



The CARE Federation



Early Years Foundation Stage (EYFS) Policy

Agreed by Governing Body: Autumn 2025

To be reviewed: Autumn 2026

Group Responsible: Full Governors

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Statement of intent

At The Care Federation we recognise and value the importance of the EYFS in providing a secure foundation for future learning and development and understand our responsibilities in ensuring that children learn and develop well and are kept healthy and safe.

This policy has been developed in conjunction with the relevant guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

Through the implementation of this policy we will provide:

- **Quality and consistency**, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

Early childhood is the foundation on which children build the rest of their lives. At The CARE Federation we create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become resilient, capable, self-assured, confident and independent. The CARE Federation greatly values the important role that the EYFS plays in laying these secure foundations and how it helps a child get ready for their statutory school start as well as preparing them for their future successes in learning and development. Our school values; community; adventure; respect; excellence – ‘CARE’ – underpin our approach to EYFS.

The Early Years Foundation Stage

The **EYFS** is the time in a child's life between birth and age 5. At The CARE Federation we offer provision for children in our Spixworth and Sparhawk Reception classes, aged 4 and 5 years old and in our Nursery at Sparhawk for 3 and 4 year olds, through a blended service with Stepping Stones Day Nursery.

Legal framework

In our Nursery and Reception classes we follow all relevant legislation and guidance including, but not limited to, the following:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2025) 'Keeping children safe in education (KCSIE) 2025'
- DfE (2023) 'Working Together to Safeguard Children 2023'
- DfE (2024) '[Statutory framework for the early years foundation stage](#)'
- DfE (2024) '[Early years foundation stage profile: 2024 handbook](#)'
- DfE (2023) '[Development Matters: Non-statutory curriculum guidance for the early years foundation stage](#)'
- DfE (2025) '[EYFS statutory framework for group and school-based providers](#)'

This policy operates in conjunction with, but not limited to, the following school policies:

- Relationship and behaviour policy
- Anti-bullying policy
- Curriculum policy
- Feedback, marking and assessment policy
- Safeguarding policy (including Safer recruitment policy)
- Special educational needs and disabilities (SEND) policy
- Online Safety policy
- Health and safety policy

The 'Statutory framework for the early years foundation stage 2024' sets out four guiding principles that shape our approach to educating our youngest children. These are:

- **A unique child** - developing resilient, capable, confident and self-assured individuals.
- **Positive relationships** - supporting the children in becoming strong and independent.
- **Enabling environments** with teaching and support from adults - where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- **Learning and developing** - An acknowledgement that children learn in different ways and at different rates.

This document also states:

- The legal welfare requirements that everyone registered to look after children must follow to keep a child safe and promote their welfare.
- The 7 areas of learning and development which guide professionals' engagement with a child's play and activities as they learn new skills and knowledge.
- Assessments that will inform everyone about a child's progress through the EYFS.
- Expected levels that a child should reach at age 5, usually the end of the reception year; these expectations are the "Early Learning Goals (ELGs) and summarise the knowledge, skills and understanding children will have gained.

Ofsted's definition of teaching in EYFS is as follows:

Ofsted defines early years teaching as adults' **interactions with young children during planned and child-initiated play and activities**, covering a broad range of methods like communicating, modelling language, demonstrating, explaining, facilitating, and setting challenges. It emphasizes that teaching isn't a formal, top-down approach but rather how practitioners assess children's knowledge, interests, and dispositions to plan next steps in their learning. Key elements include the physical environment, routines, the equipment provided, and how adults respond to children's interests to guide their learning progress. (extracts taken from Ofsted Early Years Inspection Handbook)

We believe that children should experience a broad and balanced curriculum reflecting their individual needs, interests, enthusiasms and individual learning styles. All areas of learning and development are important and inter-connected. At The CARE Federation we aim that a child's early years' experience is happy, active, exciting, fun and secure; and supports their development, care and learning needs.

Roles and responsibilities

The governing body will be responsible for:

- Ensuring the school has clarity of vision, ethos and strategic direction.
- Holding the Executive Headteacher and EYFS leader to account for the educational performance of its EYFS pupils, and the effective and efficient performance management of staff working in EYFS.
- Ensuring that there are appropriate policies, procedures, and practices in place to deliver the '[Statutory framework for the early years foundation stage](#)' in line with statutory requirements.

The Executive Headteacher:

- Acting in accordance with the '[Headteachers' standards](#)' and the expectations of the school community.
- Creating a culture where children experience a positive and enriching school life.
- Upholding ambitious educational standards which prepare children from all backgrounds for their next phase of education and life.
- Ensuring valid, reliable and proportionate approaches are used when assessing children's knowledge and understanding of the curriculum, and ensuring effective use is made of formative assessment.
- Understanding and acting within the statutory assessment frameworks which set out the duties, responsibilities and reporting arrangements to be followed.
- Ensuring all relevant staff read and implement this policy.
- Ensuring that staff have received the appropriate training to deliver and report EYFS assessments.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.

