



EYFS Policy

Aims

This policy aims to ensure:

That children access a broad and balanced curriculum that gives them a secure foundation for learning, development and good progress through school and life

Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind

A close working partnership between staff and parents and/or carers

Every child is included and supported through equality of opportunity and anti-discriminatory practice

Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#), effective from 1 September 2025.

The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

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1. Statement

At LEAP we offer our children the opportunity to learn through a wide range of rich, meaningful and multi-sensory practical experiences, in both indoor and outdoor learning environments. Children learn best through play-based activities and first-hand experience. In the Foundation Stage, we aim to give this by looking at what the children can do and supporting them to fulfil their potential, interests and needs. We aim for the children to become independent learners through the provision of a balance of child initiated and adult led experiences. That enable children to become confident and successful in the seven areas of learning. At Mandeville, the children in our Nursery and Reception, follow the Early Years Foundation Stage National Curriculum framework and other guidance to enable quality learning and teaching to take place.

2. Equal Opportunities

We aim to provide equal access to the curriculum for all children regardless of race, gender, background, disability or special ability. Teachers structure opportunities which promote equality of access and which challenge stereotypes. We maintain and develop an inclusive culture where every individual feels valued and aspires to succeed.

3. Curriculum

Our early years setting follows the curriculum as outlined in Educational Programmes within the EYFS statutory framework that applies from September 2025.

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework. [Statutory framework for the Early Years Foundation Stage \(EYFS\)](#),

The EYFS framework includes 7 areas of learning and development that we must teach. All areas of learning and development are important and interconnected. Three areas, known as the prime areas, are seen as particularly important for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

We also support the children in 4 specific areas which help strengthen and develop the 3 prime areas, and ignite the children's curiosity and enthusiasm:

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

Weaving throughout the EYFS curriculum are the:

Characteristics of Effective Teaching and Learning:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

These elements underpin how practitioners reflect on each child's development and adjust practice accordingly. Development Matters provides non-statutory curriculum guidance for the EYFS. It provides an overall view of how children develop and learn. It guides but does not replace practitioner's professional judgement. As stated in Development Matters, children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children, they should not be used as check lists.

4. The importance of play in the Early Years curriculum

Purposeful play is hard work, demanding concentration, perseverance, intellectual and physical effort, self-organisation and responsibility, and tolerance and acceptance of others. In play, children have the opportunity to be alone or to be part of a social group, interacting and learning about sharing and fairness in turn-taking, and gaining experience of collaborative learning.

Play that is well planned and stimulating helps children to think, to increase their understanding and to improve their ability to use and understand language. It allows them to be creative, to explore, investigate and experiment, and to take risks and make mistakes. Imaginative play helps children to work through and come to terms with emotions and situations they may find difficult, in a safe and secure environment. We therefore acknowledge the importance of play in the early years, and the crucial role of adults in planning, resourcing and extending children's play opportunities.

5. Provision for Two-Year-Olds

Admissions and Entitlements

We provide places for two-year-olds under two distinct [Government entitlements](#):

- **15 Hours for Families Receiving Support:** Eligible disadvantaged families can access 570 hours per year.
- **30 Hours for Working Parents:** From **September 2025**, eligible working parents of two-year-olds can access up to 30 hours of funded childcare per week (1,140 hours per year).
- **Start Dates:** Children become eligible for these places from the start of the term following their second birthday.

- **Voluntary Charges:** While the education is free, we may charge for "extras" such as meals, nappies, or specific trips, provided these remain [voluntary for parents](#).

Staffing and Ratios

- **Ratios:** For children aged two, we maintain a minimum [staff-to-child ratio](#) of 1:5.
- **Qualifications:** At least one member of staff must hold a full and relevant **Level 3** qualification, and at least half of all other staff must hold a full and relevant **Level 2** qualification.
- **Paediatric First Aid (PFA):** All staff qualified at Level 2 or 3 must hold a valid PFA certificate to be included in ratios.

