

EYFS Policy

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EYFS Policy

This policy applies to pupils in the Early Years Foundation Stage (EYFS) and therefore all pupils in the Pre-School and Reception classes at Moulsford Prep School.

STATEMENT OF INTENT

Children in the Early Years Foundation Stage (EYFS) are at the beginning of their learning journey. This is a period in which high-quality care and high-quality learning are inseparable, and for many children it is their first experience of learning within a group setting. At Moulsford, we aim to ensure that children “learn and develop well and are kept healthy and safe” and that we promote “teaching and learning to ensure children’s school readiness and give them the broad range of knowledge and skills that provide the right foundation for good progress through school and future life” (Statutory Framework for the EYFS, 2021).

We recognise that childhood is a time of exploration and play. Through play, children discover the excitement of learning, experience the rewards of achievement and begin to acquire essential life skills. Our bright, well-planned and stimulating environment supports the development of the attitudes, skills and understanding that help children become confident, active members of a diverse and ever-changing society. Through this process, children work towards, achieve and, in some cases, exceed the Early Learning Goals.

This policy outlines the provision for pupils aged three to seven years in the Pre-School and Pre-Prep at Moulsford Prep School. Children aged three to five follow the EYFS Framework, and we recognise that experiences between birth and five have a significant impact on future life chances.

Our teaching is underpinned by a commitment to providing all children with relevant, appropriately challenging and engaging learning experiences that inspire curiosity, enjoyment and a lifelong love of learning. Every pupil should have the opportunity to experience success and to achieve the highest standards possible.

Pre-Prep staff will ensure:

- A flexible approach at the start of each child’s education. Pre-School and Reception children follow the EYFS Framework at the appropriate Development Matters age band or developmental range.
- Progressive teaching and learning, extending knowledge, skills and understanding through a balance of play, exploration, active learning and critical thinking.
- Specialist teaching in Music, Swimming, Games, PE, ICT and Forest School for Reception, and in Music, Playball and Forest School for Pre-School.
- Celebration of success, with opportunities for children to share their learning, participate in whole-school initiatives and present work beyond their key stage.
- Early identification and support for pupils whose attainment falls below expected standards. Staff will liaise with parents, support staff and external professionals as appropriate. Following observation and assessment, tailored support and early intervention strategies will be implemented, including one-to-one support where needed. Learning targets will be set and reviewed regularly, with strong communication maintained with parents.

- Appropriate challenge for pupils whose attainment significantly exceeds expectations. Teachers will extend learning through additional tasks, enrichment activities and creative challenges, ensuring that no ceiling is placed on learning.
- A stimulating and secure learning environment in which all contributions are valued and children feel confident to approach staff and peers. Weekly Forest School sessions across Pre-School and Pre-Prep support communication, teamwork, independence and resilience.
- Varied lesson organisation, including whole-class, group, paired, individual and one-to-one work, ensuring that learning needs are met effectively. Phonics teaching is delivered across the department and tailored to individual needs.
- Rich indoor and outdoor learning opportunities, making full use of the school grounds. EYFS classrooms offer free-flow access to outdoor areas, enabling all seven areas of learning to be explored in a varied and meaningful environment.
- Well-planned, responsive teaching, building on children's experiences and interests, with content adapted to meet differing needs and abilities. Planning, monitoring and assessment ensure that all children have the opportunity to learn effectively and achieve success.
- A curriculum aligned with the seven areas of learning and development set out in the Revised EYFS Framework. The three Prime Areas are central to igniting curiosity, enthusiasm for learning and the capacity to form relationships and thrive.

The Department has a designated EYFS Governor who meets regularly with the Head of Pre-Prep to support and monitor EYFS provision.

CURRICULUM

The Early Years Foundation Stage (EYFS) curriculum at Moulsoford Prep School is delivered through a play-based, child-centred approach that balances structured adult-led teaching with child-initiated learning. It promotes active, hands-on experiences and meaningful exploration to support children's development across all areas of learning.

The curriculum is organised around the seven areas of learning and development set out in the EYFS framework, comprising three prime areas and four specific areas:

Prime Areas

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Learning experiences are carefully planned to ensure progression, continuity and breadth across all areas, enabling children to work towards, achieve and, where appropriate, exceed the Early Learning Goals.

Teaching includes a balance of adult-directed, adult-initiated and child-initiated activities. Continuous provision enables children to explore recent learning, practise new skills, follow their interests, develop independence and build resilience. Staff enhance the environment and activities to reinforce learning objectives and make clear links between independent play and focused teaching, supporting a smooth transition into Key Stage 1.

Free-flow learning between indoor and outdoor environments is provided whenever possible, including use of the Outside Learning Area and Forest School. Environments are well-resourced and organised to promote active, practical and exploratory learning.

Cross-curricular links are made where appropriate, and learning may be enriched through team teaching, educational visits, themed days and whole-school initiatives, such as Activities Week.

