

Kilburn Infant & Nursery School

EARLY YEARS FOUNDATION STAGE POLICY

“Every child deserves the best possible start in life and support to their full potential. A child’s experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.”

Within this policy, the term Early Years Foundation Stage (EYFS) is used to describe children who are in our Nursery and Reception classes.

Aim

At Kilburn Infant and Nursery School we aim to provide the highest quality care and education for all our children, thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet and help every child to reach their full potential.

As outlined in the EYFS '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 following policies are available to read in conjunction with this policy:

- ⤴ Admissions
- ⤴ Health and safety
- ⤴ Equal opportunities
- ⤴ Behaviour
- ⤴ Child protection & Safeguarding
- ⤴ Equality

We adhere to the Statutory Framework of the EYFS and the four 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, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and/or carers;
- ⤴ Children develop and learn in different ways and at different rates.

Principles into practice

As part of our practice we:

- ⤴ Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning;
- ⤴ Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support;
- ⤴ Work in partnership with parents and within the wider context;
- ⤴ Plan challenging learning experiences, based on the individual child, informed by observation and assessment;
- ⤴ Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult;
- ⤴ Provide a secure and safe learning environment indoors and outdoors.

The seven areas of learning and development are all important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas are the **prime** areas;

1. Communication and Language;
2. Personal, social and emotional development.
3. Physical Development;

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

The **specific** areas are:

1. Literacy;
2. Mathematics;
3. Understanding the World;
4. Expressive Arts and Design.

Reading

We recognise the importance of developing children to become early readers and have therefore enhanced our curriculum to support children's 'love of reading'.

Characteristics of effective teaching and learning

We also consider the ways in which children learn and these are reflected in our practice:

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- **creating and thinking critically** - children have and develop their own ideas, make link between ideas, and develop strategies for doing things.

Early Years Foundation Stage Curriculum

We plan an exciting and challenging curriculum, and base our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve the early learning goals. We provide a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

We write long and medium-term plans and activity overviews based on cross-curricular theme learning 'Questions' e.g. 'Who am I? Who are you?'. Our themes focus on the curriculum content that we intend to teach and are used in conjunction with children's interests, Cultural Capital, Vocabulary extensions, 'Sticky Knowledge' and 'Memorable Experiences' and include experiences in all seven areas of learning. These plans then inform our short-term weekly planning, alongside our pupil observations. Children's learning and enhancements to Continuous Provision are also included on plans.

We have ensured all Development Matters statements have been covered through our Curriculum coverage documents, and progression is shown in each area through our *Curriculum Intent* policies (see 'Curriculum Content Overviews' on our website).

Practitioners working with the youngest children in Nursery 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 our school and grow in confidence and ability within the three prime areas.

Children will have whole-group and small-group teaching times which increase as they progress through the EYFS with times for a daily phonics session, teaching aspects of mathematics and literacy, including shared and guided reading and writing.

The curriculum is delivered using a play-based approach as outlined by the EYFS. Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities.

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, early years practitioners interact to stretch and challenge children further, incorporating the characteristics of effective learning. In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice.

We create a stimulating environment in Reception and Nursery classes, encouraging children to free-flow between inside and outside.

All staff have opportunities to further their professional development through courses, meetings with other staff and professionals to ensure being up to date with current practice and pedagogy to deliver the best practice we possibly can to children of all abilities.

Observation and Assessment

We carry out a baseline assessment when the children begin their Early Years journey to find their starting point so we can measure their progress and diminish any gaps in their learning. As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways including:

- ⤴ 1st 5 sessions recorded and sent home on entry to Nursery
- ⤴ Long observation of each Nursery child every half term – including Speech samples
- ⤴ Incidental observations of activities and comments, observations of child-initiated activities
- ⤴ Focussed observations
- ⤴ Photographs and Learning Journey books
- ⤴ Wow parental sheets/Home achievement leaves
- ⤴ Homework activity sheets
- ⤴ 'Evidence Me' assessment tool with parental contributions and responses via email

Everyone is encouraged to contribute and discussions take place. Significant observations of children's achievement are collated on our ipad, using the 'Evidence Me' tool and these learning journeys are shared with parents daily. These ongoing observations are used to monitor children's progress and inform Next Steps in learning. The child's progress is reviewed every half term and recorded on a 'Teacher Summary sheet' to show which pupils are 'on track/not on track' enabling teaching/learning and further interventions to be planned for. Progress and achievement is regularly discussed with all parents during *Pupil Progress & Achievement* meetings three times a year and through an individual written report for every pupil at the end of the year. We also have on-going face-to-face discussions with parents/carers of all children and regular meetings with parents/carers of those with additional needs or SEND Support Plans.

