



MOORFIELD

SCHOOL

EARLY YEARS
PARENT HANDBOOK
2026-27

For children in Nursery 1, Nursery 2, Nursery 3 and Reception

“We do not stop playing because we grow old:
We grow old because we stop playing.”

Benjamin Franklin



WELCOME

A warm welcome to Moorfield Early Years. We want every child to feel safe, known and excited to learn. Children have time to play, explore, talk, create and build relationships, indoors and outdoors, supported by adults who know when to observe, join in and extend learning.

Moorfield Early Years is a setting with kindness and individualism at its core. We believe in child-led learning, supporting and extending the interests of each child through meaningful interactions with highly trained adults in a well-equipped and purposeful environment. No two days are ever the same and each day is filled with excitement, wonder and awe.

This handbook brings together the information families need most. If anything is unclear, please speak to a member of the Early Years team.

OUR VISION STATEMENT

At Moorfield, we aim to provide every child with the skills to become a happy, independent and curious life-long learner.

OUR MISSION

Moorfield embraces childhood as a magical time, upholding an image of the child as a powerful, competent, capable and integral member of the community. Moorfield envisions each family as unique, deserving of respect, and the centre of the child's life. The school fosters interpersonal relationships among children and adults in order to provide an educational experience of the highest quality built upon the belief that children have a natural disposition for learning and an innate curiosity that, when intentionally and carefully nurtured, blossoms into a life-long love of learning.

Our approach

- Kindness, belonging and respect come first.
- Learning is rooted in purposeful play, first-hand experience and children's interests.
- Adults model language, ask thoughtful questions and add challenge at the right moment.
- Indoor and outdoor provision supports sustained, active learning.
- Families and school work together; each child's culture, language, needs and strengths are valued.
- Children are supported to become confident, resilient, creative and increasingly independent.

The EYFS

The Early Years Foundation Stage (EYFS) is the statutory framework for children from birth to five in England. It sets requirements for learning and development, assessment, safeguarding and welfare. Moorfield follows the framework for group and school-based providers effective from 1 September 2026.

Why families choose Moorfield

Childhood is not simply preparation for what comes next. It is a precious stage of life in its own right. At Moorfield, we protect the time, freedom and joy children need to become deeply involved in play, relationships, stories, movement, creativity and the natural world. We want children to leave each day full of things they have discovered, made, wondered about and cannot wait to return to.

A small setting with a strong family feel

Our small classes allow adults to know every child properly: what makes them laugh, what helps them feel secure, what fascinates them, how they communicate and when they are ready for a new challenge. Children are not expected to fit a single mould. Provision is shaped around the individuals in front of us, while ensuring that every child experiences a broad and ambitious curriculum.

Moorfield Early Years is part of the wider school community, but it retains the intimacy and warmth young children need. Families know the staff and staff know the families. Nursery and Reception children build relationships across the department, while older pupils, specialist teachers and shared school experiences help them feel that they belong to something bigger. This strong community and family atmosphere is one of Moorfield's defining qualities.

Joy for life and learning

We believe that children who feel safe, valued and capable become confident learners. Happiness is not an extra added after learning; it creates the conditions in which learning flourishes. We nurture curiosity, independence, kindness, resilience and a willingness to have a go. Children learn that their ideas matter, that mistakes are useful and that adults are genuinely interested in what they think.

Personal, skilled provision

Our curriculum is personal to the children but never narrow. Practitioners notice interests and use them as a doorway into new language, knowledge and skills. A fascination with water might lead to measuring, prediction and collaborative problem-solving; a self-created story might grow into drawing, mark-making, drama and early writing. Skilled adults make these connections deliberately, ensuring that play remains joyful while learning moves forward.

What we want for every child : To feel known and loved; to develop a strong sense of self; to communicate confidently; to become independent and kind; and to carry a lasting joy for life and learning into the next stage of school.