In Pre-School, emphasis is placed on storytelling, early language development, mark making and early number skills, alongside play-based exploration. In Reception, there is an increasing focus on the foundational skills for reading, writing and mathematics, while maintaining a broad and balanced curriculum across all areas of learning. Children also develop an understanding of the wider world through global studies, exploring different countries, cultures, people and places.

Teaching is responsive to each child's stage of development and individual needs. Expectations and activities are appropriately differentiated to ensure learning is enjoyable, inclusive and suitably challenging. Children are supported to develop confidence, independence, perseverance and problem-solving skills, as well as positive social behaviours and the ability to manage their own personal needs.

The curriculum is underpinned by the four EYFS principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

Children's learning and progress in Pre-School and Reception are recorded and shared with parents using Tapestry.

At the heart of the curriculum is a commitment to ensuring that every child feels safe, valued and emotionally secure, enabling them to become happy, engaged and confident learners.

EDUCATIONAL VISITS, VISITORS AND ENRICHMENT

Educational visits, visiting specialists and enrichment experiences form an important part of the curriculum and enhance children's learning beyond the classroom.

Throughout the year, pupils in Pre-School and Reception benefit from visits from educational providers, authors, illustrators, senior staff and pupils from other parts of the school. Children may take part in events such as the Henley Literary Festival, visits from the HEB Bus, theatre performances and seasonal productions, either on site or at local venues.

At least three educational visits per year are planned for each year group, to places of interest that support curriculum learning, for example wildlife parks, environmental and study centres. Additional visits, themed days and workshops may be organised to enrich areas such as Book Week, poetry, thinking skills and Activities Week. All children from Pre-School to Year 2 participate in regular Forest School sessions, delivered on site for Pre-School and off site for Reception to Year 2.

Specialist physical education opportunities are also provided. Reception children swim weekly during the Summer Term in the outdoor pool. Pre-School may visit during activities week, with sufficient adult to child ratios placed as high importance.

All off-site visits are planned in accordance with the School's Educational Visits and Risk Assessment procedures. Staff conduct appropriate pre-visits and complete risk assessments, and statutory EYFS staffing ratios are adhered to at all times.

SPECIAL EDUCATIONAL NEEDS

We believe that all children learn differently and progress at their own pace. Our Head of Learning Support works in close collaboration with the Head of Pre-Prep, teachers, and parents to ensure that every child's journey is supported. From Pre-School and Pre-Prep onwards, our Learning Support team provides early interventions to establish a solid academic foundation. We pride ourselves on supporting the 'whole child,' offering ELSA support as well as signposting families to onsite specialists, including Occupational Therapy, Speech and Language Therapy and School Counselling, to meet physical and emotional needs alongside academic ones. While core classroom support is integrated, individual specialist teacher lessons and therapy sessions are available for an extra charge. For more information, please refer to our SEND Policy available on the school website.

SAFEGUARDING

All staff have the responsibility of the safeguarding of the children in the Pre-School and Pre-Prep. Amy Gemmell is the EYFS 'Designated Person for Safeguarding' in addition to the Head and Assistant Head (Pastoral) Mrs Vicki Rae; all of whom attend relevant training and refresher courses. All staff attend safeguarding INSETs and all DPS staff have completed advanced training with Oxfordshire County Council. The Head of Early Years (Amy Gemmell) is the Designated Safeguarding Lead for EYFS and has attended all relevant training.

ATTENDANCE

Excellent attendance is essential for all pupils to get the most out of their school experience, including their attainment, well-being and wider life chances. Moulsoford expects parents not to take their children out of school during the school term for holidays, however we recognise that occasionally exceptional circumstances occur and absence may be necessary. Any such request should be submitted via the Leave Request Form on My School Portal. This request will need to be authorised and cannot be guaranteed. Once a child turns 5, they reach compulsory school age at the start of the term after their fifth birthday, as defined by the Education Act 1996. From that point on, parents have a legal duty to ensure regular attendance at school (or to arrange suitable home education). If a Reception child has not yet turned 5, parents can legally keep them out without penalty, though schools and local authorities encourage regular

attendance once a place is accepted to support social and learning progress

ABSENCE

Two daily registrations are completed via our MIS system at 8.30 am and 1.30 pm. If a child is feeling unwell whilst at school they will be taken to the Matron on duty who, if necessary, will contact the child's parent/guardian. If a child is absent from school due to illness, it is very important that the school is informed as soon as possible about the nature of the illness and parents/guardians are asked to complete an Absence Form on My School Portal or telephone the School Office before 8.45 am on the day of absence. The Matron on duty will be able to give guidance about when to return to school in some circumstances.

STRUCTURE OF THE DEPARTMENT

We have two year groups within the EYFS - Pre-School and Reception.

- Children are able to join the Pre-School class in the term following their third birthday. There is one class in Pre-School, 2025-2026
- Our Reception Classes includes children whose fifth birthday falls between 1st September of one year and the 31st August of the following year. There are two classes in Reception, 2025-2026

The Pre-School and Reception classes form part of the wider Pre-Prep Department, which consists of two further year groups - Year 1 and Year 2.

