

Early Years Foundation Stage (EYFS) Policy



Review date: January 2026

At Tany's Dell, our ambition is for children in our care to develop a solid foundation that will prepare them for the rest of their educational journey and enable them to 'reach for the stars' in all aspects of their future life.

Introduction

At Tany's Dell we adhere to the Early Years Statutory Framework and its 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/or carers.
- Importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND).

This policy is based on requirements set out in the 2025 Early years foundation stage (EYFS) statutory framework. We understand that new research is happening all the time, and we adapt our practice to meet any current Government guidelines when they are produced.

Structure of the EYFS

Our Nursery admits children from three years of age onwards. Children are provided with 15 hours a week during term time, which is either taken up in morning or afternoon sessions. There is a 30 hour provision for working parents running from 9.30am – 3.30pm every day, for a maximum of 16 children. We also provide wrap around care from 8.30 – 9.30am. Children are admitted to Nursery at the beginning of each term. Children in Nursery can attend for up to five terms depending on their age.

Children enter Reception the academic year that they turn 5.

More information can be found on our school website which can be found [here](#).

Learning and Development

At Tany's Dell we work in partnership with parents, promoting the learning and development of pupils to ensure they are ready for the next stage of education.

We plan our curriculum based on our observations of children's needs, interests and stages of development across the seven areas of learning. All areas of learning and development are important and inter-connected.

Three prime areas are particularly important for learning and forming relationships. They build a foundation for children to thrive and provide the basis for learning in all areas. These are the prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development

The children are also supported in four specific areas, which help strengthen and develop the three prime areas, and ignite children's curiosity and enthusiasm. The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Children are offered a wide range of rich, meaningful, first-hand experiences that encourage exploration, active learning, and creative thinking, while supporting the development of confidence, communication, and oracy skills, and fostering a positive attitude to all areas of their learning.

Each area of learning and development is implemented through a mix of adult-led and pupil-initiated activities. 'Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.'

Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interactions. During children's play, early years practitioners interact to support, stretch and challenge children further.

Staff working with the youngest children will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively and become ready for school. The balance will shift towards a more equal focus on all areas of learning as the children move through the Early Years at Tany's Dell and as they grow in confidence and ability within the three prime areas.

Children have whole group and small group sessions which increase as they progress through the EYFS. These include daily story time, singing, maths and phonics sessions.

Staff consider each child's individual needs, interests, and stage of development when planning, ensuring that learning experiences are both challenging and enjoyable, and support the child's progress across all areas of the EYFS.

Where staff identify potential concerns regarding a child's development or learning, they will collaborate with parents to implement appropriate support and, if required, consult or refer to relevant external professionals to address any additional needs.

Assessment

Ongoing formative assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support.

Parents are regularly informed about their child's progress and development.

In line with government requirements, children in Reception complete the statutory Reception Baseline Assessment to provide a snapshot of their early learning when they start school.

At the end of the EYFS, children are assessed against the 17 early learning goals, to determine whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

Judgements against the Early Learning Goals are made by school staff using ongoing observations, professional knowledge, and information shared by parents/carers and other adults who know the child well.

Parents as partners

We recognise parents as children's first educators and value strong partnerships with parents, as working together is essential to supporting each child's learning, development, and wellbeing.

As part of our commitment to working in partnership with parents, we draw on strong links with the wider community to enrich children's experiences, including taking children on local outings and welcoming members of the community into the setting.

Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food and teaching oral hygiene.

Please see our separate policies and procedures on Health and Safety and Child Protection.

Transitions

Transitions are carefully planned to support children's wellbeing and ensure continuity of learning. At each transition point, we recognise individual needs and work closely with all those involved with the child, including parents / carers, feeder settings and childminders

To support a smooth transition, children and their parents entering Nursery, Reception, and Year One are invited into school for a variety of visits to familiarise themselves with the environment and meet the practitioners. Additional visits are given to those children who need it.

All new children in the Foundation Stage receive a home visit, providing an opportunity for staff and parents to share information and begin building a strong partnership. Parents of Reception children who previously attended our Nursery are offered an additional visit. Before starting school, parents and carers are given guidance and support to help prepare their child, and staff encourage open communication to foster positive partnerships from the outset.

During the summer term, teachers from Nursery and Reception, and Reception and Year One, meet to discuss each child in detail, including their learning, emotional and physical needs, and

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any allergies or medical requirements. These discussions ensure that the next teacher has a thorough understanding of each child, enabling them to plan a responsive and appropriate curriculum that meets the needs of all children.

Monitoring and Review

This policy will be reviewed annually by the EYFS Lead.

Any changes to this policy will be shared with the governing board and communicated to all members of staff.

The next scheduled review for this policy is January 2027.

This document should be read in conjunction with the following policies: Admissions, Teaching and Learning, Child Protection, Health and Safety, Equalities; Inclusion; Behaviour and Discipline; Home-school partnership.