



Early Years Foundation Stage Policy



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Head Teacher Approval	C. Mott



Early Years Foundation Stage (EYFS) Policy

Grangetown Primary School

Related Policies

This policy should be read alongside the following school policies

- Safeguarding and Child Protection
- Attendance
- SEND
- Behaviour
- Intimate Care and Toileting
- Online Safety
- Safer Recruitment
- Whistleblowing
- Health and Safety
- Rationale and Aims

Throughout this policy, the Early Years Foundation Stage (EYFS) refers to children attending Kiddiwinkles (Two-Year-Old Provision), Nursery and Reception classes. This policy reflects the requirements of the Early Years Foundation Stage (EYFS) Statutory Framework for Group and School-Based Providers effective from 1 September 2026 and supports the safeguarding, welfare, learning and development requirements set out by the Department for Education.

At Grangetown Primary School, we recognise that every child is unique and deserves the very best start in life. We are committed to providing a safe, nurturing, stimulating and inclusive environment where children feel valued, respected and inspired to learn. Our aim is to provide high-quality early education that encourages:

- **Curiosity**
- **Communication**
- **Collaboration**
- **Creativity**
- **Challenge**

We strive to develop confident, resilient and independent learners who are willing to explore, investigate, take appropriate risks and develop positive attitudes towards learning. We believe that laughter, awe, wonder and enjoyment are fundamental to successful learning. Through high-quality interactions, carefully designed environments and meaningful play experiences, children develop the knowledge, skills and attitudes required to become lifelong learners.

Play underpins all aspects of learning and development throughout the EYFS. We embrace the principles of The Curiosity Approach and provide rich, open-ended learning opportunities that place children at the centre of their learning journey. We actively engage parents, carers and the wider community in children's learning and celebrate achievements through regular communication and shared experiences.

Structure and Organisation

Our Early Years provision consists of:

- Kiddiwinkles (Two-Year-Old Provision)
- Nursery - ABC Learning Room
- Reception Classes
- Shared Outdoor Learning Environment

Our children have access to a range of indoor and outdoor learning opportunities designed to support all areas of learning and development.

EYFS Principles

Our practice is guided by the four overarching principles of the Early Years Foundation Stage:

A Unique Child

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships

Children learn to be strong and independent through positive relationships with adults and peers.

Enabling Environments

Children learn and develop well in enabling environments where teaching and support respond to their individual needs and interests.

Learning and Development

Children develop and learn at different rates. Our curriculum and teaching approaches are responsive to children's individual developmental pathways.

Key Person System

Each child in Kiddiwinkles and Nursery is assigned a Key Person who supports their learning, development and wellbeing.

The Key Person

- Builds secure relationships with children and families.
- Supports children as they settle into the setting.
- Monitors learning and development.
- Acts as a point of contact for parents and carers.
- Ensures individual needs are identified and met.

In Reception, the class teacher and wider staff team fulfil this role collectively through strong relationships with children and families.

Our Curriculum Offer

We provide a broad, balanced and ambitious curriculum that reflects the needs and interests of our children.

Our curriculum is underpinned by our five core principles:

The 5Cs

- Curiosity
- Communication
- Collaboration
- Creativity
- Challenge

Our curriculum has been designed using:

- Educational programmes outlined within the EYFS
- Child development research
- Professional knowledge and expertise
- Assessment information
- Children's interests and experiences
- Local context and community needs

We recognise the importance of the learning environment as the "third teacher" and continuously adapt our provision to meet the needs of all learners.

Areas of Learning and Development

The EYFS Curriculum is organised into seven areas of learning and development.

Prime Areas

Communication and Language

Developing listening skills, attention, understanding and spoken language.

Physical Development

Developing gross motor and fine motor skills alongside promoting healthy lifestyles.

Personal, Social and Emotional Development

Supporting emotional wellbeing, self-regulation, confidence, resilience and relationships.

Specific Areas

Literacy

Developing early reading, comprehension and writing skills.

Mathematics

Supporting understanding of numbers, numerical patterns and mathematical thinking.

Understanding the World

Helping children make sense of their physical world and wider community.

Expressive Arts and Design

Encouraging creativity, imagination and self-expression.

The Curiosity Approach

The Curiosity Approach significantly influences the teaching, learning and environment within our Early Years provision. We believe children are naturally curious and learn best through discovery, exploration and meaningful experiences. We encourage children to develop theories, ask questions, investigate and solve problems independently.

