

## EYFS (EARLY YEARS FOUNDATION STAGE) POLICY

This is an overarching EYFS Policy in accordance with the Statutory Framework for Early Years, September 2025, giving a holistic view of the School's Early Years Foundation Stage provision. The Statutory Framework for Early Years, September 2025 states:

*"All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time of their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential."*

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Chandlings Prep, children join us for sessions in Nursery, up to 10 sessions per week and they then move to full time in Reception. Staff ensure that this is a smooth transition for the children and there is strong communication between Nursery and Reception.

We adhere to Section 1-The Learning, Development and Assessment requirements of the Statutory Framework for Early Years, September 2025, the following four guiding principles shape our practice:

- Every child is a **unique** child, who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND).

In line with EYFS guidance we

- Provide quality and consistency across both Nursery and Reception classes
- Have a key person approach which develops close relationships with individual children and their families
- Provide a secure and safe learning environment, indoors and also place great emphasis on experiences outdoors in our extensive grounds
- Provide a balanced curriculum with fun learning activities
- Plan challenging and enjoyable learning experiences, based on the individual child, informed by observations, assessments and also experiences initiated by the children themselves
- Provide opportunities for children to engage in activities that are both adult-initiated and child-initiated
- Work in partnership with parents and within the wider context and have the philosophy of 'Parents as Partners'
- Provide equality of opportunity and anti-discriminatory practice, ensuring that every pupil is included and supported

## The Early Years Curriculum

Using the important and inter-connected Prime and Specific Areas of learning from the Statutory Framework for Early Years, September 2025, we plan an exciting and challenging curriculum based on our observation of the children's needs, interests and stages of development.

In planning and guiding pupil activities, we reflect on the different ways that pupils learn and ensure we are enabling them to explore, create and think critically and be active. EYFS activities are based on a series of topics, offering experiences across the Prime and Specific Areas of learning, using both the inside and outside learning areas. We follow the pupils' interests, and this is reflected in our activities and often the Home Corner. We continually draw on our links with the community to enrich their experiences by taking Reception on visits and inviting visitors into the school.

The Prime Areas are crucial in igniting the pupils' curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive. The four Specific Areas enable the Prime Areas to be strengthened and applied.

Prime Areas of Learning		
Personal, Social and Emotional Development	Physical Development	Communication and Language
<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development</p> <p>Strong, warm and supportive relationships with adults enable children to learn to understand their own feelings and the feelings of others.</p> <p>Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, and turn take.</p> <p>Children need to be aware of Healthy Eating and Oral Hygiene.</p>	<p>Physical Development is vital to children's all-round development. Importance of tummy time and crawling.</p> <p>Adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.</p> <p>Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing.</p> <p>Fine motor skills help with precision and hand-eye co-ordination.</p>	<p>Development of children's language underpins all areas of learning.</p> <p>Importance of reading frequently to children. Echoing back what they say with new vocabulary added.</p> <p>Engage actively in stories, non-fiction, rhymes and poems.</p>

Specific Areas of Learning			
Literacy	Mathematics	Understanding the world	Expressive Arts & Design
<p>It is crucial for children to develop a live-long love of reading.</p> <p>Language comprehension starts from birth.</p> <p>Comprehension is aided when adults talk with</p>	<p>Developing a strong grounding in number is essential so that all children develop the necessary blocks to excel mathematically.</p> <p>Children learn to count and develop a deep</p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community.</p> <p>The range of children's personal experiences increases their sense of knowledge of the world</p>	<p>The development of children's artistic and cultural awareness supports their imagination and creativity.</p> <p>The quality and variety of what children see,</p>

<p>children about the world around them and enjoy rhymes, poems and songs.</p> <p>Reading and writing skills.</p>	<p>understanding of number.</p> <p>It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections and 'have a go'.</p>	<p>around them.</p> <p>Listening to a broad range of stories, non-fiction, rhymes and poems will foster children's understanding of our culturally, socially, technologically and ecologically diverse world.</p> <p>Enriching and widening children's vocabulary will support later reading comprehension.</p>	<p>hear and participate in is crucial for developing their understanding, Self-expression, vocabulary and ability to communicate through the arts.</p>
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*The above descriptions are taken from the Early years foundation stage statutory framework Sept 25*

Each Area encompasses a balance of adult-led and child-initiated learning. Pupils have whole group and small group teaching, the former increasing as the pupils move through their Reception Year, thus preparing them for the more formal environment of Year 1.