TRANSITION

Transition usually occurs at the end of the academic year. However, new children may join any year group, if the class numbers allow, at any point through the year if there is space. On occasion, children may need to be 'out of year group' and this is a decision that must be made with careful consideration and agreement from parents with the Head of Pre-Prep.

The children have opportunities to experience activities with forthcoming teachers, in future classrooms and in mixed age groups prior to them moving to the next consecutive year group on Move Up Day, during Activity Week and at other appropriate times.

EYFS STAFFING OVERVIEW

Seventeen members of staff have regular contact with EYFS pupils - please see the table below.

Teaching and Support Staff

The Head of Pre-Prep liaises closely with the Learning Support Department, the Assistant Head Academic and with parents. They oversee staff appraisals and reviews within the department, meet regularly with Teaching Assistants, and fulfil all Head of Department responsibilities, including attendance at weekly Senior Leadership Team meetings, Head of Department meetings, Health and Safety meetings, and the convening of Pre-Prep staff meetings.

All Pre-School and Reception teachers attend whole-staff INSET sessions, departmental meetings, subject meetings and, where appropriate, Cluster Group meetings on their working days.

Teachers and Teaching Assistants are supported and encouraged to attend all training required for their roles. Teaching Assistants also undertake professional development relevant to classroom practice and to both established and new initiatives. Staff from the Learning Support Department work within the Pre-Prep to support individual pupils and to assist in the delivery of the phonics programme.

Individual music tuition is available to children in the Pre-Prep, organised through the Music Department under the direction of the Head of Music.

Staff Qualification and Ratio Requirements

The information below shows how the EYFS provision meets the staff qualification and ratio requirements.

Staff with Regular Professional Contact with EYFS Pupils:			
Name of Staff	PT	FT	Qualifications & Responsibilities
Mr. Ben Beardmore-Gray		√	BA Hons (History) QTS Emergency First Aid Headteacher 1:13 Pre School, 1:30 Reception
Mrs. Amy Gemmell		√	BA Ed Hons QTS RSA Dip SpLd Forest School Level 3 Leader. Head of Pre-Prep 1:13 Pre School 1:30 Reception
Mrs Jo Haywood		√	BA Hons (Religion), PGCE Year 2 Class Teacher 1:13 Pre-School, 1:30 Reception
Miss Claudette Povey		√	BA Hons (Physical Education) with QTS EYITT - Early Years Teacher status through post-graduate EYITT. EYFS Class Teacher 1:13 Pre-School, 1:30 Reception
Mrs Sophie O'Neill		√	Bsc Hons. PGCE Primary (5-11). QTS. Year 2 Class Teacher 1:13 Pre-School, 1:30 Reception
Miss Jo Lloyd	√		BEd Hons Year 1 Class Teacher 1:13 Pre-School, 1:30 Reception
Mrs. Frances English		√	O Levels, BTEC Nat. Dip. in Nursery Nursing Level 4, NVQ Children's Care, Learning & Development IPGCE EYFS PPA Cover Early Club Supervision RE and ICT Lead for Pre Prep 1:13 Pre-School, 1:30 Reception
EYFS Specialist Subject Teaching Staff:			
Mrs K Braden		√	LLB (Hons) PGCE, QTS

			Music Teacher 1:13 Pre-School, 1:30 Reception
Mrs. Annalisa Mullaney	√		BSc (Hons), QTS Head of Learning Support
Mr Matt McKinnon	√		Playball specialist Instructor Status 1:13 PreSchool 1:30 Reception
Staff with Assistant/ Supervisory Roles for Children Including EYFS Pupils:			
Mrs. Anne Wallace	√		O Level, A Levels QCF Level 2 STLS Classroom Assistant, 1:8
Mrs Joanna Gillington	√		BA (Hons) Classroom Assistant, 1:8
Mrs Debra Thomas		√	O Levels, NVQ Level 2, NVQ Level 3 Teaching and Learning Level 1 Swimming Assistant Classroom Assistant, 1:8
Miss Emma Dawes		√	NNEB Classroom Assistant Pre-School, 1:8
Mrs A Clancy			Graduate Diploma in Physiotherapy
Mrs Caroline Bishop		√	NCFE Cache Level 3 Diploma for Early Years Workforce Level 3 Forest School (RQF) S.A.C Dip. (Special Educational Needs - Advanced) Classroom Assistant Pre-School Forest School Lead, 1:8

Playtime Supervision

All EYFS children must stay in the designated play area unless requested otherwise by staff. Supervising staff should move around the play areas, to cover any blind spots, and interact with the children so they are in a position to defuse any behaviour problems that might otherwise occur. Children are encouraged to share and cooperate, with role modelling used when needed by supervising staff). At all times, staffing levels correspond to those required in the EYFS Framework.

Supervision

For a full outline of the supervision of pupils, please refer to the table in Annex 1.

STAFF SUPERVISION AND APPRAISAL

In the Spring Term, Pre-School and Reception teachers and Teaching Assistants take part in a formal supervision meeting with the Head of Pre-Prep. These meetings provide an opportunity to review pupil concerns, reflect on staff effectiveness and identify ongoing professional development needs.

