Townhill Infant and Nursery

Early Years Foundation Stage Policy

Approved on 4th September 2023

Last reviewed on: September 2026

Next review due by: September 2027

Our EYFS provision includes a Nursery class for children aged between 2-4 in a spacious classroom and outside area.

We also have two Year R classes in open-plan classrooms with access to an outside area.

Early childhood is the foundation on which children build the rest of their lives. 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 attitude. During the Early Years Foundation Stage, many of these aspects of learning are brought together effectively through play and talk.

As outline in the *Statutory Frame for the Early Years Foundation Stage*

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'

The EYFS aims:

- To provide the highest quality care and education for all our children.
- To ensure a safe and motivating environment enabling children to learn.
- To value the individual child and work alongside parents to help every child reach their full potential.
- To provide a strong foundation for future learning.

At Townhill Infant and Nursery we adhere to the *Statutory Frame for the Early Years Foundation Stage* 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/or carers.
- The importance of **learning development**. Children develop and learn at different rates.

At part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the 7 Areas of Learning, using a balance of play and carefully planned adult directed activities.
- Promote equality of opportunity and ant-discriminatory practice.
- Providing early intervention for those children who require additional support.
- Work in partnership with parents and carers.
- Plan challenging learning, based on the individual child, informed by observation and assessment and by the children's own ideas and interests as well as engaging topics carefully planned by our skilled practitioners.
- Provide opportunities for children to engage in activities that are adult-led and child-initiated.
- Provide a secure and safe learning environment indoors and outdoors.

Our Curriculum

We plan an exciting and challenging curriculum based on the Educational Programmes set out in the EYFS and our observations of children's needs, interests, and stages of development across the 7 areas of learning. This enables children the develop the knowledge and skills to be prepared for KS1.

All 7 areas of learning and development are important and interconnected.

The prime areas are fundamental to a broad and balanced foundation of learning for children and are particularly crucial for igniting children's curiosity and enthusiasm for learning, and building their capacity to learn, form relationships and thrive, both in the EYFS and into KS1.

The **prime** areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied:

- Literacy

- Mathematics
- Understanding the World
- Expressive Art and Design

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

Three characteristics of effective teaching and learning are:

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

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.

Transition

Transitions are carefully planned for, and significant time is given to ensure continuity of learning and care. At times of transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings.

When parents or carers apply for a place in our Nursery, the Nursery Manager will discuss the individual child's needs, offer settling in sessions and ensure that children are happy and confident coming into our setting.

Children entering Reception attend several introductory sessions with their parents/carers and with their nurseries into their reception class to develop familiarity with the settings and practitioners. Our reception staff also visit the local nurseries and preschool in return to familiarise themselves with the children.

Parents or carers are encouraged to meet with their child's class teacher in an informal 1:1 meeting in September to discuss their child and have any questions or queries answered.

At the end of the EYFS, our Reception teachers meet with Year One teachers to liaise with them and to discuss the individual children and their specific needs. Assessment data and writing books are sent with them to Year One so that their new teachers are able to plan for their next steps in learning from the moment they enter their new class. Children spend a number of sessions towards the end of the school year in the Year 1 classrooms to ensure that they are familiar and comfortable with their new teacher and are next year ready.

Planning

We create medium term plans based on a series of topics, each of which offer experiences in all 7 areas of learning. At Townhill Infant and Nursery the Prime areas of learning underpin everything that we do. Our overviews link with Area planning which provides independent learning opportunities.

At the beginning of each topic the children are encouraged to share their ideas of what they already know and guide the learning opportunities that are planned for in our weekly planning. Practitioner's observations and knowledge of the children also identify areas of focus.

We always remain flexible to allow for unplanned circumstances and children's responses. Our planning is continually evaluated by all staff to ensure the children's individual next steps in learning are met.

Children engage in whole class and small group activities alongside their independent learning. Time is also allocated for whole class daily carpet learning sessions, including daily Phonics lessons, in both Nursery and Reception.

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, practitioners interact to stretch, challenge and support children 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. Our learning environment is planned to be stimulating, accessible and to encourage free flow between inside and outdoors as far as possible.

Observations and Assessment

As part of our daily practise, we observe and assess children's development and learning to inform our future plans. We record our observations and everyone in class is encouraged to contribute.

Observations of children's achievements are collated in their own Learning Journey. These build a picture of what children know and can do. Observations are important to explore what each child knows and what they need to do next across all areas of the EYFS curriculum.

These ongoing observations are used to inform the EYFS profile/Development Matters bands. The children's progress is reviewed continually. Throughout their time in Nursery and Reception, parents/carers are welcomed to share their children's learning, both informally through our 'open door' policy and more formally during parent/teacher consultations.

Assessments

All children, upon entering Nursery or Reception, will complete a baseline to ensure practitioners are confident of each child's starting points. In Nursery, observations will be made of the skills and knowledge that the children already have, as well as observations that parents and carers share so that future learning can be shaped to meet the individual needs of the children.

