

The Nethersole C of E Academy

Academic Year 2026 to 2029

EYFS Policy

**To be light (living in our community and reaching out beyond it) bringing out the
God-colours in the world.'**

*Jesus said, 'You're here to be light, bringing out the God-colours in the world. **Matthew 5:16***



Date Policy Ratified by the LAB	
Headteacher	Mrs S J Goode
Chair of Governors	Mrs Gill Sparrow
Review Date	

Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that provides the knowledge and skills needed to be lifelong learners.
- 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.

Legislation

This policy sets out expectations based on requirements set out in the 2025 Statutory Framework for the Early Years Foundation Stage (EYFS).

“All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years 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 provide the foundation children need to fulfil their potential..” Statutory framework for the Early Years Foundation Stage, Department for Education 2025.

Our EYFS Intent and Aims

At The Nethersole C of E Academy we aim to;

- ensure that each child a happy, positive and enjoyable start to their school life within a safe and secure environment.
- establish solid foundations and foster a deep love of learning.
- enable each child, through encouragement and high expectations, to develop socially, emotionally, physically and intellectually in order to thrive in a diverse and ever-changing world.
- to offer a broad and rich curriculum.
- encourage children to develop independence within a nurturing and supportive environment.
- support children to build relationships with their peers through the development of social skills such as cooperation and sharing.
- help each child to recognise their own strengths and achievements by experiencing success and developing their confidence to work towards personal goals.
- provide staff with ongoing career professional development to refine and extend the knowledge and skills needed to be successful EYFS practitioners.

Welfare

“Children learn best when they are healthy, safe, secure, when their individual needs are met, and when they have positive relationships with the people caring for them.” Statutory Framework for the Early Years Foundation Stage, 2025

Safety and security is of the highest priority at The Nethersole C of E Academy and it is important that all children in our care are safe at all times. We follow the safeguarding and welfare requirements set out in the 2025 Statutory Framework for the Early Years Foundation Stage (EYFS).

We understand that we are legally required to comply with the welfare requirements, as stated in the reformed Early Years Foundation Stage Statutory Framework (2025), and are required to:

- Safeguard children
- Ensure the adults who have contact with children are suitable
- Promote good health
- Support and understand behaviour
- Maintain records, policies and procedures

Health and Safety

The following general Health and Safety safeguards are in place:

- A supply of fresh drinking water is available on the premises at all times.
- Children’s dietary needs are acted upon.
- Snack is always supervised by an adult who has a paediatric first aid qualification.
- A paediatric first aid trained member of staff is in the EYFS setting at all times.
- Accidents are recorded in our first aid log and a note with details sent home, staff will always attempt to discuss the incident with parents either via phone call or in person.
- A fire and emergency evacuation procedure and policy are in place.

EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In our school, children attend from the age of two.

The EYFS is based upon four principles:

- 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 with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- The importance of **learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities (SEND).

Implementation

In the EYFS we have realistic and challenging expectations and meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests and develop their self-esteem and confidence through a fun, creative curriculum and stimulating learning environment.
- using a wide range of teaching strategies based on children's learning needs.
- providing a wide range of opportunities and environments to motivate and support children and to help them to learn effectively.
- providing a safe and supportive learning environment in which each child's contribution is valued.
- monitoring children's progress and taking action to provide support as necessary.

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks.

Areas of Learning

The EYFS consists of seven areas of learning:

PRIME AREAS

- Personal, Social and Emotional Development
- Physical Development
- Communication & Language

SPECIFIC AREAS

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

These areas are delivered through various themes and linked closely together. All areas are delivered through a balance of adult led, adult initiated and child-initiated activities. At The Nethersole C of E Academy we recognise that children develop in different ways and at varying rates. Children's attitudes and dispositions to learning are influenced by their school and home environments. The characteristics of effective learning are used to assess how children learn and give insight into how to extend their learning. We use questioning, praise and encouragement to develop a positive attitude to learning and high self-esteem. We encourage children to become confident and independent learners.

