



Lawn Primary and Nursery School

Early Years Policy 2026

Policy Owner

Early Years Co-Ordinator

Procedure History

Date	Created
July 2021	First created and approved
Statutory Guidance: Statutory Framework for the Early Years Foundation Stage https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf	
Supporting Policies	
Curriculum Policy	Special Educational Needs and Disability Policy
Device and Technology Acceptable Use Policy	Educational Visits Policy
Intimate Care Policy	Acceptable Use Policy
Teaching and Learning Policy	Inclusion Policy
Induction Policy	Medical Needs Policy
Equal Opportunities	Assessment Policy
Educational Visits Policy	First Aid Policy
Equality Scheme	Curriculum Policy
Nappy Changing and Intimate Care Policy	Relationships and Positive Behaviour Policy
Safeguarding and Child Protection Policy	Staff Induction Policy

‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential’ Early Years Foundation Stage Framework, 2021



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Statement of Intent

‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential.’

Early Years Foundation Stage Framework

At Lawn Primary and Nursery School, we believe that early childhood is a time of wonder, play and discovery. We place the child at the heart of everything we do, recognising that children learn best when they feel safe, valued and excited to explore the world around them.

Our EYFS provision provides a nurturing and stimulating environment where children develop confidence, curiosity and independence. Through warm, positive relationships and high-quality teaching, we support children to develop the skills, knowledge and attitudes that will enable them to become happy, motivated and resilient learners.

We recognise that children join us with a wide range of experiences, strengths and needs. Our ambitious and inclusive curriculum ensures that every child is supported and challenged to reach their full potential, while celebrating individuality and promoting a lifelong love of learning.

Legal framework

This policy has due regard to relevant legislation and statutory guidance, including:

- Childcare Act 2006
- Equality Act 2010
- UK GDPR and Data Protection Act 2018
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- EYFS Statutory Framework

Roles and responsibilities

Governing Board

The governing board is responsible for ensuring that the EYFS statutory requirements are met and that the provision aligns with the school's vision and values.

Headteacher

The headteacher ensures high standards of provision, assessment, safeguarding and staff development across the EYFS.

EYFS Lead

The EYFS Lead has responsibility for:

- Curriculum design and implementation
- Assessment and progress monitoring
- Staff support, training and professional development
- Ensuring statutory requirements are met
- Working in partnership with parents and external agencies

All EYFS Staff

All staff are responsible for:

- Implementing this policy
- Providing high-quality learning experiences
- Observing, assessing and supporting children's progress
- Safeguarding children and promoting wellbeing

Learning and development

Our curriculum is rooted in the seven areas of learning and development, all of which are valued and carefully planned for to ensure children experience a broad, balanced and progressive curriculum.

Learning is delivered through a balance of adult-led teaching, small group work and child-initiated play. Practitioners carefully observe children's interests and learning, using this knowledge to plan meaningful experiences that deepen and extend understanding.

Language development underpins all areas of learning. Staff model high-quality talk, introduce ambitious vocabulary and create a language-rich environment where children are encouraged to communicate confidently.

Prime Areas

Communication and Language

Physical Development

Personal, Social and Emotional Development

Specific Areas

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Learning is delivered through a balance of:

- Adult-led teaching
- Small-group work
- Child-initiated play
- Continuous and enhanced provision

Language development underpins all learning. Staff model high-quality talk, introduce ambitious vocabulary and promote storytelling, songs and rhymes.

Characteristics of Effective Learning

We support children to become confident and motivated learners through the EYFS characteristics of effective learning:

- Playing and exploring
- Children investigate, explore and ‘have a go’
- Active learning – children concentrate, persevere and take pride in their achievements.
- Creating and thinking critically
- Children develop ideas, make connections and solve problems

These characteristics inform our teaching, interactions and environment, ensuring learning is purposeful and engaging.

Assessment

Assessment in the EYFS is continuous, reflective and rooted in daily interactions with children. It plays an important part in helping the school to recognise children’s progress, understand their needs, plan activities, and assess the need for support Practitioners use observations, conversations and knowledge of each child to understand progress, identify next steps and plan learning opportunities.