The Head of School or EYFS lead will be responsible for:

- Ensuring all staff members read and implement this policy.
- Ensuring that all staff are up-to-date with current statutory and Ofsted expectations, including the early years team and the SLT.
- Supporting the policies, ethos and vision of the school and actively promoting high levels of achievement in the early years stage.
- Leading the early years team in the planning and delivery of a creative and stimulating curriculum based on the educational programmes of the '[Statutory framework for the early years foundation stage](#)'.

- Ensuring the educational provision and practice is based on the EYFS characteristics of effective teaching and learning, supports a range of learning needs and develops children's independence.
- Taking responsibility for high-quality teaching provision throughout the early years stage.
- Ensuring the requirements for the EYFS, including the arrangement of assessment, are met in line with the relevant statutory requirements.
- Monitoring the progress of children and reporting evaluated data to the SLT.
- Developing and maintaining effective relationships with parents, colleagues, the governing board and the local community.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.
- Supporting staff development by identifying and/or providing regular training and CPD opportunities.
- Providing regular 1:1 meetings with staff to support professional development.
- Assigning a key person to support the needs of each child and family.

All teaching and support staff/the key person will be responsible for:

- Acting in accordance with this policy at all times.
- Understanding and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Ensuring they have a thorough working knowledge of:
 - The DfE's current '[Statutory framework for the early years foundation stage](#)' and the requirements therein.
 - The DfE's current '[Early years foundation stage profile handbook](#)'
 - The STA's current '[Early years foundation stage assessment and reporting arrangements](#)'.
- Using formative and summative assessments to assess, monitor and report on children's progress, plan next steps and shape learning opportunities.
- Identifying any areas of concern relating to children and their learning, development and emotional needs.
- Ensuring that the children they support receive learning tailored to their needs.
- Engaging with parents to support them in guiding their child's development at home.
- Helping families with more specialist support, where required.
- Helping children become familiar with the school and acting as a point of contact for children and their parents.

Learning and development

Teachers and early years support staff provide the curriculum in our EYFS classes. We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals at the end of their Reception year. We use the both the EYFS statutory framework and its 'Educational Programmes' (January 2024) and the DfE (2023) 'Development Matters: Non-statutory curriculum guidance for the early years foundation stage' to guide planning and provision. We also use our enhanced curriculum to ensure that all children have a rich learning diet of experiences that we feel every EYFS child should have access to.

Seven Areas of Learning

All the seven areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These prime areas are:

Communication and Language

Physical Development

Personal, Social and Emotional Development

Children are also supported through the four specific areas, through which the three prime areas are strengthened and applied.

The specific areas of development and learning are:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

The Characteristics of Effective Teaching and Learning (COETL)

At The CARE Federation we support children in using the three characteristics of effective teaching and learning.

These 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; and
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

It is expected that staff's planning ensures that there are opportunities for playing and exploring, being active, and creative and critical thinking.

Organisation of learning – Nursery

Within Nursery we believe in the children and their voice. Every child is entitled to be heard and as a nursery we value and promote this philosophy with the children at its core. This is why we develop our nursery around the unique child providing an enabling environment throughout our setting allowing child-led and child focused play to be at the forefront of everything we do. This allows the individual child to engage where they feel safe and supported with the ability to access the whole curriculum around them through a holistic learning approach.

Parents/Carers are a fundamental part of our nursery, and we greatly promote the parent/carers partnership and communication to further support the children we care for. All children have the right to learn and develop regardless of their background, culture, race, gender, beliefs, economic status and religion. We value the importance of the cultural capital for every child and believe they all deserve the same foundations to strive. We believe every child's individual needs deserve to be met through the highest possible form of inclusive quality education that we constantly strive to achieve.

We assess the curriculum through:

- Observing, Assessing and planning.
- In-depth Learning Projects
- Assessments
- Observations
- ECATs
- Planning
- Speech and Language Intervention
- SEND Support: EHCP's, Behavioural Support Plans.
- Individual overview observation monitoring
- Tracking feedback

Organisation of learning – Reception classes

- Children are taught in two Reception classes. Depending on the number of children entering school each year (a maximum of 45 children at Spixworth and 60 at Sparhawk), a decision is made each Summer term as to whether the children will be taught in single or mixed-age classes. The Reception Experience is carefully considered for children in either single or mixed-age classes. Please see Appendix 2.
- Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development in line with the EYFS guidance.
- As a team, we write long term and medium term plans using the EYFS Framework based on topics derived from a mixture of child initiated interests, seasonal events or expected learning covering all 7 areas of learning and the COETL. These plans are reviewed by the curriculum leader. These plans then inform our short-term planning, alongside our observations, which remains flexible for unplanned circumstances or children's responses.
- Children participate in whole and small group activities; these include daily phonics sessions using our chosen phonics scheme, guided and shared reading and writing, Maths and other curriculum activities.
- The curriculum is delivered using a play-based approach as outlined by the EYFS Framework.
- "Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults..." As children move through "...the reception year, there should be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for key stage 1." (EYFS Statutory Framework, 2024)
- We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, early years practitioners interact to stretch and challenge children further.
- In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice.
- We create a stimulating environment to encourage children to free-flow between inside and out.