### **Inclusion**

We value all of our pupils as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We believe all our pupils matter and we give each and every one of them the opportunity to achieve their best.

We continually monitor pupils' progress and strongly believe that early identification of individuals requiring additional needs is crucial in enabling us to give the pupil the support that they need. We believe that working with 'Parents as Partners' will address those needs and support children to reach their full potential.

We plan challenging activities for pupils whose ability and understanding are more advanced.

### **The Learning Environment**

The Nursery and Reception classrooms are organised to allow pupils to explore and learn independently and collaboratively, securely, and safely. The rooms are set up in learning spaces, supporting the Prime and Specific Areas, both indoors and outdoors

### **Observation and Assessment**

We recognise assessment plays an essential role in helping parents/carers and school staff to recognise pupils' progress, understand their needs, and to plan activities and offer appropriate, targeted support.

We welcome new children to taster days prior to starting our EYFS department. These sessions aim to ensure that the School is one where the entrant will flourish socially, emotionally and academically.

Ongoing assessment is an integral part of our learning and development process. Staff observe the pupils to understand their level of achievement, interests and learning styles, and to shape learning experiences for them reflecting those observations.

As outlined in the Statutory Guidance, we ensure assessment opportunities do not entail prolonged breaks from interaction with pupils, nor require excessive paperwork. Observations (formative assessment) are recorded on the platform Tapestry. All parents/carers have a login to Tapestry, thus having the opportunity to access and view the digital learning journey as well as contribute their observations of learning and achievements captured at home.

The progress of the EYFS pupils is continually monitored, with Parent meetings scheduled in the Autumn and Spring Terms, to discuss children and where they are at pastorally and academically.

In the Autumn Term Reception administers on a one-to-one basis, the 'on entry' CEM BASE assessment (summative) for all Reception pupils, giving standardised baseline data. At the end of the year, the Reception pupils complete the CEM 'on exit' BASE assessment, again giving standardised data and allowing for an analysis of progress across the year to be made.

Reception pupils are provided with a written report twice over the course of the year, in The Autumn Term and also at the end of the academic year. In Nursery there is a written report at the end of the academic year. Where relevant there are also 2 Year Old checks shared with parents, these reports will be written throughout the academic year, in line with children's ages. An overview which indicates attainment against each of the 17 Early Learning Goals, and a summary is also shared with Reception Parents. Parents are given the opportunity to discuss these judgements with the Reception teacher in preparation for Year 1. These guidelines are shared with Year 1 teachers to ensure a smooth transition to Year 1.

### **Transitions**

Transitions are carefully planned for, and time is given to ensure continuity of learning. At any transition, we acknowledge the pupil's needs and establish effective partnerships with those involved; with the pupil and other settings, including nurseries and carers. Children are gently guided in their transition from Nursery to Reception and from Reception through to Year 1.

In the final term of Reception, the Year 1 teacher will meet with the Reception staff and discuss each pupil's development against the Early Learning Goals. This supports a smooth transition into Year 1 and helps the Year 1 teacher to plan an effective, responsive, and appropriate curriculum that will meet the needs of each individual pupil.

### **Parents as Partners**

We recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the pupils and their families. Parents are children's first and most enduring educators and we value the contribution they make and encourage them to play an active part in their child's education both at home and at School.

Working with other services and organisations is integral to our practice, in order to meet the needs of our pupils. At times we may need to share information with other professionals, providing the best support possible.

### **Safeguarding and Welfare**

Children's safeguarding and welfare is paramount. We have a secure environment and stringent policies, procedures, and documents in place. We teach pupils how to be safe, make choices and assess risks. Personal, Social and Emotional Development sessions reinforce the importance of staying safe. The Head of EYFS is the Deputy Designated Safeguarding Lead with responsibility for EYFS.

