



EARLY YEARS FOUNDATION STAGE (EYFS) POLICY



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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school 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

2. Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) for 2024.

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

3. Structure of the EYFS

The Early Years Foundation Stage (EYFS) at the school provides education and care for children from Nursery through to Reception, supporting children from the age of three until the end of the Reception year, in line with statutory EYFS requirements.

The Nursery takes children from 3 years old and operates a sessional model, offering the following hours:

Morning session: 8:30am – 11:30am

Afternoon session 12:00-15:00

30-hour funded sessions run from 8:30am to 2:30pm. An unfunded additional 30-minute session is available to extend the day until 3:00pm.

Children entitled to 15 funded hours are offered 5 sessions per week with no additional charge.

Children entitled to 30 funded hours are offered 8:30am - 2:30pm 5 days a week with no additional charge.

Parents of children who access the 30 hours funded sessions (8:30am–2:30pm) may choose for their child to remain until 3:00pm. This extended provision is available at an additional cost of £3 per 30 minutes extended session and is subject to availability.

A charge of £1 per week applies for additional snacks. Children attending Nursery are required to bring a packed lunch each day.

Consumable items required to meet individual children's care needs, such as nappies and wipes, must be provided by parents or carers.

Please refer to appendix 2 for detailed information on nursery charges.

4. Curriculum

At Spring Lane Primary School, our Early Years Foundation Stage (EYFS) curriculum is designed to ensure every child thrives in a happy, confident, and stimulating learning environment where curiosity and exploration are at the heart of learning. We aim to nurture well-rounded individuals who develop a lifelong love for learning and reach their full potential.

Our EYFS curriculum is underpinned by high expectations and a shared belief that children learn best when they feel safe, supported, and inspired. We value the importance of play-based and experiential learning, offering opportunities that respond to children's interests and individual needs. Through meaningful interactions and high-quality teaching, we encourage children to become independent, enthusiastic learners who develop physically, verbally, cognitively, and emotionally. We work collaboratively with parents and carers to support children's development and embed a positive attitude toward school from the very start. We are committed to ensuring that all children receive systematic, synthetic phonics teaching to support early reading. By the end of the EYFS, our learners will be equipped to read words and simple sentences accurately and confidently.

Our curriculum references the EYFS statutory framework, Birth to Five and Development Matters.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Please refer to our website for further information: <https://www.springlaneprimary.com/eyfs>

Our EYFS curriculum has been implemented with the following in mind:

4.1 Planning

Staff plan activities and experiences for children that enable them to develop and learn effectively in a language rich environment. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas. In the Autumn term, this focus on the prime areas carries on during the transition from Nursery to Reception. Quality interactions, based on strong, positive relationships between adults and children are fundamental in moving the children's own learning on. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. Time is planned into each day for our children to learn through play and these quality interactions – this is called 'Continuous Provision'.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. The environment is key to this with areas such as water investigation, small world, creative, reading area, building and construction, just some of the areas teachers plan for. Where a child may have a special educational need or disability, provision is individualised to meet their needs and reasonable adjustments may be

made to the environment. Staff too, will consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. As the children prepare for Reception, adult led activities will support children with transition. Lessons such as Read Write Inc. phonics will be planned into the Nursery timetable to ensure all children receive a positive and secure start to reading.

4.2 Teaching

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

Teaching utilises both the indoor and outdoor environment and regular walks around the school grounds and out into the local area to support learning.

As children grow older, and as their development allows, the balance gradually shifts in Reception towards more adult-led activities in the timetable which help children prepare for year 1. Literacy, Mathematics and Phonics sessions are taught daily with teaching times gradually increasing in the Autumn term.

5. Assessment

At Spring Lane, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

All assessments are placed on to our Trust wide Insight data database and are analysed by the assessment leader and EYFS leader in school. We also ensure our Reception class teachers are part of an Early Years Foundation Stage Profile (EYFSP) moderation; this ensures data is scrutinised internally but also externally, and in comparison with other local schools. It enables each school in the Trust to compare their data and identify strengths and areas for development, acting swiftly to improve outcomes for all children. Writing moderations also take place for Reception staff across the Trust in the Autumn, Spring and Summer term. This supports teachers with their overall judgement through a consistent Trust assessment system.

