



WEST BUCKLAND  
PRIMARY SCHOOL  
AND NURSERY

# **West Buckland Primary School and Nursery**

## **Early Years Foundation Stage (EYFS) Policy**

## **Policy Statement**

'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. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up' (Statutory Framework for the Early Years Foundation Stage 2017).

At West Buckland Primary School & Nursery, we greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development.

This policy has been developed in conjunction with the relevant DfE guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's 'school readiness' and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

## **Legal framework**

This policy has due regard to statutory legislation, including, but not limited to, the following:

- Childcare Act 2006
- The Safeguarding Vulnerable Groups Act 2006
- The GDPR
- Data Protection Act 2018

This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2019) 'Keeping children safe in education'
- DfE (2018) 'Working together to safeguard children'
- DfE (2015) 'The prevent duty'

## **Other policies**

This policy operates with strong links to other school policies including, but not limited to, the following:

- Assessment Policy
- Behaviour Policy

- SEND Policy
- Teaching & Learning Policy

## **Aims**

At West Buckland Primary School & Nursery 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 their needs and help every child to reach their full potential.

Through the implementation of this policy, we aim to:

- Give each child a happy and positive start to their school life in which they can establish a solid foundation for a love of learning.
- Enable each child to develop socially, physically, intellectually and emotionally.
- Encourage children to develop independence within a secure and friendly atmosphere.
- Support children in building relationships through the development of social skills such as cooperation and sharing.
- Work alongside parents to meet each child's individual needs to ensure they reach their full potential.

Four guiding principles shape our practice:

- 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 the school and parents.
- Children develop and learn in different ways and at different rates.

To put these principles into practice, the school:

- Provides a balanced curriculum which takes children's different stages of development into account.
- Promotes equality of opportunity and anti-discriminatory practice.
- Works in partnership with parents.
- Plans challenging learning experiences, based on individual needs, which are informed by observation and assessment.
- Implements a key person approach to develop close relationships with children.
- Provides a safe and secure learning environment.

## **Learning and development**

The EYFS curriculum is based on an observation of children's needs, interests and stages of development.

In partnership with parents, the school promotes the learning and development of pupils to ensure they are ready for the next stage of education.

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two sections – prime and specific; however, all the sections are interconnected and important.

The 7 areas of learning and development are: communication and language, personal, social and emotional development, physical development, literacy, mathematics, understanding the world and expressive arts and design.

Activities are planned to reflect children's interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

The class teacher or nursery practitioner will discuss any cause for concern in a child's progress, especially in the prime areas of learning, with the child's parents. A strategy of support will be agreed upon and consideration will be taken as to whether the child may have a special educational need or disability which requires additional support.

The school takes reasonable steps to provide opportunities for children with EAL to use their home language in play and learning whilst also ensuring that these children have sufficient opportunities to reach a good standard of English. During assessment, if a child is found to not have a strong grasp on English, the class teacher or nursery practitioner will contact the child's parents to establish their home language skills to assess if there is cause for concern about a language delay.

Each area of learning and development will be implemented through a mix of adult-led and pupil-initiated activity.

The school will respond to each child's emerging needs and interests, guiding their development through friendly and positive interaction.

Activities are planned with regard to three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring – children investigate and experience things.
- Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

## **Planning**

Throughout our EYFS unit we believe learning through play should be child led. Our Early Years Curriculum is planned around a topic per half term with detailed planning for each of the seven areas completed. A half termly overview is then submitted to the Headteacher and shared with parents/carers. There is a real focus on vocabulary and we work hard to ensure there is a balance between adult led and child led activities. Working closely with the Reception teacher, weekly planning is completed together to share learning objective and activity ideas.

## **Assessment**

Each child's progress is recorded on our internal system. Staff record and annotate observations which are then assessed against the Early Learning Goals framework - this is shared with parents at Parents Evenings.

We complete the statutory assessment such as the Reception Baseline Assessment (RBA) as required by the Department for Education (DfE).

## **Moderation**

Both internal and external moderation is part of best practice and involves activities around professional judgement and open dialogue. Time will be given to ensure this takes place and allow the EYFS staff to make accurate judgments. It is not about evidence gathering but more sharing a deep understanding of each child.

## **Supervision of Children**

At West Buckland Primary School & Nursery we aim to protect and support the welfare of the children in our care at all times. The Headteacher is responsible for all staff, students and relief staff receiving information on health and safety policies and procedures in the setting in order to supervise the children in their care suitably.

## **Supervision**

We ensure that children are supervised adequately at all times, whether children are in or out of the building through:

- Making sure that every child is always within the sight and/or hearing of a suitably vetted member of staff.
- Monitoring staff deployment across the setting regularly to ensure children's needs are met.
- Ensuring children are fully supervised at all times when using water play as we are aware that children can drown in only a few centimetres of water.
- Taking special care when children are using large apparatus e.g. a climbing frame, and when walking up or down steps/stairs.
- Staff will support children to identify, minimise and manage risks in their play.

