in English, French Drama, French, Story time, Circle Time, Music) and how to deal with them in a sensible way. We encourage children to resolve their conflict with their words.

- Individual liberty

We reflect on the fact that we are all different and we are free to have different opinions, we encourage discussions (especially during Circle Time) to talk about feelings and recognise that we all have different ideas and opinions. Children are encouraged to make choices knowing that they are in a safe and supportive environment. We provide boundaries for our young children to make choices safely for example in Forest School where they are also allowed to take 'risks' and try new ideas. We encourage the children and celebrate their success by displaying their work in the classrooms, in the corridor, on Tapestry or during festivals and exhibitions.

- Mutual respect and tolerance of different faiths and beliefs

Respect and tolerance are essential values for us, HCH being a UNESCO ASPNet school. Children gain respect through positive and respectful interaction with adults who value their individual personalities. Discussions about different faiths, cultures and beliefs take place during lessons. We provide activities and games to encourage turn taking. Our festival 'Citizen of the World' celebrates all the cultures, nationalities, languages at

HCH. During this festival, children have the opportunity to try foods from other cultures, discover art, music and dance from all around the world or learn a few words in other languages. Parents and carers are invited to participate and support. Parents are also welcome to come to the classroom to read stories about their cultures and faiths.

### **Outside the Classroom**

- Sport (from Nursery)

Children co-ordination and health are essential. The children develop these vital physical skills with two sessions each week, led by specialist sports teachers. For example the children show increasing control over a ball or beanbag by catching and kicking, throwing and pushing.

- Forest School (from Pre-Nursery)

The children enjoy a weekly Forest School session with a qualified Forest School practitioner, in a safe woodland setting, in Bushy Park, Richmond Park or our own grounds. These classes help children develop confidence, team-working skills, problem-solving skills, independence and an increased attention span. The children experience hands-on learning outside, gently enhancing their stamina.

- Facilities

There are nice acres of grounds, sport fields, the Little Garden, a dedicated Early Years space for play and we have direct access to Bushy Park. The children spend a lot of time outdoors, discovering the natural world around them.

### **Our approach in Daycare (3 to 30 months)**

- Communication and language

The children are provided a rich language environment and many opportunities to develop their confidence and skills in expressing themselves.

- Physical development

With an Early Years dedicated Little Garden, our own park and playground and an access to Bushy Park, the children are offered many opportunities to be active and to develop their co-ordination and movement.

- Personal, social and emotional development

The children learn to form positive relationships with others, children and adults, to manage their feelings and the feelings of others and to grow with confidence and respect.

- Literacy

The children are encouraged to look at books and listen to stories, poems and other materials to develop their curiosity, vocabulary and speech.

- Mathematics

The children develop their skills in understanding and using numbers, counting, understanding shapes and spaces.

- Understanding the world

It is important that the children understand the world around them. They are given many opportunities to observe, explore and ask questions. They go to Bushy Park or Hampton Court Garden on a regular basis. They also spend some time in the Little Garden with Pre-Nursery, Nursery and Reception children and start to spend some time in the Pre-Nursery class before their entry in Pre-Nursery.

- Potty Training (*See Potty Training Policy*)

Our policy is to support children's health, wellbeing and development by promoting effective potty training at an appropriate time. We want to make sure that the children's individual needs are identified and met; family's cultural preferences are considered; potty training is a positive experience; family and child supported throughout. Communication between Hampton Court House and family is promoted before, during and after potty training. Potty training can be a very daunting process for families. Hampton Court House will support families by discussing expectations of potty training, and providing information such as ERIC's Guide to Potty Training.

We include a bladder and bowel health in initial discussion with parents when the child joins the Pre-Nursery or reaches the age of 18 months in Daycare and we provide a 'Potty Training Pack' to the parents. An agreement will be reached with parents either when potty training should start, or that further discussion will take place at appropriate age/stage of development.

Suitable facilities are offered: potties in Daycare; potties and little toilets in Pre-Nursery; little toilets in Nursery.

