



Buckshaw Primary School and Nursery

Headteacher: Mrs S Price

EYFS POLICY

Autumn

2025

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'Learning, believing and growing together.'

Policy statement

This policy sets out how our Nursery and Reception deliver the Early Years Foundation Stage (EYFS). It sets out how we will deliver the statutory requirements in line with the EYFS framework effective from September 1st 2025. We are committed to ensuring our children are safe, healthy, engaged and ready for future learning. We will give our children the best possible start, so they are learning, believing and growing together.

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.

Aims and principles

- To provide a safe, stimulating, and enabling environment where children are at the heart of all we do.
- To support each child as a unique individual with their own needs, interests, and abilities, enabling them to learn, believe and grow together.
- To ensure safeguarding and welfare are at the core of our practice, and we always demonstrate professional curiosity.
- To foster strong partnerships with parents and carers, allowing them to be a partner in their child's education.
- To deliver a broad and balanced curriculum covering all seven areas of learning, ensuring progression for all.

Learning and development

In our EYFS setting we use Development Matters to support our curriculum. Our curriculum is planned meticulously to meet all learners needs as well as ensure a clear, concise and progressive approach to learning. It is tailored and adapted to support ever changing cohort needs, always ensuring all areas of learning are planned and taught.

There are 7 areas of learning within EYFS.

Prime areas:

- Personal, social and emotional development
- Physical development
- Communication and language.

The prime areas are continuously embedded and thread throughout all we do. Staff working with our youngest children focus on the prime areas of learning as a priority for learning opportunities and provision.

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.

The wider curriculum at Buckshaw Primary School may consist of:

- Educational visits and visitors, E.G family members, members of the local community such as police, dentist and fire fighters.
- Opportunities to take part in sporting events and competitions.
- Opportunities to fundraise and learn about charitable causes.
- Opportunities to access the local and wider environment including shops, parks, different places of worship, countryside, libraries and forest school.
- Workshops to promote imagination and creativity.
- Opportunities to further develop life skills such as baking, cooking, road safety and caring for animals/pets.

Provision and planning

Staffing structure in our EYFS is as follows:

Name & Role	Qualifications
Rachael Hann – EYFS lead	BTEC National Diploma Early Years BA Hons with QTS in Early Years Education
Sharon Biesty – HLTA	NVQ Level 3 in Management NVQ Level 4 in Early Years Paediatric First Aid BTEC National Diploma in Childhood Studies
Sharon Clarke – TA3	Early Years Care & Education Level 3 Level 2 certificate Teaching Assistant Level 2 Care Studies
Jackie Treadwell – TA2	
Helen Carr – TA2	BTEC National Diploma Early Years Foundation Degree in Early Years BA Hons in Education Primary PGCE with QTS
Amanda McDonnell – TA2	Level 2 certificate in understanding behaviour that challenges Level 2 certificate in understanding autism Level 2 introducing caring for children & Young people
Andreea Samolia – TA2	Level 3 Children and Young Peoples Workforce Diploma in Romanian Language & Literature
Danny Boon – TA2	Level 2 Children and Young Peoples Workforce Paediatric First Aid Safeguarding Level 1 & 2 First Aid at Work FREC 3 - First Responder Emergency Care 3

At Buckshaw we consist of a Nursery and Reception class within a school setting. Our Nursery class accepts children from 2 years of age. Our reception class follows national and local intake procedures and has one intake each September for the academic year. There is a classroom for Nursery, with separate focused space for 2-year-olds and 3-year-olds, and there is a classroom for Reception. Both classrooms have access to an outdoor space and outdoor learning is provided as part of our daily provision.

Our curriculum is planned in line with end of EYFS expectations and to ensure a smooth transition into KS1. Our overarching themes feed into the wider school curriculum, and all subjects are given time and consideration for how this looks in EYFS, E.G. Science lessons in understanding the world sessions. All subject leads are aware of what is taught within EYFS and how this looks. They are consulted in the planning of themes, key texts and key skills and they also can observe this in action during monitoring visits.