- Making sure staff recognise and are aware of any dangers relating to bushes, shrubs and plants when on visits/outdoors.
- Supervising children at all times when eating.
- Supervising sleeping children and never leaving them unattended.
- Never leaving children unattended during intimate care situations.
- Supervising children carefully when using scissors or tools, including using knives in cooking activities where this is required.
- Increasing staff: child ratios during outings to ensure supervision and safety.
- Strictly following any safety guidelines given by other organisations or companies relating to the hire of equipment or services e.g. hire of a bouncy castle and a member of staff MUST supervise the children at all times.

## **Outdoor play**

At West Buckland Primary School & Nursery we are committed to the importance of daily outdoor play and the physical development of all children regardless of their age and stage of development. We provide outdoor play in all weathers. Where possible and appropriate, we make outdoor activities accessible to children with learning difficulties and disabilities to ensure inclusive use of the outdoor area. The outdoor areas, both within the School grounds and in the local community have a wealth of experiences and resources which help children to develop in a variety of ways, including independence, exploration and investigative skills, risk taking and self-esteem, all of which support children to develop skills now and for the future.

We ensure all areas are safe and secure through close supervision and the use of robust risk assessments and safety checks. Where possible and appropriate, we plan and encourage play that helps children understand and manage risks. This type of play allows children to explore and find their own boundaries in a safe environment with supportive practitioners. Staff are informed of the importance of safety procedures and are trained appropriately to ensure these procedures are followed effectively.

We plan all outdoor play opportunities and outings to complement the indoor activities and provide children with purposeful activities that support and follow individual children's interests. There is a balance of both adult-led and child-initiated opportunities to enable children to learn and practice new skills, knowledge and behaviours.

Where activities take place away from the setting (e.g. in the local wood) then a mobile phone and first aid kit will be taken to ensure the safety of children at all times. A trained first aider, or paediatric dependent on the age of the children in the group, will be present when away from the main setting. We obtain parental permission before any child leaves the setting – for local area walks we do this through the yearly permissions form and for further trips and visits we send out a separate letter and consent form. There is more information in the Trips & Visits policy.

## **Food Play**

At West Buckland Primary School & Nursery we ensure any food we use for play with the children is carefully supervised. We will also use the following procedures to ensure children are kept safe:

- Choking hazards are checked and avoided.
- We will not use whole jelly cubes for play. If we do use jelly to enhance our play then all jelly will be prepared with water as per the instructions and then used.
- Small objects such as dried pasta and pulses will only be used for older children and under supervision.
- All allergies and intolerances will be checked and activities will be adapted to suit all children's needs so no child is excluded.
- All activities including food will be included on the planning sheets showing all allergens so all staff and parents are aware of the ingredients.
- Children's allergies will be visible to staff when placing out food play activities to ensure all needs are met.
- Any cooking activities will be checked prior to start to ensure all children are able use all the ingredients based on their individual needs.
- We will not use food in play unless it enhances the opportunities children are receiving from the activity. Many of the foods will be reused in other activities, especially the dry materials.

## **Inclusion**

All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.

The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.

The Equality and Diversity Policy ensures that the needs of all children are met, regardless of any protected characteristics they have.

The SEND Policy ensures all children receive the support they need and are given the best learning experience possible.

SEND in the EYFS setting will be monitored and managed by the school's SENDCO and Nursery Designated SENDCo.

## **The Learning Environment and Outdoor Spaces**

The classroom and Nursery are organised in such a way that children can explore and learn in a safe environment.

Children have access to an enclosed outdoor play area, and daily outdoor activities are planned, unless circumstances, such as the weather, would make outdoor activity inappropriate and unsafe.

There are toilet facilities available to the EYFS, and there are hygienic changing facilities located. We plan and provide resources and play based activities on staff observations of the children's interests to ensure that challenges are provided that meet the needs of all the children.

### **Maintenance and Replacement of Toys and Play Equipment**

All resources and equipment are checked as they are put out or put away to ensure they are in good condition. Any broken or unsafe equipment is disposed of and this is reported to the leader. We endeavour to replace items as soon as possible and we understand the responsibility to have adequate insurance cover for resources and equipment.

To provide play equipment and resources that are safe and, where applicable, conform to the BSEN safety standards for Toys (Safety) Regulation (1995).

- Ensure the rooms and facilities are well maintained and report any potential hazards or dangers.
- Equipment will be stored and used safely. Everything will be regularly checked and repairs or removed if necessary.
- Play resources and equipment is chosen for all specific learning needs in the Nursery setting.
- To ensure sufficient quantity of equipment and resources for the number of children.
- We rotate resources termly to ensure all children have the opportunity to access a wide range of resources.
- Select books, equipment and resources that promote positive images of people of all backgrounds, cultures and abilities, that are avoiding of gender stereotyping.
- Provide play equipment and resources that promote continuity and progression and provide sufficient challenge.
- Manmade, recycled and natural play equipment that is provided is safe and conforms to safety standards.
- All equipment is erected with care and checked on completion with regular maintenance checks.
- An accident or incident book is completed where necessary.
- The art, sand and water areas are kept clean and any spills are cleaned immediately.
- Play is properly supervised – staff/child ratios are in accordance with the EYFS framework.
- Staff and children wear suitable clothing and footwear when at Nursery.
- All toys are suitable for the children's age and development. They are accessible within all children's reach.



