



## Policies and Procedures: Introduction

Policies and procedures are essential in helping us to provide good quality provision that is compliant with the *Statutory Framework for the Early Years Foundation Stage* (EYFS). Our policies and procedures make it clear to staff and parents what sort of setting we are and what set of procedures/protocol we follow in particular circumstances/situations.

Our Policies and Procedures encompass the ten overarching *Safeguarding and Welfare Requirements of the EYFS*. Each individual policy has a front sheet which shows which legal requirements it links to (**numbered and in bold text**) followed by our own sub-headings; which state other areas we may have covered within the policy document (*in italic*).

The ten overarching *Safeguarding and Welfare Requirements* within the EYFS, are as follows:

### **1) Child protection**

The provider must be alert to any issues for concern in the child's life at home and elsewhere. Providers must have and implement a policy, and procedures to safeguard children

### **2) Suitable People**

Providers must ensure that people looking after children are suitable to fulfil the requirements of their roles

### **3) Staff qualifications, training, support and skills**

The daily experience of children in early years settings and the overall quality of the provision depends on all practitioners having appropriate qualifications, training, skills and knowledge and a clear understanding of their roles and responsibilities

### **4) Key person**

Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents

### **5) Staff: child ratios**

Staffing arrangements must meet the needs of children and ensure their safety

### **6) Health**

The provider must promote the good health of children attending the setting. They must have a procedure, discussed with parents and/or carers, for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection and take appropriate action if children are ill. Also, includes information about food and drink; Accident or injury.

### **7) Managing behaviour**

Providers must have and implement a behaviour management policy, and procedures.

### **8) Safety and suitability of premises, environment and equipment**

Includes information about: safety; smoking; premises; risk assessments and outings

### **9) Equal opportunities**

Providers must have and implement a policy, and procedures, to promote equality of opportunity for children in their care, including support for children with special educational needs or disabilities.

### **10) Information and records**

Providers must maintain records and obtain and share information (with parents, carers and other professionals working with the child, and the police, social services and Ofsted as appropriate) to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met.

We have to meet all of the statutory requirements of the *Early Years Foundation Stage* and must take all necessary steps to keep children safe and well.

## **EYFS- General Information**

The EYFS sets the standard that all early years providers must meet, to ensure that the children in their care can learn and develop well and that they are kept healthy and safe.

The 'Learning and Development Requirements' are given legal force by an Order made under Section 39(1)(a) of the Childcare Act 2006.

The 'Safeguarding and Welfare Requirements' are given legal force by Regulations made under Section 39(1)(b) of the Childcare Act 2006.

## The four key themes of the EYFS are:

**A Unique Child-** every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

**Positive Relationships-** Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

**Enabling Environments-** children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers.

**Learning and Development-** Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development. The characteristics of effective learning: playing and exploring; active learning and creating and thinking critically, underpin learning and development across all areas and support children to remain effective and motivated learners.

Further information about the EYFS can be found at: [www.foundationyears.org.uk](http://www.foundationyears.org.uk) and [www.education.gov.uk/publications](http://www.education.gov.uk/publications)

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