In line with the statutory framework, the school will undertake a summative assessment of each child’s development at certain stages. These are:

- **Progress check at age two** – a short written summary of children’s development in the prime areas. The summary will highlight areas in which a child is progressing well, any areas where additional support may be needed such as where there may be a developmental delay and describe the activities and strategies that will be adopted to address any issues or concerns.
- **Reception Baseline Assessment (RBA)** – a short, task-based assessment focusing on literacy, communication, language and mathematics skills, which is statutory for all schools from September 2021. The assessment will take place within the first six weeks of school for our reception children. During a short one-to-one session with their teacher, the children will do a number of practical and interactive tasks.
- **The Early Years Foundation Stage Profile (EYFSP)** – a comprehensive assessment completed in the final academic year in which the child reaches age five, and no later than the 30 June, to provide a well-rounded picture of a child’s knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1. The EYFS profile will be shared with the child’s year 1 teacher, to help inform a discussion between the reception and year 1 teachers about each child’s stage of development and learning needs. It will also assist with the planning of activities in year 1.

Ongoing formative assessments will be used to assess the day-to-day learning and development of children in the EYFS. Practitioners will interact and observe children to understand their interests and learning needs and will use this information to inform practice and provision for each child.

Parents and/or carers will be kept up-to-date with their child’s progress and development, and the EYFS lead will address any learning and development needs in partnership with parents

Home Visits

Every child in Reception is offered a home visit or video call via Google Meet if the home visit is not possible. Parents share information about their child’s interests, communication, confidence and physical health with the key person. The information shared by parents will be added to the child’s starting points document. They will also build the child’s interests into the planning of the provision.

Nursery Assessment

Our teachers and EYFS practitioners will also complete their own baseline assessments within the first six weeks. These will be play-based, and although they are non-statutory, are a useful starting point in understanding the needs of our new nursery children. Assessment is used to ensure that teaching responds to children’s needs, supports early identification of additional needs and celebrates progress. Parents are kept informed through regular communication, meetings and reports, and are actively involved in supporting their child’s development.

‘Here and Now’

One of the most powerful forms of assessment takes place in the here-and-now. This is when we notice something important about a child’s learning and respond to it to help them build their learning in that moment. That response can take different forms – we might:

- stand back and be encouraging;

- get involved to extend the learning, by joining in with the play, engaging in a conversation, or showing the child a specific skill to help them accomplish what they want to do;
- reflect afterwards and bring in new resources or plan something special in response to what we noticed.

This type of assessment work is not always written down but is addressed in the 'here and now'. Our role as EYFS practitioners is to notice what children can and cannot do, then decide when it will be helpful to step in and support and when it is best to be encouraging but hang back. It is important that we are certain that children are secure in what they know and can do, before introducing them to something new.

Inclusion

At Lawn Primary and Nursery School, inclusion is central to our ethos. Our curriculum is designed to enable all children to access the learning and to learn in a creative and stimulating environment, which encompasses a range of learning and teaching styles. It is hoped that this approach will motivate and support children's learning at all levels including children with English as an Additional Language, disadvantaged pupils and children identified with a Special Educational Need and/or Disability (SEND); ensuring that every child is given the highest standard of education regardless of sex, race, ethnic origin, religion or background.

We aim for children to have an appreciation of the differing communities and cultures from which they come. We aim to instil respect and tolerance of the differences between us as well as ensure that we promote spiritual, moral and social development to enable children to work together and co-operate regardless of gender, culture or ethnicity. We continually aim for children to value the rights enjoyed by every person in society. We value all children as individuals and are committed to providing equality of opportunity regardless of background, culture, language, ability or need.

Our curriculum and environment are adapted to support children with SEND, EAL, disadvantaged pupils and the most able. We work closely with parents, the SENCo and external professionals to ensure appropriate support, early intervention and high aspirations for every child.