Learning, Development, and Assessment

- **Prime Areas:** Curriculum for two-year-olds focuses heavily on the three **Prime Areas:** Communication and Language, Physical Development, and Personal, Social and Emotional Development (PSED).
- **Progress Check at Age Two:** We provide parents/carers with a short, written summary of their child's development in the Prime Areas when the child is aged between **24 and 36 months**. This check:
 - Highlights areas of strength and any areas where progress is less than expected.
 - Is developed in partnership with parents and, where possible, health visitors.
 - Identifies any Special Educational Needs or Disabilities (SEND) to trigger early intervention.

Welfare and Environment

- **Space Requirements:** We ensure a minimum indoor floor space of **2.5m² per child** for two-year-olds.
- **Intimate Care:** We provide hygienic and private [nappy-changing facilities](#) and support children through their individual toilet-training journeys.
- **Safer Eating:** In accordance with the **September 2025** updates, we follow [statutory nutrition guidance](#) and maintain strict supervision during mealtimes to prevent choking.

6. Planning

Our staff are ambitious for all children, and plan activities and experiences for the children that enable them to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests and development of each child in their care, and consider whether the child needs any additional support. They use this information to plan a challenging and enjoyable experience.

Where a child may have a special educational need or disability (SEND), staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding the children's activities, staff reflect on the different rates at which children are developing, and take these into account.

7. Teaching

Staff make sure that the children experience the 3 key characteristics of effective teaching and learning: playing and exploring; active learning; and creating and thinking critically.

They respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As the children grow older, and as their development allows, the balance gradually shifts towards more focus on teaching essential skills and knowledge in the specific areas of learning, to help the children prepare for Key Stage 1.

8. Assessment

At LEAP ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their progress, development and interests. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers and keep them up to date with the child's progress and development. Staff will address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.

When a child is **aged between 2 and 3**, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed. It also focuses on any areas of possible concern, which may indicate a disability, special educational need or developmental delay. The progress check will describe the activities and strategies that the school intends to adopt to address any issues or concerns, involving parents and/or carers and other professionals as appropriate.

Within the first 6 weeks that a child **starts reception**, staff will administer the reception baseline assessment (RBA). [The requirements for the RBA are set out in Annex B of EYFS statutory framework] [Statutory framework for the Early Years Foundation Stage \(EYFS\)](#),

In the final term of the academic year in which the child reaches age 5, staff complete the EYFS profile for each child (before 30 June in that term). Each child is assessed against the 17 early learning goals (ELGs) outlined in full in Appendix 2, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

We share the EYFS profile the child's year 1 teacher. This helps to inform a discussion between reception and year 1 teachers about the child's stage of development and learning needs, and helps with planning activities in year 1.

The school shares the results of each child's 'progress check' and EYFS profile (but not the reception baseline assessment) with their parents and/or carers.

In exceptional circumstances, after discussion and only in agreement with parents and/or carers, a child might stay in EYFS provision beyond the end of the academic year in which they turn 5. In these exceptional cases, we will continue to assess the child throughout their time in EYFS provision and complete their profile at the end of the year before they move into year 1.

The profile is moderated internally and in partnership with other local schools, to ensure consistent assessment judgements. We submit EYFS profile data to the local authority on request.

9. Working with parents

We recognise that children learn and develop well when there's a strong partnership between our staff and each child's parents and/or carers.

We keep parents and/or carers up to date with their child's progress and development. The progress check and EYFS profile help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to make sure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

We ask parents/carers to provide more than 2 emergency contact numbers for their child (where possible).

10. Admissions and transitions

Admissions into Nursery

There are two intakes into Nursery in January and September. Children are offered part time places in the Nursery when they are 3 years old unless there are special circumstances under the discretion of the Headteacher and Executive Headteacher depending on the intake have either 1 or 2 terms part time before becoming full time if places are available. Children are expected to be toilet trained prior to starting Nursery.

Admissions into Reception

Parents apply directly to Hackney Education for places in Reception class. Information on the process can be found through the following links.

[Applying to Primary School Hackney Education](#)

[Hackney primary-admissions-guide-.pdf](#)

Children will start Reception the following September, staggered in accordance with individual needs.