Our Early Years team

Warm, responsive relationships are at the heart of effective early education. Our experienced team works closely across Nursery and Reception so that children experience consistent care, familiar adults and smooth transitions.

Role	Member of staff
Head of Lower School, DSL and Reception Teacher	Mrs Nicola Minshall - BA (Hons) Primary Education and English
Nursery 3 Teacher, Monday-Wednesday	Mrs Jane Brown - B.Ed (Hons)
Nursery 3 Teacher, Thursday-Friday	Miss Karley Baxter - BA (Hons) Children's Care, Learning and Development
Lead of Nursery 1 and Nursery 2 / Early Years Practitioner	Mrs Emma Preston - Diploma in Childcare and Education; NVQ Level 3
Early Years Practitioner	Miss Michelle Wood - NNEB in Childcare
Early Years Practitioner	Miss Agi Stachura - Level 6 Early Years Teacher Status; Forest School Leadership Level 3
Early Years Practitioner	Mrs Diane Robinson - BTEC Nursery Nursing; BA (Hons) Early Childhood Studies
Early Years Practitioner	Mrs Tina Driver - NVQ Level 3

Specialist experiences

Children also benefit from specialist teaching and experiences within the wider Moorfield community. Music is taught by Mrs Victoria Crebbin, PE by Mr James Snook and bushcraft by Miss Agi Stachura. The current weekly timetable is shared with families through Padlet because days may change from year to year.

All Early Years staff are trained in pediatric first aid, safeguarding and safer sleep. Every child has a named key person, while the whole team shares responsibility for children's safety, wellbeing and learning.

Classes, sessions and attendance

Class	Typical age / stage
Nursery 1	From a child's second birthday
Nursery 2	Children aged 2-3; the academic year in which they turn 3
Nursery 3	Children aged 3-4; the academic year in which they turn 4
Reception	Children aged 4-5; the academic year in which they turn 5

Recommended attendance

- Nursery 1: at least two sessions each week.
- Nursery 2: at least three sessions each week, building up where appropriate.
- Nursery 3: at least five sessions each week, building towards three or four full days in the summer term.
- Reception: full-time attendance is strongly recommended. Attendance becomes compulsory from the term after a child turns five.

We will work with families to find a pattern that supports each child. Session swaps are not available, but extra sessions may be booked where space allows. Please email Mrs Minshall and the room leader or class teacher.

Session times

Sessions are flexible. Families can choose how to use and spread their funded hours across the available start and finish times below, subject to their agreed booking and availability.

Available start times	Available finish times
8.30am	11.30am
11.30am	12.30pm
12.30pm	2.30pm
	3.30pm

The start and finish columns are independent options rather than fixed session pairings. Each child's pattern is agreed with the family before they begin. Reception registers are taken in the playground before 8.45am. Anyone arriving after this must enter through the main office and will be marked as absent. Nursery registers are taken in the classroom.

Starting and settling

Once admissions paperwork is complete and the birth certificate has been checked, families agree a start date and session pattern. Two settling sessions support a calm transition:

Session	What happens
1	One hour of play with a parent or carer present
2	One hour of play without a parent or carer present

Some children need a more gradual start. We will agree this with you.

Your child's key person

Every child has a named key person who helps them settle, understands their individual needs and builds a close relationship with the family. We will tell you who this is when your child starts. All Early Years staff share responsibility for children's safety, care and learning.

What to bring on the first day (all named)

- A complete change of clothes, including socks and shoes, in a named bag.
- Several pairs of underwear.
- A water bottle.
- Fruit/ vegetable snack
- Suitable additional seasonal clothing for the weather

Moving through Early Years

Transitions are gradual. Nursery 2 children spend time in Nursery 3 during the summer term. Nursery 3 children visit Reception from the spring term, with longer visits later in the summer. We also support children moving to other schools and share information with consent and in line with our procedures.