Enabling environment

At Lawn Primary and Nursery School, our children are immersed in lots of practical, first-hand learning experiences through which they are encouraged to explore, experiment and challenge themselves. We recognise that the physical and emotional environment play an important role in supporting, enabling, and extending pupils' learning and development.

We provide a safe and stimulating environment that values active learning, exploration, and play, where children feel free to create, make links and develop critical thinking skills.

Early years practitioners ensure that learning environments are well-organised and suitable for group, individual and whole class learning, with interactive displays and easily accessible resources utilised to encourage independence.

The children use both the indoor and outdoor classroom during teacher directed and child-initiated times. Staff plan provision to ensure that there are a range of learning opportunities available, and that the learning opportunities available in the outdoor environment build on and develop those inside.

Independent learning will be encouraged through planned continuous provision where children can make their own selection from a variety of resourced areas, including:

- Model making
- Writing and mark making
- Sand and water
- Reading areas
- Maths and investigation areas

Staff will support children to navigate and access the learning environment, intervening and interacting where necessary to ensure that all learning opportunities and teaching moments are captured and capitalised upon.

Appropriate and stimulating educational visits and visitors, from both within and outside of the local community, will be arranged to further expand children's learning experiences.

Safeguarding and Welfare

Safeguarding is a priority in the EYFS. All staff follow the school's safeguarding and child protection policy and procedures and receive regular training. We also ensure that all the safeguarding elements of the statutory framework for the EYFS are met.

We ensure:

- Suitable adults work with children
- Clear procedures for concerns and reporting
- Robust health, safety and risk assessment processes

Parental Partnership

We recognise parents and carers as children's first educators and value the vital role they play in supporting learning and development. We value their role in supporting children's learning and actively encourage support from home. Parental support and a high-quality home learning environment make a huge difference to children.

Termly newsletters, homework grids and year group curriculum maps are regularly displayed on the class pages of the school website and sent home to enable children to share their learning with home. We regularly update parents on their child's learning via our school Facebook page, website and Classdojo. We send an overview of each child's learning, interests and next steps via Classdojo, three times a year. There are also opportunities for parents and carers to participate in workshops and attend information meetings throughout the year as well as attend open afternoons and performances.

By working together, we ensure continuity between home and school and provide the best possible support for each child.

Transition

We understand that transitions are significant moments for children and families. Carefully planned transition arrangements support children to feel secure and confident as they move between settings.

This includes:

- Home visits and settling-in opportunities
- Strong links between Nursery and Reception
- Close collaboration between EYFS and Key Stage 1 staff

Transitions are underpinned by communication, consistency and a shared understanding of each child's needs and strengths.

Transition into nursery

Parents who have expressed an interest in the nursery will be invited to bring their child to a series of open days throughout the year. The school may also arrange individual visits, subject to appointment.

Children from local pre-schools and nurseries will be invited to attend play sessions at the nursery before they start.

The Early Years Lead will visit local pre-schools and nurseries to meet the children due to join the nursery and liaises with the pre-school managers. The Early Years Lead will also contact previous settings to share learning records and obtain information about children, particularly those with SEND.

Children who are set to attend the nursery will be invited for a one-hour play session with their parents, in addition to other organised play sessions, during the term before they are due to start.

Practitioners will support both parents and children where possible to help ease the separation anxiety that can often occur. For the first two weeks of the first term, the key practitioners will set aside time to spend with children in small groups.

Key person

Each child in nursery will be assigned a key person whose role will be to:

- Meet their individual needs.
- Help the child become familiar with the setting.
- Offer a settled relationship for the child.
- Build a relationship with their parents and/or carers.
- Help families engage with more specialist support if appropriate.

The nursery teacher 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.

Transition into Reception

Nursery children will interact with the Reception class at various times throughout the year for different events, such as the Christmas songs, Easter celebration and singing events.

Nursery and Reception children will share an outdoor area during break times, and integration between classes will be encouraged.

