



PROSPECT HOUSE
SCHOOL

EYFS POLICY

SEPTEMBER 2026

EYFS POLICY

We are committed to providing a high quality Early Years education that gives children a secure and confident start to their school life and nurtures a lifelong love of learning. We are fully committed to the purpose and aims of the Statutory Framework for the Early Years Foundation Stage.

"All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential."

Statutory Framework for the Early Years Foundation Stage, September 2026

This Policy should be read in conjunction with other policies of the school including

- Safeguarding
- Curriculum
- Accessibility
- Behaviour
- Toileting
- Digital Usage
- Attendance
- EYFS Qualifications Document
- Duty Rotas and Supervision
- Handwriting

Please also read

- Statutory Framework for the Early Years Foundation Stage (September 2026)
- Development Matters 2023
- Montessori Theory
- Keeping Children Safe in Education 2026

Introduction

The Early Years Foundation Stage (EYFS) within the school provides for children aged between 3 to 5 years. Children are admitted following their third birthday (Nursery) or their fourth birthday (Reception).

The school is a non-registered setting.

For all EYFS children aged from three until 31 August following their fifth birthday, both the Statutory Framework for the Early Years Foundation Stage (September 2026) and the Independent School Standards (2014) apply, including the statutory guidance in Keeping Children Safe in Education 2026.

The EYFS curriculum within the school has been designed to incorporate the learning requirements of the Statutory Framework for the Early Years Foundation Stage alongside elements of the Montessori philosophy and the Curiosity Approach.

Aims of the EYFS

The school seeks to

- provide a happy, caring, secure and stimulating learning environment to support and extend children's development and learning to enable them to fulfil their potential
- provide a broad, balanced, relevant and creative curriculum that offers opportunities for children to learn through planned, purposeful play
- have good relationships with parents and carers, where they feel valued and are able to actively contribute to and participate in school life
- encourage confidence, independence and a desire to learn
- focus on the development of every child as an individual, valuing and building on their previous experiences and responding to their individual needs to ensure that every child is included and supported
- promote and celebrate achievement across all areas of the EYFS curriculum
- equality of opportunity for all children, staff and parents

The overarching principles of the EYFS are that

- every child is unique
- positive relationships are crucial
- children require enabling environments
- children develop and learn in different ways and at different rates

The aim of the Montessori philosophy within the school is to view each child as unique and that within each child lies a hidden potential. For this potential to be unlocked, the school needs

- to give children the opportunities to develop trust and autonomy.
- to nurture confidence, self-esteem and courage, enabling the child to embrace new challenges, take risks and act with initiative.

Young children joining the school in the EYFS will have had a wide range of different experiences. As a result, they will have a variety of skills and interests and will need a well-planned and resourced curriculum to make optimum progress.

The Early Years Foundation Stage Curriculum

At Prospect House School, we incorporate the Curiosity Approach as a pedagogical framework alongside our Montessori philosophy. The Curiosity Approach champions a child-led, play-based learning environment that uses authentic, natural, and open-ended resources to inspire wonder, curiosity, and deep engagement.

Authentic Resources and Everyday Living

We provide children with real-life, authentic resources that connect them to the world around them. Rather than relying solely on plastic toys, we also offer natural materials such as wood, metal, fabric and ceramics. These resources support activities of everyday living, and children engage in real tasks such as

- Pouring water from jugs into glasses
- Preparing snacks using real utensils and crockery
- Caring for plants and the environment
- Washing and cleaning using real tools
- Folding cloths and sorting natural materials



- Sweeping, dusting and tidying their environment
- Polishing objects and caring for classroom materials

These practical life skills develop fine motor control, concentration, independence, and self-confidence whilst giving children a sense of purpose and belonging. Through these meaningful activities, children learn to care for themselves, others, and their environment.

Awe and Wonder

We create environments that provoke curiosity and invite exploration. Our learning spaces feature carefully curated provocations using natural and interesting objects that encourage children to question, investigate and discover. We value the process of learning over the end product, allowing children time and space to explore at their own pace.

Loose Parts Play

Open-ended materials with no fixed purpose allow children to use their imagination and creativity. Loose parts such as pebbles, shells, wooden blocks, fabric pieces, and natural materials can be combined, moved and transformed in endless ways, supporting problem-solving, mathematical thinking, and creative expression.

