

Early Years Foundation Stage Policy

This policy is the responsibility of the Head of Prep working with the Deputy Head Pastoral and the Deputy Head Academic to review and update annually.

Scope

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five 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 together provide the foundation children need to make the most of their abilities and talents as they grow up.”

Statutory Framework for the Early Years Foundation Stage Department for Education, 2021

At Malvern St James we are committed to providing a high-quality early years’ education, which gives children a secure and confident start to their school life and nurtures a lifelong love of learning.

This policy is designed to outline the provision made for EYFS pupils in line with regulatory requirements for care and welfare and teaching and learning provision. It is also designed to inform staff and parents/carers of the provision for all EYFS pupils at Malvern St James.

Introduction

Malvern St James has exercised its right, as an independent school with a “good” or better inspection judgement for Early Years provision, to officially opt out of the EYFS Learning and Development requirements. This was done following consultation with parents and carers. Malvern St James recognises that we are still bound by the Early Years Welfare requirements and the Independent Schools Standards.

Aims for Pupils:

At Malvern St James we aim to:

- Provide a safe caring, welcoming and stimulating learning environment;
- Ease transition from home to School;
- Provide a good foundation curriculum;
- Encourage creativity, individuality, curiosity and motivation, investigation and problem solving;
- Assess individual needs and encourage each child’s unique potential;
- Encourage self-discipline and respect for oneself and others;
- Value each child’s religious persuasion, racial origin, cultural and living background;
- Stimulate a life-long love of learning.

Aims for Parents/carers:

We aim to make our Parents/carers feel:

- Valued and respected;
- Informed;
- Consulted;
- Involved;
- Included.

Aims Within the Wider Community:

- To maintain partnerships with pre-school providers;
- To maintain partnerships with other local Early Years settings.

Care and Welfare

At Malvern St James we provide a warm, welcoming and secure learning environment for all children.

The provision of Care and Welfare for EYFS at Malvern St James is guided by the following frameworks and documents:

- EYFS Statutory Framework (Sept 2023)
- EYFS Development Matters - Non-Statutory Curriculum Guidance (September 2023)
- EYFS Assessment & Reporting Arrangements - Guidance (December 2020)
- The Children Act 1989 - Guidance and Regulations
- The Childcare Act 2006
- Keeping Children Safe in Education (September 2024)
- Independent Schools Inspectorate Guidance

Further guidance on EYFS provision may be found in the following Malvern St James policies:

- Safeguarding Policy (including Child Protection), Staff Behaviour and Code of Conduct Policy and Recruitment Policy
- Health and Safety Policy
- Anti-Bullying Policy
- Photographic Images of Children Policy
- E-Safety Policy (including Acceptable Use)

The use of personal mobile devices is not permitted in our EYFS setting. The Minis Phone is a school phone, clearly labelled as such and is used for school purposes only.

Staffing, Organisation and the Learning Environment

At Malvern St James, our EYFS classrooms are for pupils in their Nursery and Reception Years. The pupils have use of a large Early Years' classroom, a smaller classroom, corridor, library and an outdoor area. The classroom has a carpet area and the rest of the space is organised into learning zones for the children to access. There is a specialist EYFS teacher), supported by a Nursery teacher. In conjunction, specialist teaching staff also support a range of additional learning experiences for the EYFS pupils

Staffing is organised to support the children in a balance of adult-led and child-initiated experiences throughout the day. Practitioners are aware of the need to be flexible and respond to unplanned events that the children are interested in.

We aim to create an attractive, welcoming and stimulating early years' learning environment, which will encourage children to explore, investigate and learn through first-hand experience. Resources are clearly labelled and organised into areas of learning, enabling the children to access activities with a high level of independence.

Practitioners regularly evaluate the effectiveness of the learning zones and make adaptations as necessary.

Teaching and Learning

Malvern St James offers structure for learning that has a range of starting points - content that matches the needs of young children and activity that provides opportunities for learning, both indoors and outdoors.

The EYFS Curriculum at Malvern St James follows the principle of child-initiated and adult-supported learning opportunities, in addition to quality first teaching. During the EYFS there is complete flexibility with the teaching periods. In the Nursery Years, pupils will be given exposure to topics but activities will be adjusted to suit their age and stage of development. At MSJ we take a holistic approach to early years teaching and plan activities based on the interest of the pupils, and their next steps.