A day in Moorfield Early Years

No two days are identical, because children bring new ideas, questions and experiences with them. There is, however, a reassuring rhythm that helps children know what to expect.

A warm start

Children are welcomed by familiar adults in the playground and then helped settle into play with a different familiar adult in the classroom. Staff notice how each child arrives and make time for important information from home. Children can reconnect with ongoing projects, choose from the provision and meet friends.

Long periods of meaningful play

Children move between indoor and outdoor learning for substantial parts of the day. Adults protect this time so that ideas can develop rather than being repeatedly interrupted. Alongside self-chosen activity, children take part in stories, singing, conversation, phonics, mathematics, creative work and other experiences chosen for their age and stage.

Care routines are part of learning

Snack, lunch, toileting, dressing and tidying are unhurried opportunities to build language, coordination, responsibility and independence. Adults provide the support each child needs while encouraging them to do as much as they can for themselves. Children who need to sleep or rest follow their agreed routine in a safely supervised space.

Learning beyond the classroom

Outdoor play is available every day unless conditions make it unsafe. Children also enjoy bushcraft, music, PE, local walks, visitors and trips. These experiences extend vocabulary, physical confidence, knowledge of the world and a sense of belonging to the local community.

Reflection and home time

The day may close with a story, song, shared reflection or conversation about what children have discovered. At collection, staff pass on important care or welfare information and enjoy sharing significant moments. Longer conversations can always be arranged.

Keeping families informed - The current daily routine, weekly menu, specialist sessions, focus of the learning, reminders and photographs of learning are shared through Padlet and EvidenceMe. These channels allow information to stay current and fluid.

Arrival, collection and care

Arrival

Please arrive at the booked session time. Reception registers are taken in the playground before 8.45am; Nursery registers are taken in the classroom. Anyone arriving after registration must enter through the main office and will be marked as absent. Nursery families say goodbye at the Early Years fence; Reception families in front of the bay window in the playground. Staff can answer quick questions; please arrange a meeting if a longer conversation is needed.

Collection

- Morning children staying for lunch are collected promptly at 12.30pm from the main playground.
- Other children are collected from the Early Years fence at their booked finish time.
- Tell us in advance if someone different will collect. We will not release a child to an unauthorised adult; a password will be required.
- If delayed, contact Mrs Minshall and the School Office. A child may be taken to After School Care and a charge may apply.
- Keep all contact and emergency-contact details up to date. Two sets of contact details are required.

Supervision

The enclosed Early Years area enables free-flow outdoor play. Staff deploy across the indoor and outdoor spaces to maintain appropriate supervision. At lunch, children are supervised while eating and during outdoor play. Children who need a sleep follow the school's safer-sleep procedure.

Wraparound care

Provision	Times / notes
Breakfast Club	From 7.30am; meal available
After School Care	Until 6.15pm; meal available
Holiday Club	8.00am-4.00pm during most school holidays; exclusions and charges are published separately. MEals are not provided.

Bookings and current charges are available from the School Office or school website.

Learning and development

Children learn through a balance of child-initiated play, responsive adult interaction, carefully chosen experiences and direct teaching. Practitioners use what they know about each child's needs, interests and development to plan an enjoyable and appropriately challenging curriculum.

Seven areas of learning

Prime areas	Specific areas
Communication and Language Physical Development Personal, Social and Emotional Development	Literacy Mathematics Understanding the World Expressive Arts and Design

How we teach

- We notice what children are trying to understand or achieve.
- We join play sensitively, model language and skills, and introduce useful ideas or resources.
- We give children time to think, practise, revisit and solve problems.
- We review the environment and curriculum so that learning remains broad, ambitious and inclusive.
- We use Development Matters as non-statutory guidance, not as a tick list.