Characteristics of Effective Learning

'The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner'. (Development Matters 2022).

We carefully observe how children learn in Nursery and Reception in order to develop and extend opportunities through:

- **playing and exploring** - where children investigate and experience things, and 'have a go'.
- **active learning** – where children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- **creating and thinking critically** – where children have and develop their own ideas, make links between ideas, and develop strategies for doing things'.

Positive Relationships

At The Nethersole C of E Academy we recognise that children learn to be confident and independent through the development of secure relationships. We aim to develop caring, respectful and professional relationships with children and their families. Through secure and trusting relationship children develop the confidence to take risks and develop independence. We highly value the parents'/carers' role as educators and work hard to develop a partnership with them in their child's learning.

Key Person Approach

At The Nethersole C of E Academy, the class teacher is responsible for the well-being of all of the children in their Foundation class. In Nursery, each child is assigned a "Key Person" who is a Nursery Assistant.

The key person's responsibilities include:

- Helping the child to become familiar with the setting.
- Building a relationship with each child's parents, working in partnership with them to ensure that the child is being cared for appropriately for each family.
- Responding sensitively to the child's needs, feelings, ideas and behaviour.
- Ensuring that the learning opportunities on offer meet the needs of each child.

Parents as Partners

We recognise the important role parents play in educating their children. Together we can have a significant impact upon a child's learning.

Parental involvement includes:

- having high quality discussions with parents/carers during our induction process to Nursery and Reception.
- operating an open-door policy where parents are welcome to speak to staff at a time convenient to all throughout the day.

- attending Nursery and Reception progress meetings.
- daily contact between staff and parents at the beginning and end of the day.
- providing Nursery and Reception parents with a written report on their child's attainment and progress at the end of each school year.
- family learning sessions in Nursery and Reception.
- sharing achievements and special events in school via 'Tapestry'.
- 'Stay and Play' sessions in Nursery.

Enabling Environments

At The Nethersole C of E Academy, we recognise the importance of having a rich learning environment. We provide stimulating, developmentally appropriate resources which are accessible and open-ended to be used, moved and combined in a variety of ways.

High quality Continuous Provision offers children opportunities to initiate their own learning within the setting.

Enhancements are added to reflect current events, the children's interests to practice, deepen and extend learning.

Teaching and Learning

At The Nethersole C of E Academy, we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected. The children have time and freedom to become deeply involved in the activities and their learning. Staff interactions with children during planned and child-initiated play, provides rich opportunities for communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges.

In Nursery and Reception, children are taught in whole classes and small groups. Throughout the day children learn in various ways either through adult led, adult initiated or child led activities.

Play

'Play provides the natural, imaginative and motivating contexts for children to learn about themselves, one another and the world around them. A single moment of sustained play can afford children many developmental experiences at once, covering multiple areas of learning and reinforcing the characteristics of effective learning.' (Ofsted; *Teaching and Play in the Early Years- a Balancing Act? 2015*)

Children's play reflects their wide ranging and varied interests and preoccupations. In their play, children can be inquisitive, creative, questioning and experimental and will learn at their highest level. Playing with their peers is important for children's development. Through play our children explore and develop learning experiences, which help them make sense of the world. The adults model play and help to extend thinking and learning. Children are encouraged to try new activities and judge risks for themselves. They have the opportunity to think creatively alongside other children as well as on their own.

Outdoor Learning

Both Nursery and Reception children have an outdoor area used all year round, and in all weathers. Being outdoors encourages learning in different ways. It offers the children more opportunities to be creative and explore on a larger scale as well as to be physically active linking the indoors and outdoors together. All children in Nursery and Reception

also have access to the school's outdoor learning environment providing various opportunities for learning. Reception children take part in weekly 'Forest School' sessions led by Anna Tweed. (Forest School Leader)

Observation, Assessment and Planning

Staff plan activities and experiences for children that enable children 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.

Staff 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, staff reflect on the different ways that children learn and include these in their practice.

At The Nethersole C of E Academy, 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 consider observations shared by parents and/or carers.

