

POLICY COVER SHEET

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| Policy | Early Years Foundation Stage Policy | | |
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| Signed – Chair of Governors | | | |
| Signed – Headteacher | | | |
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| V2 | October 2023 | LJ | Minor addition Page 7 'In addition, parents receive a brief written summary of children's attainment and progress each term.' |
| V3 | April 2025 | LJ | Minor changes |
| V4 | March 2026 | LJ | Made policy more succinct |
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STATEMENT OF POLICY

The Early Years Foundation Stage (EYFS) is a statutory document that sets the standards that all early years providers and schools must meet to ensure that children up to the end of the Reception year learn and develop effectively and are kept healthy and safe. It promotes teaching and learning to ensure children's school readiness and provides the broad range of knowledge and skills needed to support strong future progress through school and life.

10 Key Messages from the EYFS Statutory Framework

1. **The EYFS sets statutory standards**

It establishes the legal requirements all early years providers must follow to ensure high-quality learning, development and care for children from birth to five.

2. **Strong principles underpin all EYFS practice**

The framework is built around core principles: every child is unique, children learn through relationships, enabling environments matter, and children develop at different rates.

3. **Clear learning and development requirements**

Providers must deliver a curriculum covering all Areas of Learning and Development.

4. **Curriculum content**

Detailed descriptions explain what children should experience in each area, helping practitioners design high-quality learning opportunities.

5. **Early Learning Goals define end-of-EYFS outcomes**

ELGs set out the expected level of development for children at the end of the Reception year.

6. **Assessment is continuous, purposeful and formative**

Ongoing observation and assessment inform teaching.

7. **Safeguarding and welfare requirements are comprehensive**

Providers must implement robust safeguarding policies, ensure safe staffing, manage risks, and create secure environments for children.

8. **Suitable people and safer recruitment are essential expectations**

Staff must meet suitability requirements, receive appropriate training, and follow robust whistleblowing and safeguarding procedures.

9. **Ratios, supervision and premises standards ensure safety**

The framework outlines adult-to-child ratios, supervision requirements, and clear expectations for space, equipment and hygiene to protect children's welfare.

10. **Providers must work with parents and ensure inclusion**

Partnerships with families, inclusive practice, and attention to diverse needs are critical to delivering high-quality early education.

The complete document can be found by using the link below:

[EYFS statutory framework for group and school-based providers](#)

LEGISLATION

The learning and development requirements of the EYFS are given legal force by an Order made under section 39(1)(a) of the Childcare Act 2006.

The safeguarding and welfare requirements of the EYFS are given legal force by Regulations made under section 39(1)(b) of the Childcare Act 2006.

THE CURRICULUM

Our curriculum is shaped by four principles:

- Every child is unique; each child develops at their own pace.
- Positive relationships underpin effective learning.
- Enabling environments support learning and development.
- Children learn in different ways and at different rates.

These principles guide all aspects of our provision and practice.

The EYFS framework includes seven areas of learning and development, all of which are important and interconnected.

Three of these — the *prime areas* — are particularly significant for building children’s capacity to learn, form relationships and thrive.

The image below shows the seven areas of learning, the associated aspects, and the Characteristics of Effective Learning that underpin our provision and practice.

| Characteristics of Effective Learning | Areas of Learning and Development | Birth to 5 Matters Aspects |
|-------------------------------------------------------------------------------------------------------------|--------------------------------------------|-----------------------------------------------------------------|
| Playing and Exploring | Prime Areas | |
| ENGAGEMENT Finding out and exploring Playing with what they know Being willing to 'have a go' | Personal, Social and Emotional Development | Making Relationships Sense of Self Understanding Feelings |
| Active Learning | Physical Development | Moving and handling Health and Self-care |
| MOTIVATION Being involved and concentrating Keep trying Enjoying achieving what they set out to do | Communication and Language | Listening and Attention Understanding Speaking |
| Creative and Critical Thinking | Specific Areas | |
| THINKING Having their own ideas Making links Working with ideas | Literacy | Reading Writing |
| | Mathematics | Mathematics |
| | Understanding the World | People and Communities The World Technology |
| | Expressive Arts and Design | Creating with Materials Being Imaginative and Expressive |

Appendix 1 describes our approach to Cultural Capital and Relationships and Sex Education.