All Pre-Prep staff attend statutory training, INSET days, departmental meetings and relevant courses as part of their continuing professional development. Attendance at external training is approved by the Head of Department, Deputy Head and Headteacher. Staff are expected to share key information and good practice gained from training with colleagues to support the development of the whole team.

Staff Fitness/Medication Requirements

The EYFS framework includes a safeguard against staff being impaired while caring for children:

- Staff must not be under the influence of alcohol or any other substance, which may affect their ability to care for children.
- If a staff member is taking medication that might affect their ability to care for children, they should seek medical advice and only work directly with children if that advice confirms they are fit to do so.
- All medication on the premises must be stored securely and out of reach of children at all times.

This is clearly outlined in the Employee Handbook and Code of Conduct.

MOBILE PHONES

In line with EYFS safeguarding requirements:

- Personal mobile phones and devices must not be used in the presence of children
- Phones must be stored securely and out of reach during contact time
- The only permitted exception is essential use, such as two-factor authentication for School systems

Further:

- Only School-issued devices may be used for photography
- All images must be uploaded to approved School systems (including Tapestry where applicable)
- No images may be retained on personal devices
- All telephone contact with parents/carers must be made using the School's telephone system

For more information please refer to the whole school Staff Mobile Phone Policy, Acceptable Use (Staff) Policy and Visitors Code of Conduct.

ASSESSMENT

Pupils in the EYFS are consistently monitored and supported in class. Knowing the children, their personalities and character is essential to ensure that we are seeing the full picture of each child. Assessment may include but is not limited to observation and screening of the pupil by the teacher or Learning Support Department, photographic evidence, work samples, verbatim notes, tracking, professional judgement and computer based testing.

Pre-School and Reception children are continually assessed against the Development Matters statements and Early Learning Goals set out in the EYFS Statutory Framework. An initial assessment begins with a teacher assessed baseline in the Pre-School class. In Reception classes a Baseline PIPS is carried out shortly after entry. This is repeated at the end of the year.

Formative Assessment is an integral part of the learning and development progress. We use an online platform called Tapestry to record examples of children's learning, which shows their individual levels and stages of development throughout the year. Parents are encouraged to upload experiences observed out of school. Provision is made for observations and assessments in school through experience and play based

learning. Assessment does not entail prolonged breaks from interaction with the children nor require excessive paperwork by the class teacher. Progress is recorded by observing and assessing children daily and recording in a variety of ways, e.g. hand written observations and notes, photographs, videos or directly onto Tapestry.

If we see that a child is not reaching expected levels of attainment we will monitor them, enter relevant details onto the Academic Record of Concern, support their learning in the classroom and organise observation, assessment (which may need to be done by an external expert) and support from our Learning Support Department so that an early intervention can be provided if appropriate. However, we are aware that on occasions children may need an additional 'boost', which can be done by the Head of Pre-Prep, class teacher or TA in liaison with parents to support confidence or plug any gaps.

REPORTING AND COMMUNICATION

Pre-School and Reception pupils receive a full written report at the end of the Autumn and Summer terms for all of the EYFS Prime Areas; these reports are not graded. Reports are accessed via My School Portal, and hard copies are available on request.

Pre-School and Reception parents are invited to Parent–Teacher Meetings in the Autumn and Spring terms to discuss their child's progress. Parents of EYFS children are also offered a meeting in the Summer Term to review their child's progress towards, or achievement of, the Early Learning Goals and the Characteristics of Effective Learning. These outcomes are reported fully in the Summer Term report to support transition into Year 1.

Within the first two weeks of the Autumn Term, parents are invited to an information afternoon where the new class teacher outlines routines, expectations and key information. This supports our open-door approach and helps establish positive relationships from the outset.

Daily contact with parents and carers is maintained through our open-door classrooms at drop-off and collection times, enabling regular informal updates. Parents may also arrange longer meetings with class teachers when needed.

Communication may also take place via email, with staff aiming to respond within 24 hours. Newsletters, invitations and general information are sent electronically via iSams. The Headteacher's weekly newsletter and the Head of Pre-Prep's reflections provide further updates on school life. The school website, parent portal and social media channels (X, Facebook, Flickr and Instagram) offer additional insights into day-to-day learning and events. Electronic information boards in the school reception area highlight daily and weekly notices.

Each child has a Pre-Prep Planner, taken home daily with their reading book. Parents are encouraged to write brief, positive comments to support home–school communication.

ASSESSMENT DATA

All EYFS children take part in a baseline assessment when they join Reception. They are assessed again at the end of their time in Reception. A baseline assessment is an initial evaluation conducted at the beginning

of the school year to establish a starting point. It measures current knowledge, skills, or status to track future progress and evaluate effectiveness. It helps identify student strengths and learning gaps.

Half-termly assessments, based on teacher knowledge and professional judgement, are completed for each area of learning and stored in individual assessment folders in the classroom.