- Dressing up clothes, blankets and aprons are washed regularly.
- All toys are checked, washed and repaired or replaced regularly.
- Fire doors are identified and exits are accessible at all times. Fire drills are carried out each half term.
- Electric sockets are covered.
- Children are not allowed in the kitchen.
- Play equipment and resources are used for their intended purposes and staff follow the instructions.
- Strict hygiene is observed at all times – hands are washed after using the toilet and also before and after break and lunch.
- The layout of the room will be safe for the children to move from area to area.
- Children are aware of the safety rules and are encouraged to follow them.
- Children are encouraged to respect equipment.
- All cleaning materials will be kept in a locked cupboard.
- Only approved and COSH assessed cleaning equipment is used.

### **Outdoors provision**

- An outdoor risk assessment is carried out every morning.
- Gates are closed when children are outside.
- Children are made aware of the outdoor safety rules.
- Children should be clothed according to weather conditions including sun hats and coats.
- The safety and maintenance of play equipment outside is initially checked by the staff and then the Manager is informed if any parts are broken.
- All outdoor equipment and resources are checked for defects and faults and broken equipment is removed and replaced where necessary. In the Nursery containing a supply of towels and spare clothes.

### **Assessment**

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 will be kept up-to-date with their child's progress and development, and the class teacher and nursery practitioners will address any learning and development need in partnership with parents.

Formative assessments are used to assess the learning and development of children in the EYFS. Staff members will observe children to understand their level of achievement, interests and learning styles. This information will then be used to shape learning experiences for each child.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects a curriculum that is specific to the children's needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate.

## Staffing

A robust Recruitment & Selection Policy is in place, which aims to ensure that members of staff employed are suitable.

Upon employment, all staff receive induction training to ensure that they understand their roles and responsibilities, including information about emergency evacuation procedures, safeguarding, child protection and health and safety.

Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.

All members of staff are provided with the opportunity to:

- Discuss any issues, particularly concerning the development or wellbeing of children, including any child protection concerns.
- Identify solutions to address issues.
- Receive coaching to improve their effectiveness.
- The Nursery Manager holds at least a full and relevant level 3 qualification alongside at least two years' experience working in an early years setting. At least half of the other EYFS staff hold a full and relevant level 3 qualification.
- There will be at least one member of staff on the school premises at all times who has a current paediatric first-aid (PFA) certificate.
- Any member of staff who has sole responsibility for looking after a group of children will also hold a PFA certificate.
- All newly qualified staff with a level 2 or 3 qualification will be PFA trained.
- The school will organise PFA training to be renewed every three years.
- The list of staff who hold PFA certificates can be found displayed throughout the school.
- The school provides a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory framework for the early years foundation stage'.
- Only members of staff with level 2 English and Maths qualifications will count towards the staffing ratios at level 3.

The school adopts the following staffing ratios:

- For children aged two, there is one member of staff for every five children. At least one staff member holds a full and relevant level 3 qualification.
- For children aged three and four: there is one member of staff for every ten children. At least one staff member holds a full and relevant level 3 qualification.
- Where a staff member with qualified teacher status (QTS), early years professional status, or another suitable level 6 qualification is working directly with the children, there is one member of staff for every 13 children, and at least one other member of staff holds a full and relevant level 3 qualification.
- Where a member of staff does not hold QTS, early years professional status, or another suitable level 6 qualification, there is one member of staff for every eight

children. At least one staff member holds a full and relevant level 3 qualification, and at least half of all other staff hold a full and relevant level 2 qualification.

- Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios.
- Parents will be informed about staffing arrangements and, when relevant and practical, will be involved in staffing arrangement decisions.
- Each child is assigned a key person whose role it is to help ensure that every child's care is tailored to meet their individual needs.
- The Nursery Manager will inform parents of whom their child's key person is and will explain the role of the key person when their child begins attending the school.

## **Parental involvement**

We firmly believe that the EYFS cannot function without the enduring support of parents.

Family is used to share children's learning in school with those at home. Parents can access and post to Family to share things that happen at home.

Parents are invited to termly parents' evenings; however, the school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day.

An office space will be utilised for confidential discussions between staff and parents.

We welcome and actively encourage parents to participate in their child's education.

Our Nursery is part of the wider school and so permission forms, assemblies, events and newsletters are shared with all families.

### **We do this through:**

- Talking to parents about their child before their child starts at our school or nursery.
- Ensuring we have a smooth transition involving visits, meetings and meaningful discussions with all involved.
- Offering parents regular opportunities to talk about their child's progress to all adults with an open door policy.
- Encouraging parents to talk to their child's key worker if there are any concerns.
- There is a formal meeting for parents each term at which the teacher and the parent discuss the child's progress in private. Parents receive a report on their child's attainment and progress at the end of each school year.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Share days, Class assemblies, Sports Day etc.