- Children aged between 2 and 3 will have a short written summary of their development in the prime areas. This progress check will identify strengths and areas where progress is less than expected. If there are significant emerging concerns, practitioners will develop targeted plans to support a child's future learning and development which involves parents/carers and other professionals such as the SENDCO or other health professionals. This progress check will always be shared with parents/carers to ensure there is an understanding of how learning can be supported at home. Practitioners will encourage parents/carers to share information from the progress check with other relevant professions, including health visitors.

- The Reception Baseline Assessment (RBA) is a short assessment, taken in the first 6 weeks in which a child starts Reception. It assesses children in early mathematics, literacy and communication and language. The purpose of the RBA is to form the starting point for cohort level school progress measures. This data will be compared to Key Stage 2 outcomes 7 years later to form the overall progress measure for a school. The data collected and

produced from the assessment is stored in the National Pupil Database, including numerical scores. It is not shared with external bodies, including schools, teachers, pupils or parents/carers.

- In the final term of the Reception year (no later than 30th June), the EYFS profile is completed for each child. This provides parents and carers, practitioners and teachers with a well-rounded summary of every child's development and learning achievements and readiness for Year 1. It also includes whether they have reached a 'Good Level of Development'. Children are assessed against the Early Learning Goals by the class teacher, who uses their knowledge and professional judgement of the children to make a 'best fit' judgement. The children are assessed as achieving a 1 or 2 against each area of the EYFS curriculum. 1 means Emerging which means the child is not yet meeting the expected levels. 2 means the child is meeting the expected level of development. Year 1 teachers are given a copy of the profile report and Year R and 1 teachers work together closely to ensure the best possible transition from Year R to Year 1. The profile data is also statutory data which is dent to the Local Authority and used to help school benchmark and identify improvements. The data is also collected by Hamwic Education Trust.

Safety

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum that teachers children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in places 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 the following of set procedures when children become ill or have an accident.

We follow the safer earing requirements as set out in the Statutory Framework 2025.

Inclusion

We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and support them at their own pace so that most of our children achieve the Early Learning Goals.

We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need. In doing so, we work closely with parents/carers and outside agencies.

Safety including Safeguarding and Welfare Requirements

The safety and welfare of our children is paramount at Townhill Infant and Nursery. We have robust policies and procedures in place to ensure their safety. In Nursery and Reception, we provide a safe and secure environment and provide a curriculum which teaches 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.
- 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, access to water throughout 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 and only school equipment is used to photograph children.

Townhill Infant and Nursery has robust systems in place to ensure that all practitioners who have regular contact with children are suitable for their role EYFS.

Staff hold the Paediatric First Aid qualification which is a statutory requirement of the EYFS.

The Safeguarding and Child Protection Policy is in place to ensure the safety of all stakeholders at Townhill Infant and Nursery. Backing up this policy is a dedicated safeguarding team which includes the headteacher as Designated Safeguarding Lead. Staff have access to CPOMS safeguarding system to log any concerns regarding any aspect of safeguarding and behaviour and all staff are vigilant in reporting concerns.

Ratios

The school will ensure that staff levels within the EYFS setting comply with statutory guidance and can meet the needs of the children, provide suitable levels of supervision and keep them safe. Children will be kept within sight and hearing at all times. The EYFS leader will oversee all EYFS provision.

For nursery classes there will be at least one member of staff for every thirteen children. One member of staff will be a qualified teacher and at least one member of staff will hold a full and relevant Level 3 qualification.

For reception classes class sizes will be limited to 30 pupils and classes will be led by a qualified teacher supported by suitably qualified support staff

The Role of Parents and 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.

- Holding information evenings before the children start school.
- Talking to them about their child's interests and needs during our introductory sessions in school in July and September.
- Being welcoming and approachable and having an open-door approach for parents to voice concerns and ask questions.

- Inviting them to a parent consultation in the Autumn and Spring terms to discuss how their child has settled and share progress and next steps for learning.
- Valuing parent's contributions to learning journeys through WOW moments.
- Encouraging parents to read with their child at home.
- Providing fortnightly newsletters highlighting how they can support their child at home.
- Welcoming parents as volunteers into our school.
- Providing parents with mini reports and a detailed end of year 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.

During enrolment processes, we ensure we have up to date contact details of parents/carers and at least one other person.

Monitoring

We are committed to providing the best possible experiences for our children. The EYFS leader is responsible for monitoring provision, teaching and learning and children's progress. Information is shared with the Head Teacher, Assessment Leader and EYFS team, as appropriate, and any necessary actions are taken.

All adults in the EYFS team have a key role in children's learning and development. Therefore, they are required to be knowledgeable and skilled in the EYFS curriculum. Any training needs for existing or new member of staff are identified and addressed as part of performance management targets.

Management Arrangements

The EYFS leader in conjunction with the Head Teacher is responsible for reviewing the effectiveness of this policy.

All staff are responsible for implementing procedures outlined in this policy.

Dissemination of the Policy

The policy will be given to all members of staff and copies will be available for parents, including via the school website.