EYFS teachers can share Tapestry profiles for each child, which complement the Pre-Prep policy documentation, including EYFS-specific guidance.

RECORD KEEPING

Copies of end-of-term reports, including class teacher and Head of Pre-Prep comments, are stored centrally on the school's iSAMS reporting system. Reports are also emailed to parents. Teachers maintain their own progress and assessment records, which may be kept electronically.

Class teachers retain records of mathematics, writing, reading and phonics assessments. Baseline and InCAS (CEM) data are stored centrally on the school system and are accessible to staff as pupils move between key stages.

All records contribute to report writing, provide evidence of progress, help identify the need for intervention or extension, and support the identification of highly able pupils.

PROMOTING POSITIVE BEHAVIOUR

EYFS children are helped to understand why certain behaviours are unacceptable and how such behaviours may impact others. Behaviour is managed calmly, sensitively and consistently, taking into account individual needs and developmental stages.

Sanctions are rarely required. Where necessary, a proportionate and age-appropriate sanction may be applied, such as the temporary withdrawal of a privilege. Sanctions are always explained clearly to the child and used as an opportunity to reinforce positive behaviour.

In rare cases, a child may be referred to the Head of Pre Prep, who will discuss the behaviour with the child, explain why it is inappropriate and support the child in identifying more appropriate choices.

Children attend a weekly Celebration assembly where Stars of the Week are awarded to one child in every class. This is monitored to ensure that every child has the opportunity to be awarded a certificate. In addition to Star of the Week, one child every week is awarded the Pride of Moulsoford award for setting a good example towards demonstrating the school's Core Values of Kindness, Courage and Curiosity.

For further information, please refer to the 'Promoting Good Behaviours - EYFS and Pre-Prep Policy'.

INTIMATE CARE AND PERSONAL HYGIENE

This section sets out the principles and procedures for providing intimate care, with particular reference to toileting. It should be read alongside the Child Safeguarding Policy, Health and Safety Policy, First Aid Policy and Pastoral Care Policy.

Principles

Children have the right to be treated with dignity, sensitivity and respect. Intimate care should be a positive experience that promotes a child's self-esteem and encourages independence. Children should be supported to make choices wherever possible and to develop a positive body image.

Staff recognise that intimate care carries potential risks for both the child and the adult involved. Procedures are therefore designed to safeguard all parties.

The school works closely with parents to promote independence in toileting, unless a medical or developmental need requires alternative arrangements. Toileting is viewed as an important self-care skill, and children are supported in a non-judgemental and encouraging manner. Procedures for managing toileting needs are shared with parents at the September information afternoon, and ongoing dialogue between home and school ensures consistency of approach.

Definition of Intimate Care

'Intimate care tasks' include:

- Dressing and undressing
- Washing, including intimate areas
- Supporting a child to use the toilet
- Carrying out procedures requiring direct or indirect contact with intimate areas
- Applying creams or lotions, including sun cream

Personal Hygiene

Where possible, children in EYFS are encouraged to be potty trained. However, the school recognises that some children may require additional support, and staff work closely with families to agree appropriate strategies.

Procedures

In Reception, children are encouraged to:

- Recognise when they need the toilet
- Use the toilet independently
- Clean themselves effectively

Children may access the toilets whenever needed and are reminded at regular intervals (e.g. before and after lunch or snack times, and before assemblies, swimming or PE). Handwashing is encouraged after every visit.

Children are never left in soiled or wet clothing. The school has a duty of care to meet children's needs, and failure to do so could be considered neglect.

All staff follow established hygiene procedures when changing children. New pupils are shown the toilet facilities during their induction to familiarise them with the environment.

Recognising Individual Needs

Children develop at different rates. Staff remain sensitive to the following:

- Some children may still be developing toileting skills on entry to school.
- Some may have had limited experience of similar facilities due to cultural or home-based expectations.
- Some may temporarily regress during the settling-in period.
- Where concerns arise, teachers communicate sensitively with parents to determine whether the issue is temporary or requires additional support.

Best Practice in Intimate Care

When providing intimate care:

- Staff explain each task clearly and the reason for it.
- Children are encouraged to do as much as they can independently.
- Praise and encouragement are used to support developing self-care skills.

All Early Years staff hold an enhanced DBS check and have read and understood Keeping Children Safe in Education (Part 1, 2025).

Identified staff support children with known ongoing needs, and their work is planned and recorded appropriately.

Sensitivity and Respect

Staff recognise the importance of ensuring all children are supported sensitively and with respect.

- Children are addressed by name and given clear explanations.
- Privacy appropriate to age and situation is provided.
- Spare clothing of good quality and appropriate size is readily available.
- Staff remain attentive to the child's emotional responses.
- If a child is distressed or unwilling to accept help from staff, arrangements may be made for a family member to attend.
- Information is treated confidentially and shared only with relevant staff and parents.

Dealing with Body Fluids

Urine, faeces, blood and vomit are cleaned and disposed of immediately using the designated disposal bins. Staff wear protective clothing (e.g. disposable gloves) and wash thoroughly afterwards. Soiled clothing is bagged and sent home; staff do not rinse items in school.