Environments

Our learning spaces are calm, inviting and inspiring. Natural materials, authentic resources and open-ended opportunities encourage deep engagement and sustained thinking. Children access real-life objects and materials which:

- Develop respect and responsibility
- Promote rich language opportunities
- Support fine motor skills
- Reflect diversity and inclusion
- Encourage imaginative thinking
- Loose Parts Play

Children have access to open-ended materials that can be moved, manipulated and used creatively. Examples include shells, stones, tyres, crates, pipes, wooden blocks and natural resources. These resources support creativity, critical thinking, collaboration and problem-solving.

Outdoor Learning

Outdoor play forms an integral part of our curriculum. Children have regular opportunities to:

- Explore nature
- Take managed risks
- Develop physical skills
- Investigate the natural world
- Build resilience and independence

Children are encouraged to access outdoor learning throughout the year, and appropriate clothing is provided where necessary.

Communication and Language

Communication and language development is central to our curriculum. High-quality interactions, conversation, storytelling, songs, rhymes and vocabulary development are embedded across all learning experiences. We work closely with speech and language professionals to identify needs early and provide effective support where required.

Story, Rhyme and Early Reading

Reading lies at the heart of our curriculum from Kiddiwinkles onwards, children experience:

- Daily stories
- Nursery rhymes
- Songs and language-rich activities
- Vocabulary development
- Print-rich environments

Children in Reception participate in daily phonics lessons through the Read Write Inc. systematic synthetic phonics programme. Our aim is to develop enthusiastic, confident and fluent readers who enjoy books and language.

Emotional Wellbeing

Personal, Social and Emotional Development is central to our curriculum. Children are supported to:

- Recognise emotions
- Build self-esteem
- Develop resilience
- Seek support when needed

Additional support may include:

- Thrive
- ELSA
- Rainbows
- Targeted pastoral support
- External agency involvement

Inclusion

We are committed to providing an inclusive environment where all children are valued and supported to achieve their full potential. We have high expectations for every child regardless of:

- Disability
- Special Educational Needs
- Ethnicity
- Language
- Religion
- Culture
- Family background
- Sex or gender

Provision for children with special educational needs and disabilities is delivered in accordance with the SEND Code of Practice (2015). Early identification of additional needs is a key priority. Staff work closely with-

- Parents and carers
- The SENDCo

- Health professionals
- Early Help services
- External agencies

Appropriate support, reasonable adjustments and targeted interventions are implemented to ensure every child can access the curriculum and achieve success. With parental/ carer consent where appropriate, information is shared with professionals and agencies involved in supporting the child to ensure effective support and provision are offered. Provision is delivered in accordance with the Equality Act 2010 and the SEND Code of Practice (2015), ensuring that children are not disadvantaged or discriminated against and that reasonable adjustments are made where required.

Assessment

See Also: Steel River Academy Trust EYFS Assessment Policy

Assessment is an integral part of teaching and learning and is used to ensure children make good progress from their starting points. Practitioners observe children regularly and use assessment information to:

- Plan next steps
- Identify strengths
- Identify additional needs
- Inform provision
- Support progress
- Progress Check at Age Two

The statutory Progress Check at Age Two is completed for all children between the ages of two and three years.

The progress checks:-

- Supports partnership with parents
- Identifies strengths and emerging needs
- Supports early intervention where appropriate
- Reception Baseline Assessment (RBA)

Within the first six weeks of Reception, all eligible children complete the statutory Reception Baseline Assessment. The assessment provides a starting point to measure progress through primary education.

EYFS Profile

In the final term of Reception, teachers complete the EYFS Profile. Assessment is based upon professional knowledge of the child and evidence gathered over time. Children are assessed against the seventeen Early Learning Goals and judged as Emerging or Expected.

The profile data is shared with parents, Year 1 staff and the Local Authority in accordance with statutory requirements.

Recording

At Grangetown Primary School we 'Record the Remarkable.' Each child has an individual Learning Journey which captures significant moments within their learning and development. Learning Journeys may include:

- Observations
- Photographs
- Children's work
- Parent contributions
- Assessment information
- Transition

Effective transition arrangements support children's wellbeing and future success.

Transitions include-

- Home to Kiddiwinkles
- Kiddiwinkles to Nursery
- Nursery to Reception
- Reception to Year 1

Children, families and staff work together to ensure transitions are carefully planned and positively experienced. Information regarding children's attainment, wellbeing and learning characteristics is shared with Year 1 staff to support continuity and progression.