Moorfield goals by the end of Reception

Alongside the statutory early learning goals, our curriculum aims for children to:

- take part in back-and-forth conversations and become confident, resilient learners;
- love reading, make up a story, and use language to explain ideas;
- follow a recipe, play a group board game and use mathematical language when building;
- explore nature, make and follow a map, and safely ride a pedal bike;
- sew a soft toy, create a dance, and plan, make and evaluate a three-dimensional model.

How learning happens at Moorfield

Young children learn best when they are active, emotionally secure and absorbed in something meaningful. Our approach combines child-initiated play, a carefully designed environment, responsive adult teaching, group experiences and direct instruction. The balance changes with children's age, development and needs.

Play with purpose

Children have sustained time to choose, explore, revisit ideas and become deeply involved. Resources are open-ended and accessible so children can make decisions, test possibilities and represent their thinking. Play develops language, imagination, self-regulation, physical skills, collaboration and problem-solving. It also gives children a meaningful reason to apply early literacy and mathematics.

Teaching in the moment

Much of our teaching happens at the point when a child is curious, puzzled or ready to master something new. Practitioners observe first and then decide whether to comment, model, question, demonstrate, introduce vocabulary, add a resource or simply allow uninterrupted concentration. We often use phrases such as "I wonder..." because they invite children to think without suggesting that there is only one acceptable answer.

Following children's interests does not mean leaving learning to chance. Adults understand child development and the curriculum. They know the knowledge and skills children need, identify teachable moments and provide experiences that extend learning beyond what is already familiar.

The environment as a teacher

Our indoor and outdoor spaces are planned to encourage independence, creativity and purposeful choice. Children can access resources, combine them in new ways and return to ideas over time. Staff continually review the environment: what children are doing, who is becoming involved, what language is emerging and what might deepen the learning. Free-flow outdoor access supports movement, managed risk, nature study and the freedom to learn on a larger scale.

A broad, skills-rich curriculum

We preserve the spontaneity of childhood while building strong foundations. Stories, conversation, phonics, early writing, number, pattern, music, movement, art, design, cookery, bushcraft and exploration of the wider world all have a place. Children encounter new ideas through carefully chosen books, visitors, local walks, celebrations and specialist teaching as well as through their own play.

The adult's role

- Build a secure relationship and understand each child's development, culture, language, interests and needs.
- Prepare inviting spaces and ensure resources are safe, accessible and sufficiently challenging.
- Listen closely, model rich language and give children time to think and respond.
- Teach skills explicitly when needed, then help children use them independently in meaningful contexts.
- Support cooperation, emotional regulation and positive behaviour without taking over children's play.
- Notice progress, share significant learning with families and use professional judgement to plan what comes next.

Observation, planning and progress

Planning is both intentional and responsive. Adults know the curriculum and prepare worthwhile experiences, but they also adapt when children reveal a powerful interest or misconception. Significant observations help us understand how a child is learning and what might help next; they are not produced to meet a quota. Professional discussion, family knowledge and day-to-day interaction matter more than collecting large amounts of evidence.

Learning in partnership with families

Parents and carers know their children best. What families tell us about interests, language, culture, routines and achievements helps us provide continuity and make better decisions. EvidenceMe allows home and school to share meaningful moments, while conversations and consultations give space to discuss development, wellbeing and next steps.

The result Children experience a curriculum that feels personal because it begins with strong relationships, but is ambitious because skilled adults know how to broaden interests and build knowledge step by step.

Assessment and communication

Assessment is based on adults knowing children well. It comes from everyday play, conversation, adult-led experiences, family information and professional judgement - not tests or unnecessary paperwork.

What families can expect

- Informal contact at drop-off and collection, plus appointments when a longer discussion is needed.
- Learning observations through EvidenceMe when they add value; there is no fixed quota.
- Opportunities for families to share significant learning from home through EvidenceMe.
- A progress check at age two where required, discussed with parents or carers.
- Parent consultations or Stay and Play sessions during the year.
- A summer report for children in Nursery 2, Nursery 3 and Reception.
- The statutory EYFS Profile at the end of Reception. The outcomes, including whether a child has achieved a Good Level of Development (GLD), are completed and reported as required.