The provision of Teaching and Learning for EYFS at Malvern St James is guided by the following frameworks and documents:

- EYFS Statutory Framework Development Matters
- The National Curriculum in England
- Promoting Fundamental British Values Through SMSC

We recognise that the seven areas of learning cannot be delivered in isolation and seek opportunities to make links between them. We aim to deliver the curriculum through planned, purposeful play and present new concepts in meaningful contexts that enable the children to build on what they already know.

The Early Learning Goals (ELGs) are the knowledge, skills and understanding which young children should have acquired by the time they reach the age of five.

There are three prime areas of learning:

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

In addition, there are four specific areas of learning:

- Literacy
- Mathematics
- Understanding the World

- Expressive Arts and Design

Planning in the EYFS

Although Malvern St James has opted out from the regulatory requirements linking to the Learning and Development requirements, these continue to form the basis of practice within the EYFS at Malvern St James. The Early Learning Goals establish expectations for most children to reach by the end of the Foundation Stage. We follow the guidance provided by 'The British Association of Early Childhood Education' within their Development Matters document, to support our planning and delivery of the EYFS, which progresses to objectives determined by Malvern St James with links to the National Curriculum for Key Stages 1 and 2.

We follow the EYFS guidance material demonstrating that:

- every child is unique;
- every child learns to be strong and independent through developing positive relationships;
- every child learns and develops well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers;
- every child develops and learns in different ways;
- every child needs a curriculum that ensures challenge and playful opportunities across the prime and specific areas of learning and development, in addition to fostering the characteristics of effective early learning:
 - playing and exploring
 - active learning
 - creating and thinking critically

Long Term Planning

Our long-term planning approach, considers:

- our aims and values;
- how our continuous provision meets the EYFS requirements and promotes learning within the areas of learning and development;
- the learning objectives that have been covered;
- key events to be included.

Medium Term Planning

At MSJ we deliver a creative curriculum, based around a new topic each term. Medium term planning shows the key learning experiences for each area of the curriculum. Teachers use this flexibly to choose learning experiences which meet the needs of each child. At the beginning of each topic, practitioners lead the children in discussion to identify areas that they are particularly interested in. These ideas are incorporated into the medium-term plan.

Short Term Planning

Short term planning shows the learning opportunities that will be available over the week. It includes differentiated adult-led experiences for all curriculum areas, as well as showing how the learning environment will be enhanced in response to the previous week's observations and assessment of the children.

Effective Teaching and Learning

We encourage the children to play an active role in shaping their learning experiences. Adults engage in discussion with the children about what they are interested in, which skills they would like to

develop further and which resources they need to support their learning. Each half term, the children look at and discuss their learning journey as part of a review.

We aim to provide an attractive, challenging learning environment that offers high quality opportunities for the children to learn through play and structured activities, both indoors and outdoors. There is a range of “continuous provision” available in the setting, that is designed to offer open-ended, practical learning opportunities. Children are supported to think creatively and imaginatively and explore how resources can be adapted. Each week, the provision is enhanced with additional resources, based on the previous week’s observations.

Adult-led activities are practical in nature and based on first-hand experiences wherever possible. The children are supported to develop problem-solving skills through open-ended tasks and opportunities to share their thinking with others. The number of adult-led activities that the children take part in increases throughout the year, as their concentration develops.

At MSJ, we use a range of strategies to gather information about the children’s learning and development and use this information to ensure that our planning meets the needs of all learners. During child-initiated activities, practitioners make ‘snapshot’ observations where they look, listen and interact where necessary with the child to further support their learning. Each child has a Learning Journal online on Tapestry, as well as a personal folder of work in the classroom, to record their progress and their next steps.

From the first half of the Autumn term onwards, the EYFS staff use their knowledge and professional judgement of each child, any additional information and discussions with parents/carers/previous settings in order to decide whether a child is at the expected level of development in each area of the curriculum. This allows learning opportunities to be pitched appropriately and also provides a baseline of the children’s attainment. This information is closely monitored to ensure that all children are making good, or better progress.

In the Summer term of Reception, practitioners consider the 17 ELGs in the EYFS Profile to decide whether each child is working at the expected levels, exceeding the levels or emerging where they are working towards the levels. Judgements against the ELGs are based on ongoing observations; the teacher/Key Worker’s own knowledge and professional judgement of the child; all relevant records; discussions with parents/carers, and any other adults whom the teacher and parent/carer judges would offer a useful contribution.