During the summer term, before entry to Reception:

- Joint activities will be organised for nursery and Reception children.
- Nursery children will spend a series of sessions in the Reception classroom with the Reception teacher and TA.
- Nursery children will be allowed time to explore the main school building supervised by a member of staff.
- PE lessons and lunch times take place in the main hall to allow children to experience different parts of the school.
- Prior to the children entering Reception:
- The nursery practitioners will complete assessments on each child based on the early years outcomes and provide these to the Reception staff.
- The nursery practitioners will advise the Reception teacher on favourable groupings for children.
- Parents will be invited to attend an information evening with the headteacher and their child's Reception class teacher.

During the first term of reception:

- Children will undertake the Reception Baseline Assessment (RBA) within the first six weeks of starting Reception. Children will not be required to prepare for the assessment and, in most cases, children should not be aware that they are being assessed. Children with SEND or EAL will be included in the assessment. The RBA will not be used as a formative or diagnostic assessment.
- Reception classes will closely mirror the same routine as nursery for the whole first term.
- A parents' evening will be held to provide parents with information about the curriculum and give them the opportunity to reflect on the transition process, as well as address any questions or concerns.

Throughout the year, parents will be encouraged to share any information, concerns or successes with staff.

Transition into KS1

In the final term of the academic year in which the child reaches age five, and no later than 30 June in that term, the EYFS profile will be completed for each child and submitted to the LA upon request.

The EYFS profile will provide an outline of each child's progress, assessed against the ELGs and their readiness for Year 1.

For each ELG, teachers will judge whether a child is:

- Meeting the level of development expected at the end of the EYFS – expected.
- Not yet reaching this level – emerging.

During the summer term, prior to entry into Year 1, reception children will:

- Join the main school on the playground during break and lunchtime, supported by a member of Reception staff.
- Begin to attend most assemblies with the main school, in addition to special assemblies throughout the year.
- Reception teachers will complete assessments on each child and provide the reports to the Year 1 teacher.
- Learning journals, phonics assessments, examples of writing, parent consultation records and suggested pupil groupings will be passed on from the Reception teacher to the Year 1 teacher.
- Reception teachers will pass on the EYFS profile for each child, including additional information for children who have had an outcome of 'emerging' for one or more ELGs.

During the first term:

- We work with the Year 1 team to ensure a smooth between Reception and Year 1.
- Children will continue to be assessed on the EYFS profile, if appropriate.
- Consideration will be given to the links between the seven areas of learning in the EYFS and the National Curriculum subjects.

Monitoring and Review

The quality of EYFS provision is monitored regularly by senior leaders and the governing board. Monitoring includes observations, data analysis, staff discussions and feedback from parents and children.

This policy is reviewed regularly to ensure it reflects current statutory guidance, best practice and the evolving needs of our school community.

Safeguarding and welfare

The school will take all necessary steps to keep children safe and well and comply with the requirements of the 'Statutory framework for the early years foundation stage' to:

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

Staffing

Suitable people

The school will:

- Ensure that people looking after children are suitable, have the relevant qualifications, training and have passed any required checks to fulfil their roles. This also applies to any person who may have regular contact with children.
- Take appropriate steps to verify qualifications, including in cases where physical evidence cannot be produced.
- Obtain an enhanced criminal records check in respect of every person aged 16 and over who works directly with children or works on the premises – additional criminal records checks will also be made for anyone who has lived or worked abroad.
- Tell staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children.
- Not allow anyone whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children.
- Record information about staff qualifications and the identity checks, references and vetting processes that have been completed – this must include the criminal records

check reference number, the date a check was obtained and the details of the person who obtained it.

- Make a referral to the Disclosure and Barring Service (DBS) where a member of staff is dismissed, (or would have been, had the person not left the setting first) because they have harmed a child or put a child at risk of harm.
- Ensure that no disqualified person is employed to work in connection with early years provision.
- Take appropriate action to ensure the safety of children if they become aware of any information about staff that may lead to their disqualification.
- Notify Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children in their setting and provide specific details of any order made.

