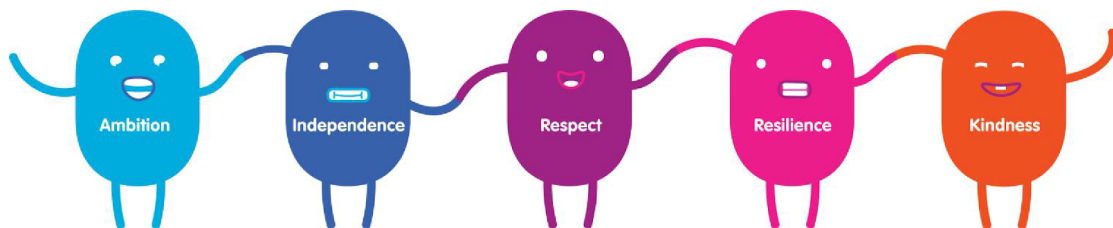


Early Years Foundation Stage Policy

February 2026

Aim

We aim to make education part of a lifelong process of learning, through an enriched curriculum and within a secure and stimulating learning environment. This policy sets the guidelines of agreed principles and approaches that underpin provision in our Early Years Foundation Stage. This policy can be read in conjunction with our mission and vision statements, as well as our Teaching and Learning Policy.



Vision

We aspire for our learners to be confident, independent and inspired by the world. We believe the best way to achieve this for our learners in the Early Years Foundation Stage (EYFS) is through an engaging and challenging environment where children are supported to learn through play. We understand the power of high-quality interactions in the development of outstanding teaching and learning. Whole class teaching and guided group learning build upon this foundation.

Together with the right environment and positive relationships, we aim for the highest levels of well-being and involvement. Our teaching begins with the child and as Froebel said, "We start where the learners are, not where we want them to be." We believe the only way to achieve this vision is in collaboration with our community, as relationships underpin everything we do

Legislation

This policy is based on requirements set out in the Early Years Foundation Stage (EYFS) Statutory Framework for group and school-based providers 2025

[EYFS Statutory Framework 2025](#)

Structure of the EYFS

Our Nurseries offer both part-time and full-time places based on the 15- and 30-hour model. We offer a Monday-Wednesday morning and Wednesday afternoon – Friday two-and-a-half-day model for our part-time places.

Our Reception cohorts are single form classes of a maximum of 30 children.

The EYFS Principles

The EYFS applies to children from birth to the end of the Reception year and is guided by four guiding principles shaping practice:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

We celebrate the uniqueness of each child offering personalised learning opportunities and by working closely with families and professionals from other settings who have knowledge of the child. Our skilled professionals understand the process involved in children's growth, development and learning. The curriculum and the opportunities we offer are designed to help children develop a positive sense of their own identity and culture. We recognise that children learn in different ways and at different rates and we accommodate this in the provision we offer.

Positive Relationships

We recognise that children learn to be strong and independent through secure relationships. We aim to develop caring, respectful, professional relationships with the children, and their families and carers. We recognise that parents are children's first and most enduring educators and we value the contribution they make.

Each child is assigned a key person who is the first point of contact for children and their families. The key person approach enables each child's care to be tailored to meet their needs. The key person provides a consistent adult to build a secure, trusting relationship, acting as a stable base for emotional wellbeing, reducing anxiety and fostering exploration.

We give children an opportunity to spend time with their teacher before starting school during an open morning. We will also visit each child, where possible in their current childcare setting, or make a home visit. We offer parents regular formal and informal opportunities to talk about their child's development in line with the whole school assessment cycle. Individual learning journals are always available online via Tapestry for parents to look at, and we invite families to contribute to these.

Enabling Environments

We know that the physical and human environment plays a key role in supporting and extending the children's development. We observe the children and assess their interests, development and learning, before planning challenging but achievable activities and experiences to extend children's learning. Our learning environments are organised to enthuse and enable children to explore and learn securely and safely.

Classrooms are arranged into learning areas, where children are able to find and locate equipment and resources independently. All our classrooms have their own enclosed outdoor area. Children have the opportunity to free flow between the two environments. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. We plan activities and resources for the children to access indoors and outdoors that help the children to develop in all seven areas of learning.

Learning and Development

We recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected. Through our teaching and learning we ensure that children feel secure at school and develop a sense of well-being and achievement. Our practitioners understand how children develop and learn and consider this when they plan teaching opportunities. We offer children first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play. We know that what children learn in the early years of education has a lasting impact and our curriculum has been designed to provide the strong foundations children need to succeed.

Our carefully planned curriculum helps children work towards the Early Learning Goals throughout the EYFS. We enable children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities. Children are encouraged to communicate and talk about their learning and to develop independence and executive function skills. Learning is supported by appropriate and accessible indoor and outdoor space, facilities and equipment. We identify progress and future learning needs of children through observations, which are shared with parents.