Staff Qualifications

The school ensures that staff qualifications meet EYFS statutory requirements. Qualification records are maintained and reviewed regularly. Unqualified staff are appropriately supervised and supported. The school ensures that all staff, volunteers, students and contractors working within the EYFS are suitable to fulfil their roles. Appropriate recruitment, vetting and suitability checks are completed in accordance with Safer Recruitment guidance and statutory requirements. Staff are expected to disclose any circumstances that may affect their suitability to work with children.

The school ensures that staff holding an approved qualifications are present at all times within EYFS provision where required by statutory ratios, and that staffing arrangements meet all qualification requirements set out in the EYFS Statutory Framework.

Staff Training

All EYFS staff receive safeguarding training appropriate to their role during induction and regularly thereafter. Safeguarding updates are provided throughout the year to ensure that knowledge remains current and effective.

Students, Volunteers and Visitors

Students, volunteers and visitors are appropriately supervised and do not undertake unsupervised activities with children unless all required suitability checks have been completed.

Supervision of Staff

The school provides appropriate supervision and support for staff working within the EYFS. Supervision arrangements provide opportunities for staff to discuss children's development, wellbeing, safeguarding concerns, training needs and professional development. Staff wellbeing is also considered as part of the supervision process.

Safeguarding in EYFS

See School Safeguarding and Child Protection Policy

Safeguarding is everyone's responsibility. Grangetown Primary School has a whole-school safeguarding culture that places children's welfare at the centre of all decision making. We are committed to protecting children from harm and promoting their welfare through robust policies, procedures and professional practice. Staff receive regular safeguarding training and understand their responsibilities in identifying and responding to concerns. The Designated Safeguarding Lead (DSL) and Deputy DSLs are responsible for coordinating safeguarding arrangements across the school. All practitioners understand their responsibility to act immediately if they have concerns about a child's welfare. Concerns are reported promptly to the Designated Safeguarding Lead and managed in accordance with Keeping Children Safe in Education, Working Together to Safeguard Children and local safeguarding partnership procedures. Staff are aware of the indicators of abuse, neglect and exploitation and receive regular safeguarding updates and training. The Designated Safeguarding Lead (DSL) and Deputy DSLs are identified within the school's Safeguarding and Child Protection Policy and are made known to all staff, volunteers, parents and carers.

Health, Safety and Risk Assessment

The safety and welfare of children is paramount. Staff undertake regular risk assessments and daily safety checks to ensure the environment remains safe and suitable. Children are encouraged to explore, investigate and take appropriate risks within carefully managed environments.

The school ensures:

- Appropriate supervision at all times
- Safe premises and equipment
- First aid arrangements
- Accident reporting procedures
- Safe management of visits and outings

Statutory staffing ratios are maintained at all times. Staffing ratios comply with EYFS statutory requirements and are reviewed regularly to ensure children's safety, wellbeing and learning needs are met.

Intimate Care

Children's privacy is balanced appropriately with safeguarding requirements. Nappy changing and toileting areas are safe, hygienic and appropriately supervised in accordance with current EYFS guidance and in accordance with the school's Intimate Care Policy. We ensure children are supported sensitively and safely whilst promoting independence.

Food, Drink and Snack time

The school promotes healthy eating and ensures that fresh drinking water is always available. Dietary requirements, allergies and medical needs are identified and managed appropriately. Children are always supervised whilst eating and drinking. Staff remain present during meals and snacks to support children's safety, monitor dietary and medical needs, encourage positive eating habits and promote social interaction. Wherever possible, staff position themselves so they can clearly observe children eating, reduce the risk of choking, monitor for allergic reactions and prevent inappropriate food sharing. Mealtimes are viewed as valuable learning opportunities where children develop independence, communication skills and appropriate table manners within a calm and supportive environment. Robust procedures are in place for managing food allergies and medical dietary requirements and information is shared with relevant staff and appropriate risk assessments are implemented where necessary.

First Aid

The school ensures that Paediatric First Aid requirements are met at all times in accordance with the EYFS Statutory Framework. At least one person holding a current full paediatric first aid qualification is available whenever children are present and accompanies children on outings where required. Records of accidents, injuries and first aid treatment are maintained. Parents and carers are informed of any accident, injury or first aid treatment received by their child on the same day, or as soon as reasonably practicable.

Administration of Medicines

Medicines will only be administered with written parental consent and in accordance with the school's policy. Accurate records of all medication administered are made.