Children are kept away from affected areas until they have been fully cleaned. High standards of personal hygiene are maintained at all times, and staff take all practicable steps to prevent and control infection.

THE ADMINISTRATION OF MEDICINE

This section must be read alongside the whole-school First Aid Policy, which includes the school's procedures for the administration of medicines. These procedures apply fully to pupils in the Pre-Prep and EYFS.

Procedures – Prescribed Medication

- Written instructions must be provided by the Parent/Guardian to Matron, along with the medication in its original packaging, before any prescribed or non-prescribed medication can be administered. Medication will not be administered without this written permission.
- Precise written instructions regarding the exact dosage and timing(s) of the medication must be supplied by the Parent/Guardian. Matron is responsible for administering the medication strictly in accordance with these instructions.
- Parents/Guardians are responsible for ensuring that all prescribed medication is correctly labelled.
- Matron is responsible for the safe storage of medication and for ensuring that all relevant staff are aware of its location.
- Parents/Guardians must replenish medication as required and hand replacement supplies directly to Matron.
- Each administration of prescribed medication will be recorded by Matron in the Medical section of CPOMS.
- Where prescribed medication is required three times daily, parents are encouraged to administer doses at home wherever possible (e.g. before school, after school and at bedtime).

HEALTHY EATING

Moulsford Pre-Prep is committed to promoting children's health, safety and wellbeing through a nutritious, safe and inclusive food environment. Our approach follows the EYFS Statutory Framework (2025) and the EYFS Nutrition Guidance (2025).

We aim to:

- Provide nutritious, age-appropriate meals and snacks.
- Ensure all food and drink comply with EYFS Nutrition Guidance (2025).
- Safeguard children with allergies, intolerances and dietary requirements.
- Create a positive, calm and sociable mealtime experience.
- Supervise children effectively to prevent choking and allergic reactions.

Snacks and Drinks

- EYFS children are provided with a daily morning snack of fresh fruit.
- Afternoon snacks may include items such as breadsticks, cheese and biscuits, tray bakes or similar options, with occasional biscuits.
- Children staying for Late Stay receive a substantial snack at approximately 4.40pm (e.g. sandwiches, sausage rolls).
- Children bring a named water bottle to school each Monday; these remain accessible throughout the day and are returned home on Fridays.

- If a child forgets their bottle, water is provided in a cup and replenished as needed.
- Hands must be washed or sanitised before serving or eating snacks.
- Children are encouraged to serve themselves or each other, request items politely and use good table manners.

Lunchtime

- Lunchtime in the Pre-Prep and Pre-School follows a family-style service:
- Children sit with their peers and are served by a member of staff.
- All children receive a hot meal and water.
- Vegetables form an integral part of the meal, and additional items such as pasta, sweetcorn, cucumber, peppers and carrot sticks are available on tables.
- Fresh fruit and cold food/salad options are available daily.
- Pudding is offered once the main course has been eaten.
- Staff model and reinforce good table manners, including the use of a knife and fork.
- Older children are encouraged to help clear tables and assist with simple tasks.
- Children with allergies or dietary requirements are catered for individually and have a personalised laminated placemat to alert staff to their needs.
- Lunchtime concludes with a short 'Thank You' prayer before children go to the playground.

Nutrition Standards

All meals and snacks:

- Follow the EYFS Nutrition Guidance (2025).
- Provide a balanced range of food groups.
- Limit foods high in salt, sugar and saturated fat.
- Avoid highly processed meats, deep-fried foods and confectionery as routine options.
- Include wholegrains regularly.
- Respect cultural, religious and parental dietary preferences.
- Offer only plain water, plain milk or unsweetened calcium-fortified plant-based alternatives as drinks.

Safer Eating Procedures

Dietary Information Collection

Before a child starts, parents/carers must provide details of:

- Allergies
- Intolerances
- Cultural or religious dietary requirements
- Parental preferences (e.g. vegetarian)
- Any known eating-related risks

This information is recorded, kept up to date and shared with relevant staff.

Allergy Management

- Individual Allergy Action Plans (e.g. BSACI) are created where required.
- Plans are reviewed termly or following any change in condition.
- All staff are trained to recognise and respond to allergic reactions and anaphylaxis.

Food Checking

- A nominated staff member (usually the key person) checks that each child's food is safe and appropriate.
- If unavailable, a delegated staff member performs this role.
- Staff are trained to understand food labels and allergen risks.

Mealtime Supervision

- A Paediatric First Aid (PFA) qualified staff member is present whenever food is served or eaten.
- Children remain within sight and hearing of staff at all times.
- Staff sit facing the children to monitor for choking and support safe eating.
- Children are encouraged to eat independently and try new foods without pressure.

Safe Seating and Environment

- Children eat in designated dining areas with stable, age-appropriate seating.
- Distractions are minimised to support safe eating.
- Children must not eat while walking, playing or lying down.