For each Early Learning Goal, the statutory outcomes are “expected” and “emerging”. Results are shared with families and the Year 1 teacher and reported as required. A child has achieved a Good Level of Development when they meet the expected level in all prime areas and in the specific areas of Literacy and Mathematics.

Contact Telephone 01943 607285 or email nminshall@moorfieldschool.co.uk. Padlet carries routines, menus and timely updates; access details are provided when a child joins.

Inclusion, care and behaviour

Special educational needs and disabilities

Our SENCO is Mr Simon Bardon. Staff identify and respond to children's needs early, working closely with families. Support may include reasonable adjustments, targeted experiences, an individual support plan and advice from health visitors, speech and language services or other professionals. We would also support children who use English as an additional language and value each child's home language, culture and identity.

Any concern about development is discussed sensitively with parents or carers. Information is shared with other professionals only with consent unless sharing is necessary to safeguard a child or meet another legal duty.

The progress check at age two

For each eligible child aged between two and three, practitioners complete a short written review of development in Communication and Language, Physical Development, and Personal, Social and Emotional Development. It highlights progress, strengths, any area where support or further assessment may be needed, and the strategies we will use. Families are involved and receive the written summary. With consent, the check can inform the health visitor's two-year review and transition to another setting.

Toileting, nappies and intimate care

Children do not need to be toilet trained before starting. We agree an individual, consistent approach with families and support toilet learning positively, without pressure or shame. Hygienic changing facilities are available. Staff protect each child's dignity and privacy while maintaining appropriate safeguarding and supervision. A written log is kept of any toilet accidents as well as nappy changing information. Families should provide the nappies, wipes, creams and spare clothes; written permission is required before staff apply creams or administer treatment.

Positive behaviour and co-regulation

We notice and positively praise kind, safe and helpful behaviour. Adults model language, help children name feelings, co-regulate when emotions are strong, and teach children how to take turns and resolve conflict. From Reception, children join the whole-school reward system: they collect house points and earn different coloured merit certificates.

We do not use corporal punishment, humiliation or any response that could harm a child's wellbeing. Physical intervention is used only when absolutely necessary to prevent immediate injury or serious harm. It is recorded and parents or carers are informed on the same day, or as soon as reasonably practicable.

Food, health and first aid

Meals and snacks

- Children staying for lunch receive a healthy, balanced meal; Reception lunch is compulsory. Packed lunches must follow the Early Years Packed Lunch Policy, in line with the EYFS Nutrition Guidance.
- Send only fruit or vegetables for snack, plus a named water bottle. Fresh water is available throughout the day.
- Semi-skimmed cow's milk is also available.
- Tell us before starting about allergies, dietary needs or medical conditions, and update us immediately if anything changes.
- Staff supervise children while they eat and are alert to choking risks. Food is prepared and served in line with the school's nutrition and allergy procedures.

Allergies and safer eating

Mrs Nicola Minshall is Head of Allergies. Families must give complete, current information about allergies and intolerances and provide any prescribed emergency medication and care plan required. School will then create an Individual Health Care Plan and a risk assessment for that child. Food is prepared to suit each child's developmental needs and reduce choking risk. Children remain within sight and hearing of staff while eating; staff discourage food sharing and remain alert to choking or allergic reactions. Any choking incident requiring intervention is recorded, reviewed and reported to parents or carers.

Oral health

We promote oral health through fresh water, healthy food choices and age-appropriate learning about teeth. Families are encouraged to establish twice-daily brushing with fluoride toothpaste and regular dental care.

Illness and medicines

- Report absence to the School Office by 8.40am, or email Mrs Minshall as soon as possible.
- Tell staff about any medicine given before arrival.
- Prescription medicine must be labelled and can be administered only after the required form is completed, following the prescription instructions.
- Keep a child at home for 48 hours after the last episode of vomiting or diarrhoea.
- Do not bring a child who is too unwell to take part. The school may ask for an unwell child to be collected.