Assessment

Reception Baseline Assessments (RBA)

- All children complete the RBA within 6 weeks of starting in Reception, regardless of the time of year.
- This will take place with the child's teacher and within the classroom setting.
- Information gained is submitted to the DfE for their information. Teachers can make notes about individual children's needs and use this to help them plan appropriately and share with parents if necessary.

Ongoing Observation and Assessment

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations using Tapestry, an online Learning Journal in our Reception classes. In Nursery, the Famly app is used for this purpose.

Records will include:

- Information about your child's starting point.
- Examples of children's work (mark making, writing, number, drawings etc).
- Photographs and video of children's learning.
- Notelets including observations by staff.
- Notes/work from home submitted by parents/carers.
- Records on Tapestry/Famly should reflect all 7 areas of learning.
- Parents/carers have unlimited access to their own child's online account. They can see every entry made and are encouraged to comment on observations and add their own to provide a full and rounded picture of their child's development.

Senior staff will use assessment information to discuss with teachers each child's progress. Any child identified as not making the desired or expected progress will be targeted for additional support. This may take the form of increased adult support, referrals to other services, meetings with parents/carers, additional or specialised resources or working with the class teacher to adapt provision within the setting to meet the child's specific needs.

We use a thorough and consistent 'observation-assessment-planning' cycle to assess and review child's outcomes. In our Reception classes, in collaboration with families, we use a 'focus child cycle' for assessment to ensure each child receives a comprehensive, 'deep dive' overview of their progress on a termly, or more frequent, basis. This is used to plan subsequent learning opportunities both in lessons and to adapt the enabling environment to meet children's needs. This process enables all staff and families to have a view of the whole child (see summary in appendix 3). Children's 'WOW' moments are recorded throughout the year, remembering to 'remark on the remarkable' as well as being part of 'focus weeks'.

Foundation Stage profile (EYFSP)

At the end of the EYFS – it is a statutory responsibility of the school to make a 'best fit' judgement for each Reception child against the Early Learning Goals and complete the EYFS profile. This assessment is based on what staff caring for a child have observed over a period of time and what the child's learning is showing when they work independently. A child is judged to be working at 'expected' level or at an

'emerging' level. This information is shared with the Local Authority and with parents/carers in the child's end of year report. Parents/carers are given the opportunity to discuss these judgements with the Reception teacher.

EYFS Data

As a federation we use a 'point in time' approach to tracking children's progress across their Reception year. 5 times per year children are recorded as; working well below age expected; working below age expected, working at age expected and working beyond/well beyond age expected for that point in the year, considering what they have learnt so far. This information ultimately informs the EYFSP and is shared with parents in the end of year report.

Inclusion/ Special Educational Needs (SEN)

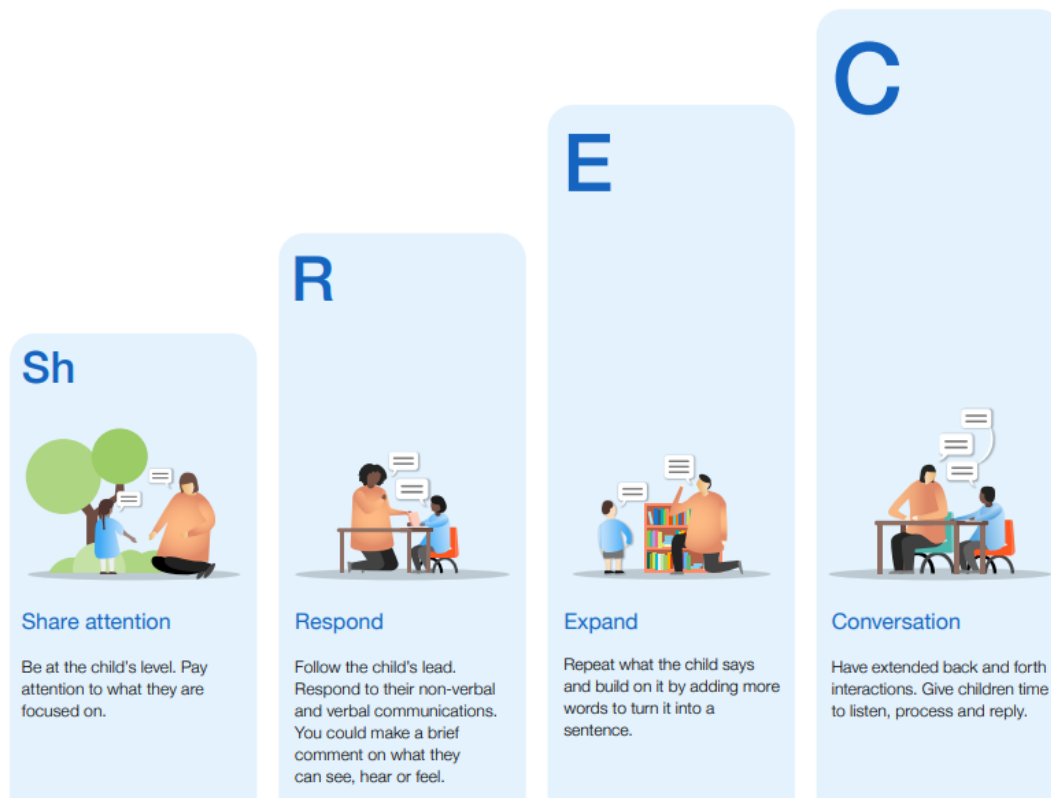
All children and their families are valued in our Federation irrespective of their ethnicity, culture, religion, home language, background, ability or gender. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage.

