

# Larchfield Primary & Nursery School

## Early Years Foundation Stage (EYFS) Policy



### Our Vision

Our children are central to all that we do:  
Nurturing, caring and preparing them to add value to an ever-changing world.

Approved by: Full Governing Body

Date: January 2026

Next review due by: January 2027

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#### 1. Aims

At Larchfield Primary and Nursery School we aim to provide the highest quality care and education for all our children, giving them a strong foundation for their future learning. We create a safe and happy environment where every child is included and supported through equality of opportunity and anti-discriminatory practice: with motivating and enjoyable learning experiences that enable children to become confident and independent learners. We value the individual child and work alongside parents and carers to help every child reach their full potential.

#### 2. Legislation

We adhere to the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) and the four guiding principles that shape practice within Early Years settings:

- 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 carers.
- The importance of **learning and development**. Children develop and learn in different ways and at different rates

#### 3. Structure of the EYFS

The Early Years Foundations Stage (EYFS) applies to the learning and development of all children from birth to the end of Reception Year. At Larchfield Primary and Nursery School children are taught in both a Reception Class and Nursery Classes. Our Nursery sessions provide a half-day session: 8.20 (soft start option) – 11.30 a.m. and 12.30 – 3.30p.m.

Early childhood is the foundation on which children build the rest of their lives. It is not just a preparation for the next stage but is vitally important in itself.

Learning for children is a rewarding and enjoyable experience in which they explore, investigate, discover, create, practice, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes. During the Foundation Stage, many of these aspects of learning are brought together effectively through playing and talking. The children at Larchfield Primary and Nursery School are taught individually, in small groups and whole class groups.

As part of our practice we:

- Provide a balanced curriculum based on the EYFS, across the seven curriculum areas, using play as the vehicle for learning;
- Promote equality of opportunity and anti-discriminatory practice
- We provide early intervention for those children who require additional support;
- Work in partnership with parents and carers;
- Plan challenging learning experiences based on the individual child, informed by observation and assessment and by the children's own ideas and interests;
- Provide opportunities for children to engage in activities that are adult-initiated, child-initiated and adult supported;
- Provide a secure and safe learning environment indoors and outdoors.

#### **4. Curriculum**

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework.

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

##### **4.1 Planning and Teaching**

In planning and guiding the children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice.

Three characteristics of effective teaching and learning are:

- Playing and exploring – children investigate and experience things and ‘have a go’
- Active learning – children concentrate and keep on trying if they encounter difficulties
- Creating and thinking critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

At Larchfield Primary and Nursery School, children are provided with a range of rich, meaningful first-hand experiences in which they can explore, think creatively and be active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

We create medium term plans based on a series of topics each of which offers experiences in all seven areas of learning. These ideas are then used to inform our short-term weekly planning, alongside our observations which identify areas of learning to focus on.

We always remain flexible to allow for unplanned circumstances and children’s responses. Our planning is continually evaluated by all staff to ensure that children’s individual ‘Next Steps in Learning’ and personalised learning needs are met.

Children will engage in whole group and small group activities alongside their independent learning. There are also allocated times for whole class daily ‘carpet learning sessions’ in both phonics and maths.

The curriculum is delivered using a play-based approach as outlined by the EYFS framework: ‘Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities.

We plan a balance between children having time and space to engage in their own child-initiated activities and those which are planned by adults. During children’s play, the adults in class interact when appropriate to stretch and challenge them further.

In planning and guiding children’s activities, we reflect as practitioners on the different ways that children learn and build these into our practice. We create a stimulating environment to encourage children to free-flow between inside and outdoors as far as possible.

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

## **5. Assessment in EYFS**

At Larchfield Primary and Nursery School, ongoing assessment is an integral part of the learning and development processes, taking account of the views of both practitioners and parents/carers. We also administer formal assessments at key points in the year as required by the Standards and Testing Agency.

Within the first 6 weeks that a child starts Reception, practitioners will administer the Reception Baseline Assessment (RBA).

As part of our daily practice, we observe and assess children's development and learning to inform our future plans.

Ongoing observations and assessments are used to inform the EYFS Profile and Birth to Five Matters. The children's progress is reviewed continually and recorded termly on the school's assessment system. Throughout their time in Reception, parents/carers are welcomed to share in their learning both informally, e.g., sharing assembly and more formally during parent/teacher consultations.

At the end of the year, the EYFS profile provides a summary of every child's development and learning achievements including whether they have reached a 'Good Level of Development (GLD). Children are assessed against the Early Learning Goals (ELG) by the class teacher – who uses the exemplification documents, and their knowledge of the children to make a judgement.

The children are assessed against the 17 early learning goals, indicating whether they are:

**Meeting expected levels of development**

**Not yet reaching expected levels (emerging)**

The profile is moderated internally and in partnership with the RWBM to ensure consistent assessment judgements. The EYFS profile data is submitted to the Local Authority.