The results of the Profile are shared with parents/carers, and there are opportunities for them to meet their child’s class teacher to discuss this information. A log of some learning experiences are kept in her Learning Journey (Tapestry), an online tool which allows the class teacher to share daily progress with parents/carers. In addition, parents/carers are also able to comment and add to the document with evidence from home.

At Malvern St James, pupils and staff within the EYFS and KS1 work closely together. Therefore, transition is often much easier and can be fluid, with pupils commencing on National Curriculum experiences and targets when they are ready.

For further information on the curriculum please refer to the following:

- Curriculum Policy;
- Assessment and Reporting Policy;
- Inclusion Education (SEND) Policy and Accessibility Plan;

- Equal Opportunities Policy – Pupils;
- More Able Policy;
- Spiritual, Moral, Social and Cultural Policy.

Parent/Carer Partnerships

We value the contribution that our parents/carers make to their child's learning and take every opportunity to work in collaboration with them.

Each term, we send home a class letter to inform parents/carers of what their child will be learning and how they can support them at home. In the Autumn and Spring terms we hold parents' consultations and in the Summer term we send home a detailed report.

There are regular opportunities for parents/carers to view their child's learning journal folder, either in Prep Drop-In Sessions or at parental request. The children take reading books home to share and are also offered suggestions for practical activities to do together at home..

Throughout the year, there are meetings and Open Mornings where parents/carers can find out how their child learns in school. Parents/carers are also encouraged to comment on, or add entries to their child's online Learning Journal.

Community Links and the Wider World

Over the year, we arrange visits from members of the local community to support our topic work. The children take part in several educational visits linked to their topic work and we also arrange trips for children in the EYFS within the local community, for example visiting the dentist or the police station. Film clips, non-fiction texts and artefacts are also used to introduce new concepts in real-life contexts.

We aim to develop the children's awareness of other cultures by exploring different countries and celebrations.

Behaviour Management

Please refer to the school's Rewards and Sanctions Policy.

Safeguarding

Please refer to the school's Safeguarding Policy (including Child Protection), Staff Behaviour and Code of Conduct Policy and Recruitment Policy

Inclusion and Equal Opportunities

We have a responsibility to ensure positive attitudes to diversity and difference. We can support each child's needs by:

- removing or helping to overcome barriers where these already exist;
- being alert to the early signs of needs that could later lead to difficulties and responding quickly and appropriately, involving other agencies as required;
- stretching and challenging all children.

Please refer to the Preventing Extremism and Radicalisation Policy and the Equal Opportunities, Diversity and Inclusion Policy.

Premises and Security

Access to the school for Nursery pupils and parents/carers is through the main front door. A coded gate gives access on the playground for older Reception pupils to be collected by their parents/carers. The site is secure, with all doors and gates secured from public access and CCTV cameras located at

key points around the site. The external Prep Department fire-doors are kept secure, except when the children enter and leave the setting when they are always accompanied by an adult.

The external doors are closely monitored by staff when children are entering or leaving the setting to ensure that they cannot leave unaccompanied. All staff are aware of the need to monitor the external doors to ensure that they are secure during the session. Registers are used to check how many children are present. When moving from one area of school to another, head counts are used to check that all children are present before moving on.

Visitors are asked to sign into the school's visitors log and are given a visitor lanyard to wear. Staff and pupils are aware of their role in challenging anyone who is not recognised and asking for identification from anyone claiming to be from an outside agency.

Arrival and Collection of Children

Children can enter school from 07:45 (Reception upwards) and 08:00 (Nursery). Parents/carers must handover their child to the member of Prep staff at the front door (Reception) or in the Nursery room from 08:00. In the mornings the EYFS Practitioner welcomes each pupil. At the end of the day, parents/carers will come into the Prep Corridor to collect their daughter, receiving feedback about the day from a familiar member of Prep Staff. If a child needs to be collected during the school day, parents should report to Reception.

When MSJ Mini's parents/carers enter school, they will be issued with an identification card to show at Reception, so that they can gain access into school and walk through to the Prep Department.