### **Our approach in Pre-Nursery (30 months to 3 years) and Nursery (3 to 4 years old)**

We deliver the curriculum through a variety of topics and activities (indoor and outdoor) selected carefully to stimulate and interest the children such as:

- Imaginative play, dressing up, playing with dolls and small world equipment
- Construction play, including bricks, Lego and construction kits
- Role-play such as being mum or dad, a fire officer, a policeman, a builder, a doctor, etc.
- Social play such as; ring games, board games, parties, team games, circle time
- Skilled play, puzzles, sorting activities, threading and model making
- Cooking and messy play

When planning, we also take into account children's individual interests and abilities.

During circle time and English lessons, children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. Children

follow instructions involving several ideas or actions. They answer how and why questions about their experiences and in response to stories or events. Children express themselves effectively, showing awareness of listeners' needs.

Children have the confidence to try new things and say why they like some activities more than others. They will choose the resources they need for their chosen activities and will say when they do or do not need help. They have the confidence to speak in a familiar group about their ideas. We talk about the consequences of how they and others show feelings and behave. They understand that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride. Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.

Children use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. Children use their phonic knowledge to write words in ways, which match their spoken sounds.

Through games and singing and planned activities children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Children talk about past and present events in their own lives and in the lives of family members. They know that other children do not always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants, explain why some things occur and talk about changes. Children recognise that a range of technologies are used in places such as homes and schools. They select and use technologies for particular purposes.

Children sing songs, make music, dance and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design, technology, art and music.

## **Our approach in Reception (4 to 5 years old)**

In Reception, the children continue to build relationships with the other children and adults around them through play, stories and discussions. They discover more about their own emotions and develop strategies to deal with conflicts and the importance of respect and kindness.

Reading is of great importance, with the children progressing through their phonic knowledge, blending to read simple words, on to simple story books towards becoming independent readers under the guidance of Reading Specialists. They continue to enjoy books being read to them, absorbing the rich vocabulary from a wide range of stories and developing their comprehension skills. The children learn about authors and illustrators, the structure of a book, from the front cover to the blurb on the back. They discuss their expectations of what may come next in the story and how the characters feel as well as coming up with alternate endings.

The children begin to refine their gross motor skills through sport, swimming and gymnastics, as well as building up their finger strength and control for writing in French cursive. The children begin by learning how to write their name in cursive writing, practicing individual letter formation and using their skills for independent writing tasks. They use their phonic knowledge to write labels, captions and simple sentences that match their spoken sounds. They also write some irregular common words and begin to learn to spell high frequency words.

In Mathematic lessons the children learn to count to one hundred in ones, twos, fives and tens. Through practical activities, the children begin to understand concepts such as addition, subtraction and division. They explore 2D and 3D shapes and their properties and use measures such as weight and capacity for real life applications such as cooking.

Children have enquiring minds and this leads to spontaneous activities. They enjoy observing the world around them, such as daily weather watching, noticing the changes in seasons and how this effects animals and plants. The children visit farms and aquariums to understand how different animals and plants live, using this knowledge to grow their own plants and care for newly hatched chicks. They enjoy carrying out simple experiments such as finding ways to speed up ice melting, or what seeds need to grow into strong plants. We remain flexible to plan for children's interests and develop their curiosity through playful exploration and encourage their confidence to problem solve and think critically.

## **Finding out about how the children are progressing**

Parents at Hampton Court House are informed regularly of their child's progress in the areas of Learning and Development (within the EYFS framework) through regular dialogue and access to their child's online development journal. There are two Parent/Teacher evenings, which take place in the Autumn and Spring Terms. At the end of the Summer Term parents receive a written report and summary of attainment within the EYFS. It is important that parents and teachers work together, exchange information and discuss the needs and support to benefit the children. Parents have the opportunity

to chat briefly to the form teacher in the morning and afternoon and can make an appointment to see their child's class teacher at a mutually convenient time if a longer meeting is needed.

Observations form part of on-going formative assessment. Staff observe children as they act and interact in their play, both child initiated and planned activities. They consider ways to support the child to strengthen and deepen their current learning and development. They consider the child's individual needs and development. The needs and interests of each child are taken into consideration when teachers are planning lessons and activities.