We comply with the Statutory Framework for the Early Years Foundation Stage, September 2025 and meet the associated regulatory requirements for Safeguarding and Welfare to:

- Promote the welfare of children
- Promote good health, including oral health
- Prevent 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 we maintain the correct pupil to adult ratios and that all staff are suitably qualified
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Maintain records, policies and procedures required for safe, efficient management of the School and to meet the needs of the children
- Protect the physical and psychological wellbeing of all children, see also Chandlings Prep policies

### **Oral Health**

Healthy eating habits and good oral health are continually promoted. The latter is further supported by regular Personal, Social and Emotional Development sessions reinforcing this messaging.

### **Nutrition and Safety**

Before a child is admitted to Chandlings Prep we need to obtain information on any special dietary requirements, food allergies and intolerances and any special health requirements. It is important that we are updated to any changes in this area. Staff sit with children at lunch to ensure that they are eating safely. There is an assigned member of staff to ensure that children with allergies are accessing the correct foods at lunch. There is updated guidance around food safety in the latest EYFS Guidance, and a focus on the correct procedure to cut fruit and vegetables.

Children can choke on any food. To minimise the risk of choking:

- remove any stones and pips from fruit before serving
- cut small round foods (like grapes, strawberries and cherry tomatoes) lengthways and into quarters
- cut large fruits (like melon) and hard fruit or vegetables (like raw apple and carrot) into slices instead of small chunks
- do not offer raisins as a snack to children under 12 months (they can be chopped up as part of a meal)
- soften hard fruit and vegetables (like raw apple and carrot) and remove the skins when first given to babies from around 6 months
- cut sausages into thin strips rather than chunks and remove the skins (sausages should be avoided due to their high salt content)
- remove bones from meat or fish
- do not give whole nuts to children under five years old
- do not give whole seeds to children under five years old
- cut cheese into strips rather than chunks
- consider wholemeal or toasted bread as white bread can form a doughy ball in the throat, and cut all types of bread into strips for very young children
- do not give children popcorn as a snack
- do not give children marshmallows or jelly cubes from a packet, either to eat or as part of messy play activities, as they can get stuck in the throat
- do not give children hard sweets

Please also note that we really try hard to promote healthy snacks at school. Please would you be mindful of this when preparing snacks for After School and avoid where possible unhealthy snacks such as chocolates, crisps, biscuits, cakes etc.

### **Attendance**

The new statutory guidance September 2025 recognises that attendance is important in Nursery and Reception. EYFS Staff are required to follow up absences in a timely manner.

### **Behaviour**

The Head of EYFS is the named person responsible for behaviour management issues regarding Early Years and Reception pupils. The School has a Behaviour Policy, an Anti-Bullying Policy and a Restrictive Intervention Policy. All of which pertain to the Early Years Foundation Stage.

## **Ratios**

We ensure that pupils are adequately supervised throughout the day. We meet the requirements of the Statutory Framework for the Early Years Foundation Stage, September 2025.

## **Full Paediatric First Aid**

EYFS staff hold a recognised Full Paediatric First Aid certificate, as noted in Annex A of Statutory Framework for the Early Years Foundation Stage, September 2025. The School therefore meets the regulation that new staff qualifying post 30 June 2016 and working with EYFS children are trained in Paediatric First Aid.

The School ensures at least one person (but we are well above this requirement) with the aforementioned certificate is on the premises and is available at all times. Lists of staff holding a valid Full Paediatric First Aid certificate are displayed in the EYFS office.

## **Disqualification from Childcare**

All staff working with children aged 8 and under in out of School care, and all those working with pupils in the EYFS complete the declaration on disqualification from childcare.

## **Premises**

Indoor space requirement meets the Statutory Framework for the Early Years Foundation Stage, September 2025 requirements.

## **Risk Assessments**

We ensure that all reasonable steps are taken to ensure staff and pupils are not exposed to risks. Rigorous daily checks and cleaning procedures are in place. Risk assessments informing staff practice and management of risk are available on request.

## **Staff supervision**

EYFS staff receive supervision meetings which provide support, coaching and training and promote the interests of pupils. Supervision fosters a culture of mutual support, teamwork, and continuous improvement. It also provides further opportunities for staff to discuss any issues with The Head of EYFS, particularly concerning pupil development or well-being.

## **Monitoring and Review**

- Priorities relating to the EYFS are identified in the School development plan and The Head of EYFS carries out a regular audit of all aspects of EYFS.
- Relevant staff training and development needs are outlined in the development plan.
- Whole School policies equally apply to the EYFS, as they incorporate the mandatory requirements.