## **6. Working with Parents/Carers**

We recognise the central importance of parents/carers as children's first educators. We believe they have a significant role to play in the lifelong education of their child. We strive to create and maintain partnerships with parents/carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways.

- Visiting and meeting before the children start school;
- Talking to them about their child's interests and needs during our visits;
- Being welcoming and approachable and having an open-door approach for parents to voice concerns/ask questions;
- Inviting them to Parents' Evenings in the Autumn and Spring Terms to discuss how their child has settled and share progress and next steps for learning;
- Inviting parents to our Sharing Assembly;
- Encouraging parents/carers to read with their child at home and make comments in their reading record books;
- Providing Home Learning and curriculum overviews for each term;
- Inviting parents/carers to share key milestones in their learning by completing 'Green Leaves' which we share and celebrate with the class;
- Inviting parents into school for 'parent phonics' to demonstrate how we teach phonics and how to help them support their child;

- Inviting parents to Literacy and Maths workshops to demonstrate how we teach and how to support their child at home;
- A weekly webpage with photos and details of the learning that has taken place in the week;
- Providing parents with an end of year summary report detailing achievements and their child's EYFS profile.

We also draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting to talk about their lives, work and experiences.

Each child is assigned a key person who supports parents/carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate along with the SENCO.

## **7. Safeguarding and welfare procedures**

The safety and welfare of our children is paramount. We have robust policies and procedures in place to ensure their safety.

In our EYFS setting we provide a safe and secure environment and provide a curriculum which teaches the children how to take risks, follow rules and stay safe. We comply with the welfare requirements set out in the Statutory Framework for Early Years Foundation Stage and understand that we must:

- Promote the welfare of all children;
- Promote good health, including oral health;
- Manage behaviour effectively and appropriately;
- Ensure all adults working with children are suitable to do so;
- Ensure that the environment is safe and all equipment and furniture is fit for purpose;
- Ensure all children have a challenging and enjoyable learning experience.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious fruit snacks, milk, access to water through the day, allocating significant time for physical development and following set procedures when children become ill or have an accident.

Staff and visitors are prohibited from using their mobile phones in our classrooms, only the school camera or iPads are used to photograph the children.

Larchfield Primary and Nursery School has robust systems in place to ensure that all practitioners who have regular contact with children are suitable for their role. There is always at least one member of the EYFS staff who holds the Paediatric First Aid qualification, which is a statutory requirement of the EYFS.

The Child Protection Policy is in place to ensure the safety of all stakeholders at Larchfield Primary and Nursery School. Staff are vigilant in reporting concerns and communicating these to the Designated Safeguarding Lead.

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:

We have at least 1 member of staff for every 13 children in Nursery

We comply with infant class size legislation and have at least 1 teacher per 30 pupils.

### **7.1 Safer recruitment**

When recruiting staff, we will follow the procedures set out in the latest EYFS framework guidance on checking the suitability of new recruits, including:

- Obtaining a reference for any member of staff (including students and volunteers) before they are recruited
- Recording information about staff qualifications and identity checks, vetting processes and references

See our safeguarding policy for details of our safer recruitment procedures. (School website)

### **7.2 Whistleblowing**

We make sure that all staff are aware of our whistleblowing procedures; feel able to raise concerns about any poor or unsafe practice; and know that such concerns will be taken seriously by the senior leadership team.

In the event that a member of staff feels that they need to blow the whistle on misconduct, they should report their concern to the headteacher. If the concern is about the headteacher or it is believed they may be involved in the wrongdoing in some way, the staff member should report their concern to Chair of Governors.

See our whistleblowing policy for details of our safer recruitment procedures and more detail on our procedures for handling whistleblowing.

#### **7.3.1 Malicious or vexatious allegations**

If an allegation is made in good faith, but investigation finds no wrongdoing, there will be no disciplinary action against the member of staff who raised the concern.

If, however, an allegation is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate against the person making the allegation.

### **7.4 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 can enjoy learning and grow in confidence.

All practitioners are alert to any issues of concern in children's lives at home or elsewhere.

See our child protection and safeguarding policy for more information.

### **7.5 Responding to allegations or concerns**

If we have concerns about children's safety or welfare, we will immediately notify our local authority children's social care team, in line with local reporting procedures. In emergencies, we will also inform the police.

If any allegation is made of serious harm or abuse by anyone living, working or looking after children at the premises or elsewhere, e.g. on a visit, we will inform Ofsted within 14 days of the allegation being made. We will also inform them of any action we have taken in response to the allegation(s).

