



This policy is embedded in our school's mission statement of, 'Working Together We All Achieve'.



Policy	Early Years Foundation Stage Policy
Date	July 2025
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Purpose of the Policy	This policy sets out the aims, expectations and curriculum for EYFS and includes the updates from the EYFS statutory framework (2025).

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Early Years Foundation Stage Policy

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. Our Early Years Foundation Stage accommodates children from the age of 4 to 5 years at Nonsuch Primary School.

Nonsuch Primary School have one full time reception class with 30 places available in each class. All reception classes have a full-time teacher and full-time teaching assistant.

Our Aims

Nonsuch Primary School believe that it is our responsibility to enable children to become independent and confident.

Our aim is that all children develop the skills necessary to become lifelong learners. They will learn to value themselves and others. They will be inspired and enthused by the challenges that we present to them and feel secure and supported enough to try new and difficult experiences.

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 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

We believe that children have the right to an education that is inclusive and allows all to realise their potential.

Every teacher is a teacher of every child.

Our Curriculum

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021. This can be found at [EYFS statutory framework for group and school-based providers \(publishing.service.gov.uk\)](https://www.gov.uk/government/publications/early-years-foundation-stage-statutory-framework-for-group-and-school-based-providers)

The main principles of the Early Years Foundation Stage (EYFS) statutory framework for group and school-based providers in the UK are structured around four guiding principles that shape practice in early years settings. These principles, outlined in the framework document from the UK government, are designed to promote holistic development, well-being, and learning for children from birth to five years old. Here's a closer look at each principle:

1. A Unique Child

- Each child is unique, constantly learning, and can be resilient, capable, and self-assured.

- This principle emphasises the importance of understanding each child's individual needs, experiences, and development pace.
- Practitioners are encouraged to observe and celebrate children's achievements and to recognise their potential, helping them to feel safe and valued.
- Special consideration is given to creating an inclusive environment where each child can thrive, respecting diversity and ensuring equality.

2. Positive Relationships

- Children learn to be strong and independent through secure relationships.
- Building strong, trusting relationships between children and their caregivers is central. This includes the bonds children form with their key workers and interactions with other children.
- Positive relationships help children develop self-confidence, independence, and a sense of belonging.
- Engaging families and fostering partnerships with parents and caregivers is encouraged, as family involvement supports children's development and well-being.

3. Enabling Environments

- Children learn and develop well in environments that respond to their individual needs and encourage exploration and play.
- An enabling environment is rich in resources, adaptable to the needs of children, and supports every child's learning journey.

- Practitioners are encouraged to create settings where children feel safe, stimulated, and able to explore, often through a mix of indoor and outdoor spaces.
- The framework emphasises the importance of assessing the environment to make it inclusive and supportive of a broad range of learning and developmental needs.

4. Learning and Development

- Children learn and develop in different ways and at different rates. The EYFS framework covers the education and care of all children in early years settings, including children with special educational needs and disabilities.
- The framework recognises that each child's learning journey is unique and should be supported across seven areas of learning and development, divided into *prime* and *specific* areas:
 - **Prime Areas:** Communication and language, physical development, and personal, social, and emotional development.
 - **Specific Areas:** Literacy, mathematics, understanding the world, and expressive arts and design.
- Practitioners are encouraged to support learning through planned, purposeful play and to respond to children's interests to engage them in deeper, self-motivated learning experiences.

These four principles collectively emphasise **child-centered practice** that supports each child's developmental journey through secure relationships, stimulating environments, and a responsive, flexible approach to learning. This framework

encourages a holistic approach to early childhood education, ensuring children are equipped with foundational skills and knowledge while nurturing their curiosity, confidence, and joy in learning.

Areas of Learning

There are seven areas of learning and development which are all important and interlinked. There are three prime areas that form the basis for all learning and development. These areas promote curiosity and enthusiasm for learning, confidence and understanding and help children to form good relationships.