Safer Sleep

Where applicable within the provision, staff follow current safer sleep guidance and procedures. Children who sleep are monitored appropriately and staff receive relevant training to ensure sleeping arrangements are safe, secure and regularly reviewed.

Collection of Children

Robust procedures are in place for the safe arrival and collection of children. Staff only release children to authorised adults and follow safeguarding procedures where collection arrangements differ from usual expectations.

Partnership with Parents and Carers

We recognise that parents and carers are children's first and most important educators. Strong partnerships enable us to provide the best possible experiences and outcomes for children. We encourage parents and carers to:

- Share information about their child
- Contribute to Learning Journeys
- Attend meetings and workshops
- Discuss concerns promptly
- Support learning at home

Regular communication ensures that parents remain informed about their child's learning, wellbeing and progress.

Attendance

Regular attendance is essential for children's wellbeing, development and learning. Attendance is monitored in line with the school's Attendance Policy. Where absences are prolonged, unexplained or give cause for concern:

- Parents will be contacted promptly.
- Attendance patterns will be monitored.
- Appropriate safeguarding procedures will be followed where necessary.

Where attendance concerns indicate possible welfare concerns, the school will work collaboratively with families and relevant agencies including Steel River Attendance Officer.

Fire Drill and Lockdown

Emergency evacuation procedures are in place and practised regularly. Records of fire drills and emergency evacuations are maintained by staff.

Supporting Positive Behaviour

We promote positive behaviour through nurturing relationships and high expectations. Children are supported to:

- Develop self-regulation
- Express feelings appropriately
- Build positive relationships
- Resolve conflicts
- Develop resilience and independence

Behaviour is managed in developmentally appropriate ways, and support is tailored to individual needs. Where required, staff work closely with families and external professionals to support children's social and emotional development.

Online Safety and Children's Screen Use

Children are taught age-appropriate ways to keep themselves safe both online and offline. Technology is used carefully and purposefully to enhance learning experiences rather than replace play, interaction and exploration. In accordance with EYFS requirements, practitioners have regard to current guidance on children's screen use and ensure that technology is balanced with opportunities for physical activity, communication, creativity and social interaction.

Staff comply fully with the school's Online Safety, Mobile Phone and Acceptable Use Policies.

Mobile Phones

The use of personal mobile phones, cameras and electronic devices is managed in accordance with the school's Online Safety and Mobile Phone Policy. Images of children are only taken and stored using authorised school devices and systems.

British Values

Through daily experiences children are supported to develop respect, tolerance, kindness, democracy, individual liberty and an understanding of rules and fairness in age-appropriate ways.

English as an Additional Language

Children learning English as an Additional Language are supported through rich language experiences while continuing to value and develop their home language.

Safer Recruitment

The school follows safer recruitment procedures in line with statutory guidance. All staff, governors, volunteers and students are subject to appropriate suitability checks, including enhanced DBS checks where required. References, qualifications and employment histories are verified before appointment. Adults awaiting the completion of required checks will not have unsupervised access to children.

Whistleblowing

All staff have a responsibility to raise concerns regarding unsafe practice, safeguarding or conduct. Concerns are managed in accordance with the school's Whistleblowing Policy. Staff understand how to report concerns internally and externally where necessary.

Complaints

The school welcomes feedback from parents and carers and aims to resolve concerns promptly and professionally. Complaints relating to the EYFS provision will be managed in accordance with the school's Complaints Policy. Parents and carers may also contact Ofsted regarding concerns about the welfare requirements within the EYFS provision where appropriate.

Record Keeping

CPOMS is used to record and monitor safeguarding concerns.

Records are:

- Accurate
- Timely
- Confidential
- Shared appropriately with relevant professionals

Information relating to children and families is treated confidentially and managed in accordance with UK GDPR, Data Protection legislation and the school's Data Protection Policy. Statutory records, including attendance, accidents, medication administration, safeguarding concerns and welfare requirements, are maintained in accordance with EYFS requirements and Data Protection legislation. Information is shared lawfully, proportionately and in the best interests of the child where there are safeguarding, welfare or educational needs, in line with Data Protection legislation and safeguarding guidance.

Monitoring and Review

This policy will be reviewed annually or sooner if changes occur in legislation, statutory guidance or local procedures.

Policy Lead: EYFS Lead Mrs H Oliver

Approved by: Headteacher and Governing Body/Trust

Review Date: September 2027

This policy is based upon the Early Years Foundation Stage Statutory Framework for Group and School-Based Providers effective from 1 September 2026.