

EYFS SUPERVISION POLICY (614a PS)

In addition to the whole school supervision policy (614), this policy outlines the structured supervision of the youngest girls in our school throughout the school day, where a high adult: child ratio is essential in providing good quality EYFS care.

Ratios

Pupils in EYFS are supervised by appropriately qualified staff and with an adequate number of staff to ensure compliance with ratios set out in the DfE 'Statutory Framework for the Early Years Effective September 2023'.

All teaching staff have Qualified Teacher Status and some members of the team hold the Early Years Practitioner Status (EYPS) as an additional EYFS qualification. Support staff hold the NVQ Level 3 in Nursery Practice/Early Years or an equivalent qualification.

All EYFS teachers and learning assistants have a paediatric first aid qualification.

For Reception girls (aged 4 and over), there is one teacher per class plus one learning assistant working across this year group.

For Nursery and Pre-Reception girls (aged 3 and over), there is one teacher and one learning assistant per class.

Statutory Framework for the Early Years Effective September 2023

3.36. For children aged three and over in independent schools (including in nursery classes in free schools and academies), where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification, an instructor, or another suitably qualified overseas trained teacher, is working directly with the 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 30 children*
- *for all other classes there must be at least one member of staff for every 13 children*
- *at least one other member of staff must hold an approved level 3 qualification*

3.37. For children aged three and over in independent schools (including in nursery classes in academies), where there is no person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification, no instructor, and no suitably qualified overseas trained teacher, working directly with the children:

- *there must be at least one member of staff for every eight children*
- *at least one member of staff must hold an approved level 3 qualification*
- *at least half of all other staff must hold an approved level 2 qualification*

Where children in nursery classes attend school for longer than the school day or in the school holidays, in provision run directly by the governing body or the proprietor, with no teacher present, a ratio of one member of staff to every eight children can be applied if at least one member of staff holds a full and relevant level 3 qualification, and at least half of all other staff hold a full and relevant level 2 qualification.

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Supervision through the school day

Before school care (Explorers) and arrival in class

Pupils arriving at Explorers are supervised by Explorers staff, adhering to relevant ratios, until 8.00, when they are escorted directly to their play area/classroom and met by the EYFS staff.

All pupils arrive for the start of the school day at 8.25. They are welcomed into the classrooms by the teachers and learning assistants.

Assemblies

Reception girls attend assemblies in the Hall on Mondays and Fridays, supervised by Reception staff. Nursery girls attend where it is felt appropriate and judged on the content of the assembly (for example, special celebrations), the focus of the pupils and where it fits in the timetable of their day.

Pupils are supervised by their teacher in their classrooms for online assemblies.

Classroom and outdoor area activities

EYFS pupils spend the majority of the school day with their class teacher and learning assistant. Members of staff will be located at different times in the classrooms and outdoor area to ensure relevant ratios are followed and EYFS girls within sight and sound. The risk assessment for the outdoor area includes training for staff about where to stand to ensure 'active supervision'.

All staff should follow 'Active Supervision'

Active supervision always requires focused attention and intentional observation of children. Adults position themselves so that they can observe all the children: watching, counting, and listening at all times. They also use their knowledge of each child's development to anticipate what they will do, then get involved and redirect when necessary. Pupils should never be left unattended.

Set Up the Environment

The outdoor play environment is set up so that the pupils can be always supervised. Staff carefully plan where they will position yourself in the environment to prevent children from harm. They stand in a place so they can see and hear the pupils.

Scan and Listen

Staff continuously scan the entire environment to know where everyone is and what they are doing. Specific sounds or the absence of sound may signify a reason for concern. By listening closely to the pupils, they can immediately identify signs of potential danger.

At times during the week, pupils have timetabled lessons with other teaching staff, for example, PE and Music lessons. Girls are accompanied to these lessons by EYFS staff and learning assistants remain with the girls for the duration of these lessons.

Playtimes

During the mid-morning and lunchtime playtimes, all EYFS girls play in the EYFS playground. The EYFS statutory framework does not specify different ratios for these times, with the proviso that relevant staff are in the vicinity and readily available. As such, girls are supervised by at least 3 members of staff during morning break, one of whom holds QTS. At lunchtimes, girls are supervised by lunchtime supervisors and support staff while a member of teaching staff is

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allocated to work in a classroom next to the playground where they are within sight and sound of the children and readily available.

Lunchtimes

EYFS girls eat their lunch in the main Dining room.

Nursery and Reception children are accompanied by their teachers and learning assistants.

Once seated, they are served by 4 lunchtime supervisors or learning assistants (2 for Nursery, 2 for Reception). They are then escorted back to the playground by the staff.

End of the day and after school care

At the end of the school day. Girls are met by their parents or carers (or other known adults where an arrangement has been previously made and authorised by the parent/ carer) in the EYFS playground. They are handed over directly by 'adult-to-adult handover'.

Those girls attending Explorers after school are met by at least one member of Explorers staff, depending on the numbers and ages of the children, and then escorted to the Explorers room. They are collected directly from here by their parent/ carer.

Clubs

There is the opportunity for EYFS girls to attend certain extra-curricular clubs after school. They are escorted to the on-site venues by learning assistants and then supervised by the instructors of these clubs along with the necessary number of learning assistants until collected by their parents/ carers.

Late collection of girls

We understand that, on occasion, a parent/ carer may be late. Parents are encouraged to phone the Prep School office as soon as they can to save worry or upset for the girl. It also means the staff can take appropriate measures to accommodate the girl until the parent arrives.

If a pupil is not collected by 3:25pm, she will be taken to Little Explorers and supervised free of charge until 3.40pm. If she is not collected by 3.40, she will be taken to Explorers and a charge will apply.

EYFS staff will continue to try to contact the parent and then begin to work through the emergency list of contacts. If a child is not collected by the end of the session at 6:30pm from Explorers, and parents are un-contactable, Explorers staff will liaise with a member of PSLT and a decision made if social services should be contacted.

Social Services may recommend that we contact the police or they may make arrangements to collect the child. Whilst this may sound an extreme measure we would, by this stage, be concerned for the safety of the parent and, in turn, the protection of the child (safeguarding children is always our paramount concern).

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