APPROACHES TO TEACHING AND LEARNING

Each area of learning and development is implemented through planned, purposeful play and exploration, and through a balance of adult-led and child-initiated activities, indoors and outdoors.

As nursery schools, we aim to:

- Provide teaching and learning that equips children for the rest of their lives.
- Respond to the learning needs and styles of individual children.
- Develop and build self-esteem to help children grow into confident individuals.
- Ensure that children enjoy learning and become independent, enthusiastic learners for life.
- Provide enriching, engaging and innovative learning opportunities that promote personal development and school readiness.

When teaching and working with children, practitioners need to:

- Guide children’s development through warm, positive and nurturing interactions.
- Respond to each child’s emerging needs and interests.

- Have strong knowledge of the EYFS, early childhood development and special educational needs.
- Understand planning and assessment processes to inform their practice effectively.
- Provide well-prepared and engaging resources appropriate to individual needs.
- Demonstrate good classroom management skills and an understanding of children's learning styles.
- Adopt a reflective approach and remain open to ongoing professional development.

When teaching, practitioners will ensure that they:

- Communicate ideas and concepts in a variety of ways, e.g., through a total communication approach to support individual learning styles.
- Demonstrate appropriate enthusiasm and pace.
- Use key vocabulary and reinforce important concepts and knowledge.
- Differentiate effectively so that all children can access the curriculum at their own level.
- Ensure that learning is engaging and enjoyable.

To encourage effective learners, we support children to:

- Develop a sense of ownership over their learning.
- Build skills and knowledge from their own unique starting points.
- Understand what is happening now and what will happen next.
- Develop perseverance, confidence and self-esteem.
- Interact positively with peers and adults.
- Develop independence and secure knowledge.
- Recall and build on previous learning and experiences.
- Become effective communicators who are understood and respected.

PLAY

Play, indoors and outdoors, is fundamental to learning in the early years. Play can be joyful and challenging, and through play children develop skills across all the prime and specific areas of learning.

In a safe environment with effective adult support, children will be able to:

- Explore, develop and represent learning experiences that help them make sense of the world.
- Practise and build on concepts, ideas and skills.
- Learn to control impulses and understand the need for rules.
- Be alone, be alongside others, or co-operate with peers.
- Take risks and make mistakes.
- Think creatively and imaginatively.
- Communicate with others as they investigate and solve problems.
- Express fears and relieve anxieties in controlled, supportive situations.

Adults in the setting will support play by:

- Planning and resourcing a stimulating environment.
- Supporting children's learning through planned play.
- Extending and supporting children's spontaneous play.
- Developing children's language and communication through their play.
- Listening to all forms of children's communication and ideas, and using these to inform planning.
- Narrating children's play and asking sensitive, open-ended questions to extend learning.

PLANNING

Our approach to planning focuses on precise next steps in children's learning and development through the Intent, Implementation and Impact model. This ensures that we consider each child's current knowledge, what we want them to learn next, and how we will support them to achieve this.

Teaching and planning reflect each child's developmental stage rather than chronological age, while supporting their unique skills and interests. We ensure that all children can access learning opportunities and are appropriately challenged.

Planning is based around key areas of continuous provision, including: heuristic play, fine motor skills, gross motor skills, outdoor learning, books and texts, small-world and imaginative play, messy / sensory play, and mark making. When planning and guiding activities, staff must consider the different ways children learn and reflect this knowledge in their practice.

ASSESSING AND REPORTING

Assessment processes help practitioners recognise children's progress and identify their future learning needs and gaps in knowledge. Ongoing formative assessment is an integral part of teaching and learning. It involves practitioners observing children's small steps of progress in relation to their current range within the *Birth to 5 Matters* document.

Parents receive a written summary of their child's attainment and progress as part of their annual review. For children who remain with us until the end of the EYFS, staff complete the EYFS Profile.

SAFEGUARDING ROLES AND RESPONSIBILITIES

We have a Designated Safeguarding Lead (DSL) who is responsible for contacting local statutory children's services and the Local Safeguarding Partners (LSP) when concerns arise. All staff must remain alert to any issues of concern in a child's life at home or elsewhere and adhere to our policies.

