



Early Years Foundation Stage (EYFS) policy

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Contents

1. Aims.....	2
2. Legislation	2
3. Structure of the EYFS within our Preschool and Reception Class.....	2
4. Curriculum	3
5. Assessment.....	4
6. Working with parents and carers	5
7. Staff	6
8. Safeguarding and welfare procedures.....	7
9. Monitoring arrangements.....	12
Appendix 1. List of statutory policies and procedures for the EYFS	13

1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them a secure foundation for learning, development and 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 anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#), effective from 1 September 2025.

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

3. Structure of the EYFS within our Preschool and Reception Class

The school has a dedicated pre-school provision which is able to accommodate 26 children aged between two and four years old.

Funding Offer at Kennett Primary School's Pre-school

At Kennett Primary School's pre-school, the core funding provision offer for children is up to 30 hours per week. Funded hours are available between 9am and 3pm, and are organised into two sessions: 9am to 12 noon and 12 noon to 3pm.

Our school may be able to offer extended sessions beyond those outlined above on request, including lunch times. There is a £6 per hour charge for extended sessions. If the

school is able to accommodate children starting sessions at an earlier time or being collected after the end of the session this will be calculated pro rata, in 15-minute blocks.

Additionally, we offer an optional £1 per day snack for pre-school children. Parents/carers can however provide their child with a snack from home if they prefer. Children are welcome to have a cooked meal at the school's lunchtime. This is charged at a cost of £2.61.

Educational visits and visitors are charged separately.

As a friendly reminder, we kindly ask that parents supply nappies and wipes for their children.

Summary of Chargeable Extras

Item	Charge
Privately funded hours	£6.00 per hour
Pre-school wraparound care (currently ad hoc basis booked on weekly basis) 8am to 9am 3pm to 4pm	£1.75 per 15 minutes
Snack (optional)	£1 per day
Trips and visitors (optional)	Charged per trip

At Kennett Primary School, we are committed to providing a nurturing and stimulating environment for children in the Early Years Foundation Stage (EYFS).

Admission to our dedicated EYFS Reception class is managed exclusively through the Admissions team and is not handled directly by Kennett Primary School. This approach ensures a streamlined process for families seeking to enrol their children.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework.

The EYFS framework includes seven areas of learning and development that we must teach. All areas of learning and development are important and interconnected. Three areas, known as the prime areas, are seen as particularly important 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

We also support the children in 4 specific areas which help strengthen and develop the 3 prime areas, and ignite the children's curiosity and enthusiasm:

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

4.1 Planning

Our staff are ambitious for all children, and plan activities and experiences for the children that enable them to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the three prime areas.

In our pre-school and reception class, we are committed to providing an exceptional Early Years Foundation Stage (EYFS) experience that nurtures the holistic development of each child. Our curriculum is designed to promote learning through play, fostering creativity, exploration, and critical thinking skills. We prioritise the safety and wellbeing of every child, ensuring a supportive and inclusive environment.

Staff also take into account the individual needs, interests and development of each child in their care, and consider whether the child needs any additional support. They use this information to plan a challenging and enjoyable experience.

Where a child may have a special educational need or disability (SEND), staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding the children's activities, staff reflect on the different rates at which children are developing, and take these into account.

4.2 Teaching

Staff at Kennett Primary School make sure that the children experience the three key characteristics of effective teaching and learning: playing and exploring; active learning; and creating and thinking critically.

They respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As the children grow older, and as their development allows, the balance gradually shifts towards more focus on teaching essential skills and knowledge in the specific areas of learning, to help the children prepare for Key Stage 1.

5. Assessment

At Kennett Primary School, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their progress, development and interests. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers and keep them up to date with the

child's progress and development. Staff will address any learning and development needs in partnership with parents and/or carers, and any relevant professionals. We use an online learning journal called Tapestry. Tapestry is the Childhood Education Platform that provides comprehensive tools to help us build strong relationships with families, and reduce barriers to engagement. We document each child's unique learning and development and streamline our planning, monitoring and reporting processes throughout the Early Years.