Calm, Uncluttered Spaces

We believe that less is more. Our learning environment is thoughtfully organised with neutral tones, natural light, and carefully selected resources displayed accessibly. This creates a calm atmosphere that allows children to focus, make choices, and engage deeply with their learning.

Connection to Nature

We recognise the importance of connecting children with the natural world. Daily outdoor experiences, natural materials indoors, and opportunities to care for living things help children develop respect for their environment and an understanding of the world around them. All Early Years children have daily access to a dedicated outdoor learning environment, as well as weekly access to the onsite Forest School.

The Curiosity Approach complements our Montessori provision by emphasising independence, respect for the child, and the carefully prepared environment. Both approaches share a commitment to following the child's interests, supporting practical life skills and fostering a lifelong love of learning through hands-on, meaningful experiences

The curriculum for the EYFS underpins all future learning by supporting, fostering and developing children's individual needs alongside promoting a lifelong love of learning.

There are seven areas of learning and development in the EYFS Development Matters Guidance.

The prime areas are

- Communication and language
- Physical development
- Personal, social and emotional development.

The four specific areas of learning which strengthen the prime areas are

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

None of these areas of learning and development can be delivered in isolation. They are equally important and interdependent in the support of a rounded approach to child development. All areas are delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities. The focus in the EYFS is on a child-centred approach with the understanding that all children progress at different rates.

They are set out in the Development Matters Guidance as follows:

Communication and language

This is at the heart of learning. A language rich environment where children are constantly involved in natural conversations to develop their speaking, listening and understanding is paramount. Children are exposed to quality literature and exciting story telling methods through drama and role play. Careful questioning gives children the opportunity to express themselves, sequence their ideas, and explain their thoughts. Children's learning and competence in communicating, speaking and listening and beginning to read and write will be supported and extended. They will be provided with opportunity and encouragement to use their skills in a range of situations and for a range of purposes and will be supported to develop the confidence and disposition to do so.

Physical Development

Physical development will be encouraged through the provision of opportunities for children to be active and interactive and to improve their skills of coordination, control, manipulation and movement. They will be supported in using all their senses to learn about the world around them and to make connections between new information and what they already know. They will be supported in developing an understanding of the importance of physical activity and making healthy choices in relation to food. Dental hygiene is a focus now in the new curriculum and this is supported through fun activities, stories and visits from a dentist.

We use a programme called Motor Movers to enhance children's movement control and help to release any retained reflexes.

Personal, Social and Emotional Development

Children will be provided with experiences and support, which will help them to develop a positive sense of themselves and of others, respect others, form positive relationships, build their social skills, understand appropriate behaviour, learn to manage their feelings and develop a positive disposition to learn. Providers will ensure support for children's emotional well-being to help them to know themselves and what they can do.

Literacy

Developing a lifelong love of reading is crucial to development. This begins through songs, rhymes, poems, drama and listening to stories, and later progresses to

blending sounds together to decode words. Comprehension is built through questioning and exploration of a text. Children are encouraged to make marks using different materials and tools. Even though a mark may not seem recognisable, to the child it could carry meaning and is celebrated. As children progress, they are exposed to letters and sounds and correct letter formation and implement what they learn through fun and purposeful challenges. Children will be supported to link sounds to letters and begin to read and write. They will be given access to a wide range of phonic and sight reading material, including poetry, fiction and non-fiction materials to ignite their interest.

At Prospect House, we use the Letterjoin handwriting scheme.

Mathematics

It is essential to develop a strong understanding of numbers so children can excel mathematically. Understanding the relationship between numbers occurs through counting, games, songs and fingerplays, and opportunities in play to do things like adding one more or one less. By providing frequent and varied opportunities to build and apply this understanding, children develop a secure base of mathematical knowledge and vocabulary. Rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. Children will be supported in developing their understanding and improving their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and to describe shapes in a broad range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding.