Safeguarding Policies and Procedures

We have up-to-date safeguarding policies that reflect our local safeguarding procedures. These clearly set out the actions required when:

- There are concerns about a child's safety or welfare.
- An allegation is made against a member of staff.
- Electronic devices capable of taking or sharing images are used within the setting.

Responding to Concerns

- Any welfare or safeguarding concern must be reported to the DSL immediately. Where thresholds are met, referrals will be made to the local authority children's social care team or the Local Authority Designated Officer (LADO).
- In an emergency situation, staff must also inform the police.

Health, Behaviour and General Welfare Duties

Staff must take all necessary steps to ensure children are:

- Kept healthy, including through nutritious food, good hygiene routines, effective illness management, appropriate training and the safe administration of medication.
- Supported in developing positive behaviour.

We must maintain confidentiality and ensure that records, policies and procedures are used effectively to safeguard children's wellbeing.

Expectations for Safe Practice

- Safe and appropriate premises and equipment.
- Effective risk assessments, processes and policies that are consistently followed by all staff.

Cultural Capital - What does this look like at Menphys?

Cultural capital is the essential knowledge that children need to prepare them for their future success.


Cultural Capital in the early years is entwined in all the areas of our practice. It is a valuable part of everyone's role.

During our interactions with children we should always be aiming to inspire, energise and help children to experience the 'awe and wonder' of the world; adding capital to their knowledge and experience.


As early years practitioners, we have a fundamental responsibility to understand what funds of knowledge children are bringing to their learning. Taking time to talk is essential; this is why key worker calls home when children are on transport are so valuable.

Every child and family who joins a setting will have their own funds of knowledge that will link to their culture and wider family. This might include: languages, beliefs, traditions, cultural and family heritage, interests, travel and work.


Research shows that when children and families cultures are valued, both the child's experience of learning and progress can benefit. It is a fundamental element of everyone's role




By getting to know children and their families, we will be better able to enrich children's cultural capital. We must do this through a child-centred approach that builds on each child's individuality and uniqueness.




When families feel comfortable and settled, they are far more likely to share who they are and what is important to them. Inviting families into the school for a range of events is essential and a good opportunity to strengthen relationships.



Do you know the cultural capital of all children and families in your class? If not, it is important to start finding out; when we know children's cultural capital we can plan how we will enrich and add to their funds of knowledge.




Who lives in the family home? What languages are spoken? What did the family do at the weekend? Do they have siblings, family or friends locally? Did they go on holiday? Do they have access to a garden? Do the parents work? Do they practice a religion? What activities do the family enjoy together ...




..... Do they go to another setting? Do they get EYPP?

Remember, it is not:


- a list of cultural activities to tick off
- or
- valuing some experiences that children have at home above others



Rather than thinking of cultural capital as a thing that must be 'given' or 'taught', it might be helpful to think first and foremost about the cultures, languages and experiences that children and their families bring, and how we might value, celebrate and build learning from these.



Relationships and Sex Education (RSE) - What does this look like at Menphys?



All aspects of RSE need to be introduced in a way that reflects children's age and developmental levels. However, it is important that we expose children to them.




Relationships

Through our practice we are able to introduce the fundamental building blocks and characteristics of positive relationships..




Continued ...

The key relationships our children will experience are with other children, their families and other adults.



Teaching about families should be sensitive and based on knowledge of pupils' circumstances; families take many forms e.g. single parents, LGBT parents, adoptive, grandparents etc.



Practitioners need to ensure that there is no stigmatisation of children based on their home circumstances. Practice must reflect sensitively that some children may have different structures.

Being Safe

By introducing our safeguarding vocabulary we are helping children understand that they have rights over their own bodies and giving them the tools to report their concerns

Respect for others

We do this by teaching children to understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

Consent

By helping children to understand personal space and boundaries, showing respect and understanding the differences between appropriate contact ...

Continued ...

..... and inappropriate or unsafe physical, and other, contact we can introduce the concept of consent.

links to Intimate Care Policy

Emotional and mental wellbeing

Our routines, structures, sensory diets, total communication approach, flexibility and curriculum delivery all support children

Everyday Practice

We should support children to develop traits such as resilience, kindness, independence, self-respect and self-worth, courage, generosity, and a sense of justice.