Staff taking medication or other substances

The school will:

- Ensure that staff members are not under the influence of alcohol or any other substance which may affect their ability to care for children.
- Ensure that staff taking medication that may affect their ability to care for children seek medical advice.
- Ensure that staff members only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly.
- Always keep medication on the premises securely stored, and out of reach of children.
- Implement a zero-tolerance approach to drugs and alcohol misuse, as outlined in the Staff Drug and Alcohol Policy.

Qualifications, training, support, and skills

The school will ensure that:

- At least one person who has a current paediatric first aid (PFA) certificate is always on the premises and available when children are present and accompanies them on any outings – the certificate must be for a full course consistent with the criteria set out in Annex A of the EYFS framework.
- PFA training is renewed every three years and is relevant for people caring for young children.
- All staff who have obtained a level 2 and/or level 3 qualification since 30 June 2016 obtain a PFA qualification within three months of starting work in order to be included in the required staff:child ratios at level 2 or level 3.
- It displays, or makes available to parents, staff PFA certificates or a list of staff who have a current PFA certificate.
- Any member of staff who has sole responsibility for looking after a group of children will hold a PFA certificate.
- All newly qualified entrants to the early years workforce who have completed a level 2 or level 3 qualification on or after 30 June 2016, have either a full PFA or an emergency PFA certificate within three months of starting work in order to be included in the required staff: child ratios. The school will organise PFA training to be renewed every three years. The list of staff who hold PFA certificates can be found in [location](#).
- Staff have sufficient understanding and use of English to ensure the wellbeing of children in their care.

All members of staff who have contact with children and families will be supervised by the EYFS lead. The supervision will provide opportunities for staff 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.

Staff: child ratios

The school is aware that there are a range of contextual factors that will affect staff: child ratios, and that these can change depending upon a variety of issues. The school will continue to monitor the ratios and ensure that:

- Managers appointed on or after 4 January 2024 have already achieved a suitable level 2 qualification in maths, or will do so within two years of starting in the position. This will also apply to existing managers moving to a new managerial role.
- At least half of the staff hold at least an approved level 2 qualification.
- To count within the ratios at level 3, staff holding an Early Years Educator qualification will also have achieved a suitable level 2 qualification in English.
- The EYFS manager holds an approved level 3 qualification or above and should have at least two years' experience of working in an early years setting or other suitable experience.
- Staffing arrangements meet the needs of all children and ensure their safety.
- Children are adequately supervised, including whilst eating, and will decide how to deploy staff to ensure children's needs are met.
- They inform parents about staff deployment, and, when relevant and practical, aim to involve them in these decisions.
- Children are usually within sight **and** hearing of staff, but always within sight **or** hearing. Whilst eating, children will be within sight and hearing of a member of staff.
- Suitable students on long term placements and volunteers aged 17 or over, and staff working as apprentices in early education aged 16 or over, may be included in the ratios at the level below their level of study, if the provider is satisfied that they are competent and responsible.

The school will adopt the following staffing ratios:

For children aged two:

- There will be one member of staff for every five children.
- At least one staff member will hold an approved level 3 qualification or have received approval to be included in the ratios at level 3 attaining experienced-based role status..

- At least half of the other staff members will hold an approved level 2 qualification.

For children aged three and over:

- In maintained nursery schools and nursery classes in maintained schools:
 - There will be at least one member of staff for every 13 children.
 - At least one member of staff will be a school teacher, as defined by section 122 of the Education Act 2002.
 - At least one other member of staff will hold an approved level 3 qualification or have received approval to be included in the ratios at level 3 after attaining experience-based route status.

For children in Reception classes in maintained schools and academies:

- Class sizes will be limited to 30 children per school teacher, as per infant class size legislation.

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.

Key person

Each child will be assigned a key person whose role will be to:

- Meet their individual needs.
- Help the child become familiar with the setting.
- Offer a settled relationship for the child.
- Build a relationship with their parents and/or carers.
- Help families engage with more specialist support if appropriate.

