



Early Years Foundation Stage (EYFS) Policy

Introduction

'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 in 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.'

Statutory Framework for the Early Years Foundation Stage – September 2025

At Delph Side Primary School, we firmly believe that the early years of a child's life count. We believe that it is our duty to provide all children with the secure foundations they need in order to flourish. We aim to instill a love of learning and thirst for knowledge in all children so that they can become resilient and successful learners.

Organisation

EYFS provision at Delph Side is organised into three classes:

- Nursery (2 year olds)
- Pre-School (3-4 year olds)
- Reception (4-5 year olds)

Each class have their own indoor learning environment. Nursery and Pre-School share an outdoor environment, and Reception have their own. There are a total of 10 members of staff who work across the EYFS, this includes: the EYFS leader, qualified teachers and teaching assistants. The requirements for adult:child ratios are met as set out in section 3 of the EYFS Statutory Framework (2025).

EYFS Principles

The Early Years Foundation Stage Statutory Framework (2025) sets the standards that all EYFS providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS is based upon four principles:

- A unique child
- Positive relationships
- Enabling environments
- Learning and development

We respect that every child is **a unique child**, learning and developing in individual ways. We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. All children are treated equally regardless of race, religion or ability; we do not discriminate against children because of any differences. To give every child the best possible start, we gain a good understanding of children's individual needs and next steps. Our planning is built upon extending children's knowledge, experience and interests. Staff use dynamic teaching strategies across the EYFS to ensure that the needs of all learners are met. Children's progress is monitored closely and action is taken quickly when progress appears to be stalling. Time is taken to ensure that any transitions between classes are smooth and that the child's needs are met.

Positive relationships underpin our ethos. Children learn to be strong and independent because they form secure relationships with the adults who care for them. We aim to develop caring, respectful, professional relationships with the children and their families. When children start in the setting, staff prioritise the building of relationships so that children feel safe, valued and listened to. To promote parental partnerships we; have an open door policy, share learning/messages with parents via Seesaw, hold stay & play sessions and



parental workshops, hold parents evenings throughout the year and arrange induction meetings and home visits before children start in Reception.

The role of an **enabling environment** is key in supporting and extending children's development. Indoor and outdoor classrooms are set up to allow children to explore and learn in a child-initiated manner. Resources are carefully selected to ensure that they are developmentally appropriate and enable children to practise what they know and learn new skills. The aim of our indoor and outdoor classrooms is to provide environments which are;

- linked to skills being taught so that children can consolidate new knowledge
- linked to skills which have previously been taught so that knowledge remains 'sticky'
- appealing to children and promote language rich opportunities

Classrooms are attractive and stimulating, providing children with plenty of opportunities to play, investigate, imagine and learn through quality first hand experiences. Children's interests are identified and enhancements are added to the provision in order to spark imaginations and increase engagement. Staff skillfully observe, support, question, challenge and extend learning whilst children play.

The Curriculum

Early years is perhaps the most important stage in a child's school life and with our catchment's levels of deprivation, our children have to be learning and happy from day one. As a school, we have a clear vision of what is required to support that. We believe that it is our duty to provide all children with the secure foundations they need in order to flourish. It is our vision that all of our children leave EYFS as resilient, independent, happy, kind and accepting young learners. Strong relationships between staff and children are at the heart of everything that we do so that our children feel safe, happy and ready to learn at school. We know that many of our children come from deprived and unemployed families which means that the life experiences that they have outside of Skelmersdale are extremely limited. As a result, our curriculum has been built to provide children with real life experiences which they will remember. Over time, our baseline assessment data has continuously shown that our children enter the EYFS working significantly below developmental expectations. There are two areas which cause particular concern year-on-year: communication & language and physical development (having the fine motor skills required to effectively write sentences by the end of Reception.) As a result, we do our utmost to close these gaps before children enter KS1.

Our curriculum has been designed to meet the needs of our children and is informed by the overarching principles and the seven areas of learning which are outlined in the Early Years Statutory Framework. All seven areas of **learning and development** are valued equally and often linked. We have an ambitious, sequential curriculum which evidences a clear progression of skills as children move from Nursery to Pre-School to Reception. Children are taught the skills, knowledge and vocabulary that they need to develop in order to move forwards successfully and be ready for what will come next. We build upon what children have already learned so that they can learn more.

The curriculum provides a play-based learning environment, combined with the focussed teaching of skills and knowledge in interesting and exciting ways. We adapt our resources, activities, interactions, questioning, timetables & child-led/adult-led learning time based on the stage and needs of the children. Reading and a love of books is at the heart of our curriculum. Learning is brought to life through carefully selected key books and planned opportunities which create awe and wonder for our children. We open our children's eyes to the wider world and provide real life hands-on experiences which they will remember. Books have been carefully selected around themes which will interest, engage and inspire our children. To ensure that we are meeting the needs of all individuals and groups, there will be times when the content of our curriculum will change according to children's interests or developmental needs.