Accidents and first aid

All Early Years staff are trained in paediatric first aid and safer sleep. We record injuries and tell the collecting adult; parents or carers review the accident record. Head or facial bumps are reported with advice about signs to watch for. We seek medical help and contact families when needed.

Safer sleep

Moorfield admits children from their second birthday. All Early Years staff are safer-sleep trained. Where a child needs to sleep, we agree their usual routine and individual needs with parents or carers and provide a calm, safe and appropriately supervised sleep space.

- Sleep spaces and bedding are clean, firm, flat, clear and appropriate for children aged two and over.
- Children are always within sight and hearing of staff while sleeping and are checked frequently, with checks recorded in line with the school's procedure.
- The room is kept at a comfortable temperature and is well ventilated. Staff remain alert to overheating, breathing difficulties and signs of illness.
- Children's faces and heads remain uncovered and sleep spaces are kept clear of items that could obstruct breathing or cause entanglement.
- A child who falls asleep while travelling is moved to their normal safe sleep space as soon as the group returns to school.
- Staff know how to respond to a medical emergency. Medication is never used to induce sleep.
- Changes from a child's usual sleep pattern, concerns and significant information are shared with parents or carers.

Our approach The school's Safer Sleep Policy and individual arrangements apply to children aged two and over. Families should tell staff about changes to sleep, health or medication.

Safeguarding and safety

Children's safety and wellbeing are our highest priority. The whole-school Safeguarding and Child Protection Policy applies in Early Years. The Designated Safeguarding Lead for Early Years and the whole school is Mrs Nicola Minshall; the Deputy DSL is Mrs Jessica Crossley. Safeguarding concerns may be sent to safeguarding@moorfieldschool.co.uk. All staff are trained and must act immediately on concerns.

Safe people and premises

- Children are registered at arrival and checked out at collection.
- It is a no smoking and no vaping site.
- Visitors identify themselves, sign in, wear a badge and are supervised as required.
- Gates remain secure outside arrival and collection times.
- Risk assessments cover rooms, outdoor areas, equipment, visits and changing circumstances.
- Without signed permission, personal mobile phones, cameras and other recording devices must not be used in Early Years areas. Follow staff instructions and the school policy.

September 2026 safeguarding updates

- Registered childcare must not be provided on any premises where a banned dog breed is kept or present.
- Required suitability checks apply to staff and volunteers. New employees must not begin work before the required enhanced criminal-record check is received.
- Staff must disclose information that may affect their suitability to work with children, including relevant convictions, cautions, court orders, reprimands and warnings concerning themselves or anyone in their household.
- Relevant allegations of harm or abuse must be notified to Ofsted within the statutory timescale where the duty applies.

These requirements sit alongside the school's safer recruitment, staff suitability, allegations, whistleblowing and safeguarding procedures.

Absence, missing and uncollected children

- Unexplained absence is followed up promptly. We contact parents or carers and then alternative emergency contacts, considering patterns, prolonged absence and known vulnerabilities.
- Where an absence raises a welfare concern, the safeguarding procedure is followed and the school may contact children's social care or request a police welfare check.
- If a child is not collected, the child remains supervised while we contact parents, carers and emergency contacts. After School Care and charges may apply. If nobody can be reached, the DSL follows the safeguarding and uncollected-child procedure.
- If a child is missing on site or during a visit, staff immediately alert management, search and secure the area, check registers and inform the police and parents or carers as required. The incident is recorded, reported and reviewed.

Emergency arrangements

Staff practise and follow procedures for fire, evacuation, lockdown, shelter-in-place, serious medical incidents and other disruption. Children remain supervised and emergency services are contacted when needed. Families are notified through the school's usual emergency communication channels. Temporary closure or alternative collection arrangements will be communicated as soon as practicable.