Understanding the World

Children will be supported in developing the knowledge, skills and understanding that help them to make sense of their physical world and community. Their learning will be supported through offering opportunities for them to observe, explore and celebrate a range of religious festivals, encounter creatures, people, plants and objects in their natural environments and in real-life situations; undertake practical 'experiments', and work with a range of materials. Children will use and develop an understanding of a variety of technological toys and equipment and their use in the modern world.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. Children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. Children cut, join, build, stick, mould, and experiment with both 2D and 3D creations. Music and dance is encouraged thus building self expression and confidence. Dramatic play allows children to 'try on' every day roles in the community or create an imaginative scene with their friends. These opportunities develop social skills, language and social understanding.

Planning, Recording and Assessing

Planning

The revised Development Matters non-statutory guidance is used to guide planning. Thorough planning is the key to making children's learning effective, exciting, varied and progressive. It enables staff to build up knowledge about how individual children learn and make progress. It also provides opportunities for us to think and talk about how to sustain a successful learning environment. This process works best when parallel class teachers in the EYFS plan together.

Plans are flexible enough to adapt to all children's interests and experiences, regardless of ability level and inclusive of those with additional needs. There are different topics used every half term as a basis for planning and guides weekly planning. Montessori activities are all presented to the children regularly and are accessible within provision. The weekly timetable also includes a dedicated forest school session as well as specialist teaching including music, French, sports and PE.

The EYFS learning and development comprises The Development Matters and Early Learning Goals- the knowledge, skills and understanding which young children should have acquired by the end of the academic year in which they reach the age of five.

The three main characteristics of effective teaching and planning are

- Playing and exploring
- Active learning
- Creating and thinking critically

Organised visits are planned, and authorised visitors are invited into the classroom to enrich different topics across the year.

Recording Information

The children are observed in both adult-led and child-initiated tasks in the environment and these are recorded on the online platform Tapestry. Individual observations are also carried out so that each child's progress is documented and the next steps to take the individual child's learning forward can be made. Observations are shared with parents every half term, and parents are also encouraged to add their own observations to the platform. Formative class notes are taken by teachers during adult-led tasks. Writing samples are taken every term and kept in the 'golden writing' book. Children have a "busy book" or "topic book". Displays are interactive and reflect the process of children's learning as well as the end product.

Assessment (also see Assessment Policy)

On-going assessment is an integral part of the learning and development process. Teachers must ensure that they observe children and respond appropriately to help them make progress. Assessments are based on practitioners' observations of what children are doing in their day-to-day activities. Judgments are made on observational evidence gathered from a wide range of learning and teaching contexts. All adults who interact and actively work with the child make contributions

to this assessment and information provided by parents will also form a vital part of this process.

The information gathered is used for discussion during regular staff meetings, short reports, parent/teacher meetings and for future planning and target setting. Children in Reception complete QUEST baseline assessments for CLL, Maths, Phonics and wellbeing in the autumn and summer terms. If appropriate we also complete these assessments in the Spring term.

Nursery also complete QUEST assessments in the Autumn and Summer term,

An in-house baseline assessment is also currently done on entry into Nursery and Reception for all areas of learning. This is done by autumn half term. A 'key skills' spreadsheet is kept to record this information throughout the year and reflects self care, specific sound and number recognition and counting skills, among other skills. An 'overview' table is also kept to show children's progress in each developmental area. This is entered into at pivotal points in the year for both Reception and Nursery. Children are said to be working 'below expectation', 'at expectation' or 'above expectation' at various stages throughout the year, rather than tracking through 'age bands', or creating something similar.

For Reception, this leads into the EYFS Profile being completed at the end of Reception, which is submitted to the Borough. Each child's level of development is recorded against the 17 early learning goals, and children are said to be emerging into the goal or working at the expected level.

They are as follows:

Communication and Language

ELG: Listening, Attention and Understanding

ELG: Speaking

Personal, Social and Emotional Development

ELG: Self-Regulation

ELG: Managing Self

ELG: Building Relationships

Physical Development

ELG: Gross Motor Skills

ELG: Fine Motor Skills

Literacy

ELG: Comprehension

ELG: Word Reading

ELG: Writing

Mathematics

ELG: Number

ELG: Numerical Patterns

Understanding the World

ELG: Past and Present



ELG: People, Culture and Communities
ELG: The Natural World

Expressive Arts and Design
ELG: Creating with Materials
ELG: Being Imaginative and Expressive

SEND including Able, Gifted & Talented (Also see SEND Policy, Gifted, Able and Talented Policy, Accessibility Policy)