Statutory Requirements for Assessments in EYFS

Our school ensures that the following assessments are completed in EYFS; these are monitored by key leaders such as our EYFS leader and Assessment leader:

Reception Baseline Assessment

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA). The results of these are not visible to staff but inform the government of the National picture.

Early Years Foundation Stage Profile

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 ('expected')
- Not yet reaching expected levels ('emerging')

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

The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other Trust schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Working with parents and carers

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. We promote and build this strong partnership in many ways. Here are just a few:

- Supportive transitions which encourage parent/carer ‘stay and play’ sessions and ‘walk in Wednesdays’
- An open door policy
- CET and School Newsletters
- Parent Workshops such as, phonics sessions, early maths and English workshops, cooking on a budget workshops, walk in Wednesday sessions
- Parents Evenings
- Summer Term School Report

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child’s development at home. The key person also helps families to engage with more specialist support, if appropriate – this is always done in partnership with the parents/carers.

7. Safeguarding and welfare procedures

We recognise that 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. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

7.1 Attendance

Where a child is absent for a prolonged period of time without notification from a carer/parent, staff are aware of their duty to contact the child’s parents and/or carers and alternative emergency contacts.

Regular attendance is essential to support children’s learning, wellbeing and continuity of early education. In line with Spring Lane’s Attendance Procedures, attendance is monitored and concerns are addressed through a staged process where attendance falls below expected levels (currently 93%) or where patterns of absence emerge. Parents and carers will be informed where concerns arise and may be invited to engage in attendance support processes, including monitoring periods and attendance action planning.

In accordance with Local Authority funding requirements, nursery funding may be reviewed or withdrawn where a funded child is absent for two consecutive weeks or accumulates 30 days of absence across the academic year. Where funding is withdrawn, the nursery place may no longer be available and parents or carers may become responsible for associated childcare costs. The nursery will always seek to work in partnership with families to understand barriers to attendance and provide appropriate support wherever possible.

7.2 Recruitment

Systems are in place to ensure that staff and others who have regular contact with children are suitable for their roles. We follow clear safer recruitment policies and procedures.

7.3 Staff Qualifications:

The EYFS manager has:	
✓	At least a full and relevant level 3 qualification; and
✓	2 or more years’ experience working in an early years setting, or
✓	2 or more years’ other suitable experience
✓	There is a named DSL with up-to-date training
✓	There is a named deputy who is capable and qualified to take charge in the manager’s absence
✓	At least 1 person with a current pediatric first aid (PFA) certificate is on the premises and available at all times children are present, and accompanies children on outings

✓ All newly qualified early years workers who have completed a level 2 and/or level 3 qualification on or after 30 June 2016, and who are included in the required staff-to-child ratios at level 2 or level 3, have a full PFA or emergency PFA certificate within 3 months of starting work
✓ All early years staff must have Paediatric First Aid (PFA) training to be included in staff-to-child ratios. Students and trainee staff must hold a valid and current PFA qualification in order to be included in staff:child ratios. We are responsible for selecting a competent training provider to deliver our PFA training. ✓ <i>The DfE recommends members of trade bodies with approved monitoring schemes, Voluntary Aid Societies and those working under Ofqual awarding organisations.</i>
✓ The PFA training is renewed every 3 years and is relevant for workers caring for young children
✓ PFA certificates or a list of staff with a current certificate is on display or made available to parents/carers

7.4 Adult to Child Ratios

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged 3:
 - Where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification is working directly with the children, we have at least 1 member of staff for every 13 children
 - Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children
 - We have at least 1 member of staff for every 13 children
 - We comply with infant class size legislation and have at least 1 teacher per 30 pupils