Nursery children are not guaranteed a place in Reception and must complete a separate application form for admission to the main school. In the event of places being oversubscribed Hackney's Education process for admission are followed.

Transition

Transition from home / playgroup:

- For each intake of Nursery children, Parents/carers are offered the opportunity of a home visit by a member of the Nursery Team. This allows Parents/carers to meet the staff team, complete paperwork and to talk about the individual needs of their child.
- All Parents/carers are invited to a 'Welcome Day' to visit the school with their child either to drop in sessions in the Nursery or to a morning visit to meet the Foundation Team, Inclusion Manager, Headteacher, as well as to meet their new Reception teacher and see their new classroom.
- Parents/carers are made to feel welcome and wherever possible, staff who speak the same language are available for talking to parents and settling new children.
- Written records are sought from previous settings
- Entry is staggered so that children are settled in small groups. In Nursery parents are encouraged to stay with their child until he/she is settled and are advised that this may take several days or in some cases weeks. In Reception children may have shorter days until they are settled.
- Every child is assigned a key worker. A key worker is a member of staff in the Foundation Stage who has special responsibility for the welfare of a particular group of children during their time in Nursery or Reception classes. Children are made aware of their key worker.

Transition from Nursery to Reception:

In the term before they transfer

- Children visit Reception classes on several occasions and meet the staff and get used to their new environment
- Parents/carers are invited to a welcome session to meet the Foundation Team, Inclusion Manager, Headteacher and Parent Liaison officer, as well as to meet their new reception teacher and see their new classroom.
- Written records, reports and portfolios are handed over to the receiving teachers.

When they transfer

- Entry is staggered so that children are settled in small groups.
- Children stay all day when they are ready/as soon as possible.

Transition to Year 1:

- End of year assessment data, derived from the Foundation Stage Profiles is handed to and discussed with the Year 1 teachers and Phase group leader.
- Children transfer to Year 1 in September following their 5th birthday. They are admitted as a class on the first full day of the Autumn Term – unless a child has a SEN and needs a staggered start.
- It is recognised that some children will need time to adjust to the National Curriculum. In their first term in Year 1, planning is structured to ensure all individual needs are met and that children are still able to access learning through play, a creative curriculum and to progress in all areas of the curriculum.

11. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

All EYFS staff read the '**Keeping children safe in education**' Part 1.

[Keeping children safe in education 2025: part one information for all school and college staff](#)

Leaders and managers have put in place effective child protection and safeguarding policies that are well understood by everyone in the setting and attend annual training. EYFS staff know how to complain and understand the process for doing so. The Staff handbook outlines the behaviours, expectations of all staff and are well understood by everyone in the setting. All staff and other adults working within the setting are clear about procedures where they are concerned about the safety of the child or learner. The EYFS team refers to the Safeguarding policy and 'Keeping children safe in education' document and the 'Prevent duty' guidance.

- To support the development of the whole child as an individual by promoting security, confidence and independence
- To raise awareness of all staff to their responsibilities in identifying and reporting possible causes of abuse
- To ensure that staff concerned with particular children in need are aware of their role in safeguarding
- To use a clear system of monitoring children who are known to be or considered as likely to be at risk of harm
- To ensure that good communication between all members of staff
- To develop and promote effective working relationships with other agencies, especially Social Services and the Safer School Partnership officers of the Metropolitan Police
- To ensure all adults working within the school with access to children have an up-to-date Disclosure Barring Service (DBS) check in order to establish their suitability for working with children and have signed the Disqualification by Association document (where age applicable)

- To ensure that all staff are aware of the Prevent duty and have read 'Keeping children safe in education' part 1
- We're required to promptly follow up on absences.
If a child is absent for a prolonged time or if their parents/carers haven't told us about the absence, we will attempt to contact the parents/carers and alternative emergency contacts.