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 Statutory Framework for EYFS 2025, Development Matters 2021 and Birth to Five Matters) and in partnership with other schools in the BDMAT, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Community Links and the Wider World

Over the year, we arrange visits from members of the local community to support our topic work. The children take part in a range of educational visits and/or experiences linked to their topic work. Film clips, non-fiction texts and artefacts are also used to introduce new concepts in real-life contexts. We aim to develop the children's awareness of other cultures by exploring different countries and celebrations.

Outings

Written parental permission to take the children into the local environment is sought upon admission to the school. Further permission is obtained for any other outings. Risk assessments are completed for each type of outing and are recorded on Evolve.

Transition

Nursery and Reception staff work together throughout the year to ensure a smooth transition takes place when children enter Reception in September. Nursery children are invited to attend story sessions and settling in sessions in Reception during the summer term. Nursery and Reception staff work together to plan for exciting learning opportunities for all children in EYFS to work together throughout the year. Nursery children use the PE hall, main hall and the KS1 playgrounds.

In the Summer term, Reception teachers visit children starting in September in their own Nursery settings to liaise with staff and to begin forming positive relationships with the children. Children and parents are invited into school for a series of play and stay sessions. Parents are also invited to attend a meeting with their child's class teacher to share information about their child.

Impact

We recognise that children have varied starting points therefore we have high expectations that all children will make good progress across all areas of the EYFS curriculum.

The impact of the EYFS curriculum is also measured by how effectively it helps our children develop into individuals who embody our school values and carry with them the knowledge, skills and attitudes which will help to make them life-long learners.

At the end of EYFS, we aim for our children to;

- to have high aspirations.
- to be inquisitive and curious about the world around them.
- have strong communication skills, both written and verbal.
- to listen respectfully and with tolerance to the views of others.
- take pride in all that they do, always striving to do their best.
- demonstrate emotional resilience and the ability to persevere when they encounter challenge.
- develop a sense of self-awareness and become confident in their own abilities.
- be kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society.

We measure progress and children's learning across the year through formative and summative assessments which are based on the teacher's knowledge of the child, their learning journeys, photographs and videos recorded on Tapestry (Nursery).

The judgements of our school are moderated with other schools within BDMAT.

Safeguarding

In our school, we aim to keep children safe by adopting the highest possible standards and taking all reasonable steps to protect children from harm. In Nursery and Reception we follow the guidelines and procedures set by school and Warwickshire County Council. In EYFS, we follow the School's Safeguarding and Child Protection policy.

Laura Satchell, the Early Years Leader is a DSL. The Deputy headteacher, Asilah Deakin is the Designated Safeguarding Lead.

All staff in Nursery and Reception receive regular safeguarding training and are aware of the necessary procedures. All staff in Nursery and Reception have regular supervision with the Early Years Leader. Staff are encouraged to share any concerns they have regarding children or members of staff at the earliest possible opportunity. Any concerns raised are recorded on CPOMS by members of staff.

Mobile Phone Use

All personal mobile phones are stored in a safe place whilst supervising children. Cameras and I-pads are used to record progress and to enable the engagement of parents in their child's learning, parents give permission for this to take place. Mobile phones, Smart Watches or similar devices are never used to take photographs of children, staff have school equipment and this is used. Once the photographs are uploaded, they are removed from the camera. Consent for photographs is obtained from parents/ carers and are stored appropriately.

Use of Technology- taken from BDMAT Staff Code of Conduct

Acceptable use of technology

- a) Staff will not use technology in school to view material that is illegal, inappropriate, or likely to be deemed offensive. This includes, but is not limited to, sending obscene emails, gambling, and viewing pornography or other inappropriate content.
- b) Staff will not use personal mobile phones and laptops, or school equipment for personal use, in school hours or in front of pupils. They will also not use personal mobile phones or cameras to take pictures of pupils. If staff need to use their personal mobile phones this should occur during break times in the staff room.
- c) Any images taken on BDMAT equipment will only be retained where there is a clear and agreed purpose for doing so, consent is in place and will only be stored securely on BDMAT devices.
- d) We have the right to monitor emails and internet use on the school IT system.
- e) All staff are expected to read, sign, and follow the ICT and internet acceptable use policy.