Food Preparation and Choking Prevention

Food is prepared according to age and developmental stage. Staff follow choking-prevention guidance, including:

- Cutting grapes and cherry tomatoes lengthways.
- Removing skins from hard fruits and vegetables.
- Avoiding high-risk foods such as nuts, popcorn and marshmallows.
- Adapting weaning approaches in consultation with parents.

Incident Reporting

Any choking incident or near-miss is:

- Responded to immediately using appropriate first aid.
- Recorded in writing.
- Reported to parents on the same day.
- Reviewed by management to identify improvements.

Staff Training

Staff involved in food preparation or supervision receive training in:

- Food hygiene and safety
- Allergy awareness
- Choking prevention and response
- Early years nutrition
- Training is refreshed regularly and recorded.

Monitoring and Review

Our healthy eating practices are reviewed annually and updated in line with Government guidance.

Compliance is monitored through:

- Regular audits of food provision
- Observations of mealtimes
- Feedback from children, parents and staff

HEALTH AND SAFETY

This section should be read in conjunction with the whole-school Health and Safety Policy, which applies fully to the Pre-Prep and EYFS. Moultsford places the highest importance on maintaining a safe and healthy environment for children, staff, parents and volunteers.

We follow the same health and safety procedures as the rest of the school. Regular inspections of EYFS and Pre-Prep play equipment are carried out, and the school's Health and Safety Consultant, Mr Kevin Clarke, meets regularly with the Head of Pre-Prep and attends whole-school Health and Safety meetings. These meetings are documented and held in the school office.

Classrooms are equipped with anti-slip flooring or carpet, and furniture is age-appropriate for infant use. Areas of the school frequently used by EYFS children have dedicated risk assessments prepared by the Health and Safety Consultant, and whole-school policies apply equally to safeguard Pre-Prep pupils. Fire procedures include the Pre-Prep Department and are practised regularly.

If an accident occurs inside or outside the classroom, the child is taken to Matron, who follows established protocols before returning the child to class or taking further action if required. Matron informs parents as appropriate and provides guidance on any follow-up care.

Pre-Prep follows the Moultsford Code of Conduct, and children adhere to the school's Anti-Bullying Charter.

Health and Safety Responsibilities

Health and Safety Chair: Mr Ben Beardmore-Gray*

Health and Safety Governor: Mrs A Bonney*

Bursar: Mr James Philpott*
Health and Safety Consultant: Mr Kevin Clarke*
Pre-Prep Health and Safety Representative: Mrs S Russell

*These staff attend regular Health and Safety meetings with the Heads of other departments.

All staff receive the whole-school Health and Safety Policy as part of their induction and have access to it on the intranet. Staff are expected to be aware of health and safety issues and to work collaboratively to minimise hazards and risks.

RISK ASSESSMENT

Please also refer to the whole-school Risk Assessment Policy.

All staff take reasonable steps to ensure that children and adults are not exposed to avoidable risks. This includes checking for hazards indoors, outdoors and during activities.

Pre-Prep staff carry out visual checks of play areas and report hazards immediately to the Bursar and Head of Pre-Prep.

EYFS staff conduct regular visual checks of their classrooms and email any concerns to the Bursar and Head of Pre-Prep.

EYFS outdoor areas are checked daily, with findings recorded in a folder kept in the Pre-School classroom.

All staff are responsible for removing damaged items and informing the Head of Pre-Prep and EYFS teacher so replacements can be arranged.

The Bursar organises regular risk and maintenance checks on outdoor play equipment, buildings, surfaces, boundaries, gates, electrical equipment, lighting, heating and water supplies.

The Health and Safety Consultant conducts regular checks of EYFS learning and play environments as part of whole-school inspections. Following each visit, findings are shared with the Head of Pre-Prep and passed to the Bursar. Where necessary, updates are added to the whole-school risk assessment and an action plan with timescales is created.

FIRE SAFETY

All staff and children must follow the procedures outlined in the Pre-School and Pre-Prep Fire Plan. Fire drills include the Pre-Prep Department and are carried out regularly in line with whole-school procedures.

COMPLAINTS

Parents of children in the Early Years Foundation Stage may make a complaint directly to Ofsted, Piccadilly Gate, Store Street, Manchester. M1 2WD (0300 123 1231, or The Independent Schools Inspectorate (ISI) CAP House, 9-12 Long Lane, London EC1A 9HA (020 7600 0100) if they have a complaint about the fulfilment of EYFS requirements.

Please see further information regarding the school's complaints procedure detailed in the Complaints Policy, available on the school website.

GOVERNOR WITH SPECIFIC RESPONSIBILITY FOR THE EYFS

The Governors are the Trustees of the Moulford Preparatory School Trust Ltd, Registered Charity No. 309643. They come from a range of professions and backgrounds, bringing a wide variety of skills and experience to assist the School in its management, operations and development. Some are current parents, some have had sons previously here, and most have a long association with the school.

Mrs Sally Russell, who is a qualified teacher is the Governor with specific responsibility for the EYFS. For a full list of Governors, please refer to the List of Governors.