The **Prime** areas of learning are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

We also support learning in four specific areas through which the three prime areas are strengthened and applied.

There are **four Specific areas** of learning:

- Literacy
- Mathematics
- Understanding the World

- Expressive Arts and Design

Nonsuch Primary School ensures that all areas are delivered through a well-planned play based approach, with a balance of adult led and child initiated activities. We place a strong emphasis on **purposeful learning through play**. We know that children learn successfully through activities and experiences that interest and inspire them. Strong relationships with children, along with ongoing assessments help us to provide children with stimulating, active play experiences. Children are given lots of opportunities to think creatively and critically alongside other children and individually. Children are able to practise skills, build upon and revisit past learning experiences at their own level and pace. Play allows children to pursue their own interests, and to embed and master a range of skills. Children learn to adapt, negotiate, communicate, discuss, investigate, ask questions and take risks. Teachers and teaching assistants take an active role in child-initiated play through teaching, observing, modelling, facilitating, questioning and extending play, skills and language.

The Characteristics of Effective Learning

When planning and guiding children's activities all of our practitioners reflect on the different ways that children learn and reflect these in their practice.

The Three characteristics of effective teaching and learning are:

- **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

Key Workers

Each child is assigned a key worker. We inform parents and/or carers of the name of the key person, and explain their role, when a child starts attending a setting. Key Workers help to ensure that every child's learning and care is tailored to meet their individual needs. The key person seeks to engage and support parents and/or carers in guiding their child's development at home. They will also help families to engage with more specialist support if appropriate.

Partnership with Parents

We believe that education begins at home and therefore work very closely to ensure that parent and carers are involved in what their child does at school. We have an open door policy where parents are able to speak to any member of the EYFS team about their child's progress and emotional well-being. Results have proven that children become more settled and make the most progress when strong relationships between parents and staff have been formed. We offer a range of open mornings where parent/carers are invited to come and learn with their children and termly coffee mornings where parents can speak to the headteacher. Parents can

also speak to any member of the EYFS team when dropping off or collecting children from school or can make an appointment to meet with staff at a convenient time.

We encourage parents to share information about their children's developments or experiences outside of school. We have parent/carers evenings throughout the year, and we provide a final written report at the end of the academic year. This system allows parents to receive a detailed report about their child's progress and allows parent/carers to comment on the progress that children have made. Additionally, every term, EYFS teachers complete a progress meeting and discuss children's next steps. This information helps us to gain a better understanding of each child when carrying out assessments or when planning activities.

Assessment

Children are assessed using formal and informal assessments gaining evidence from observations during child initiated learning, conversations with children and parents, adult-led activities and observations of children engaged in conversations with each other.

Assessments used:

- Within the first 6 weeks of a child starting Reception, staff will administer the Reception Baseline Assessment (RBA).
- Early reading phonics data is assessed every 6 weeks for planned interventions through the Little Wandle Programme
- Summative data is moderated On-entry, Autumn, Spring and Summer.

- Observations are used to shape future planning, as well as contributing to the termly moderation process.
- • An accumulation of the child's work is moderated internally (referring to the Birth to 5 matters) and in partnership with other local schools, to ensure consistent assessment judgements.
- EYFS profile data is submitted to the local authority.
- • At the end of the EYFS, staff 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')

Interventions and Inclusion

Children working below Age Related Expectation are quickly identified and interventions are put in place.

- When the children start in reception all children are assessed using the NELI Speech and Language programme.
- Children who are working below their developmental stage receive regular NELI intervention to accelerate Speech and Language development.

- SEN children are identified and referrals are made in response to the child's individual needs. Staff work in conjunction with the school SENCO and relevant outside agencies to provide tailored support to both the children and parents.
- Children working at greater depth are identified during moderation to ensure they are being sufficiently challenged and continue to progress.