The learning environment

Enabling Environments

At the Care Federation we view enabling environments as the 'third teacher' providing an attractive, provocative and stimulating learning environment where children feel confident, secure, challenged and that promotes independence. The children have daily access to indoor and outdoor environments that are set up in support of all seven areas of learning and in response to children's own play as planned continuous provision. The outdoor area is an extension of the classroom.

Effective learning builds and extends upon prior learning and following children's interests. Staff are an essential tool in transforming this into learning and challenge in the form of 'sustained shared thinking'. We use the evidence based ['The ShREC Approach'](#) from the Education Endowment Fund (2022).



Share attention

Showing genuine interest in what a young child is focused on is a powerful way to establish a connection. It lets them know that you value them and want to spend time with them. By getting down to their level and engaging in their choice of activity, you can tune in and crucially pay attention to what they look at, what they do, and what they say. Sensitively joining in with a child's play motivates children to communicate with you.

Respond

How we respond to a child once we have established joint engagement is dependent on our knowledge of them as a unique individual. Sensitive, supportive and stimulating responses need to be adaptive and informed by our understanding of the child's development.

What might an attuned response look like? Responding involves noticing how the child communicates and acknowledging these verbal or non-verbal communications warmly. It involves being aware of your body language.

Responses can involve making appropriate eye contact, looking expectantly, nodding, smiling. Equally, an attuned response could be narrating their activity, a relevant comment that describes what the child can see, hear, feel or articulating the link between their activity and previous learning or experiences.

Expand

Once the 'back and forth' rally of engagement is getting underway: the adult and child are sharing attention, the adult is responsively following the child's lead.

This is where modelling and scaffolding begins with the adult pitching their language just above the level of the child. For example, if a child gives a one-word response such as 'dog' the adult should expand on what they say by repeating and building on this utterance by adding a few more words. This helps children to use

more complex utterances: 'Yes, it's a dog. A big/small/friendly/brown dog!'. Your knowledge of the child will inform what key word/s may be helpful to model.

Conversation

Sustained back and forth conversations that involve many turns are the goal. The beauty and power of conversation is that it offers children an opportunity to practise talking and to receive feedback from an adult. To encourage rich back and forth conversations, comment more, question less.

It is important to note that questions can be useful in helping children to cue turn-taking in conversation. Consider how to use questions sparingly so they are most effective. 'WH' and open questions are the most useful as they invite children to elaborate. As children's conversational skills develop, adults can sensitively challenge children, shaping the conversation to incorporate more abstract topics that are removed from the here and now.

High Quality Interactions in the Early Years - The ShREC Approach, EEF 2022

Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

To support with a child's learning the classroom and outdoor space will promote personal and social skills, language and mathematical development through displays and materials and resources being easily available to use. It will encourage children to be reflective about their learning and promote high expectations. Spaces will be kept neat and tidy to ensure that children can freely access resources promoting their independence and a respect for the space that they are learning in.

Independent learning will be encouraged through planned continuous provision where children can make their own selection from a variety of resourced areas, including:

- Mark making
- Malleable
- Fine motor activities
- Gross motor activities
- Construction
- Creative
- Maths

Staff will support children to navigate and access the learning environment, intervening and interacting where necessary to ensure that all learning opportunities and teaching moments are captured and capitalised upon.

Appropriate and stimulating educational visits and visitors, from both within and outside of the local community, will be arranged to further expand children's learning experiences.

Safeguarding and welfare

The school will take all necessary steps to keep children safe and well and comply with the requirements of the 'Statutory framework for the early years foundation stage' to:

- Safeguard children.
- Ensure the suitability of adults who have contact with children.
- Promote good health.
- Support and understand behaviour.
- Maintain records, policies, and procedures.

Child protection

Staff will be alert to any issues of concern in the child's life at home or elsewhere. Any safeguarding or welfare issues will be dealt with in line with the Safeguarding Policy. A Designated Safeguarding Lead (DSL) will be available at all times supported by deputy DSLs.

All staff will receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect. All members of staff in the EYFS will be required to read this policy as part of their induction training.

Where there are concerns about a child's safety or welfare the DSL will:

- Immediately notify the LA's children's social care team and, in emergencies, the police.
- Have regard to the DfE's statutory guidance 'Working Together to Safeguard Children', the 'Prevent duty for England and Wales' and 'KCSIE'.
- Inform Ofsted of any allegations of serious harm or abuse of children by any person living, working, or looking after children at the premises and the action they have taken in response to the allegations. Notification will be made as soon as is reasonably practicable, but in any event within 14 days of the allegations being made.