We know that communication and language skills are a foundational part of a

child's early education. We prioritise children's communication and language development through daily planned learning opportunities with planned vocabulary and adults who know how to skillfully build children's confidence in communicating.

The Characteristics of Effective Learning

Playing and Exploring

Children's play reflects their wide-ranging and varied interests and preoccupations. We believe that through play children achieve their highest learning potential. Play with peers is important for children's development.

Through play our children explore and develop learning experiences, which help them to make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

Active Learning

Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Active learning occurs when children are motivated and interested.

We give children a degree of independence and control over their learning. As they develop their confidence they learn to make decisions and this provides children with a sense of satisfaction as they take ownership of their learning.

Creativity and Thinking Critically

When children have opportunities to play and engage with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.

We give children opportunities to be creative in all areas of learning. Adults support children's thinking and help them to make connections by showing interest, offering encouragement, clarifying ideas and asking open questions. Children access resources freely and may choose to move them around the classroom to extend their learning.

Areas of Learning and Development

There are seven areas of learning in the EYFS.

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

There are three *prime areas* which are crucial for igniting children's curiosity

and enthusiasm for learning and for helping their capacity to learn.

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

There are then four *specific* areas, through which the three prime areas are strengthened and applied.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Planning

Planning is based on our two-year curriculum map and each child's on-going formative assessment. We have long, medium- and short-term plans to ensure coverage is equitable, but these do change according to the needs of individuals and the cohort.

Teaching

Each area of learning and development is supported through planned opportunities for play through continuous provision and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through supportive and positive interactions.

We will ensure that:

- Teaching and learning activities engage and motivate children to learn, and foster curiosity and enthusiasm for learning
- There are guided activities to support, develop and extend children's learning
- Children are given opportunities to develop their own ideas, thoughts and opinions through play
- Learning is adapted based on children's needs and learning styles.

As children grow older and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning ready for Year 1.

Assessment

Assessment in the EYFS takes the form of observation and this involves all adults working with the child. Each child has their own Tapestry learning journal where observations are added. These will have areas of learning

'flagged' sharing which area of the curriculum they are linked to. We utilise the non-statutory guidance 'Birth to Five Matters' and 'Development Matters' to support these observations. Each child's learning is captured on Tapestry once a half term as they take a turn as a focus child.

[Birth to Five Matters](#)

[Development Matters](#)

On-going assessment is an integral part of the learning and development processes. Practitioners observe pupils to identify their interests and next steps. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and carers.

Our assessment process has been designed to ensure practitioner's interactions with the children are not interrupted or requiring excessive paperwork.

[Progress Check at Two](#)

After a child's second birthday and before they turn three, the progress check at two is completed by each child's key person. Practitioners review each child's progress and provide families with a written summary of each child's progress in the prime areas. The progress check will include areas the child is progressing well and highlight any areas where further support may be needed.

[Reception Baseline Assessment](#)

When children join us in Reception we carry out the statutory Reception Baseline Assessment (RBA). This is carried out by the class teacher within the child's first six weeks of Reception.

[Reception Baseline Assessment Information for Parents](#)

[Assessment at the end of the EYFS](#)

At the end of the Reception year staff members assess whether each child has met the 17 Early Learning Goals (ELGs) and complete the Early Years Foundation Stage Profile (EYFSP) for each child. Pupils are assessed against the seventeen ELGs, indicating whether they are:

Meeting expected levels of development

Not yet reaching expected levels

The results from twelve of the ELGs confirms whether a child has reached a Good Level of Development (GLD). The ELGs are:

- Personal Social and Emotional Development
- Communication and Language Development
- Physical Development
- Literacy
- Maths

The profile reflects on-going observations and discussions with parents and carers. The results of the profile are then shared with parents and carers and Year 1 teaching staff to support a smooth transition into Key Stage One.

Working with parents

We recognise that children learn and develop best when there is a strong partnership between the home and school environment.

Families are kept up to date with their child's progress and development. Tapestry learning journals, a spring term Record of Assessment and parent consultations provide families with a well-rounded picture of their child's knowledge and understanding. Families are also provided with an annual end of year report.

Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our Safeguarding and Child Protection Policy.

Monitoring and Evaluation of this policy

The implementation of the policy will be monitored through our monitoring and evaluation schedule, which includes:

- Lessons observations
- Planning scrutiny
- Book Scrutiny
- Pupil progress reviews
- Pupil Interviews
- Parent surveys and feedback following RoAs, consultations and reports.

The policy is reviewed biannually by the SLT and the Curriculum Committee.

Carla Jones
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Policy date: February 2026
Review date: Spring 2028