Under no circumstances is a child allowed to leave with anyone other than those named by her parent/carer. If there are queries regarding a child's collection, the member of Prep staff will contact the child's parent/carer to discuss the situation with them.

Late Collection of a Pupil

For information about procedures followed when a child is not collected at the end of the school day, please read the Late Collection of a Child Policy

Missing Child

If a child disappears during the school day, practitioners will;

- check with all members of staff when the child was last seen and that they have not been collected by a parent/carer;
- organise a thorough and systematic search of the building and surrounding playground etc.;
- inform the Head Teacher of the situation and telephone the child's parent/carer or other emergency contact to explain the situation and double check that the child is not there or their whereabouts known. At Malvern St James we will call a child's parent/carer within 15-20 minutes of finding out that their child is missing;
- If the child is still unable to be located, the school will notify the police of a missing person. For more information, please see the Lost or Missing Child Policy.

Outings

Written parental permission to take the children into the local environment is sought upon admission to the school. Further permission is obtained for any other outings.

Risk assessments are completed for each type of outing. For more information, please see the Educational Visits Policy.

Promoting Awareness of Dangers and How to Stay Safe

We encourage the children to take an active role in ensuring their own safety and involve them in discussions about health and safety issues. For example, the children may take on the role of a 'Danger Detective' and look for possible hazards around the classroom or use photographs of a place that they will visit on a school trip to complete their own risk assessment. Practitioners encourage children to think about who can help them in different situations.

Risk Assessments

In addition to the school's risk assessment, daily risk assessments are completed in all the EYFS areas, both indoors and outside. This ensures that any hazards are identified and managed before the children enter school. These checks are recorded in the classroom, or on Smartlog.

Complaints

Please refer to the school's Complaints Policy.

Information for Parents and Carers

We provide information for new parents/carers that includes information about our daily routines, the types of activities provided, staffing and food and drink.

There is a parent notice board located in the lower corridor area and this is regularly updated for when parents/carers are in school. There is a weekly newsletter emailed to parents/carers informing them of upcoming events or activities.

Throughout the whole of Prep, Parents/carers are encouraged to contact their child's Form Tutor if they have any questions.

Transition from other EYFS settings to MSJ

We work closely with other settings which feed into MSJ Prep to ensure that each child makes a smooth transition to school. We have contact with local settings throughout the year and invite them to visit us on a regular basis and share experiences.

In the term before they join us, we organise opportunities for prospective pupils to visit for a Taster Day and to join us for Class Celebrations. EYFS staff have good links with local Pre-School settings to ensure transition information is shared effectively and in good time.

We hold a transition meeting for new parents in the summer term, where we outline daily routines and expectations.

In September, we hold a new pupil's Parents' Evening early in the term to discuss how each pupil has settled at MSJ.

We welcome open and regular communication with parents at their convenience in order to provide a triangulated approach to each pupil's early learning experience.

Being Active

The children have access to an outdoor area, which provides a range of physical activities; including an age-appropriate climbing frame, balls, bats, skipping ropes, ride-on toys and a sandpit. They are also able to access the weekly Woodland School sessions, where they have the opportunity to try rock climbing, kayaking, den making and fire skills and safety. EYFS Pupils take part in 2 PE sessions each week, one of these being a Swimming lesson. There are also bespoke optional Dance and Sports Clubs offered to this young age-group.

Food and Drink

At Break and Teatime we have our snacks in the EYFS areas, supervised by Prep staff. A range of healthy snacks are available each day and the pupils are encouraged to have something at each break. We place a special emphasis on trying new foods and a large range of options are available over the course of the year. Tables are cleaned and children are supported to wash their hands with soap before selecting a snack and getting a drink. Pupils have their own water bottles, refillable from a fountain just outside the classroom and are encouraged to remain hydrated throughout the day.

Information about the child's dietary needs is sought when they enter the setting. A list of the children's dietary needs is available in the classroom and all practitioners have regard to this when putting out food and drink in the snack area, or when leading a cooking or food tasting activity. School Lunches are taken in the Alice Dining Room. Prep pupils have lunch during the first sitting, meaning that the atmosphere is calmer and unhurried. Teachers support the pupils in choosing a balanced meal from the excellent range of hot and cold food available. The considered menus and Prep salad bar ensure that there are lots of child-friendly food options to support a healthy diet. Pupils carry their choices to their table on a child-sized tray and are seated with practitioners who will monitor both their food intake and table manners during the meal, as well as enjoying the sociability of a family-style meal.

