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), effective from 1 September 2026

3. Structure of the EYFS

Our Early years is made up of 6 classrooms, 4 Nursery and 2 year R. Our Nursery classes are organised in age groups (2 year olds, 2-3 year olds and 3-4 year olds, 3-4 year olds Full time provision) but work alongside each other as one Nursery unit. Year R is split into two classrooms, with two qualified teachers but again work as one unit, with children accessing both rooms and the outside areas.

Nursery hours are very flexible with children being able to access 30 hours, 15 hours, Early learning for 2 year olds, working parent entitlement and paid provision. Nursery and Year R children can attend from 7.30-6.00pm, using our extended schools' provision.

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2026 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

A team approach is fostered across the whole of Early Years with all staff planning, assessing and teaching consistently together. Environments are planned meticulously from focused assessments of children's achievements and areas of interests. Pupils across Early Years are encouraged to be unique, inquisitive and eager to learn new skills and concepts. Early Years provision is stimulating and engaging ensuring children make rapid gains in their learning as well as an opportunity to be submerged in learning that enhances awe and wonder. Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas but ensure all areas are covered consistently.

Staff 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. Where a child may have a special educational need or disability, staff consider whether specialist support is required and discuss this with the Head of Early years.

4.2 Teaching

Nursery's team is organised with 4 room leaders and Year R have two teachers, all of which are responsible for teaching and planning across our Early year's rooms.

Each area of learning and development is implemented through planned, purposeful, exciting play, and through a mix of adult-led and child-initiated activities, all arranged and timed on the children's age and ability. Children are encouraged to explore all of their environment, with free flow learning, used in both Nursery and Year R. Child initiated learning is at the heart of our provision. Children have access to large outdoor areas, consisting of play spaces, natural and wooded areas. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive and purposeful interactions.

As children grow older, and as their development allows, staff adjust their planning and or environments to ensure all children are challenged.

5. Assessment

At Greenfields, 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.

When a child joins us, aged 2, staff review their abilities and hold Kent's integrated review at 2 process. Parents and/or carers provide a report, summarising the child's development in all areas. This is added to the child's personal health record (Red Book).

When a child is aged between 2 and 3, staff review their progress and provide parents and/or carers with a written summary of the child's development in all areas of learning. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

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

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
- 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 local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. These are shared via twice yearly written reports. Across all of Early Years, Tapestry is used to share the children's 'wow' moments, allowing parents to see photos, products and exciting play for their child. Parents are able to comment on these 'wow' moments, as well as add their learning from their child at home.

In Year R, staff keep Learning Journeys for all of the children. Learning Journeys document 'wow' moments showing clear and rapid progress and are effective tools in making accurate assessments. These are accessible to parents, with staff encouraging parents to take them home regularly.
As a school, we readily use our school website and school communication system to work with parents. Each class has their own page on the website, this is shared regularly with parents. The school communication system allows parents to communicate at the ease of a message being sent into school. Messages are responded to quickly, allowing parents to have relevant, up to date information.

Each child is assigned a family worker who helps to ensure that their learning and care is tailored to meet their needs. The Family worker supports parents and/or carers in guiding their child's development at home. The Family worker helps families to engage with more specialist support, if appropriate.

7. Staff

7.1 – Staff Training

We will:

- Train all staff in safeguarding procedures in line with Annex C of the most recent EYFS framework and Keeping Children Safe in Education (KCSIE) guidance
- Support all staff to feel supported and confident in implementing our safeguarding policy and procedures
- Renew training every 2 years, or more often when it's needed to help maintain skills; keep up to date with any changes to our safeguarding procedures; or because of any safeguarding concerns
- Outline how training is delivered, and how staff are supported to put it in place, in our child protection and safeguarding policy

Our designated safeguarding lead will:

- Provide ongoing support, advice and guidance to all staff
- Attend a training course consistent with the criteria set out in Annex C of the most recent EYFS framework
- Liaise as needed with local statutory children's services agencies and our local safeguarding partners

7.2 – 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

7.3 - 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 their line manager/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 the chair of the governing body - Julie Scott

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

8. . **Safeguarding and welfare procedures**

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 and the importance of a healthy diet.
- The importance of brushing your teeth
- The importance of Exercise
- The importance of washing their hands regularly throughout the day and the reason why.

If any concerns arise, then staff use the Family worker approach to support parents in improving concerns. If this approach doesn't work, we would use our pastoral support manager to work alongside families.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

8.2 – Staffing Ratio's

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 2, we have at least 1 member of staff for every 5 children
- For children aged 3 and over:
  - We have at least 1 member of staff for every 13 children
  - At least 1 member of staff is a school teacher as defined by section 122 of the Education Act 2002

- 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

8.3- 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.

8.5 – 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.

8.6 – 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.

8.7 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.

8.8 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.

8.9 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 bedding, 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.

9. Monitoring arrangements

This policy will be reviewed and approved by Governing body every year.

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 medication policy
Administering medicines policy	See medication 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 policy