Screen use

The 2026 EYFS requires providers to have regard to the Department for Education's screen-use guidance. At Moorfield, screens are used deliberately and sparingly when they add clear educational or communication value. They do not replace play, movement, talk, books, creativity, outdoor learning or responsive adult interaction.

- Adults choose age-appropriate, high-quality content and remain involved.
- Screen use has a clear purpose, a planned end point and is balanced across the day.
- Children are supported to talk, think, create or act on what they see, rather than watch passively.
- Screens are not used during meals or to manage behaviour, distress or routine transitions.
- We consider accessibility, online safety, privacy, advertising, autoplay and data collection before using content or apps.
- Families are encouraged to tell us about any needs or concerns so that home and school can take a consistent approach.

Our approach - Screen use follows the school's approved procedure covering purpose, supervision, content, accessibility, online safety and devices with imaging or sharing functions.

Practical information

Uniform and outdoor clothing

The current uniform list, supplier links and sports-kit information are available at <https://moorfieldschool.co.uk/parent-information/uniform/>.

The latest Early Years reminders are also signposted on Padlet. Please name every item.

Nursery :

Girls	Boys
Winter (Nursery 1 and 2) Green tracksuit joggers or leggings White polo shirt Moorfield Mouse sweatshirt School shoes or sturdy trainers	Winter (All Nursery boys) Grey tailored shorts or green tracksuit joggers White polo shirt Moorfield Mouse sweatshirt School shoes or sturdy trainers
Winter (Nursery 3) As above OR Grey pinafore dress White polo shirt Red school cardigan with the logo Red tights School shoes or sturdy trainers	
Summer (all Nursery girls) As for N1/2 winter OR Red and white striped dress with white collar White socks Make sure footwear has toes covered	Summer As for winter
Other Warm coat, hat and gloves Wellies Red waterproof trousers and jacket as needed for main school, although parents may choose an alternative colour or all-in-one for Early Years Any bag for spare clothes to stay in school Any bag for bringing into school each day Water bottle to bring in and go home each day Suncream and sunhat	Other Warm coat, hat and gloves Wellies Red waterproof trousers and jacket as needed for main school, although parents may choose an alternative colour or all-in-one for Early Years Any bag for spare clothes to stay in school Any bag for bringing into school each day Water bottle to bring in and go home each day Sun cream and sunhat

Reception :

Girls	Boys
Winter Grey Moorfield box pleated pinafore OR Grey Moorfield Culottes (Special order from Wharfedale Uniforms ONLY) Red and white striped blouse Red Moorfield cardigan with logo Red tights or long red socks Black shoes	Winter Grey tailored shorts or trousers White shirt Red Moorfield V-neck jumper with logo Moorfield tie Moorfield boys' socks (with red stripes) OR grey ankle socks if wearing long trousers Black shoes

Green blazer (to be worn every day) Green Moorfield coat with logo (kept in school) Green felt hat with red ribbon (worn each day)	Green blazer (to be worn every day) Green Moorfield coat with logo (kept in school) Green Moorfield cap (worn each day)
Summer Red and white striped dress with white collar Red Moorfield cardigan with logo Green blazer (to be worn every day) White socks (short or knee length) Panama hat with red ribbon School shoes White cycling shorts underneath dress (optional)	Summer As for winter, however, a short sleeve shirt is desired. Shorts and not trousers Short grey socks (optional)
Sports Kit (To be in the green Moorfield rucksack) Red Moorfield Mouse sweatshirt Navy Moorfield skort or navy PE shorts White polo shirt Navy tracksuit bottoms Trainers with good grip White socks (2 pairs)	Sports Kit (To be in the green Moorfield rucksack) Red Moorfield Mouse sweatshirt Navy PE shorts White polo shirt Navy tracksuit bottoms Trainers with good grip White socks (2 pairs)
Other Red or hair coloured hair accessories Red Moorfield book folder Red waterproof trousers and jacket as needed for main school, although parents may choose an alternative colour or all-in-one for Early Years Wellies Scarf, gloves and hat (don't need to be red in EYFS, but do for main school) Red sunhat and suncream Water bottles (to stay in school) Spare clothes in any named bag Extra: allergy bracelet at £30 refundable deposit	Other Red or hair coloured hair accessories Red Moorfield book folder Red waterproof trousers and jacket as needed for main school, although parents may choose an alternative colour or all-in-one for Early Years Wellies Scarf, gloves and hat (don't need to be red in EYFS, but do for main school) Red sunhat and suncream Water bottles (to stay in school) Spare clothes in any named bag Extra: allergy bracelet at £30 refundable deposit