Staffing

Suitable people

The school will:

- Ensure that people looking after children are suitable, have the relevant qualifications, training and have passed any required checks to fulfil their roles. This also applies to any person who may have regular contact with children.

- Take appropriate steps to verify qualifications, including in cases where physical evidence cannot be produced.
- Obtain an enhanced criminal records check in respect of every person aged 16 and over who works directly with children or works on the premises – additional criminal records checks will also be made for anyone who has lived or worked abroad.
- Tell staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children.
- Not allow people, whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children.
- Record information about staff qualifications and the identity checks and vetting processes that have been completed – this must include the criminal records check reference number, the date a check was obtained and the details of the person who obtained it.
- Make a referral to the DBS where a member of staff is dismissed, or would have been, had the person not left the setting first, because they have harmed a child or put a child at risk of harm.
- Ensure that no disqualified person is employed to work in connection with early years provision.
- Take appropriate action to ensure the safety of children if they become aware of any information about staff that may lead to their disqualification.
- Notify Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children in their setting and provide specific details of any order made.

Welfare

It is important to us that all children in our school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all our children.

“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.” EYFS Framework January 2024

At our school we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2025.

We understand that we are required to:

- Promote the welfare and safeguarding of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development

and individual needs.

- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose. This includes educating the children about the school's fire safety procedures throughout the year. Each term a fire alarm test and evacuation takes place.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Staff: child ratios

The school is aware that there are a range of contextual factors that will affect staff: child ratios, and that these can change depending upon a variety of issues. The school will continue to monitor the ratios and ensure that:

- Managers appointed on or after 1 January 2024 have already achieved a suitable level 2 qualification in maths, or will do so within two years of starting in the position.
- There is a named deputy who is capable and qualified to take charge in the managers absence.
- At least half of the staff hold at least an approved level 2 qualification.
- To count within the ratios at level 3, staff holding an Early Years Educator qualification will also have achieved a suitable level 2 qualification in English.
- The EYFS manager holds an approved level 3 qualification or above and should have at least two years' experience of working in an early years setting or other suitable experience.
- Staffing arrangements meet the needs of all children and ensure their safety.
- Children are adequately supervised, including whilst eating, and decide how to deploy staff to ensure children's needs are met.
- They inform parents about staff deployment, and, when relevant and practical, aim to involve them in these decisions.
- Children are usually within sight **and** hearing of staff, but always within sight **or** hearing. Whilst eating, children will be within sight and hearing of a member of staff.
- Suitable students on long term placements and volunteers aged 17 or over, and staff working as apprentices in early education aged 16 or over, may be included in the ratios at the level below their level of study, if the provider is satisfied that they are competent and responsible.

The school will adopt the following staffing ratios:

For children aged three and over:

For children in Nursery classes:

- There will be at least one member of staff for every 13 children.

- At least one member of staff will be a school teacher, as defined by section 122 of the Education Act 2002.
- At least one other member of staff will hold an approved level 3 qualification.

For children in Reception classes:

- Class sizes will be limited to 30 children per school teacher, as per infant class size legislation.

Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios.

Key person

Each child will be assigned a key person whose role will be to:

- Meet their individual needs.
- Help the child become familiar with the setting.
- Offer a settled relationship for the child.
- Build a relationship with their parents.

The Class Teacher will inform parents of whom their child's key person is and will explain the role of the key person when their child begins attending the school.

Health

Paediatric First Aid

The school will 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.

Food and Drink - Safer Eating

The school will:

- Obtain information about a child's special dietary requirements, preferences, food allergies and any special health requirements prior to them attending the setting.
- 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.
- Ensure 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.

- We will consult with parents/carers to: Create allergy action plans for their child – with the help of health professionals, where appropriate. This information will be kept up to date and shared with all staff.
- Ensure that, where provided, meals, snacks and drinks are healthy, balanced, and nutritious.
- Ensure that fresh drinking water is always available and accessible to children.
- Ensure there is an area which is adequately equipped to provide healthy meals, snacks and drinks for children.
- Ensure there are suitable facilities for the hygienic preparation of food for children.
- Ensure that those responsible for preparing and handling food are competent to do so, with all staff involved in preparing and handling food receive training in food and hygiene.
- Ensure that food is prepared in a way that prevents choking. 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.
- Inform Ofsted if two or more pupils are affected by food poisoning within 14 days of the incident – note, failure to do constitutes an offence.

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.

Oral Health and Tooth Brushing

The school will:

- Highlight the importance of consuming tooth friendly snacks.
- Provide daily access to fresh fruit and vegetables at snack time as well as lunchtime.
- Encourage children to bring their own fresh water daily and access this throughout the day; juice is strongly discouraged.
- Discuss daily routines in school and at home including brushing our teeth at least twice a day.
- For any curriculum linked opportunities where we provide food or food-based activities, such as celebrating Christmas, Chinese New Year etc, we ensure that tooth friendly food is available. For example, fresh fruit and vegetables and savoury items, with water to drink.