It is recognised that there are children of differing ability in all classes, and so suitable learning opportunities are provided for all children by matching the challenge of the task to the ability of the child. This is achieved through a range of strategies which can include:

- Setting common tasks in provision that are open-ended and can have a variety of responses
- Setting individual challenges to stretch the more able
- Grouping children by ability and setting for phonics teaching
- Providing a range of challenges with different resources
- Using additional adults to support the work of individual children or small groups
- Observational visits from the SENDCo and other specialists including speech and language therapists and OT practitioners. IEPs or individual therapy may then be recommended to support the child

Children with Education, Health and Care Plans or specific learning difficulties will have their needs assessed and, if appropriate, an IEP will be implemented. The school works closely with outside agencies, where appropriate, to support children who require speech and language therapy, occupational therapy or intervention from other professionals.

The school's SEND coordinator regularly visits the Lower School to observe children in the EYFS and support teachers with their provision for individuals.

Communication with parents

Communication with parents is extremely important to each child's development. Parents are encouraged to use the message book system for routine correspondence. These are checked and signed each morning by the class teacher. Parents also receive additional information through parental handbooks, the school website, circulars, weekly newsletter, twitter, parents evenings and open events. Parents may also make an appointment with staff and senior staff at any mutually convenient time. Staff may also request additional meetings with parents if necessary. Observations are shared with parents every half term, and they are also invited to share their own observations of their children on Tapestry with staff.

Induction

We have compiled a comprehensive induction programme for those starting in the Nursery and Reception. Our induction procedures enable children and parents to have a successful and enjoyable start to school life. We ensure that parents are



provided with detailed information in good time, enabling them to feel confident about the transition process. Induction includes the following:

We offer each family the opportunity of a home visit by their new class teacher , Head of Lower School and/or The Headmistress. These visits enable us to meet families in a familiar and relaxed setting and it provide the opportunity to discuss any individual concerns or queries. Additionally, it will allow the teacher a wonderful opportunity to learn more about each child.

The school holds several welcome events for new pupils and their parents at the Lower School in the lead up to starting in the Early Years . These include:

- taster and settling days
- moving up day and induction mornings
- meet the Headteacher events
- Teddy Bears Picnic in spring (open to all families and the community)
- Curriculum talk and 'stay and play' sessions

The Headmistress, Head of Lower School and other senior staff members as well as relevant staff are present.

We speak with all parents on an individual basis and ensure that each child is comfortable as they start school, and use different approaches when necessary.

EYFS SAFEGUARDING AND WELFARE REQUIREMENTS

This section sets out the specific safeguarding and welfare requirements for children in the Early Years Foundation Stage (EYFS) at Prospect House School, in accordance with:

- Keeping Children Safe in Education (KCSIE) 2026
- Statutory Framework for the Early Years Foundation Stage (September 2026)
- Independent School Standards (2014)

This section should be read in conjunction with the school's Child Protection and Safeguarding Policy (September 2026), which contains full details of our safeguarding procedures, definitions of abuse, and guidance on responding to concerns.

Our Commitment to Safeguarding in the EYFS

The Statutory Framework states: "Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. The safeguarding and welfare requirements are designed to help providers create high quality settings which are welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence. Providers must take all necessary steps to keep children safe and well."



At Prospect House School, we are committed to providing a safe, secure, and nurturing environment for all EYFS children, ensuring that safeguarding underpins all aspects of our provision.

Key Safeguarding Personnel

All EYFS staff must know who the Designated Safeguarding Lead (DSL) and Deputy DSLs are and how to contact them.

Designated Safeguarding Lead (DSL): Mrs Sarah Belshaw

- Role: Head of Lower School
- Contact: 02087800456 / info@prospecths.org.uk

Deputy Designated Safeguarding Lead (DDSL): Mrs Kelly Gray

- Role: Headteacher
- Contact: 0208 780 0456 / info@prospecths.org.uk

Safeguarding Governor: Mrs Rachael Friend

- Contact: 07552 268782 / rachael.friend@dukeseducation.com

Contact details are displayed throughout the Lower school

For full details of reporting procedures, external agency contacts, and flowcharts, see the main Safeguarding Policy.