Annex I - Supervision

Below are the supervision arrangements for the children in our setting. Children are supervised at all times and their safety is recognised as being of paramount importance. It is the responsibility of all staff to supervise children at all times and to ensure their safety.

Time:	Session:	Staffing:	Pupil information:
Before School 8.00-8.25am	'Early Club' in the Pre Prep Library	Miss E Dawes and Mrs Caroline Bishop plus one member of SLT - Library. Mrs. Debra Thomas - Pre-Prep Hall.	The number of children varies daily. They are greeted by the Head of Pre-Prep who escorts them into the building and ensures they go to the member of staff who supervises before-school care each morning from 8.00am-8.25am with a direct handover by the parent. The child is then marked present on the Early Club register and is supervised by staff in the Library (EYFS) or Pre-Prep hall (KS1). Staff then escort the children for a direct handover to their class teachers.
Before School 8.00-8.25 am	'Sibling Early Club' in the Prep library	Mr Todd Skinner	For children who have siblings on the Prep site. The number of children varies daily. They are greeted by a member of staff at the Prep site and are taken into the library where they are registered and two staff members supervise. At 8:25am the children are put onto a school minibus and driven to the Pre-Prep site. The bus driver cross checks the register and then escorts the children into school where a member of staff greets them and ensures they arrive at their classroom safely.
During the School Day (Lessons) 8.25 am-3.30 pm	Key Person (Class Teacher), Classroom Assistant and/or EYFS Assistant	Mrs Amy Gemmell (Head of Pre Prep) and EYFS class teacher/Lead) Miss Emma Dawes and Mrs Caroline Bishop (pre-school class teachers) Miss Claudette Povey (EYFS class teacher) Mrs. Frances English (EYFS maternity cover) Mrs Debra Thomas - EYFS TA.	Bobcats: up to 21 children (sessional so numbers per day vary) Wildcats: 13 children, Tigers 12 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 13 children. The EYFS pupils spend the majority of the school day with their class teacher who takes full responsibility for their welfare and planned activities throughout the day. At times during the week other staff will also be involved in leading some activities, including lessons for Music, PE and Forest School. (It is our practice that lessons taught by specialist staff have another member of staff in nearby attendance)

			There will be a member of staff with appropriate paediatric first aid training available to pupils in the EYFS at all times.
During the School Day (Playtimes and Lunchtime) Morning and lunch playtimes take place in the Pre-Prep playground or field	Minimum of 4 Supervising staff; 3 in the main playground and 1 in the Pre-School playground. One of the 3 main supervising staff has a direct line of sight around the corner of the Pre-School playground.	Either; Mrs A Wallace/ Mrs A Gemmell/ Mrs F English/ Mrs S O'Neill/ Mrs J Gillington/ Mrs J Haywood/ Miss Jo Lloyd/ Miss E Dawes/ Mrs D Thomas/ Mrs C Bishop, Mrs A Clancey With additional staff from the Prep School where appropriate. Other staff may attend for observation purposes, cooperative games and activities (e.g. a member of the Learning Support Department)	All outdoor play will take place in safe, secure and well-supervised spaces. Before any outdoor activities commence, a visual safety check and risk assessment will have taken place. Outdoor play areas will be well maintained and free from holes, bumps or uneven surface areas. Regular risk assessments of the outdoor play area will have been made by the Health and Safety Officer (KC) and the Head of Pre-Prep. The children are assisted and supervised at all times by the Pre-Prep class teachers and/or teaching assistants. They are escorted to play areas and handed over directly to duty staff at break times. At the end of break times, staff collect the children directly from the play area. When there is heavy rain outside pupils are sent to designated classrooms where they are supervised by members of staff. The Head of Pre-Prep organises suitable arrangements for the children to have enough space to enjoy their playtime either spread across classrooms or within the Pre Prep Hall.
After School Activities 3.30-4.15 pm After School Activities -External Providers	1. Activities Programme 2. PlayBall 3. Golf 4. Tennis 5. Parkour	1. Moulsoford Pre-Prep or Prep staff 2. Matt Mackinnon 3. Goring and Streatley GC Boys 4. NTA coach 5. Liam Sargent	The children are delivered to their club by their class teacher or assistant and handed to the member of staff leading the club. A register is kept for each club. Where children from the EYFS are attending a club appropriate ratios will be maintained. External providers must meet all DBS and requirements in line with our Recruitment Policy 18a. External providers are initially interviewed by Head of Activities and Head of Pre-Prep. External providers adhere to our procedures should a child not be at a club to ensure that all children are accounted for.
4.15-5.30 pm	Late Stay	Supervised by two Pre-Prep teachers or a teacher and a teaching assistant. Matron is on site until 6pm.	There will be a member of staff with appropriate paediatric first aid training available to pupils in the EYFS at all times. If a pupil is not collected within a reasonable timeframe after school or following a club or activity, the child should be taken to the school office who will supervise according to the whole school policy for when a child is not collected and start the appropriate procedures. Please see the Failure to Collect and Missing Child policies.