Medicines

The school will:

- Promote the good health of children, including their oral health.

- Have an agreed procedure, discussed with parents for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection, and take appropriate action if children are ill.
- Have policies and procedures for administering medicines, which includes systems for obtaining information about a child's medicinal needs and keeping this information up to date.
- Ensure that adequate training is provided for staff where medicinal administration requires medical or technical knowledge.
- Ensure that medicines are not administered unless they have been prescribed for a child by a doctor, dentist, nurse, or pharmacist - medicines containing aspirin should only be given if prescribed by a doctor.
- Only administer medicine, both prescription and non-prescription, where written permission for that particular medicine has been obtained from the child's parent.
- Use Medical tracker (Yr R) and Famly (Yr N) to record of each time medicine is administered, and inform parents on that day, or as soon as is reasonably practicable.

Safety and suitability of premises, environment and equipment

Accident or injury

The school will:

- Ensure that there is a first aid box containing appropriate items for use with children which is always accessible.
- Keep a written record of any accidents, injuries and first aid treatment via Medical Tracker (Reception) or Famly (Nursery)
- Inform parents via Medical tracker/Famly of any accident or injury involving a child and inform parents on the same day, or as soon as is reasonably practicable after, including details of any first aid treatment given.
- Notify Ofsted of any serious incident, illness or injury to, or death of, any child while in their care, and the action taken as soon as is reasonably practicable, but at least within 14 days of the incident occurring – note, failure to do constitutes an offence.
- Notify local child protection agencies of any serious accident or injury to, or death of, any child while in their care, and act on any advice given from these agencies.

Safety of premises

The school will:

- Ensure that premises, both indoor and outdoor, are fit for purpose and suitable for the age of children cared for and the activities provided.
- Comply with health and safety legislation, including fire safety and hygiene requirements.

- Have an emergency evacuation procedure.
- Take reasonable steps to ensure the safety of children and others on the premises in the event of emergency.
- Have appropriate fire detection and control equipment which is in working order, such as fire alarms, smoke detectors, fire blankets and fire extinguishers.
- Ensure that fire exits are clearly identifiable and that fire doors are free from obstruction and easily opened from the inside.

Premises and equipment

The school will:

- Ensure premises and equipment are organised in a way that meets the needs of children and adheres to the relevant indoor space requirements as outlined in within the EYFS statutory framework.
- Provide access to an outdoor play area or, if that is not possible, ensure that outdoor activities are planned and taken daily.
- Follow their legal responsibilities under the Equality Act 2010, for example, the provisions on reasonable adjustments.
- Frequently check on sleeping children to ensure they are safe.
- Ensure there are an adequate number of toilets and hand basins available. There will be designated toilet facilities available to the EYFS, with separate toilet facilities for adults.
- Ensure there are suitable hygienic changing facilities available for changing any children who are in nappies.
- Ensure there is an adequate supply of clean towels, spare clothes, and any other necessary items.
- Ensure there is an area where staff may talk to parents confidentially.
- Ensure there is an area where staff can take breaks away from areas being used by children.
- Only release children into the care of individuals who have been notified to the provider by the parent and ensure that children do not leave the premises unsupervised.
- Take all reasonable steps to prevent unauthorised persons entering the premises, with agreed procedures and protocols for checking the identity of visitors.
- Carry the appropriate insurance, e.g., public liability insurance.

Risk assessment

The school will:

- Take all reasonable steps to ensure staff and children are not exposed to risks and be able to demonstrate how they are managing risks.

- Determine where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice and to demonstrate how they are managing risks if asked by parents or inspectors.

Outings

The school will:

- Keep children safe on outings.
- Assess the risks or hazards which may arise and identify the steps to be taken to remove, minimise and manage them. Providers should make a judgement about whether the risk assessment needs to be in writing or not.
- Ensure that adult to child ratios are considered in any risk assessment.
- Ensure that vehicles in which children are being transported, and the driver of those vehicles, are adequately insured.

The Health and Safety Policy outlines the full health and safety policies and procedures.

The school will have a Fire Safety Policy in place.

Mobile phones and devices

For the purposes of this policy, the term “**mobile phone**” refers to any electronic device that can be used to take images or record videos, including tablets.

Photography policies and procedures are addressed in full in our Photography and Images Policy.

Use of personal mobile phones by staff members

Staff members will not use personal mobile phones or cameras when children are present. Staff may use mobile phones on school premises outside of working hours when no children are present. Staff may use mobile phones in the staffroom during breaks and non-contact time. Mobile phones will be safely stored and in silent mode whilst children are present.

Staff may take mobile phones on trips, but they will only be used in emergencies and should not be used when children are present. Mobile phones will not be used to take images or videos at any time during trips.

Staff who do not adhere to this policy will face disciplinary action. Staff will report any concerns about another staff member’s use of mobile phones to the DSL, following the procedures outlined in the Safeguarding Policy and the Allegations of Abuse Against Staff Policy.