Staff Training and Induction

Safeguarding Training

All EYFS practitioners are trained in line with the criteria for effective training set out in the EYFS Statutory Framework (September 2026). All staff receive appropriate safeguarding and child protection training (including online safety) at induction and have regular updates.

All EYFS staff must:

- Complete safeguarding induction training before starting work with children
- Read and understand Part One of KCSIE 2026 in full
- Receive regular safeguarding updates, at least annually
- Understand how to recognise and respond to all forms of abuse and harm

For full details of training requirements and the forms of abuse staff must recognise, see the main Safeguarding Policy, sections 34-36.

Professional Supervision

The school operates a supervision system to support staff wellbeing and professional development. Supervision meetings happen regularly between the Head of Lower School and each staff member, including teaching assistants.

Safer Recruitment and Staffing

EYFS-Specific Recruitment Requirements

The school follows safer recruitment procedures as set out in KCSIE 2026 and Part 3 of the EYFS Statutory Framework (September 2026).

Critical EYFS requirement:

In the Early Years Foundation Stage (Nursery and Reception classes), no individuals will begin working or volunteering until the enhanced criminal records and barred list check is received. This is in line with 3.17 of the EYFS statutory document.

This applies even where all other checks have been completed and a risk assessment has been undertaken.

Volunteers and Regulated Activity (Updated September 2026)

Important change from 1st September 2026:

From 1st September 2026, a volunteer who teaches, trains, instructs or supervises children frequently, on more than three days in any 30-day period, or overnight, will be regarded as engaging in *regulated activity*, even where they are supervised. The previous "supervision exemption" has been removed under The Crime and Policing Act 2026.

In these circumstances, an enhanced DBS check with Children's Barred-List information will be obtained before the volunteer begins the role.

Staffing Ratios

The staff ratios follow the guidance in the EYFS Statutory Framework (September 2026) as a minimum. No one under the age of 17 is included in ratios.

Details of staff qualifications, including paediatric first aid and food handling certificates, are maintained in the EYFS qualifications staff list.



Paediatric First Aid

All early years staff complete a Paediatric First Aid course. PFA training must be renewed every three years. Procedures are in place to ensure parents are informed of accidents involving their child.

For full details of safer recruitment procedures, see the main Safeguarding Policy, sections 28-32.

Recognising and Responding to Concerns

Vulnerable Groups in EYFS

EYFS staff must be particularly alert to the needs of vulnerable children, including:

- Children with special educational needs and disabilities (SEND)
- Young carers
- Children with specific medical conditions
- Children with a social worker
- Children in care or previously in care
- Children with English as an additional language (EAL)
- Children experiencing family difficulties
- Children placed in temporary accommodation

What to Do When There Are Concerns

It is more common with primary aged children for concerns to arise about a child through staff observations and casual conversation rather than a child making a direct disclosure. There may also be a change in a pupil's art or written work which may show signs of confusion or distress.

Staff should be aware that younger pupils may also talk about, or demonstrate behaviour, through their play which may give rise to safeguarding concerns.

If a member of EYFS staff has any concern about a child, they must:

1. Report immediately to the DSL (or Deputy DSL in their absence)
2. Record the concern on CPOMS as soon as possible and no later than the same working day
3. Not investigate further – this is the role of the DSL and external agencies

If a Child Discloses Information

The member of staff should:

- Listen carefully and keep an open mind
- Not promise confidentiality
- Not cross question the pupil or ask leading questions

- Not attempt any examination or remove a pupil's clothes to look at an injury
- Not attempt to investigate matters further

For full guidance on responding to disclosures and recognising signs of abuse, see the main Safeguarding Policy, sections 14-21 and Appendix 1.

Online Safety in the EYFS

Age-Appropriate Online Safety

In Nursery and Reception, we recognise that young children require careful supervision and age-appropriate boundaries when using digital technology. We ensure that any use of devices or online platforms in the EYFS is carefully monitored by staff and integrated purposefully into learning activities.

All staff take screen time into account and ensure technology is used minimally, including during inputs and specialist lessons. Our approach prioritises children's safety and wellbeing, ensuring that filtering and monitoring systems are in place and that staff are alert to potential safeguarding risks, including exposure to inappropriate content.