Photographs of children

Photographs of children will only be shared on Tapestry, the school website and the school newsletter with parental consent. School devices will be used to take photographs of the children. Once a photograph is uploaded onto Tapestry, it should be deleted from the device.

Safer Eating

Mealtime protocols

At The Nethersole C of E Academy, we ensure that a member of staff with a valid paediatric first aid certificate is always present in the room while children are eating. Children are always kept within sight and hearing of staff, as we understand that choking can be silent and requires constant vigilance. Staff are encouraged to sit facing the children during meals to monitor their eating habits, prevent food sharing, and quickly identify any signs of choking or unexpected allergic reactions.

At The Nethersole C of E Academy, we uphold stringent hygiene measures during mealtimes by ensuring children thoroughly wash their hands before eating, table surfaces and seating are cleaned appropriately, and all equipment used is sanitised and ready for use. All of our Nursery Assistants and Teaching Assistants in school have a valid Food Hygiene certificate.

Pre-Admission Procedures

At The Nethersole C of E Academy, we prioritise children's health and wellbeing by gathering detailed information from parents and carers before a child joins us. This includes any special dietary requirements, food preferences, allergies, intolerances, and health needs. This information is shared with all relevant staff involved in food preparation and handling to ensure every child's needs are met safely and consistently. During every mealtime and snack time, a designated member of staff is responsible for checking that each child's food aligns with their individual requirements.

Food Preparation and Hygiene

At The Nethersole C of E Academy, we ensure that our food preparation areas are fully equipped to provide healthy meals, snacks, and drinks that meet the needs of all children in our care. We maintain suitable, hygienic facilities for food preparation. All staff involved in preparing or handling food receive up-to-date training in food hygiene and are assessed as competent before taking on these responsibilities.

All food served to children is prepared with choking prevention in mind, and we refer to the Food Standards Agency's visual resources: how to prepare food safely to avoid choking and the latest guidance from the government's Food safety – Help for early years providers. This guidance helps staff understand which foods and drinks should be avoided, how to safely prepare food for different age groups, and where to find additional resources to support best practice in food safety.

Our team regularly refreshes their training and knowledge to ensure we continue to meet the highest standards of safety and care.

Nutrition Standards

At The Nethersole C of E Academy, we are committed to providing children with healthy, balanced, and nutritious meals, snacks, and drinks throughout the day. Fresh drinking water is always available and easily accessible to children, encouraging independence and healthy habits. All staff involved in food provision receive training in food hygiene and nutrition, ensuring they understand how to support children's health and wellbeing through safe and appropriate food choices.

Managing Choking Incidents

At The Nethersole C of E Academy, the safety and wellbeing of our children is our highest priority. In the event of a choking incident that requires staff intervention, we ensure that a detailed record is made, including a description of the incident occurred, immediate actions taken, child's condition after the incident and follow up actions. Parents and/or carers are informed promptly and sensitively, and the parent/ carer response is also recorded on the form.

These records are reviewed regularly by the management team to identify any patterns or recurring factors that may indicate a need for changes in practice or additional staff training. Where concerns are identified, appropriate action is taken to reduce the risk of future incidents and to strengthen our approach to food safety and supervision during mealtimes.

Managing Allergies and Intolerances

At The Nethersole C of E Academy, we take the management of allergies extremely seriously. Allergy Action Plans are maintained for all children with known allergies and are regularly reviewed and updated in partnership with parents and relevant health professionals.

All staff receive training to recognise the signs of allergic reactions and anaphylaxis and are confident in responding swiftly and appropriately. If a food intolerance is suspected, we work closely with families to monitor symptoms and keep a food diary to support further investigation.

At The Nethersole C of E Academy, a designated member of staff is responsible for checking that each child's food is safe and suitable, based on their individual dietary needs.

