



EARLY YEARS FOUNDATION STAGE (EYFS) POLICY



Reviewed by:	Full Trust Board
Reviewed:	16 July 2025
Review Frequency:	Every 3 Years
Next Review Date:	September 2028
Approved and Adopted by:	LGB
Approval Date:	14 October 2026

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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and antidiscriminatory practice

2. Legislation

statutory framework for the Early Years Foundation Stage (EYFS) This policy is based on the requirements set out in the Early Years Foundation Stage (EYFS) statutory framework for group and school-based providers, effective from 1 September 2026.

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

Our EYFS ranges from 3-4 years in Nursery and 4-5 years in Reception.

Our Nursery offers the following hours 8.30 -11.30, Monday – Friday and 12.00-3.00 for additional afternoon sessions, these are charged at £15.00 a session. Children receiving 30-hour code attend 8.30 till 3.00.

4. Curriculum

Our EYFS curriculum intent:

Aims to give all children in our Nursery and Reception classes an exciting, challenging and meaningful start to their learning journey with us.

Our passionate and experienced team of Early Years practitioners plan children's learning experiences in accordance with the Early Years Foundation Stage (EYFS) statutory framework for group and school-based providers, effective from 1 September 2026, alongside the non-statutory Development Matters guidance.

We strive to provide a creative, discovery and play-based curriculum which considers the children's existing skills, knowledge and interests. Children are encouraged and enabled to make choices about their own learning both indoors and outdoors. Through the learning opportunities we provide, our children become active and independent learners who develop strong enquiry and practical skills as well as becoming personally and socially confident individuals who enjoy learning.

We pride ourselves on the impact of the environment on our pupils' learning and promote high quality interactions focused on developing early language and oracy. Working with parents, we build positive relationships through our open-door policy, strong communication through our online platform, Seesaw and through our termly "Story Café" where parents are invited to join us to promote and celebrate reading and stories.

It is our intention that all pupils leave the EYFS as enthusiastic, thriving, well prepared and confident individuals who are ready for the next stage in their learning journey.

Our curriculum references the latest EYFS statutory framework, Birth to Five and Development Matters.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

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

Our EYFS curriculum has been implemented with the following in mind:

4.1 Planning

Staff plan activities and experiences for children that enable them to develop and learn effectively in a language rich environment. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas. In the Autumn term, this focus on the prime areas carries on during the transition from Nursery to Reception. Quality interactions, based on strong, positive relationships between adults and children are fundamental in moving the children's own learning on. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. Time is planned into each day for our children to learn through play and these quality interactions – this is called 'Continuous Provision'.

Staff take account of the individual needs, interests and stage of development of each child and use this information to plan challenging and enjoyable experiences. The environment is central to this, with areas such as water investigation, small world, creative, reading, construction, sand and nature. Where a child has or may have a special educational need or disability, provision is adapted and reasonable adjustments are made. Staff consider whether specialist support is required and work with relevant external services where appropriate. As children prepare for Reception and Year 1, adult-led experiences support transition. Sounds-Write is used as Moorland's systematic synthetic phonics programme, with provision planned developmentally across Nursery and Reception to secure a strong start in early reading.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Teaching utilises both the indoor and outdoor environments and regular time exploring our school forest also supports their learning and exploration.

As children grow older, and as their development allows, the balance gradually shifts in Reception towards more adult-led activities in the timetable which help children prepare for year 1. Literacy, Mathematics and Phonics sessions are taught daily with teaching times gradually increasing in the spring term.

5. Assessment

At Moorland Primary School & Nursery, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

All assessments are placed on to our Trust wide Insight data database and are analysed by the assessment leader and EYFS leader in school. At Moorland Primary, we hold Pupil Progress Meetings every three weeks to ensure that all children are making sustained progress across the

curriculum. These meetings provide an opportunity for teachers and leaders to review assessment data, identify pupils who may need additional support, and agree on targeted interventions. The focus is on maintaining high-quality first teaching, sharing effective strategies, and ensuring that provision is inclusive and responsive to individual needs. By meeting regularly, we can quickly address emerging gaps, celebrate successes, and maintain a strong culture of accountability and collaboration among staff.

We also ensure our Reception class teachers are part of an Early Years Foundation Stage Profile (EYFSP) moderation; this ensures data is scrutinised internally but also externally, and in comparison, with other local schools. It enables each school in the Trust to compare their data and identify strengths and areas for development, acting swiftly to improve outcomes for all children. Writing moderations also take place for Reception staff across the Trust in the Autumn, Spring and Summer term. This supports teachers with their overall judgement through a consistent Trust assessment system.

Statutory Requirements for Assessments in EYFS

Our school ensures that the following assessments are completed in EYFS; these are monitored by key leaders such as our EYFS leader and Assessment leader:

Reception Baseline Assessment

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA). The results of these are not visible to staff but inform the government of the National picture.