Mobile Phone Policy

The EYFS operates as a mobile phone-free environment for pupils. Children do not bring mobile phones to school and do not have access to mobile phones during lessons, breaktimes, or lunchtimes.

Staff mobile phone use is governed by the Staff Code of Conduct and Digital Usage Policy. Personal mobile phones must not be used in the presence of children or in EYFS areas.

Photography and Images

Staff must not take video footage or photographs of pupils except for school purposes using school devices. If a personal device is used, photographs or videos of pupils must not be stored or retained on personal cameras, mobile phones, or other devices. Any images must be uploaded to the school server as soon as possible and permanently deleted from the personal device.

Cameras, mobile phones, or other photographic devices are not allowed in any areas where pupils may be washing or changing.



Filtering and Monitoring

The school has appropriate filtering and monitoring systems in place. These systems are reviewed at least once every academic year by a member of the senior leadership team, supported by the DSL and IT support.

For full details of online safety procedures, filtering and monitoring, and acceptable use of technology, see the main Safeguarding Policy, sections 37-41, and the Digital Usage Policy.

Use of Facilities and Social Transition

Use of Facilities Based on Biological Sex

Toilet Facilities

The school provides separate toilet facilities in the Upper School for boys and girls aged 8 and over, in accordance with KCSIE 2026. Children aged 7 and under may use mixed-sex toilet facilities. There are 2 mixed toilet facilities in the Lower School. A single-occupancy, lockable disabled toilet is available near the office for use by children and staff. This facility may be used by children visiting from other parts of the school, or by any child who, following discussion with parents and the DSL, requires an alternative toilet facility. Where this arrangement is made for a specific child, it will be clearly recorded, communicated to relevant staff on a need-to-know basis, reviewed regularly, and discussed and agreed with parents except in exceptionally rare circumstances where this would pose a greater risk to the child. Under no circumstances will children be permitted to use toilets designated for the opposite biological sex.

These requirements apply even when the school is supporting a child's social transition.

Social Transition in EYFS

The school will not initiate any action regarding social transition. The school will only respond if a child or their parent specifically requests support with social transition.

Given the young age of children in the EYFS, the school will exercise particular caution regarding social transition. Support for full social transition will be agreed very rarely in the EYFS setting.

The school will not adopt any changes relating to social transition without parental involvement, except in exceptionally rare cases where doing so would pose a greater risk to the child's safety or wellbeing. Any such exceptional cases will be discussed with the DSL and senior leadership team.



Recording Biological Sex

The school is legally required to record a child's biological sex accurately wherever it is recorded, including in admission records, medical records, safeguarding records, and assessment systems.

For full details on use of facilities and social transition, see the main Safeguarding Policy, section (xlix)-(lii).

Child-on-Child Abuse in EYFS

Children are also vulnerable to abuse by their peers. All staff working or volunteers working in our organisation have been advised to maintain an attitude of "it could happen here". We take into account the young age of children in the EYFS and respond to situations sensitively and with understanding of young children's development.

Staff should be aware that younger pupils may also talk about, or demonstrate behaviour, through their play which may give rise to safeguarding concerns.

Child-on-child abuse in EYFS may include:

- Physical abuse (hitting, kicking, biting)
- Bullying behaviours
- Age-inappropriate sexual behaviour
- Harmful behaviour demonstrated through play

All concerns about child-on-child abuse must be reported to the DSL immediately.

For full guidance on child-on-child abuse, harmful sexual behaviours, and responding to concerns, see the main Safeguarding Policy, sections (xxiv)-(xxxvii).

Health, Safety and Welfare

Food Safety and Nutrition

Where children are provided with meals and snacks, the school has regard for the Early Years Foundation Stage nutrition guidance.

Before admitting a child into the setting, the school obtains information on special dietary needs, preferences, allergies and intolerances, and health special requirements. This information is shared with all staff involved in food preparation and handling. At every snack/mealtime, staff are clear on who is responsible for checking the food provided meets every child's requirements.

The school regularly consults with parents/carers to:

- Create allergy action plans for managing known allergies/intolerances with health professionals



- Keep this information up to date and share it with all staff
- Discuss the child's progress with solid foods

Food is prepared in a way that:

- Prevents choking; in the event of a choking incident, details are recorded and parents/carers are made aware
- Meets each child's individual developmental needs

All Early Years staff hold their Food Handling Certificate.