Please see our EYFS Curriculum document for further information about how our curriculum is delivered in relation to the seven areas of learning.



Assessment

Baseline assessments are completed when children start at Delph Side. Once starting points are identified, these are used alongside regular on-going assessments in order to inform future planning. Staff use their professional judgements to identify whether children are working on track or not on track for each area of learning. Termly assessment meetings are held to discuss each individual child's development and progress. The attainment of all children is recorded and tracked. Individual and cohort next steps are identified and staff work together to discuss how they will best move children's learning forwards in order to ensure maximum progress for all. Class teachers then meet with the EYFS Leader in order to identify key actions and priorities for the following half term. Action plans are formulated in order to identify what provision (indoor and outdoor), planning and intervention will look like to meet the needs of the children.

Two-year-old progress checks are completed for children who attend Nursery. The purpose of these checks is to; review children's development, provide parents/carers with a clear picture of their child's development, allow staff to identify children's next steps and identify any areas in which children are not making expected progress.

During the final term in Reception, the EYFS profile is completed for every child. The profile provides a well-rounded picture of children's knowledge, understanding and abilities. Children are assessed against each of the Early Learning Goals. Parents are informed as to whether children are working towards or have met each goal. This data is also shared with the Year 1 teacher so that the provision can be adapted to meet the needs of the children as they enter Key Stage 1.

Admissions

Nursery children are able to start once they turn two. We offer a range of attendance patterns and parents can discuss which pattern would best suit their needs with the Nursery staff.

Pre-School children are able to start the term after they turn 3. Children then remain in the Pre-School until the term that they join Reception. All 3 and 4 year olds are eligible for 15 hours of free provision and we also offer 30 hours for families that are eligible. Parents can apply through the Childcare Choices website. In addition, we are able to support Nursery and Pre-School parents who require additional hours in order to help with work commitments etc.

Reception children are admitted on a full-time basis in the September of the year that they turn 5. Children will usually follow a staggered starting process as we believe that this enables them to settle into 'big school life' more effectively.

On some occasions, it may be necessary for teaching staff to discuss with parents a possible reduction in attendance hours whilst a child is settling, or if advice from outside agencies suggests that this may be beneficial for the individual. It is hoped that these measures will be implemented on a short term basis and they will be reviewed frequently.

Nursery & Pre-School Sessions

8:30-11:30 – Morning Session

11:30-12:30 – Lunchtime Session

12:30-3:30 - Afternoon Session

Reception

8:45-3:15

Our wrap around facility means that we can support parents of children who are 3 or older. Breakfast club is open from 7:45am every morning for children who are 3 and over – there is no charge for this. These children can also access our paid after school club, which runs from 3:15-5:45 every day.



Induction/Transition

We understand that joining a setting for the first time or moving from one room to another is a big step for our young children. Time is dedicated to ensuring that children experience smooth inductions and transitions so that they feel happy, safe and secure in their new environments.

When children first join us, staff spend time talking to parents/carers so that they can gain an understanding of each child's development, interests and needs. Children and their families are encouraged to attend an initial visit before a start date is set. This allows the children to meet the staff and become familiar with their new setting. Once a start date has been agreed, and all relevant documentation is complete, children are able to begin attending their requested sessions. Staff will speak with parents/carers if they feel that a child needs to attend shorter sessions in the first instance in order to help them to settle.

When children transition from Nursery to Pre-School or Pre-School-Reception, staff will ensure that visits take place and children become familiar with their new classrooms. The Reception teacher will visit Pre-School on a number of occasions during the Summer term so that the children become familiar with him/her. If children are joining Delph Side from another setting, the Reception class teacher will arrange to visit them in their setting prior to them joining in September. Staff will also hold information sessions for parents.

We recognise that the step for children from Reception to Year 1 is a significant one. Children will take part in transition visits which will involve spending a significant amount of time in their new classroom with their new teacher before the summer break. In addition, the Reception teacher will liaise with Year 1 staff in order to transfer information about each child and ensure an effective transition from EYFS to KS1. In the Autumn term, the provision and timetable in Year 1 will be adapted in order to meet the needs of individual cohorts.

Inclusion

All children and their families are valued at Delph Side Primary School. Children are treated as individuals and we do not discriminate against children because of any differences. All children are treated fairly regardless of race, language, religion or abilities and have equal access to all provisions available.