Health and Safety and Safeguarding

We adhere to the guidelines for safeguarding and welfare that are stated in Early Years Foundation Stage Statutory Guidance (2017)

“Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. The safeguarding and welfare requirements, specified in this section, are designed to help providers create high quality settings which are welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence.”

Children are taught the importance of eating a healthy balanced diet through the Early Years curriculum.

Children in Reception are offered water, milk, fruit and toast during morning snack time and fruit and water during afternoon snack time. Children bring water bottles to school that they can access throughout the day. From September 2025, all providers must follow statutory EYFS nutrition guidance and provide balanced, nutritious food unless a valid reason is documented.

At lunch times children in Reception can either bring a packed lunch or will receive a free school meal. Parents are encouraged to pack healthy lunch boxes. Our school cook offers a variety of healthy lunch options each day from which children can choose. School meal menus are available on our school website.

We adhere to the latest safeguarding and welfare requirements as set out in the EYFS Statutory Framework (2025). Key updates include:

- Designated Safeguarding Lead (DSL) replaces the former "lead practitioner" title and must undergo specialist training every 2 years
- Safeguarding training meets the new Annex C requirements, including delivery and implementation standards
- Whistleblowing policies are explicit and accessible
- All prolonged absences will be followed up, and emergency contact information regularly updated

Use of electronic devices with imaging or sharing capabilities is prohibited in the presence of children.

Safeguarding- Use of Electronic Devices

All electronic devices with imaging or sharing capabilities cannot be used when in the presence of children on school premises.

Allergies and Food Preferences

We keep an up-to-date list of any allergies/preferences (i.e. vegetarian) to prevent children eating forbidden foods. This information is displayed in classrooms and in the school kitchen. Parents are required to share this information on induction forms and during introductory meetings. Parents should keep the school updated with any allergies or dietary changes that differ from induction forms. Children are encouraged to manage their own allergies by remembering what they are not allowed to eat.

Medicines

Parents are requested to inform staff of any medical problems on induction forms and during introductory meetings. We then provide families with any additional

support needed in terms of specific medical conditions and appointments. If a child has a specific medical problem a health care plan will be put in place following consultations with the child's family and school nurse or health visitor depending on the age of the child.

Health details are kept in classrooms to ensure that all staff, including supply staff, are aware of any issues. Care plans are placed in the class register for children with allergies or severe medical conditions. Staff will obtain written permission from parents/carers before administering any medicines. Only prescribed medicines will be administered.

Staff will supervise and provide help, if required, for children using an inhaler. Inhalers are kept in a designated area to ensure access and will be taken wherever the child goes. It is the parents' responsibility to ensure that inhalers are up to date.

Staff receive annual training with regard to epilepsy/epi pen usage.

Wetting and Soiling

Each EYFS classroom has access to their own toileting facilities and we teach the children the importance of hygiene, hand washing techniques.

There are occasions when a child might wet or soil themselves at school.

Whilst there is no compulsion for the school to deal with a problem of this nature we would never leave a child in this condition.

In the event of a toileting accident

- ☐ Where appropriate, the child will be encouraged to sort the problem out themselves with adult supervision.

or

- ☐ Two members of staff will help and clean the child if this is needed. Parents are to be informed at the end of the school day if this has occurred.

If necessary the parent/carer will be contacted and asked to come to school and deal with the problem.

Toileting and Hygiene

EYFS classrooms have age-appropriate toileting facilities, and hygiene education is embedded. Staff ensure:

- Private, supervised support for toileting and nappy changing
- Compliance with updated guidance balancing safeguarding and dignity

Safer Recruitment

All staff and volunteers must have enhanced DBS checks:

- References must come from authoritative sources and include employment history, reasons for leaving, and safeguarding information

- Visitors must sign in and out at all times

Alcohol / Other Substances

No practitioner will be under the influence of alcohol or any other substance that may affect their ability to care for children at any time. If a practitioner is taking medication which may affect their ability to care for children, they should seek medical advice.