For full details, see the school's Allergy Policy.

Dental Hygiene

Dental hygiene is promoted through:

- Fun activities and stories
- Visits from dental health professionals
- Information for parents about good dental care
- Modelling good practice

Risk Assessment

All outings and activities are subject to written risk assessment. Risk assessments include:

- Consideration of adult-to-child ratios
- Steps to remove, minimise, and manage identified risks and hazards
- Emergency procedures
- Specific needs of individual children
- Environmental factors
- Transport arrangements

Risk assessments are reviewed and updated regularly, and always before an activity takes place.

For full details of risk assessment procedures, see the main Safeguarding Policy, section (iv) and the Trips and Visits Policy.

Attendance and Children Missing Education

The school must follow up on absences promptly. If a child is absent for a prolonged time or without notice from the parent/carer, the school will attempt to contact the child's parents/carers and emergency contacts.

Wherever reasonably possible, the school holds more than two emergency contact numbers for each child.

Unexplained absences in EYFS must be followed up on the first day of absence.

For full details of attendance procedures and children missing education, see the main Safeguarding Policy, section (xi), and the Attendance Policy.

Working with Parents and Carers

Partnership with Parents

Communication with parents is extremely important to each child's development. The school works in partnership with parents to safeguard children and promote their welfare.

The DSL will normally request a meeting with the parents of the pupil about whom there are concerns to discuss the matter. He/she will explain the reasons for the school's concerns and the course of action the school intends to take.

Referrals to Children's Services or the LADO do not require prior parental/carers consent. The DSL must act in the best interests of the pupil, even if this results in making a referral against the parents' wishes.

Sharing Information

The Data Protection Act 2018 (DPA), UK GDPR and Data (Use and Access) Act 2025 do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

For full details of information sharing procedures, see the main Safeguarding Policy, section 23.

Allegations Against Staff

If any allegation of abuse or suspected abuse is made against a member of staff or volunteer, Prospect House School will follow the guidance in Part 4 of KCSIE and the procedures of Wandsworth Safeguarding Children's Partnership (WSCP).

Under no circumstances will Prospect House School conduct an investigation without first informing the LADO and seeking advice about the course of action to be taken.

EYFS staff must report any concerns about adults to:

- The Headteacher (if the concern is about another member of staff)
- The Safeguarding Governor (if the concern is about the Headteacher)

For full details of procedures for allegations against staff, low-level concerns, and whistleblowing, see the main Safeguarding Policy, sections 43-50.

Specific EYFS Safeguarding Considerations

Children with SEND

Staff are made aware that children with special educational needs and/or disabilities as well as other vulnerable groups may be especially at risk of abuse. Such children are also more prone to peer group isolation or bullying.

Any reports of abuse involving children with SEND will require close liaison with the designated safeguarding lead (or deputy) and the SENDCo.

Disqualification Under the Childcare Act 2006

All staff involved in the provision of childcare must ensure that they are not under the influence of alcohol or drugs when on duty.

The Head of the Lower School/DSL will ensure appropriate action is taken and inform the Headmistress immediately if there is a suspicion or staff have reported to them that they know someone to be under the influence of either substance.

Cameras and Technology in EYFS

The school has policies and procedures in place relating to the use of cameras and technology within the EYFS.

For full details, see the Digital Usage Policy.

Key Contacts and Further Information

For full contact details of:

- Local Authority Designated Officer (LADO)
- Children's Social Care / MASH
- Wandsworth Safeguarding Children's Partnership
- Police and emergency services
- External support agencies

See the main Safeguarding Policy, section 4.

For detailed guidance on:

- Definitions of abuse and recognising signs
- Specific safeguarding issues (CSE, CCE, FGM, radicalisation, etc.)
- Harmful sexual behaviours and child-on-child abuse
- Mental health concerns
- Domestic abuse and Operation Encompass
- Private fostering



- All other safeguarding matters

See the main Safeguarding Policy, Appendix 1 and 2.

Policy Review

This EYFS safeguarding section will be reviewed annually alongside the main Safeguarding Policy, or sooner if there are changes to statutory guidance or a serious safeguarding incident occurs.