7.5 Health

✓ Good health, including oral health, is promoted at our school
✓ Procedures are in place for dealing with children who are ill or infectious
✓ Illness/infection procedures are discussed with our parents and carers
✓ Necessary steps are taken to prevent the spread of infection in our EYFS setting
✓ Appropriate action is taken if children are ill
✓ Policy and procedures for administering medicines, including systems for obtaining and updating information about medical needs, are in place
✓ Where administering medicines requires medical or technical knowledge, training is provided for staff
✓ Prescription 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)
✓ Medicines (both prescription and non-prescription) are only administered where written permission is obtained from a child's parent or carer to administer that particular medicine
✓ A written record is kept of each time medicine is administered
✓ Where medicine is administered to a child, their parents or carers are informed on the same day, or as soon as possible

7.6 Oral Health

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- ✓ The effects of eating too many sweet things
- ✓ The importance of brushing your teeth
- ✓

7.7 Safer Eating in EYFS - Food and Drink Procedures

In accordance with The Early Years Foundation Stage (EYFS) statutory framework, we follow the specific requirements of:

Healthy, Balanced, and Nutritious

- ✓ Our meals, snacks, and drinks are healthy, balanced, and nutritious.

Food Hygiene

- ✓ We have appropriate facilities for preparing food hygienically, including sterilisation equipment for babies' food. Staff handling food are competent and receive relevant training.

Dietary Needs and Preferences

- ✓ Before admitting a child in to our setting, we request and act upon information about children's dietary requirements, allergies, and preferences.
- ✓ We create **allergy action plans** for managing known allergies/intolerances with health professionals, keeping this information up to date and sharing it with all staff
- ✓ Where applicable, we discuss the child's progress with solid foods.

Fresh Drinking Water

- ✓ Fresh drinking water is available and accessible to our children at all times.

Food Preparation

- ✓ Food is prepared appropriately for children of different ages, considering choking hazards and individual needs.
- ✓ In the event of a choking incident, we record details and make parents/carers aware.
- ✓ We ensure food is prepared to meet each child's individual developmental needs.

Safer Eating

- ✓ At least one staff member with a valid Paediatric First Aid (PFA) certificate is present in the room when our children are eating.
- ✓ For lunch, children will be seated safely in appropriate chairs and for snack children will be seated safely on the carpet in the classroom

7.8 Intimate Care and Toileting

We ensure:

- ✓ There are separate toilet facilities for children and adults.
- ✓ There are hygienic nappy-changing facilities.
- ✓ Staff are aware they should balance children's privacy with safeguarding and support needs during nappy changes and toileting.
- ✓ There are spare clothes and other necessary items are always available.
- ✓ Children's privacy is respected during toileting and nappy changing.
- ✓ We integrate safeguarding measures to prevent inappropriate behavior and protect children from harm during intimate care practices.

- ✓ We provide clear guidelines for staff on how to handle toileting and intimate care, promoting both privacy and safeguarding.
- ✓ We continually strengthen procedures for staff to report concerns, ensuring they feel confident raising issues/whistleblowing and that their concerns are taken seriously.
- ✓ We emphasise the importance of adequate staff training on safeguarding and intimate care practices, including the need for enhanced DBS checks and regular updates on child protection.

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the Education Standards Director every three years. At every review, the policy will be shared with the governing board.

Appendix 1 – List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See Health and Safety policy
Administering medicines policy	See Supporting Pupils with Medical Needs policy
Emergency evacuation procedure	See Health and Safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See Complaints and Resolutions policy

Appendix 2 – Nursery Charges



Spring Lane Primary ~ Nursery charges

Description	Unit	Unit price	Line total
Free entitlement hours –15 hours per week. 5 session a week	Weekly	Free	Free
Free entitlement hours – 30 hours per week (depending on eligibility). 8:30am-2:30pm 5 x weekly	Weekly	Free	Free
Additional unfunded sessions Can be paid via tax free child care account if parent has registered for this	Unit	£18.00	£18.00
Children receiving 30 hours of funding can extend each day from 2:30pm-3:00pm purchasing maximum 2.5 hours extra per week	Weekly	£3 per 30 minutes daily extra session	£15 (if all 2.5 additional hours requested)
Consumables	Parents provide based on individual need, e.g. nappies and wipes	£0	£0
Additional voluntary services	Ad Hoc	Depends on trip being offered	Depends on trip being offered

Anyone who chooses to buy additional hours can sign up to the tax free childcare account