Funding, policies and visits

- Eligible families may access government-funded hours, subject to current criteria. Optional extras may include lunch. Ask the Bursar or School Office for details.
- Whole-school and Early Years policies are available on the school website or from the School Office.
- Local visits are covered by permissions collected at admission. We seek separate permission for visits further afield or where required, explain any cost, and complete a risk assessment.
- Current staffing, specialist sessions, wraparound dates, charges, menus and daily routines can change; the latest information is issued separately through the school's usual channels.

Privacy, photographs and records

The school keeps children's information securely and shares it only with people who have a legal or professional need to see it. Parents and carers may request access to their child's records, subject to legal exemptions. Information may be shared without consent where necessary to protect a child or comply with the law.

Families choose whether their child may appear in school marketing, website or social-media material. This is a personal choice and does not affect a child's participation in school life. Consent choices are recorded, respected and can be reviewed in line with the school's procedures. EvidenceMe and photographs used to record or share learning are managed separately under the school's privacy notices and safeguarding arrangements.

From September 2026, the school is reviewing its social-media marketing and use of children's images to reduce the risks of image scraping or harvesting, unauthorised reuse, AI-generated alteration or manipulation, and the creation of an unnecessary long-term digital footprint. This includes reviewing what is published, the amount of identifying information attached to images and the safeguards applied before posting.

Families must not photograph, publish or share images of other children without permission.

Concerns and complaints

Please raise day-to-day concerns promptly with the class teacher, room leader or Head of Early Years. The school's written Complaints Policy explains the formal stages and is available on the website or from the School Office. Written complaints about fulfilment of EYFS requirements are investigated and the complainant is notified of the outcome within 28 days. Records are retained as required.

Moorfield is an independent school inspected by the Independent Schools Inspectorate (ISI). The current school Complaints Policy explains the appropriate external route; families should use that policy rather than contacting an inspectorate before completing the school's procedure, except where a safeguarding concern requires immediate referral.

Review and approval

This handbook should be read with Moorfield's safeguarding, child protection, attendance, medicines, allergy, nutrition, packed-lunch, safer-sleep, online safety, mobile-device, admissions, complaints and educational-visits policies.

Review arrangements

Approved in August 2026. This handbook will be reviewed in 2027, or sooner if legislation, statutory guidance, school procedures or provision changes.

Document control

Field	Details
Writer	Head of Lower School
Provider type	Independent school admitting children from age two
Framework	EYFS statutory framework for group and school-based providers, effective 1 September 2026
Status	Approved
Approval date	August 2026
Next review	2027, or when relevant guidance changes

Official sources

EYFS statutory framework for group and school-based providers (effective 1 September 2026):

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

DfE summary of changes from 1 September 2026:

<https://help-for-early-years-providers.education.gov.uk/support-for-practitioners/changes-to-the-eyfs-framework>

DfE safer-sleep guidance: <https://help-for-early-years-providers.education.gov.uk/health-and-wellbeing/safer-sleep>

DfE screen-use guidance: <https://help-for-early-years-providers.education.gov.uk/health-and-wellbeing/screen-use>

Handbook rewritten in August 2026