Illnesses and Injuries

At the start of their first term at MSJ, pupils will undergo a medical assessment at the Health and Wellbeing Centre. As well as giving nurses a baseline to monitor the health of each pupil from, this will ensure that every pupil has been to the Health and Wellbeing Centre, has met the School Nurses and feels comfortable about the possibility of attending in the future.

Parents/carers are requested not to send their child to school if they are unwell and to inform the school office of their absence. Parents/carers are asked to inform staff if their child is suffering from a minor ailment so that appropriate care can be given. Children must not return to school within 48 hours of a bout of sickness or diarrhoea.

If a child becomes unwell whilst at school, a member of staff will:

- telephone the parents/carers, explain that their child is unwell, explain the symptoms noted and ask them to collect their child;
- sit with the child in a quiet place away from other children, if possible, until the parents/carers arrive;
- if parents/carers are unable to collect their child, they will be accompanied to the Health and Wellbeing Centre, where they will be cared for by qualified nurses until parents/carers arrive;
- if the child has had sickness or diarrhoea, staff explain to parents/carers the policy of at least a 48 hour clearance of either symptom before the child may return.

In the case of an injury, appropriate First Aid will be administered by a qualified First Aider. A First Aid kit is kept in the EYFS classroom and its contents are in accordance with advice from the Health and Safety Executive and the Community Health Physician. First Aid cover is provided at playtimes and lunchtimes. All accidents are recorded on Smartlog by the member of staff who dealt with the incident. The parents/carers are informed about any accidents incurred when they collect their child at the end of the school day, or via email. Parents/carers may be contacted by telephone to inform them of an injury if deemed necessary.

More information about the treatment of illness and injury, including advice relating to notifiable diseases can be found in the First Aid Policy and the Medical Policy and Procedures.

Medicines

Only medicines prescribed by a registered Medical Practitioner or age-appropriate pain relief in labelled packaging will be administered to children. Parents/carers should email the Class Teacher, (copying in the Head of Year) with details of the medication and how much, including when it should be administered. When it comes to staff administering the medicine, to ensure we keep an accurate record of any medications administered, staff must attach the email giving consent from the parent to a CPOMS entry. This means that the Health Centre has a record of consent and any medication issued.

Medicines must only be administered to the child for whom they are prescribed, and all medicines must be kept in the original container stating whom they are prescribed for and dosage information. Unwanted or unused medicines must be returned to the parent for disposal.

Training for prescribed medication that is invasive i.e. Epipens etc. is available via a School Nurse. If an individual child requires a care plan, this will be drawn up in partnership with parents/carers and the Health and Wellbeing Centre.

First Aid

At Malvern St James, we have a dedicated team of paediatric first aiders who play a crucial role in ensuring the safety and well-being of our Early Years Foundation Stage (EYFS) pupils. These skilled individuals are trained to respond swiftly and effectively to any medical emergencies or incidents that may arise during the school day.

At least one person who holds a current Paediatric First Aid (PFA) certificate will always be available when the children are present. The member of staff that runs wrap-around-care for EYFS pupils will always have an up-to-date PFA certificate, as will the EYFS Form Tutors. When another member of staff is taking an EYFS session and is not PFA trained, a trained member of the Prep team will be allocated to the lesson.

Malvern St James is lucky enough to have a Health Centre on site, a PFA may call for support or take a pupil to, so as they can be checked over following an injury.

Intimate Personal Care

Intimate personal care includes hands-on physical care with regards personal hygiene, and physical presence or observation during such activities.

Intimate personal care tasks can include:

- toileting, wiping and care of the body, including the genital and/or anal areas;
- dressing and undressing;
- application of medical treatment, other than to arms, face and legs below the knee;
- supporting with the changing of nappies;

The below procedures are for all staff undertaking personal care tasks with children within the EYFS at Malvern St James. The normal range of development for this group of children indicates that they may not be fully toilet trained.

Children could require support with personal care on either a short, longer term or permanent basis due to SEN and disability, medical needs or a temporary impairment.