When a child is aged between two and three and in a relevant setting, staff review their progress and provide parents and/or carers with a written summary of the child's development in the three prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed. It also focuses on any areas of possible concern, which may indicate a disability, special educational need or developmental delay. The progress check will describe the activities and strategies that the school intends to adopt to address any issues or concerns, involving parents and/or carers and other professionals as appropriate.

Within the first six weeks that a child starts reception, the reception class teacher will administer the reception baseline assessment (RBA). The requirements for the RBA are set out in Annex B of EYFS statutory framework.

In the final term of the academic year in which the child reaches age five, staff complete the EYFS profile for each child (before 30 June in that term). Each child is assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

We share the EYFS profile with the child's Year 1 teacher. This helps to inform a discussion between reception and Year 1 teachers about the child's stage of development and learning needs, and helps with planning activities in Year 1.

The school shares the results of each child's 'progress check' and EYFS profile (but not the reception baseline assessment) with their parents and/or carers.

In exceptional circumstances, after discussion and only in agreement with parents and/or carers, a child might stay in EYFS provision beyond the end of the academic year in which they turn five. In these exceptional cases, we will continue to assess the child throughout their time in EYFS provision and complete their profile at the end of the year before they move into Year 1.

The profile is moderated internally and in partnership with other local schools, to ensure consistent assessment judgements. We submit EYFS profile data to the local authority on request.

6. Working with parents and carers

At Kennett Primary School, we firmly believe that children flourish when there is a robust partnership between our educators and the families of each child. Recognising the pivotal role that parents and carers play in their child's learning journey, we ensure that they are kept informed about their child's progress and development through various channels, including direct communication, parent consultations and our online learning journal.

Our progress check and Early Years Foundation Stage (EYFS) profile are instrumental in providing parents and carers with a comprehensive understanding of their child's knowledge, skills, and abilities. Each child in our preschool setting is supported by a designated key person, who not only oversees their learning and care but also tailors support to meet individual needs. This key person plays a vital role in engaging parents and carers, offering guidance on how to support their child's development at home, and facilitating access to specialist support when necessary.

In our Reception class, children are similarly supported under the direct supervision of the class teacher, ensuring continuity in their educational experience. We kindly request that parents and carers provide more than two emergency contact numbers for their child, where possible. This information should be conveyed to the school office through the appropriate forms during the enrolment process.

We value the collaboration with parents and carers as an essential element of fostering a nurturing and stimulating learning environment for our children.

7. Staff

7.1 Staff training

We will:

- Train all staff in safeguarding procedures in line with Annex C of the most recent EYFS framework and Keeping Children Safe in Education (KCSIE) guidance
- Support all staff to feel supported and confident in implementing our safeguarding policy and procedures
- Renew training every two years, or more often when it's needed to help maintain skills; keep up to date with any changes to our safeguarding procedures; or because of any safeguarding concerns
- Outline how training is delivered, and how staff are supported to put it in place, in our child protection and safeguarding policy which can be found within our Kennett Primary School website.
- Our designated safeguarding leader (DSL) is: Mr Scott Horsley (headteacher) and our alternative DSLs are: Mrs Michelle Mountford (Assistant Headteacher / Early Years Leader) and Mrs Nicola Turton (Preschool Leader)
- Provide ongoing support, advice and guidance to all staff
- Attend a training course consistent with the criteria set out in Annex C of the most recent EYFS framework
- Liaise as needed with local statutory children's services agencies and our local safeguarding partners

7.2 Safer recruitment

When recruiting staff, we will follow the procedures set out in the latest EYFS framework guidance on checking the suitability of new recruits, including:

- Obtaining a reference for any member of staff (including students and volunteers) before they are recruited
- Recording information about staff qualifications and identity checks, vetting processes and references

See our safeguarding policy, which is available on our website, for details of our safer recruitment procedures.

7.3 Whistleblowing

We make sure that all staff are aware of our whistleblowing procedures; feel able to raise concerns about any poor or unsafe practice; and know that such concerns will be taken seriously by the senior leadership team.

As a first step, an employee should normally raise concerns with their immediate manager or their manager's superior. This depends, however, on the seriousness and sensitivity of the issues and who is involved. For example, if an employee believes that their immediate manager or their manager's superior is involved, they should approach the headteacher, accounting officer or the chair of the trust (clerk@staploeducationtrust.org.uk). An employee (including the headteacher and members of the leadership team) can by-pass the direct management line and the headteacher if they feel the overall management of a school are engaged in an improper course of action. In this case please refer to section 7 of our whistleblowing policy.