Staffing

For the children in our Nursery aged three and over we have a qualified Teacher and Teaching Assistants (TA's) working every day. Depending on the intake determines the number of TA's present each day. Ratios in Nursery are one member of staff for every 13 children. In Reception the ratio is 1 member of a staff for 30 children. At present we have a full time Teacher and a TA working in Reception.

We offer opportunities to have volunteers/students within our settings and support them on their professional journey.

Safety

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. A daily risk assessment of the outdoor area and equipment is carried out by practitioners. All gates surrounding the outdoor areas are locked during the sessions.

We promote good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill/have accidents.

Please see our separate policies and procedures for '*Health and Safety*', '*Child Protection*', and '*First Aid Accident & Incident*'.

Food and Drink

All children in our EYFS are able to have milk (Nursery only), their water bottles, and fruit throughout the session/day. Additional snacks comply with our 'Healthy Schools' status. Please also see our policy for '*School Food*'.

Inclusion

We value all our children as individuals at our school, 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 and in doing so, work closely with parents and outside agencies. Please see our separate policies for *Equality*, *SEND*, and our '*SEN Information Report*'.

Parents as partners and the wider context

We strive to create and maintain partnership with parents and carers, as we recognise that together, we can have a significant impact on a child's learning. We welcome and encourage parents to participate in their child's education and care in numerous ways.

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times, we may need to share information with other professionals to provide the best support possible.

Collection of children

Usually most children have a regular pattern of parents/carers who collect their children at the end of the Nursery session/Reception day. We ask that if this is going to be a *different* adult, that the parent/carer lets a member of staff know prior to this, verbally or through a written note. If staff are in any doubt, then a child will not be allowed to leave until we have spoken to the parent/carer by phone.

Transitions

All transitions are carefully planned for and time is given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child. Relationships between additional providers are kept open to allow professional dialogue to support transition between settings. Children attend introductory visits to the Nursery and Reception classes to develop familiarity with the

setting and practitioners. We open the gates between the two EYFS buildings at arranged times so bonds can be built between staff and children. Transition booklets are also made for all children before they start Reception to support a fluid transition.

In the final term in Reception, the respective Teacher and Year 1 Teacher liaise to discuss the individual children, their needs and analyse the assessment data to inform planning.

Parents/Carers are also invited to our *New Starters* meetings to find out more about our school and for staff to answer any questions that they might have or pass on any relevant information to the school.

Transition booklets are made for children in preparation for their move to Year 1 and all children visit their new class in the Summer term.

Links with additional school policies

All policies of Kilburn Infant & Nursery School are reviewed and adopted by the Governing Body on a three-year cycle. All policies are available to view on request to the Head teacher, and some policies are sent out annually to parents/carers.

Many policies, practices and procedures are inter-related, including:

Accessibility; Administering Medicines; Admissions; Anti-bullying; Arts; Allergy; Asthma; Assessment; Attendance; Behaviour Principles; Breast Ironing; British Values; CCTV; Charging; Child on Child abuse; Child Protection; Code of Conduct; Complaints; Confidential Reporting Code; Critical Incident Plan; Curriculum; Data Protection; Debt Management; Disciplinary Procedure for School Staff; Dinner Money; Disability; Drugs; Educational Visits; Exclusion; External Contributors; Extremism & Radicalisation; EYFS; First Aid; Financial Regulations; Financial Procedures; Food; Freedom of Information; Governors' Expenses; Grievance; Health & Safety; Homework; Home + School Agreements; Intimate/Personal Care; IT & Disaster Recovery; Lockdown Procedures; Looked After Children; Managing Allegations; No Smoking; Online Safety; Pay; PSHE; Physical Intervention; Promoting British Values; Protected Characteristics; Private Fostering; Recruitment; Redundancy; Relationships: Relationship, Sex & Health (RSHE); School Privacy Notice; School Travel Plan; SEN; SMSC; Statement of Internal Control; Stress Management; Supporting Pupils with Medical Conditions; Teacher Appraisal; Uniform & Appearance; Vexatious Complaints; Violence; Violent & Abusive Visitors; Zero Tolerance

Dissemination, Responsibility & Reviews

All relevant members of staff and the school community will receive a copy of this policy. Policy reviews/amendments will include statutory changes, and school community feedback and ideas.

The Head teacher and relevant staff will keep up to date with developments in this area by attending all relevant training, accessing literature, and cascading information to the school community.

H. Jesson
EYFS Leader

J. Baillie
Headteacher

Policy reviewed by Governors: **Summer 2026**