

Early Years Foundation Stage (EYFS) Policy 2025

Bronte: Four Schools, One Family.

1. Policy Statement

This policy sets out how our nursery and Reception class deliver the Early Years Foundation Stage (EYFS) statutory requirements in line with the framework effective from 1 September 2025. We are committed to providing the best possible start in life for all children, ensuring they are safe, healthy, engaged, and ready for future learning.

2. Aims and Principles

- To provide a safe, stimulating, and enabling environment where children can learn and develop.
- To support each child as a unique individual with their own needs, interests, and abilities.
- To ensure safeguarding and welfare are at the heart of our practice.
- To foster strong partnerships with parents and carers.
- To deliver a broad and balanced curriculum covering all seven areas of learning.

3. Statutory Framework

This policy is based on the Statutory Framework for the Early Years Foundation Stage (EYFS), published by the Department for Education, which applies to all early years providers in England. **It incorporates the updated statutory requirements from September 2025.**

4. Provision and Planning in Our Setting

Our early years provision consists of a nursery class and Reception class within a school setting. Provision is organised to ensure age-appropriate learning, play, and care. Key person systems are in place to provide consistency and build strong relationships with children and families.

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, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also consider 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. They also show ambitious intent for all children.

Staff are expected to develop a strong continuous provision, and then plan enhanced provision and additional adult directed activities to support this. As children progress through the early years 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. Learning and Development

We follow the EYFS learning and development requirements, focusing on seven areas of learning:

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 planned through play, exploration, and adult-led activities, guided by children's interests. Assessment is ongoing and includes the two-year-old progress check (where applicable), formative observations, and the EYFS Profile at the end of Reception.

6. Safeguarding and Welfare Requirements

Safeguarding and welfare are central to our provision. We follow statutory requirements, including:

- Safe recruitment practices, including reference checks and suitability requirements.
- Clear whistleblowing procedures for staff, students, and volunteers.
- Attendance monitoring, including prompt follow-up of unexplained or prolonged absences.
- Maintaining up-to-date emergency contact details for all children.
- Safer eating practices, including allergy management and supervision at mealtimes.
- Safe toileting and intimate care procedures, ensuring privacy balanced with safeguarding.
- Paediatric First Aid (PFA) trained staff always present, including where trainees/students are counted in ratios.

- Appropriate staffing ratios and qualification requirements, including the Experience-Based Route (EBR) where relevant.

7. Inclusion and Special Educational Needs (SEND)

We are committed to ensuring equality of opportunity for all children. Children with additional needs or disabilities are supported through early identification, targeted support, and collaboration with parents and external professionals.

8. Health and Safety

We maintain a safe, secure, and healthy environment through regular risk assessments, safe equipment and premises, clear infection control measures, and procedures for accidents and emergencies.

9. Parent and Carer Partnership

Parents and carers are central to children's learning and development. We build strong partnerships through open communication, consultations, shared assessments, and involvement in transitions.

10. Transitions

We support smooth transitions into nursery, between classes, and from Reception to Year 1. This includes sharing information, visits, and activities to prepare children for new stages.

11. Monitoring and Review

This policy will be reviewed annually and updated as required to reflect statutory changes and best practice. Monitoring is carried out through leadership oversight, staff training, and regular evaluation of provision.

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

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See Child Protection and Safeguarding policy (website)
Procedure for responding to illness	See Health and Safety policy (available on request from the office)

Administering medicines policy	See Supporting pupils with medical conditions policy (available on request from the office)
Emergency evacuation procedure	See Emergency Response Plan (available on request from the office)
Procedure for checking the identity of visitors	See Child Protection and Safeguarding policy (website)
Procedures for a parent failing to collect a child and for missing children	See Child Protection and Safeguarding policy (website)
Procedure for dealing with concerns and complaints	See Complaints policy (website)

James Travers- September 2025. To be reviewed September 2027

Chair of Governors: Mrs. D Booth 15/9/25