See our whistleblowing policy for details of our safer recruitment procedures and more detail on our procedures for handling whistleblowing found within our school website.

7.3.1 Malicious or vexatious allegations

If an allegation is made in good faith, but investigation finds no wrongdoing, there will be no disciplinary action against the member of staff who raised the concern.

If, however, an allegation is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate against the person making the allegation.

8. 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 can enjoy learning and grow in confidence.

All practitioners are alert to any issues of concern in children's lives at home or elsewhere.

See our child protection and safeguarding policy found within our school website for more information.

8.1 Responding to allegations or concerns

If we have concerns about children's safety or welfare, we will immediately notify our local authority children's social care team, in line with local reporting procedures. In emergencies, we will also inform the police.

If any allegation is made of serious harm or abuse by anyone living, working or looking after children at the premises or elsewhere, e.g. on a visit, we will inform Ofsted within 14 days of the allegation being made. We will also inform them of any action we have taken in response to the allegation(s). Please see the whistleblowing policy for further details.

8.1.1 Investigating the concern

When a concern is received by the designated person– referred to from here as the ‘recipient’ – they will:

- Meet with the person raising the concern within a reasonable time. The person raising the concern may be joined by a trade union or professional association representative or other accompanying person
- Get as much detail as possible about the concern at this meeting, and record the information
- Establish whether there is sufficient cause for concern to warrant further investigation. If there **is**, then:
 - Arrange a further investigation into the matter, involving the accounting officer, advisory body and/or chair of trustees, if appropriate. In some cases, the recipient may need to bring in an external, independent body to investigate. In others, they may need to report the matter to the police
 - Inform the person who raised the concern about how the matter is being investigated and give an estimated timeframe for when they will be informed of the next steps

8.1.2 Outcome of the investigation

Once the investigation – whether this was just the initial investigation of the concern, or whether further investigation was needed – is complete, the investigating person(s) will prepare a report detailing the findings and confirming whether or not any wrongdoing has occurred.

The report will include any recommendations and details on how the matter can be rectified and whether or not a referral is required to an external organisation, such as the local authority in line with local reporting procedure, or police.

They will inform the person who raised the concern of the outcome of the investigation, though certain details may need to be restricted due to confidentiality.

Beyond the immediate actions, the headteacher, advisory body members and other staff, if necessary, will review the relevant policies and procedures to prevent future occurrences of the same wrongdoing.

While we cannot always guarantee the outcome sought, we will try to deal with concerns fairly and in an appropriate way.

8.2 Staffing 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:

Age of Children	Number of Staff	Qualification requirements
Children aged 3 and over	<p>If the majority of children will reach the age of 5 or older within the school year, there must be at least 1 member of staff for every 30 children. If not, there must be at least 1 member of staff for every 13 children.</p> <p>There must be at least 1 member of staff for every 8 children</p>	<p>Where a person with qualified teacher status (QTS), early years professional status (EYPS), early years teacher status (EYTS) or another suitable level 6 qualification; an instructor; or a suitably qualified overseas trained teacher is working directly with children:</p> <ul style="list-style-type: none"> ○ At least 1 other member of staff must have an approved level 3 qualification* <p>Where a person with qualified teacher status (QTS), early years professional status (EYPS), early years teacher status (EYTS) or another suitable level 6 qualification; an instructor; or a suitably qualified overseas trained teacher is not working directly with the children:</p> <ul style="list-style-type: none"> • At least 1 member of staff must have an approved level 3 qualification* • At least half of all other staff must have approved level 2 qualifications
Children in reception classes	At least 1 school teacher (QTS) or EYP/ EYPTS for every 30 children	<ul style="list-style-type: none"> • No other requirements specified

8.3 Paediatric first aid (PFA)

we have at least one person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings and during their eating times. This PFA certificate is renewed every three years as required.