Early Years Foundation Stage Profile

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development (on track')
- Not yet reaching expected levels (at risk')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other Trust schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Working with parents and carers

Every child in Nursery is assigned to a key person.

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. We promote and build this strong partnership in many ways. Here are just a few:

- Supportive "Stepping Up" transition session before starting with us and regular 'stay and play' sessions for Nursery and Reception parents
- An open-door policy
- CET and School Newsletters
- Parent workshops – including a welcome to Moorland Primary School, phonics and reading sessions, and termly interactive "Story Café" mornings for parents/carers
- Parent consultation meetings
- Summer Term School Reports

Parents and/or carers are kept up to date with their child's progress and development through parent meetings and communication with a teacher daily at the beginning/end of the day. These help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding, abilities and next steps in their learning.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate – this is always done in partnership with the parents/carers.

7. Safeguarding and welfare procedures

We recognise that children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

Safeguarding practice in the EYFS is read alongside the school's Child Protection and Safeguarding Policy, Keeping Children Safe in Education 2026, Working Together to Safeguard Children 2026 and section 3 of the current EYFS statutory framework. All staff understand that safeguarding and promoting children's welfare is everyone's responsibility.

7.1 Attendance

Attendance is monitored closely from the point a child joins Nursery or Reception. Where a child is absent without notification, or where absence is prolonged or gives rise to concern, staff follow the school Attendance Policy and safeguarding procedures, including contacting parents/carers and, where appropriate, alternative emergency contacts. Patterns of absence are considered in the context of the child's welfare and safeguarding needs.

7.2 Recruitment

Systems are in place to ensure that staff and others who have regular contact with children are suitable for their roles. We follow clear safer recruitment policies and procedures.

7.3 Staff Qualifications:

The EYFS Lead has:	
• At least a full and relevant teacher qualification; and • 2 or more years' experience working in an early year setting, or 2 or more years' other suitable experience	
• There is a named DSL with up-to-date training and a wider team of 4 other trained DSL's within our safeguarding team	
• All EYFS staff hold a current pediatric first aid (PFA) certificate and therefore, available on the premises at all times that children are present, and when accompanying children on outings	
• All newly qualified early years workers who have completed a level 2 and/or level 3 qualification on or after 30 June 2016, and who are included in the required staff-to-child ratios at level 2 or level 3, have a full PFA or emergency PFA certificate within 3 months of starting work	
• All early years staff must have Paediatric First Aid (PFA) training to be included in staff-to-child ratios. Students and trainee staff must hold a valid and current PFA qualification in order to be included in staff: child ratios. We are responsible for selecting a competent training provider to deliver our PFA training.	
• <i>The DfE recommends members of trade bodies with approved monitoring schemes, Voluntary Aid Societies and those working under Ofqual awarding organisations.</i>	
• The PFA training is renewed every 3 years and is relevant for workers caring for young children	
• PFA certificates or a list of staff with a current certificate is on display or made available to parents/carers	

7.4 Adult to Child Ratios

We make sure that the appropriate statutory staff: child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged 3:
 - Where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification is working directly with the children, we have at least 1 member of staff for every 13 children

- Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children
- Where there is a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification, an instructor or another suitably qualified overseas trained teacher:
- For classes where the majority of children will reach the age of 5 or older within the school year, we have at least 1 member of staff for every 30 children □ For all other classes, we have at least 1 member of staff for every 13 children ○ Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children
- We have at least 1 member of staff for every 13 children
- We comply with infant class size legislation and have at least 1 teacher per 30 pupils

7.5 Health

• Good health, including oral health, is promoted at our school
• Procedures are in place for dealing with children who are ill or infectious
• Illness/infection procedures are discussed with our parents and carers
• Necessary steps are taken to prevent the spread of infection in our EYFS setting
• Appropriate action is taken if children are ill
• Policy and procedures for administering medicines, including systems for obtaining and updating information about medical needs, are in place
• Where administering medicines requires medical or technical knowledge, training is provided for staff
• Prescription medicines are not administered unless they have been prescribed for a child by a doctor, dentist, nurse or pharmacist (medicines containing aspirin should only be given if prescribed by a doctor)
• Medicines (both prescription and non-prescription) are only administered where written permission is obtained from a child's parent or carer to administer that particular medicine
• A written record is kept of each time medicine is administered
• Where medicine is administered to a child, their parents or carers are informed on the same day, or as soon as possible

7.6 Oral Health

We promote good oral health, as well as good health in general, in the early years by:

- The effects of having a good diet.
- The effects of eating too many sweet things
- The importance of brushing your teeth

7.7 Safer Eating in EYFS - Food and Drink Procedures

In accordance with The Early Years Foundation Stage (EYFS) statutory framework, we follow the specific requirements of:

Healthy, Balanced, and Nutritious

- Our meals, snacks, and drinks are healthy, balanced, and nutritious. Food Hygiene

- We have appropriate facilities for preparing food hygienically. Staff handling food are competent and receive relevant training. Dietary Needs and Preferences
- Before admitting a child into our setting, we request and act upon information about children's dietary requirements, allergies, and preferences.
- We create **allergy action plans** for managing known allergies/intolerances with health professionals, keeping this information up to date and sharing it with all staff
- Weaning requirements are not applicable to Moorland because our Nursery provision begins at age three. Food is nevertheless prepared and served with regard to children's individual developmental needs and choking risks.