Copies of our Nursery and Reception curriculum are available on request.

We have a key person system in place to provide consistency and build strong relationships with children and families. Each child's key worker supports in providing tailored care and engaging parents and carers in accessing any further support. In Reception the class teacher has the overall responsibility for planning, assessment and SEND.

Our continuous provision is planned with common play behaviours in mind. Each area of play is planned with key skills, resources and the adult role. This is a working document and is added to and refined when necessary. Children in Nursery and Reception have daily access to continuous provision as well as adult planned tasks when developmentally appropriate. Within continuous provision the role of the adult is to engage in learning, target specific skills and extend children's thinking. All staff keep the characteristics of effective learning at the forefront and extend children's learning accordingly.

In Nursery there is a focus on the prime areas of learning. All areas are planned for in continuous provision and children may sit down for an adult planned activity during their nursery session.

In Reception children have daily access to continuous provision. They will have an adult planned session for phonics, literacy, maths and topic, this includes the wider areas of the curriculum. There is also a daily handwriting session which develops children's fine and gross motor skills before moving on to letter formation.

Our phonics is taught using Red Rose Letters and Sounds. In Nursery phase 1 is the focus before moving on to phase 2, 3 and 4 in Reception.

Our Maths is taught with the support of Red Rose Maths.

Copies of this are available on request.

SEND

We are committed to inclusion for all and equality of opportunity. If we are concerned about a child's progress and feel we need additional advice we will refer, with parental consent, to the appropriate service. Children with already identified SEND will be given the appropriate adjustments and support they need; this will look different for all. The adjustments and support will be outlined on a child's IEP and/or their EHCP where relevant.

Children with SEND will complete the RBA and EYFSP as appropriate. In exceptional circumstances a child with SEND may be excluded from these. This will always be in discussion with SLT and parents/carers.

There may be occasion that, in discussion with parents or carers, a child remains in EYFS beyond the age of 5.

Assessment and reporting

Both formative and summative assessment take place in our EYFS.

Our ongoing, formative assessments consist of informal observations, informal next steps planning and professional discussion.

Our summative assessment consists of completing EYFS checkpoints, these are designed to be in line with our curriculum and tailored to ensure we are monitoring children's development, and all staff understand where a child is in their development and what they need next. These are completed every term.

We track children using tracking software, recording whether a child is working at age related expectations or not, and monitor groups of learners, including gender, pupil premium and SEND.

Children with SEND are tracked using a SEND tracking tool that allows us to break down learning and progress into smaller chunks, this then feeds into that child's IEP.

Children's assessment information is always available on request for parents and carers. It is discussed at regular intervals throughout the year.

In Nursery we will undertake the two-year-old check where appropriate. When a child finishes Nursery there is a transition document completed that is handed over to the child's new setting. If a child is leaving our setting to go to Reception elsewhere there will be a professional conversation with the new setting to communicate attainment, additional needs, welfare and child's interests. If a child is remaining at Buckshaw we will do all the above plus transition visits into Reception to familiarise themselves with the environment and meet the staff.

At the beginning of Reception children will all complete the reception baseline assessment. There may be occasion where a child is unable to complete the assessment, and this will be discussed with SLT before a final decision is made. Formative assessment will take place in Reception as an ongoing record of progress. There will be summative data entries at the end of each term before the EYFS profile is completed at the end of the reception year. This data will be reported to the child's year one teacher and parents or carer.

Safeguarding

Safeguarding is at the heart of all we do and we will always demonstrate professional curiosity. In school we have a designated safeguarding lead (DSL) and any concerns about children in our care are reported to them and recorded. We are also an operation encompass school.

As part of our safeguarding responsibility, we will always check in with a parent or carer if a child is absent from school.

All adults working in EYFS hold the relevant level of qualification and this is verified before employment. All adults working in EYFS also hold the relevant level of enhanced DBS checks.