8.4 The designated safeguarding lead (DSL)

We also have a DSL who has lead responsibility for safeguarding children. They are also responsible for:

- Liaising with local statutory children's services agencies, and with the LSPs (local safeguarding partners)

- Providing support, advice and guidance to all other staff on an ongoing basis, and on any specific safeguarding issue as required
- Attending a safeguarding training course that complies with the criteria set out in Annex C of the latest EYFS framework

8.5 Absence

We're required to promptly follow up on absences.

If a child is absent for a prolonged time or if their parents/carers haven't told us about the absence, we will attempt to contact the parents/carers and alternative emergency contacts.

See our attendance policy found within our school website for more on this, including our expectations of parents/carers to report child absences. There are also details regarding absence found within our welcome packs.

8.6 Oral health and tooth brushing

We promote good oral health, as well as good health in general in the early years by talking to children about:

- The importance of brushing your teeth
- The effects of eating too many sweet things
- Using teeth models and showing how to brush teeth
- At times, dental nurse visitors will also support by coming in and showing their presentations
- Through stories linked to healthy living

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy, which can be found within our school website.

8.7 Safer eating

While children are eating, there will always be at least one member of staff in the room with a valid paediatric first aid certificate (from a course consistent with the criteria set out in Annex A of the latest EYFS framework). All children will be within sight and hearing of a member of staff while eating, and seated safely in an appropriate chair/bench, where possible, in a designated eating space.

Before a child joins our setting, we will get information on their:

- Dietary requirements and preferences
- Food allergies and intolerances
- Health requirements

We will share this information with all staff involved in food preparation and handling. At each mealtime and snack time it will be clear which staff member is responsible for checking that the food meets all the requirements for each child.

We will make sure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis; the differences between allergies and intolerances; and that children can develop allergies at any time, especially during the introduction of solid foods.

We will consult with parents/carers to:

- Create allergy action plans for their child – with the help of health professionals, where appropriate
 - We will also keep this information up to date and share it with all staff
- Discuss their child's progress with solid foods
- Work with them to move on to the next stage at a pace that's right for their child

We will prepare food in a way that:

- Prevents choking
- Meets each child's individual developmental needs
- Is in line with the DfE's [Early Years Foundation Stage nutrition guidance](#)

In the event of a choking incident that requires intervention, we will record details of the incident and make the child's parents/carers aware. We will periodically review the records to identify whether we can change anything in our practice to make eating safer, and then take action as appropriate.

8.8 Injuries

We keep a first aid box (which contains appropriate items for children) always accessible.

We keep a written record of accidents resulting in injuries and any first aid treatment.

We will inform parents or carers the same day as, or as soon as reasonably practicable after, of an:

- Injury sustained by the child
- First aid treatment given

We will notify the relevant authority of any serious accident, illness, or injury to, or death of any child while in our care and inform them of the action taken, as soon as reasonably practicable.

8.9 Safety of premises

We make sure that our premises, including overall floor space and outdoor space, are fit for purpose and suitable for the age of children we care for and the activities provided on the premises.

We comply with requirements of health and safety legislation, including fire safety and hygiene requirements.

8.10 Toileting and privacy

We make sure that there are:

- Enough toilets and hand basins available for the children

- A suitable place to go for hygienic nappy changing if needed
- An adequate supply (provided by families as requested) of necessary items such as baby wipes and spare clothes
- Separate toilet facilities for adults
- Parents/carers have an opportunity to read our intimate care policy found within the school website

During nappy changes and toileting, we will balance children's privacy with their safeguarding and support needs.

9. Monitoring arrangements

This policy will be reviewed by the Early Years Leader every year.

At every review, the policy will be shared with the advisory body.

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

This isn't an exhaustive list of policies and only includes policies specific to the EYFS. For a full list of our policies, see our school website.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	Child protection and safeguarding policy
Procedure for responding to illness	Health and safety policy Children with health needs who cannot attend school policy
Administering medicines policy	Supporting pupils with medical conditions policy
Emergency evacuation procedure	Health and safety policy Fire evacuation procedure & evacuation maps
Procedure for checking the identity of visitors	Child protection and safeguarding policy
Procedures for a parent/carer failing to collect a child and for missing children	Child protection and safeguarding policy
Procedure for dealing with concerns and complaints	Complaints policy Whistleblowing policy