Despite recognising that not all children learn in the same way or at the same pace, we understand that a significant delay in development or lack of progress may be a cause of concern and will be carefully monitored. Early identification of special needs is crucial to enable staff to support the development of each child. Staff assess the children's development every term. We use a range of tools, including the WellComm Speech & Language Programme, to assess children who may have gaps in their learning and provide appropriate intervention and support. In addition, we have a Speech & Language Therapist who works in school one day every fortnight.

At each assessment point, a review meeting will be held with the EYFS Lead to evaluate children's progress and determine the level of support required. Children will be identified as falling into one of the following categories:

- **On Track:** Children who are accessing the universal provision and making expected progress.
- **Catch-Up:** Children with minor gaps in learning who are likely to make progress with targeted support and short-term interventions.
- **SEN Support:** Children requiring a higher level of support, which may include input from external agencies and personalised learning targets.

Catch-Up Planning

Medium Term Plans will be created to address any children who require catch-up support. This plan outlines specific actions and interventions for individuals or groups of children to help them make progress and move towards being 'on track'.

SEN Support & Targeted Learning Plans (TLPs)



Children who do not make progress despite being offered catch-up support, or children whose development is significantly delayed are identified as needing SEN Support will have a Targeted Learning Plan (TLP). These are essential for any referrals to the EYFS Specialist Teacher or for initiating an Education, Health and Care Plan (EHCP).

Key expectations for TLPs:

- TLPs must be manageable, with a maximum of three SMART targets per half term.
- Targets should be specific, measurable, achievable, relevant, and time-bound.
- The adult supporting the child must have a clear understanding of the targets and actively work towards them during daily interactions.
- TLPs are reviewed every six weeks in line with the school calendar.
- Reviews must be shared with parents/carers via a phone call, and updates recorded on CPOMS.

It is vitally important that parents/carers are kept up to date regarding any concerns with their child's development. Staff will arrange to meet with parents/carer to agree how best they will jointly support the child. We will link with, and help families to access, relevant services from other agencies as appropriate. If children are identified as having a Special Educational Need or Disability, appropriate steps are taken in accordance with our SEND policy. Parents/carers will be provided with up-to-date TLPs.

Children who speak English as an additional language are supported and encouraged not only to develop and use their home language but also to learn and reach a good standard of English language.

Realistic and challenging expectations are set for all children across the EYFS. Planning meets the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. All staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society. We actively promote British Values through our curriculum, for example learning about other religions, PSHE and work around People and Communities.

Attendance & Reporting Absences

Children in Nursery and Pre-School are expected to attend all of their scheduled sessions unless they are ill or there is an exceptional reason. Regular attendance supports children's development, wellbeing, and readiness for school. The EYFS Statutory Framework outlines that settings "must follow up on absences in a timely manner."

Parents are expected to notify the school via a telephone call or via Seesaw on the first day of absence, stating the reason. Parents should keep the school informed if the absence continues beyond one day.

Parents/carers are expected to notify the school via Seesaw or telephone call on the first day of the child's absence. They should also keep the school informed if the absence continues beyond one day. The attendance team will call to speak to the parent/carer if no reason has been given for absence. If staff cannot make contact, staff will conduct a home visit to check on the child/parent/carers welfare. If contact can still not be made, a decision will be made by a member of SLT as to whether or not we will escalate concerns. This may include a police welfare check.

Staff monitor children's attendance regularly in order to identify any patterns or concerns. Staff will consider the child's and families vulnerability when assessing absence and any safeguarding concerns will be referred to a DSL and appropriate external agencies.

This information is shared with all families when a child joins Delph Side Nursery or Pre-School and is available on the school website. Reminders about attendance are sent throughout the year via Seesaw.

For children in Reception, please refer to the whole school attendance policy.



Safeguarding and Welfare Requirements

“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.”

Early Years Statutory Framework – September 2021

Safeguarding children, ensuring that they keep safe and well, is of paramount importance and at the heart of everything that we do. The following whole school policies and procedures are in place to ensure the safeguarding and welfare of the children in Early Years:

- Whole School Policy on Safeguarding and Child Protection
- Equal opportunities policy
- School complaints procedure
- SEN policy
- Medical needs policy
- Educational visits policy
- Behaviour policy
- Anti-bullying policy and Anti-cyber bullying policy
- Safer recruitment policy
- Health and Safety Policy
- Foundation Stage risk assessment
- Whistleblowing policy

In addition;

- All members of staff have an enhanced DBS and are required to complete a disqualification by association form annually.
- Fresh drinking water is available at all times.
- All children enjoy a healthy fruit or vegetable snack daily and fresh milk. Healthy and nutritious meals are provided by the school kitchen for children who stay for lunch.
- At least one member of staff in every classroom holds the paediatric First Aid certificate.
- Staff are expected to wear appropriate clothing that supports them in getting to a child's level and playing and engaging with children at floor level.
- All parents are required to fill in a form to state who is able to pick up their child and to set a password to be used when children are picked up by a person not familiar to staff.