Students or supply staff who work in EYFS are subject to relevant checks before they can undertake work or placements.

Staff working in EYFS undertake relevant training and have annual safeguarding updates, including keeping children safe in education.

Staff working in EYFS are required to partake in regular supervision sessions.

There is controlled access to EYFS for visitors. Any visitors who attend school are required to sign in and adhere to our code of conduct. All visitors are vetted and are not left unsupervised with children. Any workforce who needs to work in the classroom are accompanied and children are moved away from the area. Any volunteers or long-term visitors such as students will have the appropriate DBS in place.

Please see our safeguarding policy and code of conduct for further information.

Health and safety

In EYFS there is always one member of staff present who holds a paediatric first aid qualification, often there is more. A person with this qualification is always present when children are eating, including lunch times. Children sit down to eat and are facing forward. During lunch there are paediatric first aiders who move around the tables to ensure safer eating is taking place.

Before children start in the EYFS we require parental consent and information forms to be completed. This informs us of any allergies, intolerances or special health requirements. We ask to be kept updated of any changes relating to this.

Food is prepared for our EYFS children and provided by an external provider for lunch and fruit. All dietary and religious or cultural needs are met. Food is cut into small chunks for the children and slow and steady eating modelled. All children have access to drinking water throughout the day. Portion sizes are smaller than an adults and children will not be made to eat all their lunch if they say they are full. If we notice a pattern in children's eating habits, we will speak to parents or carers about this. Children who bring in a packed lunch will have to follow the nutrition guidance regarding a healthy and balanced diet. EYFS staff can support parents and carers in making healthy choices.

Snacks and desserts are limited, and healthy options are always available and encouraged. Any cakes or sweets brought in for celebrations are sent home with the children to allow parents or carers to make the choice as to when their child has them.

Please see our food and nutrition policy for further information.

Our curriculum teaches healthy eating, looking after our bodies and oral hygiene.

We have adequate ratios in place, following all legal requirements, and provide additional support when children may require one to one support or have an additional need. Ratios are also met, in line with statutory requirements, when children are taken on outings and trips. Students are not counted in ratios.

If a child requires medication when in our care, we will ask that a medical form is filled out stating the dosage and time for administration and the medication is clearly labelled. If a child requires paracetamol whilst in our care, we will call parents or carers before administering and record the dosage given to a child. All medication that is administered to a child is recorded and signed for by the staff member and parent on collection.

If a child is contagious, we ask that they remain off school until they are no longer infectious, following government health guidelines.

Paediatric first aiders are available at break times and within the day to administer first aid. Injuries and head bumps are recorded, and parents and carers are advised of symptoms of concussion to look out for. First aid boxes are available.

An outdoor risk assessment is in place for our EYFS outdoor areas. A fire register is kept on a morning and afternoon basis, and we have a safe inside policy. We also have a clear indoor risk assessment. All risk assessments are checked and updated each term unless there is a need to update sooner. A daily environment walk takes place both indoors and outdoors. All children are always in sight and sound in our environment and there are no black spots that an adult cannot get to.

Children in our EYFS have the right to privacy and this is always considered when supporting children with intimate hygiene. We ensure when changing a child or supporting their personal hygiene needs that no other children will be present. There will only be the supporting staff members present; we may require more than one adult to be in sight and sound of the facilities. We have an intimate care policy in place that all staff must adhere to. All intimate care is recorded with two adult signatures.

Children who are toilet training have access to hygienic changing facilities and their privacy is considered. We have nappy changing facilities available with the adequate equipment provided.

Children in our EYFS will only be collected by adults on the name collection list. A parent or carer must inform us of any changes to collection, or a child will not be allowed to leave the premises.

We do keep records of children's personal details on file; this includes safeguarding concerns and attainment. Records are kept safely and confidentially, they are available on request to people who have a

right to see these, this may include other professional services. We do require to hold more than two emergency contacts for each child in our care.

Further information

If you require any further information or have any questions, please contact Miss Rachael Hann (EYFS lead).