Staff may use their professional judgement in emergency situations.

Use of mobile phones by parents, visitors and contractors

Posters will be used around the school to indicate that it is a mobile free zone.

Parents, visitors and contractors will not be permitted to take photographs or record videos without prior permission. Parents may take photographs and videos only containing their own child during school events.

Parents may take group photographs at school events but only with the informed consent of the parents of the children involved.

The school strongly advises against the publication of any photographs or videos taken at the school or school events on social media. Staff will report all concerns about parents, visitors and contractors to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

Use of the school's mobile phones and cameras

Staff will be provided with a school device to ensure that only school devices are used to take photographs and videos. School devices will have passcode protection.

School devices will only be used for work related matters, e.g. recording and documenting a child's learning. School devices will only be used to take photographs in the presence of another staff member and only with the consent of the child's parent.

Staff will not take photographs of bruising or injuries for child protection reasons. Instead, recording concerns forms and body maps will be used to record observations relating to child protection concerns – these can be acquired from the DSL.

School devices will not be taken off school premises without prior written permission from the headteacher. Where staff members have concerns over material on a school device, they will report all concerns to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

Information and records

Information will be stored in line with the UK GDPR and the Data Protection Act 2018, and with regard to the school's Data Protection Policy.

The school will:

- Maintain records and obtain and share information, as appropriate, to ensure the safe and efficient management of the setting and ensure the needs of all children are met.
- Enable a regular two-way flow of information with parents and between providers in cases where more than one setting is attended.
- Consider incorporating parents' comments into children's records, if requested.
- Ensure that records are easily accessible and available.
- Ensure that confidential information and records about staff and children are held securely and only accessible and available to those with the right or professional need.
- Be aware of their responsibilities under data protection legislation and, where relevant, the Freedom of Information Act 2000.
- Ensure that staff understand their responsibility to protect and respect the privacy of children and the legal requirements requiring confidentiality of information and records.
- Allow parents access to all records about their child, in accordance with the Data Protection Act 2018.

- Retain records relating to individual children for a reasonable amount of time after they have left the setting.

The following information about the school will be recorded:

- The school's name, address and telephone number
- The school's certificate of registration
- The name, address and telephone number of anyone who will regularly be in unsupervised contact with the children
- A daily record of the names of the children being cared for in the school, their hours of attendance, and the names of each child's key person

Information about the child

The following information will be recorded for each child:

- The child's full name and date of birth
- The name and address of every parent or carer who is known to the school, including information about all persons who have parental responsibility for the child and which parent the child normally lives with.
- The emergency contact details of the child's parent.

Information for parents and carers

The following information will be made available to parents:

- The school's privacy notice for parents and children
- How the school delivers the EYFS and how parents can access more information
- The daily routine and the activities offered in the school's EYFS and how parents can assist their child's learning at home
- How the school's EYFS supports children with SEND
- Details of the food and drink provided to the children
- Details of the policies and procedures in place in the school's EYFS
- The procedure to be followed in the event of a parent failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting.
- Staffing details, including the name of their child's key person and their role and a telephone number for parents to contact in an emergency

Ofsted will be notified if there are any changes to the following:

- The address of the school

- The school's contact details
- The hours during which care is provided
- Any significant event which is likely to affect the suitability of the school or any person who cares for, or is in regular contact with, children to look after children

Parental involvement

We firmly believe that the EYFS cannot function without the enduring support of parents.

Parents will be invited to termly parents' evenings; however, the school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day.

Parents will be asked to sign permission slips for any visits out of school, use of photographs of their child and using the internet at school.

Parents will be asked to complete admission forms, a medical form and to write a brief synopsis about their child to help the school to understand their character and personality.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating their child.

We do this through:

- Individual school tours for prospective parents.
- Access to a range of information on the school website.
- Ensuring children have the opportunity to spend time with their teacher before starting school during transition sessions.
- Home visits from staff prior to entry to build secure relationships.
- An information event for new Reception parents early in the Autumn Term focussing on school routines, providing information about the curriculum and how we teach phonics, early reading and Maths as well as providing a question and answer session with staff.
- Asking parents to sign permission slips for visits out of school, photographs of their child for assessment purposes and using the internet at school.
- Encouraging parents to talk to their child's teacher if there are any concerns.
- There are four parent/teacher progress and target setting meetings throughout the year. We work together to discuss and support your individual child's progress. Parents receive records of these discussions at the time of the meetings and a report on their child's attainment and progress at the end of each school year.
- Organising a range of activities throughout the year that encourage collaboration between child, school and parents/carers such as performances, night time adventure, book look drops ins, class assemblies and sports day.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our schools, the EYFS teachers with the EYFS TAs act as 'Key Persons' to all children in EYFS. We value our good links with the feeder

preschools and work to ensure a smooth transition for children joining our Foundation Stage classes.

Transition

Transition into Nursery and Reception

The transition into Nursery and Reception is carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and childminders.

Nursery

Nursery intakes are throughout the year.