12. Oral Health

We promote good oral health, as well as good health in general, in the early years, for example by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth
- The importance for regular exercise
- And looking after our feelings

13. Paediatric first aid (PFA)

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required

14. Safer eating

While children are eating, there will always be at least 1 member of staff in the room with a valid Paediatric First Aid certificate (from a course consistent with the criteria set out in Annex A of the latest EYFS framework). All children will be within sight and hearing of a member of staff while eating, and seated safely in an appropriate chair or highchair and, where possible, in a designated eating space.

Before a child joins our setting, we will get information on their:

- Dietary requirements and preferences
- Food allergies and intolerances
- Health requirements

We will share this information with all staff involved in food preparation and handling. At each mealtime and snack time it will be clear which staff member is responsible for checking that the food meets all the requirements for each child.

We will make sure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis; the differences between allergies and intolerances; and that children can develop allergies at any time, especially during the introduction of solid foods.

We will consult with parents/carers to:

- Create allergy action plans for their child – with the help of health professionals, where appropriate
- We will also keep this information up to date and share it with all staff
- Discuss their child's progress with solid foods
- Work with them to move on to the next stage at a pace that's right for their child

We will prepare food in a way that:

- Prevents choking
- Meets each child's individual developmental needs
- Is in line with the DfE's [Early Years Foundation Stage nutrition guidance](#)

This is outlined in Appendix 3.

In the event of a choking incident that requires intervention, we will record details of the incident and make the child's parents/carers aware. We will periodically review the records to identify whether we can change anything in our practice to make eating safer, and then take action as appropriate.

15. Accident or injury

We keep a first aid box (which contains appropriate items for children) always accessible.

We keep a written record of accident or injuries and any first aid treatment.

We will inform parents or carers the same day as, or as soon as reasonably practicable after, of any:

- Accident or injury sustained by the child
- First aid treatment given

We will notify the relevant authority of any serious accident, illness, or injury to, or death of any child while in our care and inform them of the action taken, as soon as reasonably practicable.

16. Monitoring arrangements

All aspects of the EYFS are regularly monitored by the Early Years Lead and SLT. This is detailed in the monitoring cycle and will include, as appropriate, lesson observation, planning and work scrutiny. Each class will also be encouraged to display their work through the schools display boards and website. In this way the wider school community will be able to view, interact and leave comments on the work children produce throughout the year. The curriculum is reviewed half-termly and improvements and changes are incorporated into the units.

This policy will be shared, reviewed and approved by governing body every year.

17. EYFS subject leader role

The role of the EYFS subject leader is to provide professional leadership and management to secure high-quality teaching, effective use of resources and improved standards of learning and achievement for all pupils. The role involves:

- Providing leadership and direction for the EYFS and ensuring that it is managed and organised to meet the aims and objectives of the school and the subject.
- Responsibility for securing high standards of teaching and learning as well as playing a major role in the development of school policy and practice.
- Ensuring that practices improve the quality of education provided, meet the needs and aspirations of all pupils, and raise standards of achievement in the school.
- A key role in supporting, guiding and motivating teachers and other adults. Evaluating the effectiveness of teaching and learning, the subject curriculum and progress towards targets for pupils and staff, to inform future priorities and targets for the EYFS. Evaluations and analysis are to be reported to the Governors Curriculum and Community Working Party.
- Identifying needs in EYFS and producing an annual action plan. It is important that a subject leader has an understanding of how their subject contributes to school priorities and to the overall education and achievement of all pupils. Each child is assigned a key person, they help ensure that every child's learning and care is tailored to meet their individual needs. The key person seeks to engage and support parents /carers in guiding their child's development at home.
- All EYFS providers completing the EYFS Profile must give parents a written summary of their child's attainment using the ELGs and a narrative on how a child demonstrates the three characteristics of effective learning.
- To ensure a smooth transition to new year groups, EYFS teachers work closely with parent/ carers, other settings and Year 1 teachers.
- Providers must take all necessary steps to safeguard children; ensure the suitability of adults who have contact with children; promote good health; manage behaviour; and maintain records, policies and procedures.