Practitioners must only work directly with children if the medical advice received confirms that the medication is unlikely to impair that person's ability to look after children properly. Staff must inform their line manager that they are on medication that may affect their ability to care for children so adequate support can be implemented. All medication on the premises must be stored securely, and out of reach of children, at all times.

Qualifications

All staff employed within school have appropriate qualifications that range from NVQ and NNEB to degree status. Staff are clear on their own roles and responsibilities as laid out in their current job description. All staff have access to training and professional development in accordance with school requirements.

Staffing Arrangements

Ratios of children to staff meet the legal requirements of one adult per thirteen

children for children who are 3 years plus.

There are no more than 30 children in the Reception classes at Nonsuch Primary School. Students, trainees, and volunteers included in ratios must hold a valid Paediatric First Aid (PFA) certificate

Children are supervised at all times. Staff are replaced should they be ill/absent to ensure that correct ratios are maintained. Staff take all necessary steps to keep children safe and well. Staff promote good health; manage behaviour; and maintain records, policies and procedures.

Premises and Security

Staff will only release children into the custody of adults named on the admissions form or if a parent has verbally given permission to a member of staff. If for any reason a child is being collected by a different adult the parent/carer MUST inform staff in good time. Failure to do so will mean that staff will not release the child.

Under no circumstances will a child be allowed to leave the premises without supervision.

All visitors into school are required to sign in/out at the main reception. All doors are fob protected to prevent entrance by anyone other than staff members.

Parents are informed as to which doors are to be used for entrance/exit from the school premises at the beginning and end of the school day. At any other time parents are required to come via the main school reception.

Procedure for Failure to Collect a Child

All parents are asked to provide at least 2 contact numbers on the induction form.

These forms are updated termly by the school secretary. If a child is not collected at the end of the school day staff will continue to care for the child for a further 15 minutes. After this time an adult will use the contact numbers provided to find somebody able to collect the child. At no time will a child be sent out on his/her own and there will always be an adult supervising the child until they are collected.

Suitable Premises, Environment and Equipment

Risk assessment

Classrooms and outdoor areas are regularly checked to ensure safety.

Resources are also regularly checked and a school health and safety policy is in place. There is a daily risk assessment of the environment carried out by a member of the Reception Team.

Premises

There are clearly defined procedures should there be a fire. All fire exits are clearly labelled and all staff are aware of the correct fire procedures. Fire drills are conducted frequently. All fire equipment is regularly checked.

Spaces, Furniture, Equipment and Toys

Space for children meets the legal requirements for 3 to 5yrs. Children have constant access to an outdoor area every day. Outdoor resources are stored in locked sheds. All records are stored in a confidential place. Staff have access to a staffroom for lunchtime. All premises have access for the disabled.

Complaints Procedure

If a parent/carer should have a complaint or an issue to resolve, they are encouraged to discuss this with their child's class teacher in the first instance.

Should the parent/carer feel that their complaint has not been resolved they are asked to make an appointment to speak with the Head teacher. The complaints procedure can be found on the school website or a copy obtained from the school office.

Policies and Procedures

The Early Years Foundation Stage adheres to the following whole school policies and procedures;

- Admissions Policy
- Anti-bullying Policy
- Attendance Policy

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Exclusions policy
- Home School Agreement
- Parent and Carers Code of Conduct
- Pupil Premium Policy
- Special Educational Needs Policy
- Equality Information and Objectives Policy
- Uniform Policy

All policies can be located on the school website.

Appendix 1

The Early Learning Goals

The Prime areas

Communication and language

Listening and attention: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: Children follow instructions involving several ideas or actions. They

answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Physical development

Moving and handling: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Personal, social and emotional development

Self-confidence and self-awareness: Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class,

and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

The specific areas

Literacy

Reading: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Mathematics

Numbers: Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on

or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, space and measures: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding the world

People and Communities: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The World: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive arts and design

Exploring and using media and materials: Children sing songs, make music and

dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.