Fresh Drinking Water

- Fresh drinking water is always available and accessible to our children. Food Preparation
- Food is prepared appropriately for children of different ages, considering choking hazards and individual needs.
- In the event of a choking incident, we record details and make parents/carers aware.
- We ensure food is prepared to meet each child's individual developmental needs.

Safer Eating

- At least one staff member with a valid Paediatric First Aid (PFA) certificate is present in the room when our children are eating.
- Children are seated safely and appropriately while eating. Staff position themselves so that children can be supervised effectively, and children are not left alone while eating.

7.8 Safer Sleeping In EYFS – Children having a sleep during school hours.

Moorland Primary School and Nursery provides nursery education for children from the age of three and does not routinely provide scheduled sleep periods. Where an individual child requires rest or falls asleep during the school day, staff will ensure that they are provided with an appropriate, safe and comfortable space. Sleeping children will be frequently checked to ensure that they remain safe, in accordance with the EYFS statutory framework. Individual medical, SEND and developmental needs will be considered and appropriate arrangements agreed with parents/carers where necessary. Below is an updated section tailored specifically for **three-year-olds** in our nursery setting and EYFS.

7.9 Screen Use in EYFS

Moorland has regard to the impact of screen use on young children. Any use of screens or digital technology in Nursery and Reception will be purposeful, age-appropriate and linked to learning or communication. Screen use will not replace high-quality adult interaction, play, physical activity, outdoor learning, talk, reading or first-hand experiences. Staff will consider the content, context and length of screen use and will model safe and responsible use of technology.

7.10 Mobile Phones, Cameras and Electronic Devices

The use of mobile phones, cameras and other devices capable of taking, storing or sharing images is managed in accordance with the school's safeguarding, online safety and staff code of conduct arrangements. Personal devices must not be used to photograph or record children. Images of children are taken, stored and shared only on authorised school devices/systems and in accordance with parental permissions, data protection requirements and safeguarding procedures.

7.11 Banned Dog Breeds

Registered childcare will not be provided from any premises where a banned dog breed is kept or is present, in accordance with the EYFS statutory framework. Any animal brought onto the school site

as part of planned educational activity will be subject to appropriate risk assessment and safeguarding arrangements.

7.12 Allegations of Harm and Notification to Ofsted

Moorland follows the school's Child Protection and Safeguarding Policy and allegations procedures. Where the EYFS notification requirements apply, Ofsted will be informed of allegations of harm by anyone living, working or looking after children at the premises, and of other notifiable serious events, within the timescales set out in the current EYFS statutory framework. The school will also follow local authority designated officer (LADO) procedures where applicable.

7.13 Intimate Care and Toileting

We ensure:

- There are separate toilet facilities for children and adults.
- There are hygienic nappy-changing facilities.
- Staff are aware they should balance children's privacy with safeguarding and support needs during nappy changes and toileting.
- There are spare clothes and other necessary items are always available.
- Children's privacy is respected during toileting and nappy changing.
- We integrate safeguarding measures to prevent inappropriate behavior and protect children from harm during intimate care practices.
- We provide clear guidelines for staff on how to handle toileting and intimate care, promoting both privacy and safeguarding.
- We continually strengthen procedures for staff to report concerns, ensuring they feel confident raising issues/whistleblowing and that their concerns are taken seriously.
- We emphasise the importance of adequate staff training on safeguarding and intimate care practices, including the need for enhanced DBS checks and regular updates on child protection.

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

7.14 EYFS Complaints

The school follows the Trust Complaints and Resolutions Policy. In addition, written complaints relating to the school's fulfilment of the EYFS requirements will be investigated and the complainant will be notified of the outcome within 28 days of the complaint being received. A written record of complaints and their outcomes will be retained and made available to Ofsted on request. Parents/carers will be informed that they may contact Ofsted if they believe the school is not meeting the EYFS requirements.

8. Monitoring arrangements

This policy will be reviewed at least annually, and sooner where there is a change to statutory requirements or school practice. It will be reviewed by the Education Standards Director and shared with the governing board as part of the Trust's assurance arrangements.

Appendix 1 – List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See Health and Safety policy
Administering medicines policy	See Supporting Pupils with Medical Needs policy
Emergency evacuation procedure	See Health and Safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See Complaints and Resolutions policy