In the final school term an EYFS profile is completed for each child. The profile provides parents/cares and staff with a clear picture of each child's development, knowledge, understanding and abilities as well as their progress against expected levels and their readiness for Year 1. The child's level of development is assessed against the Early Learning Goals. The teacher will determine whether the child is meeting the expected levels, exceeding them or is not yet reaching the expected level of development (emerging). The Year 1 form tutor is given a copy of the report and an end of year report during a meeting with the Reception class teacher at the end of the summer term. During the meeting the teachers will discuss the child's skills, strengths, abilities and potential challenges.

### **Learning Support**

The teacher, with the involvement of parents and carers, will identify the child's needs and in collaboration with the Head of Learning Support (Junior Years) will follow procedures as required. The form tutors and the Head of Early Years have regular meetings with the Head of Learning Support where strategies are discussed. The team also have meetings with external therapists (e.g. occupational therapists) when needed.

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

For children whose home language is not English, teachers provide opportunities for children to develop and use their home language in play and learning. They also ensure that children have sufficient opportunities to learn and reach a good standard in English. If teachers feel a child needs additional support then we can refer the child to the school's EAL specialist teacher.

### **Safeguarding and welfare**

Hampton Court House has robust safer recruitment and safeguarding policies in place. The Hampton Court House Safeguarding policy can be found on the school website. The Designated Safeguarding Lead for the Early Years and the wider school is Jose Alvarez-Campos, who has attended all the required training and is part of a Borough-wide steering group to ensure best practice at all times. Jose is supported by two deputies: Kathryn Hager-Conroy and Rachel Bowles. All staff are trained in the latest safeguarding children procedures and have up to date knowledge of safeguarding issues. Full details are in the Safeguarding policy on the school's website. The form tutors meet Jose regularly to discuss the children.

## **Induction**

All new staff joining Hampton Court House receive induction training to help them understand their roles and responsibilities. Training includes information about emergency evacuation procedures, safeguarding, child protection and health and safety procedures.

## **Early Years Review (Early Years Supervision)**

The Head of Early Years organises one review per term with each member of the Early Years team. This review provides support and training for the members of staff as well as the opportunity to discuss any concerns, particularly concerns about a child's development or wellbeing.

## **First Aid**

All Early Years staff hold a paediatric first aid qualification which is regularly updated with subsequent training. Lists of all staff who are first aid trained are clearly displayed in the school for parents and visitors.

## **Training**

Our staff attend regular safeguarding training sessions and other training sessions such as Food and Hygiene, clusters etc.

## **Liaison with parents:**

A strong parent-teacher partnership will provide the foundation children need to make the most of their abilities and strengths as they grow.

From Pre-Nursery upwards, a 'Meet the Form Tutors' meeting is organised for the first week of the Autumn term for parents to receive all the information they need about daily routine and key events.

There is one parents' evening in the Autumn and Spring terms with further opportunity for discussions. Parents are also welcome to speak with the Early Years team at the beginning and end of the day. Parents follow the progress of their children on Tapestry, our online learning journal and are encouraged to leave their own comments. Parents receive a comprehensive end-of-year report, which covers every subject (including specialist subjects).

Newsletters are sent to parents once or twice a term, which provides valuable information about trips, performances and further opportunities for Early Years children.

Parents can join the Early Years parents association 'The Little Friends' and they are invited to attend music concerts, ballet shows and the Christmas and Summer fetes.

## **Policies and Risk assessments**

The Early Years is an integral part of the wider Hampton Court House community and as such all school policies, guidance, risk assessments and procedures are applicable to children in the Early Years.

Additional Early Years policies are available upon request.

- Early Years Foundation Stage Policy
- School Bus Policy for Early Years, Year 1 and Year 2
- Mobile Phone and Photography Policy
- Sun Safety Policy
- Intimate Care Policies
- Early Years Potty Training Policy
- Daycare Food Policy
- Duke of Edinburgh Policy
- Soother Policy
- Sleeping Policies

The school takes all reasonable steps to ensure staff and children are not exposed to risks. Risk assessments are in place to identify aspects of the environment that need to be checked on a regular basis in order to minimise risk. Specific Early Years risk assessments include:

- Daily risk assessments
- Forest School risk assessment
- Swimming risk assessment
- Bushy Park Excursion risk assessment
- Outdoor play and Little Garden risk assessment
- After School Care risk assessment
- Cooking risk assessment
- Little Garden risk assessment

Risk assessments are written before any offsite trips and some onsite activities such as the visit of a French theatre company.