- All parents are given the opportunity for a home visit from staff to enable their child to build strong relationships with staff prior to starting full time.
- A Nursery presentation evening is held at the start of the academic year. This is an opportunity for staff to explain routines and outline procedures.
- Open events are held regularly across the year and individual tours/meetings can be arranged on request.
- All about me books are sent home for the children where appropriate to fill in with their families – these provide comfort to children when they are settling.

Reception

- Visits are made, where possible, to all pre-school providers to establish contact with children in their pre-school setting.
- Pre-school children are invited into school for a range of different kinds of 'taster' sessions prior to joining the school.
- Information regarding school is provided through presentations and videos on the website.
- We encourage parents and pre-school providers to share the child's Learning Story with us.
- All parents are given the opportunity for a home visit from staff to enable their child to build strong relationships with staff prior to starting full time.
- All families are invited to an 'Introduction to EYFS' presentation at the start of the academic year. This is an opportunity for staff to explain the school day, routine and procedures, outline our approach to teaching phonics, reading and Maths and to answer any questions. The ethos of working together is introduced and families are encouraged to discuss any possible worries or concerns at any time during their child's education.

Reception children start full time in September. The school supports parental choice with regard to part-time transition into Reception, offering morning sessions only in the first instance, if requested and in the best interests of the child. The school works closely with families to quickly work toward full-time entry.

Throughout the year, parents will be encouraged to share any information, concerns or successes with staff.

Transition into KS1

- Throughout the school year Reception children access some learning and play areas with Key Stage 1 children. The EYFS and Key Stage 1 teachers work together to plan and deliver many elements of the curriculum.
- Over the course of the year, as each individual child is ready, a gradual degree of formality is included into the school day. By the second half of the Summer term, Reception children are included in a greater number of adult initiated activities and have 'taster' sessions where they take on the role of Year 1 children.
- In the final term in Reception, the respective teacher and Year 1 teacher liaise to discuss the individual children, their progress and targets and analyse the assessment data to inform planning and ensure the needs of each child continue to be met. Children also have an induction session in the Summer term with their new teacher/class.
- Reception teachers will complete assessments on each child and provide the reports to the Year 1 teacher.
- Learning journals, phonics assessments, examples of writing, parent consultation records and suggested pupil groupings will be passed on from the Reception teacher to the Year 1 teacher.
- Reception teachers will pass on the EYFS profile for each child, including additional information for children who have had an outcome of 'emerging' for one or more ELGs.

During the first term:

- The Year 1 timetable, in terms of provision, planning and child-led learning, will remain similar to Reception, including free choice opportunities, sand, water and malleable play, and morning and afternoon outdoor play, as far as possible.
- Children will continue to be assessed on the EYFS profile, if appropriate.
- Consideration will be given to the links between the seven areas of learning in the EYFS and the national curriculum subjects.
- The more formal teaching of Year 1 will be introduced gradually.

Monitoring and review

This policy will be reviewed annually by the senior leadership team.

Any changes made to this policy will be communicated to all relevant stakeholders.

All members of staff directly involved with the EYFS will be required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

The next scheduled review date for this policy is Autumn 2026.

Appendix 1
The Nursery Experience

Nursery	
From Transition into Nursery	Settling/Getting to know me including All About Me
	Adults immersed in play – relationships built between staff, parents, carers and pupils.
	Famly posts with links to learning.

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To Transition into School	Baseline assessments – Wellcomm speech and language assessments
	Daily input in the morning and afternoon
	Weekly guided drawing as part of input
	Song of the week introduced
	Phonics input introduced as part of input programme
	Greater independence expected on an individual basis.
	Storytime in the library
	Join in with Praise whole school assembly Visits to new classroom/school

Appendix 2

The Reception Experience

Year R in single and mixed-age classes

Autumn 1	Settling/Getting to know me including All About Me
	Baseline assessments, Wellcomm speech and language assessments

	Access to high quality, well planned provision areas
	Adults immersed in play, next steps to be given and support to meet these recorded on Tapestry
	Reading: Children will read in school at least 3 times per week in line with the phonics and reading programme. Reading books will be sent home after this from week 4 'Reading for pleasure' books from the school library will be sent home weekly
	Phonics: The chosen phonics programme will be followed from the first week
	Daily Maths input following Mastering Number and supplemented by White Rose Maths
	One entry per week to adult-led books
	Observations on Tapestry from 7 areas of learning in high quality environments indoor and out
	Join whole school celebration assemblies
	Assembly in classrooms
Autumn 2	Introduce early writing and acting focusing on language and the use of initial sounds through approaches such as story scribing Drawing Club. Copies put in adult-led books
	Weekly adult input including English and Maths
	Introduce PE as music and movement
	Weekly school library visits
Spring 1	Introduction of English Books – Writing plans followed
	Assembly in hall
Spring 2	Independently collect their own lunch 'canteen style'
Summer 1	Inclusion in whole school events/activities e.g. School Council, House/Team events
Summer 2	Playtime with KS1
	KS1 classroom visits

Appendix 3

The 'Observation-Assessment-Planning' cycle summary in EYFS