Health

Food and drink

The school will:

- Ensure that, where provided, meals, snacks and drinks are healthy, balanced, and nutritious.
- Always ensure that a member of staff with a valid paediatric first aid certificate is present in the room whilst children are eating.
- Obtain information about a child's special dietary requirements, preferences, food allergies and intolerances and any special health requirements prior to them attending the setting.
- Ensure that fresh drinking water is always available and accessible to children.
- Record and act on information from parents and/or carers about a child's dietary needs.
- Have ongoing discussions with parents and/or carers about the stage their child is at in regards to introducing solid foods, including understanding textures the child is familiar with.
- Ensure that babies and young children should be seated safely in a highchair or appropriately sized low chair while eating. Where possible there should be a designated eating space where distractions are minimised.
- Ensure that children are always in sight and hearing of a member of staff whilst eating.
- Ensure that when a choking incident occurs that requires intervention, a detail record of where and how the child choked are taken and ensure parents and/or carers are made aware of the incident. The records will be reviewed periodically to identify if there are trends or common features of incidents that could be addressed to reduce the risk of choking and appropriate action will be taken to address any identified concerns.
- Ensure there is an area which is adequately equipped to provide healthy meals, snacks and drinks for children.
- Ensure there are suitable facilities for the hygienic preparation of food for children, including, where necessary, suitable sterilisation equipment for babies' food.
- Ensure that those responsible for preparing and handling food are competent to do so, with all staff involved in preparing and handling food receive training in food and hygiene. Staff will prepare food in a way that prevents choking.

- Inform Ofsted if two or more pupils are affected by food poisoning within 14 days of the incident – note, failure to do constitutes an offence.

Safety and suitability of premises, environment and equipment

Accident or injury

The school will:

- Ensure that there is a first aid box containing appropriate items for use with children which is always accessible.
- Keep a written record of any accidents, injuries and first aid treatment.
- Inform parents of any accident or injury involving a child and inform parents on the same day, or as soon as is reasonably practicable after, including details of any first aid treatment given.
- Notify Ofsted of any serious incident, illness or injury to, or death of, any child while in their care, and the action taken as soon as is reasonably practicable, but at least within 14 days of the incident occurring – note, failure to do constitutes an offence.
- Notify local child protection agencies of any serious accident or injury to, or death of, any child while in their care, and act on any advice given from these agencies.

Safety of premises

The school will:

- Ensure that premises, both indoor and outdoor, are fit for purpose and suitable for the age of children cared for and the activities provided.

Premises and equipment

The school will:

- Ensure premises and equipment are organised in a way that meets the needs of children and adheres to the relevant indoor space requirements as outlined in within the EYFS statutory framework.
- Provide access to an outdoor play area or, if that is not possible, ensure that outdoor activities are planned and taken daily.
- Follow their legal responsibilities under the Equality Act 2010, for example, the provisions on reasonable adjustments.
- Ensure there are an adequate number of toilets and hand basins available.
- Only release children into the care of individuals who have been notified to the provider by the parent and ensure that children do not leave the premises unsupervised.
- Take all reasonable steps to prevent unauthorised persons entering the premises, with agreed procedures and protocols for checking the identity of visitors.

Risk assessment

The school will:

- Take all reasonable steps to ensure staff and children are not exposed to risks and be able to demonstrate how they are managing risks.
- Determine where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice and to demonstrate how they are managing risks if asked by parents or inspectors.
- Ensure that the risk assessment identifies all aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.

Information for parents and carers

The following information will be made available to parents:

- The school's privacy notice for parents and children.
- How the school delivers the EYFS and how parents and/or carers can access more information.

- The daily routine and the activities offered in the school's EYFS and how parents and/or carers can share their child's learning at home.
- How the school's EYFS supports children with special educational needs and disabilities.
- Details of the food and drink provided to the children.
- Details of the policies and procedures in place in the school's EYFS and making copies available on request.
- The procedure to be followed in the event of a parent failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting.
- Staffing details, including the name of their child's key person and their role and a telephone number for parents to contact the school in an emergency.