

Mill Hill Primary School

EYFS Policy

Appendix A - Charging

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Date Reviewed:	March 2025
Approved by:	
JCC Consulted	
Next Review	March 2027

Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school 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
- All children are provided with a safe, secure and stimulating learning environment which meets the individual needs of all learners, enabling them to become happy, motivated learners

Legislation

This policy is based on requirements set out in the statutory framework for the [Early Years Foundation Stage \(EYFS\) for 2024](#) and the [Early Years Foundation Stage assessment and reporting arrangements](#)

This document also complies with our funding agreement and articles of association.

Linked to the following policies:

- Child Protection policy
- Supporting children with medical conditions
- Health and Safety
- Missing children and late collection policy
- Complaints

Structure of the EYFS

Supervision and ratios:

September 2025 - For children aged two and over the ratio shall be one member of staff, holding an appropriate level 3 qualification, to every five children and at least one other member of staff must hold an approved level 2 qualification.

For children aged three and over the ratio shall be one member of staff, holding an appropriate level 3 qualification, to every eight children and at least one other member of staff must hold an approved level 2 qualification. Where a qualified teacher is the lead member of staff a ratio of 1:13 can be applied.

For classes where children will reach five within the school year, there must be one member of staff for every 30 children.

Nursery hours

At Mill Hill Primary School we welcome children in the day after they turn three. There is a rolling intake over the course of the year – funding based on 3 termly census points.

Families can use their 15 hours government funded hours and 30 hours for those who are eligible. Extra sessions can be purchased – see Appendix A for EYFS charging.

Sessions:

Morning: 8:45-11:45

Lunch: ½ hour lunch provision: 11:45-12:15

Afternoon: 12:15 - 3:15

Reception provision

At Mill Hill Primary School, children join the Reception class in the year they turn 5. Children will attend on a full time basis.

Curriculum

Mill Hill Primary School's early years setting follows the curriculum as outlined in the latest EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. 3 areas, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning and 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

The Prime Areas are strengthened and applied through four **Specific Areas**:

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

Additionally at Mill Hill Primary School, the curriculum has been created using statements from Development Matters and Birth to Five matters and is based on the 'Seven Key Features of Effective Practice as outlined in the development matters non-statutory guidance.

The curriculum is planned in a very practical way and is built around broad learning themes which are topics of interest and are relevant and meaningful to children. High quality texts underpin Mill Hill's EYFS curriculum.

Planning

Practitioners plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the three Prime Areas.

At Mill Hill Primary School, practitioners take into account the individual needs, interest and stage of development of each child in their care and use this information to plan a challenging and enjoyable experience. Practitioners are skilled at driving children's learning forward; prompting, questioning and scaffolding learning opportunities through a play-based provision. Where a child may have a special educational need or disability, practitioners consider whether specialist support is required, aligning with relevant services from other agencies, whether appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways children learning and include these in their practice.

Teaching and Learning

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interest, guiding their development through warm, positive interaction.

As children grow older and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year 1. In Reception, there are daily phonics, maths and reading activities

Assessment

At Mill Hill Primary School, ongoing assessment is an integral part of learning and developmental processes. Practitioners observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning.

Within the first 6 six weeks that a child starts Reception, practitioners will administer the Reception Baseline Assessment (RBA). This provides an on-entry assessment of pupil attainment to be used as a starting point from which a cohort level progress measure to the end of Key Stage 2 can be created.

At the end of the EYFS, practitioners complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

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

The profile reflects ongoing observations and discussions with parents/carers. The results of the profile are shared with parents/carers for their child.

The profile is moderated internally and across the Trust to ensure consistent assessment judgements. EYFS profile data is submitted to the Local Authority upon request.

Working with Parents and Carers

Mill Hill Primary School recognises that children learn and develop well when there is strong partnerships between school and home.

Parents/Carers are kept up to date with their child's progress and development through Evidence Me, newsletters, termly update reports / parent teacher meetings. The EYFS profile helps to provide parents/carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Mill Hill Primary School has an open door policy to encourage honest, positive and supportive dialogue between home and school.

Safeguarding and Welfare procedures

At Mill Hill Primary School we recognise that children learn best when they're healthy, safe and secure, when their individual needs are met and when they have positive relationships with adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

Our safeguarding procedures are outlined in the Child Protection policy.

Monitoring arrangements

This policy will be reviewed every 2 years. At every review, the policy will be shared with the Primary School Committee.

Appendix A - Mill Hill EYFS Charging policy September 2025

All children are entitled to funded nursery provision from the term after their third birthday (15 or 30 hours per week depending on family circumstances). Working families who are eligible can claim 30 hours per week for children aged 9 months+. It is expected that the majority of parents will choose to take this entitlement for the hours spent in our nursery.

The funding arrangements are made by the school. Parents must ensure they return an accurate termly parental booking agreement to confirm their child's nursery place, to ensure this funding can be arranged.

If a parent is taking any of their entitlement at another provider, they must indicate this on the parental booking agreement. If a parent is splitting their 15 or 30 hours with other providers, this must be made clear.

In order to provide parents with the opportunity to access 30 continuous funded hours, there will be no charge if a child who attends for a full day – 30 minutes 'lunch club' will be provided by the school. Each session (morning or afternoon) of three hours above the initial entitlement will be charged at:

2 Year Olds - £6.00 an hour / £18.00 a 3 hour session

3 Year Olds - £6.00 an hour / £18.00 a 3 hour session

Chargeable nursery sessions must be booked termly and paid in advance in agreement with the school office. Childcare vouchers are accepted by prior arrangement with the school.

Once chargeable sessions have been allocated they will continue to be included in the nursery session allocations unless:

1. Parent have given a half term's written notice to cease the sessions;
2. The child leaves the nursery;
3. Payment for the chargeable sessions has not been made by the agreed date;
4. The child has not been attending the chargeable sessions regularly.

Fee Payment

Chargeable nursery sessions will be confirmed on the Parental Booking Agreement and payment should be made by Eduspot by the date stated. Individual payment arrangements in exceptional circumstances can be discussed with the Head/ Senior Administrator. Please talk to office staff should you think you have exceptional circumstances.

If a child is absent, whether due to sickness or any other reason, refunds or reductions are NOT available for absence. (School costs do not diminish if your child is ill). In the case of prolonged unexpected absence e.g. serious illness, fees will be refunded at the discretion of the School Committee.

Before / After school care may be available on request dependent on numbers / staffing – please enquire via the school office.