18. Ratios

Staff ratios within the EYFS adhere to the '**Statutory framework for the Early Years foundation stage.**'

[Statutory framework for the Early Years Foundation Stage \(EYFS\),](#)

19. Health and safety

Staff to position themselves appropriately during activities to ensure staff have an overview of all of the children, inside and outside e.g. more children than anticipated are in the outside area, staff arrange themselves accordingly.

All parents are asked to give permission their child's image to be used on the school website or other similar media by signing a form in when their child joins our school.

Each class has a first aid box accessible at all times with appropriate content for use with the children in their class. If supplies are low, it is staff responsibility to inform the relevant person.

Dietary requirements are shared with Nursery and Reception staff, kitchen staff and office staff. Posters are created to outline dietary requirements and are displayed in classrooms and in the kitchen.

Appendix 1. List of statutory policies and procedures for the EYFS

This isn't an exhaustive list of policies and only includes policies specific to the EYFS. For a full list of our policies, see [The LEAP Federation - LEAP Policies](#)

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent/carer failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy

Appendix 2. Early Learning Goals ELGs

The Early Learning Goal Descriptors

Communication and Language

ELG: Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

ELG: Self-Regulation

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

ELG: Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.

- Show sensitivity to their own and to others' needs.

Physical Development

ELG: Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.

ELG: Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

ELG: Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
 - Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.

ELG: Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Mathematics

ELG: Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitising (recognise quantities without counting) up to 5.

- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

ELG: Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate – maps.

ELG: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

ELG: Creating with Materials

- Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

- Invent, adapt, and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music

Appendix 2. Safer Eating requirements for group and school-based providers (Effective from 1st September 2025)

3.63 Whilst children are eating there should always be a member of staff in the room with a valid paediatric first aid certificate for a full course consistent with the criteria set out in section 13 and 14.

3.64 Before a child is admitted to the setting the provider must obtain information about any special dietary requirements, preferences, food allergies and intolerances that the child has, and any special health requirements. This information must be shared by the provider with all staff involved in the preparing and handling of food. At each mealtime and snack time providers must be clear about who is responsible for checking that the food being provided meets all the requirements for each child.

3.65 Providers must have ongoing discussions with parents and/or carers and, where appropriate, health professionals to develop allergy action plans for managing any known allergies and intolerances. This information must be kept up to date by the provider and shared with all staff. Providers should refer to the British Society for Allergy and Clinical Immunology (BSACI) allergy action plan. Providers must ensure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis, the differences between allergies and intolerances and that children can develop allergies at any time, especially during the introduction of solid foods which is sometimes called complementary feeding or weaning. Providers should refer to the NHS advice on food allergies: Food allergy - NHS (www.nhs.uk) and treatment of anaphylaxis: Anaphylaxis - NHS (www.nhs.uk).

3.66 Providers must have ongoing discussions with parents and/or carers about the stage their child is at in regard to introducing solid foods, including to understand the textures the child is familiar with. Assumptions must not be made based on age. Providers must prepare food in a suitable way for each child's individual developmental needs, working with parents and/or carers to help children move on to the next stage at a pace right for the child. The NHS has some advice providers should refer to: Weaning - Start for Life - NHS (www.nhs.uk).

3.67 Providers must prepare food in a way to prevent choking. This guidance on food safety for young children: Food safety - Help for early years providers - GOV.UK (education.gov.uk) includes advice on food and drink to avoid, how to reduce the risk of choking and links to other useful resources for early years providers.

3.68 Babies and young children should be seated safely in a highchair or appropriately sized low chair while eating. Where possible there should be a designated eating space where distractions are minimised.

3.69 Children must always be within sight and hearing of a member of staff whilst eating. Choking can be completely silent, therefore, it is important for providers to be alert to when a child may be starting to choke. Where possible, providers should sit facing children whilst they eat, so they can make sure children are eating in a way to prevent choking and so they can prevent food sharing and be aware of any unexpected allergic reactions.

3.70 When a child experiences a choking incident that requires intervention, providers should record details of where and how the child choked and ensure parents and/or carers are made aware. The records should be reviewed periodically to identify if there

are trends or common features of incidents that could be addressed to reduce the risk of choking. Appropriate action should be taken to address any identified concerns