We actively prevent food swapping between children to reduce the risk of cross-contamination or accidental exposure. Any incidents, including allergic reactions or near misses, are thoroughly recorded and reviewed to identify any patterns or areas for improvement, ensuring we continue to provide a safe and inclusive environment for every child.

Snack Time

All children in the EYFS have a daily 'Snack Time'. A range of healthy snacks are available, supplied by 'The School Fruit and Vegetable Scheme'. Children are supported to wash their hands with soap before selecting a snack. Fresh drinking water is available at all times and in hot weather, it is also provided in the outdoor area.

All food is stored according to manufacturer's recommendations and in line with food hygiene legislation.

Information about the children's dietary needs is sought when they enter the setting. A list of the children's dietary needs is available in the classroom and on Arbor and all practitioners have regard to this when putting out food and drink during Snack Time and when leading a cooking or food tasting activity. At The Nethersole C of E Academy, we ensure that a member of staff with a valid paediatric first aid certificate is always present in the room while children are eating. Children are always kept within sight and hearing of staff, as we understand that choking can be silent and requires constant vigilance.

Illnesses and Injuries

Parents and carers are asked not to send their child to school if they are unwell and to inform the school office of their absence. Parents/carers are asked to inform staff if their child is suffering from a minor ailment so that appropriate care can be given. Children must not return to school within 48 hours of a bout of sickness or diarrhoea.

If a child becomes unwell whilst at school, a member of staff will:

- Phone the parents/carers, explain that their child is unwell, explain the symptoms noted and ask them to collect their child
- Sit with the child in a quiet place away from other children, if possible, until the parents arrive
- If the child has had sickness or diarrhoea, explain the policy of at least a 48-hour clearance of either symptom before the child may return

Accidents and Injuries

In the case of an injury, appropriate first aid will be administered by a qualified pediatric first aider. First aid equipment is kept in Nursery and in the Reception classrooms. Its contents are in accordance with advice from the Health and Safety Executive and the Community Health Physician. First aid cover is provided at playtimes and lunchtimes.

Accidents in both Nursery and Reception are recorded on Evolve. The staff member dealing with the incident is responsible for completing an accident slip and this is sent home with the child at the end of the day. Parents/carers may be contacted by telephone to inform them of an injury if deemed necessary.

In the case of a more serious accident for a child, the practitioner/school will contact the parent/guardian to agree a course of action if time permits. If the parent/guardian cannot be contacted the practitioner/school will seek appropriate medical attention or treatment for the child. The child should not be given anything to eat or drink. If a child or adult needs to be transported to hospital, every effort should be made to use a car with fully comprehensive insurance including business use. Two adults must accompany the child, and one adult must accompany a member of staff. Should an ambulance be required, one adult must accompany the child or adult. The child's registration form must be taken to the hospital with the child.

Medicines

Only drugs/medicines prescribed by a registered Medical Practitioner will be administered to children. Parents should complete and hand in a Medication Consent Form, along with medicine, to a member of staff. Drugs/medicines must only be administered to the child for whom they are prescribed and all drugs/medicines must be kept in the original container stating whom they are prescribed for and dosage information. Unwanted or unused medicines must be returned to the parent for disposal. A record of the drugs given will be made indicating the time, dosage and signed by the person administering the dose.

Training for prescribed medication that is invasive i.e. EPIPENS etc. is available via the school nurse. If an individual child requires a care plan, this will be drawn up in partnership with parents and the school nurse.

We have daily contact with parents at the beginning and end of each day.

Appendix:

Useful websites:

Statutory Framework for Early Years Foundation Stage- 2025

https://assets.publishing.service.gov.uk/media/68c024cb8c6d992f23edd79c/Early_years_foundation_stage_statutory_framework_-_for_group_and_school-based_providers.pdf.pdf

Development Matters - Updated 2023

<https://www.gov.uk/government/publications/development-matters--2>

Birth to Five Matters

<https://birthto5matters.org.uk/>

<https://www.gov.uk/government/publications/progress-check-at-age-2>