At Delph Side, there are clear procedures for assessing risk (see whole school risk assessment policy) which include procedures for keeping children safe both day-to-day and during outings. Risk assessments are completed for any planned educational visits and submitted to the Educational Visits Coordinator.

Supervision

At Delph Side, supervision is a formal, structured and recorded process through which the professional actions of staff are reflected upon and regularly reviewed. It provides a clear, auditable system of decision-making that strengthens the quality of teaching, care and safeguarding across the Early Years. Supervision ensures that children and families receive the highest quality of support while also promoting staff well-being, confidence and professional development.

Supervision is a legal requirement under the EYFS Statutory Framework. At Delph Side, supervision is carried out termly, unless additional sessions are needed. It supports a culture of professionalism, openness and continuous improvement, and ensures staff feel valued, informed and empowered in their work with children.

Supervision at Delph Side is underpinned by these principles:

- It is confidential, respectful and supportive.



- It provides a protected space for reflective dialogue about practice, wellbeing, and children's needs.
- It ensures staff receive support, coaching and access to training relevant to their role.
- It enables proactive identification of any practice issues, safeguarding concerns or workload pressures.
- It strengthens consistency, accountability and adherence to policies, procedures and the EYFS framework.

Structure of supervision meetings:

- Reflection on what is working well and identification of any worries, challenges or concerns.
- Discussion of children's wellbeing, development and any safeguarding issues.
- Identification of any training needs
- Discussion of the supervisee's emotional wellbeing and workload
- Reflection of any relevant national updates, including changes to statutory guidance, EYFS updates, safeguarding expectations to ensure staff remain compliant, informed and up to date.
- Setting of goals and targets to be reviewed at the next meeting

Through regular, reflective and high-quality supervision, we ensure that; children are safeguarded effectively, staff well-being is supported, practice remains aligned with the EYFS, staff are empowered to share concerns and celebrate strengths and CPD is purposeful.

Nappy Changing & Toileting

We recognise that children develop at individual rates and that some children will continue to wear nappies or require toileting support when they enter the EYFS. No child will ever be excluded, disadvantaged or prevented from accessing the curriculum due to toileting or continence needs.

Whilst administering intimate care, all staff must ensure:

- Children are treated with respect, sensitivity and privacy, in line with updated EYFS safeguarding expectations.
- Intimate care is carried out in a hygienic, clean, designated area.
- Children's dignity is prioritised while ensuring appropriate adult supervision for safeguarding.
- Procedures are consistent, reassuring and explained to the child in language they can understand.
- Staff check nappies regularly and change them promptly to ensure comfort and prevent soreness.

Only staff employed by Delph Side, who are DBS checked, will perform intimate care. Staff must follow infection control guidance and wear PPE. Changing mats must have sealed protective coverings, and be replaced if damaged. Changing mats are disinfected after each change. Soiled nappies are placed into nappy bags and disposed of in foot-pedal operated, lidded bins.

Staff must follow the outlined nappy changing procedure: tell the child what is about to happen and seek verbal consent where appropriate, put on PPE, assist the child onto the changing mat, remove soiled nappy and clean using wipes, dress the child and support handwashing, wash own hands, dispose of waste safely, disinfect the area, record the nappy change.

The privacy and dignity of children must be balanced with safeguarding requirements. Doors must not be locked and visibility must be maintained, without intruding on a child's dignity. Staff must remain within sight or hearing of colleagues. Intimate care must never be undertaken in a secluded or unsupervised area.

Use of Mobile Phones and Cameras

Children have their photographs taken to provide evidence of their achievements for their learning journals and for the school website and social media pages. Each class have iPads which are used to take photographs. Staff are not permitted to use their own mobile phones to take or record any images of children.

EYFS Policy

April 2026



School seeks parental consent to take and share photographs of children. Photographs are stored on the school's hard drive and all computers are password protected. Cameras and mobile phones are prohibited in all toilet and changing areas.

Monitoring and Evaluation

It is the responsibility of all EYFS staff to follow the principles stated in this policy. The EYFS Leader will be responsible for taking a strategic lead for improving standards of teaching and learning across the EYFS to ensure progress is accelerated and all children reach their full potential. The role of the EYFS leader is:

- promote effective teaching and learning strategies across the EYFS
- monitor pupil progress and pupil attainment
- evaluate performance
- ensure that quality is continuously improved in the Early Years setting
- ensure the correct deployment and provision of support staff
- taking the lead in policy development and action planning for the EYFS
- auditing and supporting colleagues in their CPD
- purchasing and organising resources
- keeping up to date with recent developments in the EYFS