

# EYFS and Wraparound Care Policy

Little Lanes Out of School Club | Version October 2026

## Our commitment

Little Lanes provides welcoming, inclusive breakfast and after-school care for school-aged children. Children can relax, play, build friendships and receive the support they need before and after their school day. We work with families and school staff to provide continuity of care while recognising that time at the Club is different from classroom learning.

## How the EYFS applies

We follow the applicable Early Years Foundation Stage (EYFS) safeguarding and welfare requirements. The statutory early years age range runs from birth until 31 August following a child's fifth birthday, normally the end of Reception. We check each child's age and school year when they join.

Provision solely before or after school, or in school holidays, for children who normally attend Reception or older classes does not have to meet or be guided by the learning, development and assessment requirements in Sections 1 and 2 of the EYFS. This does not remove safeguarding and welfare duties. If our intake changes to include younger children, management will review the applicable requirements before care begins.

The school remains responsible for its teaching and assessment. Little Lanes discusses the support it offers with parents and relevant school staff. We do not duplicate school assessments or require children to complete a formal curriculum during Club sessions.

## EYFS coordination

Megan Garratt is the Club's EYFS lead, assisted by Clare Greenham and Kelise Sparrow. Megan oversees the arrangements below and delegates clearly agreed tasks to Clare and Kelise:

- Identify children within the EYFS age range and ensure relevant staff know their needs.
- Confirm the child's school or main early years provider and arrange appropriate liaison.
- Allocate a key person to each EYFS child and tell the family who this is.
- Agree who will lead each child's settling-in arrangements and any follow-up, so shared coordination does not leave tasks unclear.
- Support staff to offer suitable activities and care, and review concerns with families and relevant professionals.

## Key person and settling in

Each EYFS child has a named key person who gets to know them and their family, helps them settle and keeps their individual care needs in view. Parents will be told whom to approach if that person is absent. All staff remain responsible for the child's safety and care.

Before starting, we gather registration, emergency contact, collection, medical and support information through iPAL and discussion with parents. We ask about interests, comfort, communication and anything that may make the transition easier. Follow the Child Induction and Settling In Policy, including visits or a gradual introduction where helpful.

Staff introduce the child to familiar adults, routines, toilets, activity areas and safe boundaries. An optional buddy can help them join in, but never replaces adult supervision. Staff notice tiredness or distress, offer reassurance and a quieter activity, and speak with parents if settling remains difficult.

## Play and the four EYFS principles

Our practice reflects the four EYFS principles through everyday play and care:

- A unique child: We get to know each child's interests, strengths and preferences. Staff offer specific encouragement, listen to children's views and avoid comparing children.
- Positive relationships: Warm, respectful professional relationships and familiar routines help children feel secure. Children can ask for help, comfort or quieter time with safe supervision.
- Enabling environments with adult support: Accessible resources, inviting spaces and responsive staff help children explore their ideas, join activities and use equipment safely.
- Different ways and rates of learning: Children can take part at their own pace. We adapt communication, resources and expectations for individual needs, including SEND, health needs and children learning English as an additional language.

## Choice and everyday care

The Club follows playwork principles, offering a mix of child-initiated play and optional adult-led activities. Children are not forced to join a particular activity. Staff support choice within safe boundaries and explain essential safety routines. Offer a balance of active and quieter play, creative activities, social time and outdoor opportunities.

Support children with snacks, drinking water, toileting, dressing and belongings according to their needs, encouraging independence without withholding necessary help. Follow individual care plans and the Club's medication, food safety and intimate care procedures. Use screens only in line with the Mobile Phones, Online Safety and Photographs Policy.

## Working with families and the school

Agree how important information reaches Club staff, including changes in wellbeing, medical needs, collection arrangements or support. Use clear handovers and follow the Attendance, Unexplained Absence and Missing Children Policy if an expected child is not accounted for. Never assume that a message to the school has reached Little Lanes.

Share relevant information securely and lawfully with those who need it. Involve parents in support discussions where appropriate; necessary safeguarding information must not be delayed while seeking permission. Record and refer concerns through the Safeguarding Policy. Where additional support may help, discuss this with the family and the relevant school or specialist staff.

## Proportionate records and review

Use brief, useful notes on interests, settling, support and agreed actions, including the Getting to Know Me sheet where helpful. Formal learning journals, routine photographic evidence and school-style progress tracking are not part of our wraparound approach. Keep care and safeguarding records securely under the relevant policies. Megan, supported by Clare and Kelise, reviews whether support is working and updates arrangements with families when needs change.

## Approval and review

Adopted by: Little Lanes Out of School Club

Date approved: October 2026\_ Review date: October 2027

Signed: MG Name and role: Megan Garratt-Manager

Review within 12 months of adoption, or sooner following changes in provision, guidance or children's needs. Replaces the EYFS Policy dated March 2026.

Reference: EYFS statutory framework for group and school-based providers, effective September 2026: before/after school care (page 7), key person (3.42), wraparound staffing (3.58) and parent information (3.100). Read alongside the Club's safeguarding, induction, inclusion, health and safety and care policies.

[www.gov.uk/government/publications/early-years-foundation-stage-framework--2](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2)