



'Believe. Achieve. Be Proud.'

EYFS & Nursery Policy

Lyngford Park Primary School & Nursery

Signature

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Date January 2025

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Date January 2025

Contents

1. Introduction
 2. Aims
 3. Legislation
 4. Structure of the EYFS
 5. Curriculum
 6. Assessment
 7. Inclusion
 8. The Learning Environment and Outdoor Spaces.
 9. Parents as Partners
 10. Staffing, Safeguarding and welfare procedures
- Appendix 1. List of statutory policies and procedures for the EYFS
-

1. Introduction

Richard Huish Trust (the Trust) provides governance and oversight to those Academies which are part of the Trust namely: Pyrland (formerly Taunton Academy), Lyngford Park Primary and Nursery, Nerrols Primary and Nursery, West Buckland Primary, North Curry CofE Primary and North Town Primary and Nursery.

This policy applies to Lyngford Park Primary and Nursery.

2. Aims

At Lyngford Park Primary and 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.

3. Legislation

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
- DfE (2023) 'Statutory framework for the early years foundation stage'
- DfE (2023) 'Keeping children safe in education'
- DfE (2018) 'Working together to safeguard children'
- DfE (2023) 'The prevent duty'

4. Structure of the EYFS

At Lyngford Park Primary & Nursery School, we have a nursery unit attached to the school which is an all-year-round provision. We ensure ratios are always correct and with increasing numbers, staff are appointed to manage the provision.

Eligible parents will be able to access their funded entitlement hours.

For 2023-2024, we have the capacity for 39 children. From September 2024, it will be 30.

5. Curriculum

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 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

These are also underpinned by the characteristics of Effective Learning, as detailed in the framework.

5.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively across all areas of learning, as well as offering them opportunities to develop their cultural capital. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. As children progress through the early year's foundation stage, key group work, adult-directed and whole class work will be planned, as appropriate for the age and stage of the pupils.

5.2 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.

Throughout the children's time in Reception, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

6. Assessment

At Lyngford Park Primary & Nursery School, 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. This is all completed on Famly (An electronic learning journey and platform for observations and online learning). All practitioners are expected to show an understanding of what the pupils know and can do and what their next steps are. Practitioners are regularly expected to speak with leaders to ensure we meet the needs of all pupils within the setting and we adapt timetables, the environment and planning to ensure we continue to be ambitious for all pupils.

When a child is **aged between 2 and 3**, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA).

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

Not yet reaching expected levels ('emerging')

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 local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

7. 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.

8. The Learning Environment and Outdoor Spaces

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

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

There are toilet facilities available to the EYFS, and there are hygienic changing facilities located in the nursery containing a supply of essentials.

9. Parents as Partners

Children learn and develop well when there is a strong partnership between staff and parents and/or carers. To enable this to happen we will ensure:

- Home visit or video call is an option given to parents before starting the setting this will enable the teacher to meet the children and for parents to speak to the children.
- Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.
- Family will be used in both Nursery and Reception and Parents will have access to their child's online journal; they will be able to like and comment on their child's observations as well as post observations from home. We encourage that observations from home are uploaded so the EYFS team can learn about the child at home as well as in school.
- Each child in Nursery 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.
- Parents are invited to informal meetings providing information about different areas of the curriculum: phonics and maths.
- We encourage parents to talk to their child's class teacher if there are concerns. Parents can contact the class teacher by phoning the school office or speak to them at the end of the day. Equally they can contact the teacher via Class Dojo. Teacher's we will respond during working hours to messages.
- There are formal meetings twice a year at which the teacher and the parent discuss the child's progress. Parents will also receive a written report of their child's attainment and progress at the end of the school year. This contains information on the characteristics of learning, attainment and progress in all areas of the EYFS curriculum.

10. Staffing, Safeguarding and welfare procedures

A robust Recruitment and Selection Policy is in place, which aims to ensure 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 2 qualification.

The Nursery Room Leader will provide cover for the Nursery Manager in their absence and is deemed fully qualified to do so by the Nursery Manager and Headteacher.

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'.

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, and at least half of the other staff members hold full and relevant level 2 qualifications.

* For children aged three and over:

* 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 or Room Leader 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.

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

The effects of eating too many sweet things

The importance of brushing your teeth

A visit from the school nurse

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

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

Policies are located on the 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
Administering medicines policy	Supporting pupils with medical conditions policy
Emergency evacuation procedure	Health and safety policy
Procedure for checking the identity of visitors	Child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	Child protection and safeguarding policy
Procedure for dealing with concerns and complaints	Complaints policy