At Malvern St James we are committed to providing personal care that has been recognised as an assessed need and is indicated in a care plan for an individual child, in ways that:

- maintain the dignity of the individual child;
- are sensitive to their needs and preferences;
- maximise safety and comfort;
- protect against intrusion and abuse;
- respect the child's right to give or withdraw their consent.

We must always encourage each child to care for themselves as much as they are able and protect the rights of everyone involved.

Toilet training is an important and potentially challenging time for the child, the parents/carers and the school. It is also a time of growth and very rapid developmental change for all children and there is wide variation in the time at which different children master the skills involved in being fully toilet trained.

For a variety of reasons a child may:

- not be fully toilet trained;
- have been fully toilet trained but regress for a little while in response to the stress and excitement of beginning school;
- be fully toilet trained at home but prone to accidents in new settings;
- be on the point of being toilet trained but require reminders and encouragement;
- not be toilet trained at all but likely to respond quickly to a well-structured toilet training programme;
- be fully toilet trained but have a serious disability or learning difficulty;
- have delayed onset of full toilet training in line with other development delays but will probably master these skills by the end of her EYFS years.;
- have SEND and might require help with all or some aspects of personal care such as washing, dressing or toileting.

Parents/carers will be encouraged to train their child at home as part of their daily routine before they begin their EYFS journey at Malvern St James

Reinforcement of these routines whilst at school will avoid any unnecessary physical contact. If at all possible, staff will supervise, teach or reinforce toileting skills. There may be times where an acute illness will require short term intervention and assistance.

At Malvern St James, we do admit girls who have incontinence problems and will liaise with the School Nurse, other health professional or teaching staff to support the child and parents/carers.

Cleaning and Changing Procedures

The member of EYFS staff changing the child should inform another member of staff before they do this. There is no written legal requirement that two adults must be present, however, in order to completely secure against any risk of allegation, a second member of staff should be in the

Department and doors should remain open where resources allow. The area used to change the child, should be clean and warm. If possible, it should be a quiet area with some privacy.

EYFS staff and Prep staff where necessary should:

- change the child should they soil themselves or become wet;
- inform parents/carers if a member of staff has changed or assisted a child if they have soiled;
- ensure the child is never left soiled or wet;
- report to the DSL and Health and Well-Being Centre should the child be distressed, or if marks/rashes are seen;
- encourage the child's participation in toileting procedures;
- discuss and take the appropriate action to respect the cultural practices of the family;
- take care (both verbally and in terms of their body language) to ensure that the child is never made to feel insecure;
- speak to the child personally by name so that she is aware of being the focus of the activity;
- give explanations of what is happening in a straightforward and reassuring way;
- always encourage the child to attempt to clean private parts of the body independently, using wipes;
- provide facilities/an area which afford privacy and modesty for the child, without leaving the member of staff being left completely alone;
- try to change the child whilst they are standing up (parents/carers should be encouraged to provide pull-up nappies if nappies are required);
- record date, time and any factual details of changing procedure;
- understand that it can take around ten minutes to change an individual child (the resource allocation of staff time is an important consideration at this point and other staff should be available to ensure ratios are always met);
- appreciate that changing time can be an opportunity to promote independence and self-worth;
- ensure that all of those involved with intimate care receive specific induction from the school on procedures and protocols.


In practical terms toileting issues require the provision of:

- water and soap to wash hands;
- sanitised nappy mat if required;
- wipes;
- antiseptic cleaning spray for any wipeable surfaces;
- disposable aprons and gloves;
- nappy bags;
- sanitary bin (which is checked and emptied regularly);
- spare clothes (it is always useful for each child to have spare clothes from home to change into for physical and emotional comfort) .

Checks should be made beforehand to ensure that suitable facilities for intimate care are available on excursions, where they will be necessary, and consideration must be given as to how intimate care can be dealt with in relation to PE, swimming, after school clubs, transport to and from school etc.

A Final Word

At Malvern St James we recognise that the first stage of a pupil's education sets the scene for their enthusiasm, confidence, happiness and courage in subsequent school years. Because of this, we are committed to providing a bespoke Early Years' experience, working in collaboration with parents/carers to provide outstanding care, exciting learning opportunities and the opportunity to develop life-skills, which underpins a fulfilling educational journey.

Authorised by	Board of Governors of Malvern St James Girls' School
Signature	
Date	2 December 2024
Effective date of the Policy	2 December 2024
Review date	Autumn Term 2025