### **7.6 Investigating the concern**

When a concern is received by the headteacher– referred to from here as the 'recipient' – they will:

- Meet with the person raising the concern within a reasonable time. The person raising the concern may be joined by a trade union or professional association representative or other accompanying person
- Get as much detail as possible about the concern at this meeting, and record the information
- Establish whether there is sufficient cause for concern to warrant further investigation. If there is, then:
  - Arrange a further investigation into the matter, involving the Governing Body, if appropriate. In some cases, the recipient may need to bring in an external, independent body to investigate. In others, they may need to report the matter to the police
  - Inform the person who raised the concern about how the matter is being investigated and give an estimated timeframe for when they will be informed of the next steps

### **7.7 Outcome of the investigation**

Once the investigation – whether this was just the initial investigation of the concern, or whether further investigation was needed – is complete, the investigating person(s) will prepare a report detailing the findings and confirming whether or not any wrongdoing has occurred.

The report will include any recommendations and details on how the matter can be rectified and whether or not a referral is required to an external organisation, such as the local authority in line with local reporting procedure, or police.

They will inform the person who raised the concern of the outcome of the investigation, though certain details may need to be restricted due to confidentiality.

Beyond the immediate actions, the headteacher, governors and other staff, if necessary, will review the relevant policies and procedures to prevent future occurrences of the same wrongdoing.

While we cannot always guarantee the outcome sought, we will try to deal with concerns fairly and in an appropriate way.

### **7.8 Staffing 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 and over: Where a person with qualified teacher status is working directly with the children, early years professional status, or early years teacher status is working directly with the children, we have at least 1 member of staff for every 13 children.
- At least 1 other member of staff holds an approved level 3 qualification, or has received approval to be included in the ratios at level 3 after attaining experience-based route status
- We comply with infant class size legislation and have at least 1 teacher per 30 pupils

### **7.9 Paediatric first aid (PFA)**

We 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.

### **7.10 The designated safeguarding lead (DSL)**

We also have a DSL who has lead responsibility for safeguarding children. They are also responsible for:

- Liaising with local statutory children's services agencies, and with the LSPs (local safeguarding partners)
- Providing support, advice and guidance to all other staff on an ongoing basis, and on any specific safeguarding issue as required
- Attending a safeguarding training course that complies with the criteria set out in annex C of the latest EYFS framework

### **7.11 Absence**

We're required to promptly follow up on absences.

If a child is absent for a prolonged time or if their parents/carers haven't told us about the absence, we will attempt to contact the parents/carers and alternative emergency contacts.

See our attendance policy for more on this, including our expectations of parents/carers to report child absences.

### **7.12 Oral health and tooth brushing**

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

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

### **7.13 Safer eating**

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.

Before a child joins our setting, we will get information on their:

- Dietary requirements and preferences
- Food allergies and intolerances
- Health requirements

We will 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.

We will make sure that 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, especially during the introduction of solid foods.

We will consult with parents/carers to:

- Create allergy action plans for their child – with the help of health professionals, where appropriate
  - We will also keep this information up to date and share it with all staff
- Discuss their child's progress with solid foods
- Work with them to move on to the next stage at a pace that's right for their child

We will prepare food in a way that:

- Prevents choking
- Meets each child's individual developmental needs
- Is in line with the DfE's [Early Years Foundation Stage nutrition guidance](#)

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.

### **7.14 Accident or injury**

We keep a first aid box (which contains appropriate items for children) always accessible.

We keep a written record of accident or injuries and any first aid treatment.

We will inform parents or carers the same day as, or as soon as reasonably practicable after, of any:

- Accident or injury sustained by the child
- First aid treatment given

We will notify the relevant authority of any serious accident, illness, or injury to, or death of any child while in our care and inform them of the action taken, as soon as reasonably practicable.

### **7.15 Safety of premises**

We make sure that our premises, including overall floor space and outdoor space, are fit for purpose and suitable for the age of children we care for and the activities provided on the premises.

We comply with requirements of health and safety legislation, including fire safety and hygiene requirements.

### **7.16 Toileting and privacy**

We make sure that there are:

- Enough toilets and hand basins available for the children
- Suitable and hygienic nappy changing facilities
- An adequate supply of necessary items such as clean towels and spare clothes
- Separate toilet facilities for adults

During nappy changes and toileting, we will balance children's privacy with their safeguarding and support needs.

## **8. Monitoring Arrangements**

This policy will be reviewed and approved by the Standards Committee annually.

## Appendix 1. List of statutory policies and procedures for the EYFS

<b>Statutory Policy or Procedure for the EYFS</b>	<b>Where can it be found?</b>
Link to the Statutory Framework for Early Years Foundation Stage	Early years foundation stage (EYFS) statutory framework - GOV.UK ( <a href="http://www.gov.uk">www.gov.uk</a> )
Safeguarding policy and procedures	Child Protection Policy
Procedure for responding to illness	First Aid Policy
Administering Medicines Policy	Supporting Pupils with Medical Conditions Policy
Emergency Evacuation Procedure	Business Continuity Plan
Procedure for checking identity of visitors	Child Protection Policy
Procedure for a parent/carer failing to collect a child and for missing children	Children Protection Policy/Health and Safety Policy
Procedure for dealing with concerns and complaints	Complaints Policy