



Incorporating The Hive Nursery

Early Years Foundation Stage (EYFS)

Review date	September 2025
Date of next policy review	September 2026

This policy is in line with the Single Equality Policy

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Early Years Foundation Stage (EYFS) Policy

1. Introduction

“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 together provide the foundation children need to fulfil their potential.”

(Statutory Framework for the Early Years Foundation Stage – Published: 11 October 2024 Effective: 01 November 2024)

At **Princecroft Primary School**, we are committed to providing the highest quality early years education and care for all our children in the Foundation Stage, including our Nursery and Reception classes. Our policy reflects the principles and statutory requirements of the **EYFS Framework** (2024) and supports children's development, learning, and well-being from birth to five years. **Mrs Anita Harley** is the Early Years leader.

Seven Features of Effective Practice

- **The best for every child** – all children deserve to have an equal chance of success.
- **High-quality care** – the child's experience must always be central to the thinking of every practitioner.
- **The curriculum: what we want children to learn** – the curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time. Young children's learning is often driven by their interests.
- **Pedagogy: helping children to learn** – children learn through play, by adults modelling, by observing each other and through guided learning and direct teaching.
- **Assessment, checking what children have learnt** – assessment is about noticing what children can do and what they know. It is not about lots of data and evidence.
- **Self-regulation and executive function** – including the child's ability to hold information in mind, focus their attention, regulate their behaviour and plan what to do next.
- **Partnership with parents** – it is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years. The help that parents give their children at home has a very significant impact on their learning.

2. Aims

- To provide a safe, stimulating, and caring environment where every child feels valued and respected.
- To offer a curriculum that supports all areas of learning and development as outlined in the EYFS.
- To ensure all children are supported to reach their full potential through inclusive, child-centred learning.
- To build strong partnerships with parents and carers.
- To ensure a smooth transition from home to Nursery, from Nursery to Reception, and onwards into Key Stage 1.

3. The EYFS Principles

Our EYFS provision is guided by the four overarching principles:

1. **A Unique Child** – Every child is a competent learner from birth who can be resilient, capable, confident, and self-assured.

At **Princecroft Primary School and The Hive Nursery** we give every child the opportunity to achieve their best. We recognise that children develop individually at varying rates, and that children's attitudes and dispositions to learning are influenced by feedback from others. We use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

We value the diversity of individuals within the school and believe that every child matters. All children at Princecroft Primary School are treated fairly regardless of race, gender, religion or ability. All families are valued within our school and nursery.

2. **Positive Relationships** – Children learn to be strong and independent through positive relationships.

At **Princecroft Primary School and The Hive Nursery** we believe that the positive relationships we build are key to the children's security, confidence and development. We aim to develop caring, respectful, professional relationships with the children and their families.

3. **Enabling Environments** – Children learn and develop well in environments that respond to their individual needs and support their learning.

At **Princecroft Primary School and The Hive Nursery** we aim to create an attractive and stimulating learning environment where the children feel confident, secure and challenged. The children have access to an indoor and outdoor environment where they learn to independently select resources to further their learning. We ensure that resources and spaces are safe to use

and checked regularly. Staff will enhance play and extend as needed to further individual learning.

4. **Learning and Development** – Children learn and develop in different ways and at different rates.

The Foundation Stage classrooms are organised to allow children to explore and learn, securely and safely. There are areas where the children can be active, be quiet, be investigative and be creative, with all areas designed to provide independence. The children can explore, use their senses and be physically active and exuberant. All areas of the curriculum can be explored outside.

There are seven areas of learning and development that shape educational provision in early years settings. All areas of learning and development are important and inter-connected. The learning experiences provided enable children to develop competency and skills across a number of learning areas. They require a balance of adult led and child-initiated activities in order for most children to reach the levels required at the end of EYFS.

4. Curriculum

We follow the **EYFS statutory framework**, which sets out seven areas of learning and development:

Prime Areas:

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

Specific Areas:

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

We offer a **balance of adult-led and child-initiated activities**, ensuring children have opportunities to play, explore, and develop critical thinking and creativity.

Planning is flexible and responsive, based on children's interests, needs, and next steps, ensuring developmentally appropriate progression.

Reception pupils also participate in a daily Sounds-Write session. The school's Phonics Policy gives detailed information about our approach to this aspect. Children in The Hive Playroom also start Sounds-Write lesson in the Spring Term of Nursery.

Characteristics of Effective Learning

We ensure that our environment and delivery of the curriculum enables children to develop the three characteristics of effective learning:

Playing and exploring

Children will have opportunities to investigate and experience things, and 'have a go'. Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

Active learning

Children will have time and space to concentrate and keep on trying if they encounter difficulties while enjoying their achievements. Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creating and thinking critically

We encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things. Children should be given the opportunity to be creative through all areas of learning. Adults can support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open-ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

5. Assessment

- Ongoing observational assessments are used to inform planning and to identify children's strengths and areas for development.
- We complete the **Reception Baseline Assessment (RBA)** in the first six weeks of Reception.
- We complete the **EYFS Profile** at the end of Reception, assessing children against the Early Learning Goals (ELGs). Teacher assessment is used to determine whether a child has attained a Good Level of Development. *"A Good Level of Development is attained when a child has attained 12 of the Early Learning Goals. The 12 Early Learning Goals are: Listening, Attention and Understanding, Speaking, Self-Regulation, Managing Self, Building Relationships, Gross Motor Skills, Fine Motor Skills, Comprehension, Word Reading, Writing, Number and Numerical patterns."*
- Parents are kept informed of their child's progress through regular meetings and reports.

6. Safeguarding and Welfare

“Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.” (Statutory Framework for EYFS 2024)

We adhere strictly to all safeguarding policies and procedures in line with **Keeping Children Safe in Education (KCSiE)**.

Our Nursery and Reception classes:

- Maintain appropriate **staff-to-child ratios** (as per statutory guidance).
- Ensure all staff are **DBS-checked** and trained in **safeguarding and paediatric first aid**.
- Conduct **risk assessments** and maintain a safe, secure, and inclusive environment.
- Promote children’s health and well-being, including **healthy eating, personal hygiene, and outdoor physical activity**.

It is important to us that all children in the school are ‘safe’. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks and learn how to manage them, but also need to be taught how to recognise and avoid hazards.

At **Princecroft Primary School and The Hive Nursery** we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. At **Princecroft Primary School and The Hive Nursery** we:

- Promote the welfare of children
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill
- Support children to become independent at toileting and offering wider support to the family to facilitate this at home
- Manage behaviour effectively in a manner appropriate for the children’s stage of development and individual needs
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so
- Ensure that there are ongoing opportunities for informal discussion with the SENDCO and ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs

7. Inclusion and Equal Opportunities

We give our children every opportunity to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. We do this by taking account

of our children's range of life experiences and interests when we are planning for their learning.

Within the Foundation Stage we set realistic and challenging expectations to meet the needs of our children, so that the majority achieve the Early Learning Goals by the end of the stage.

We provide inclusive learning opportunities that:

- Celebrate and reflect diversity.
- Support children with **Special Educational Needs and Disabilities (SEND)**.
- Offer additional support through **Early Help**, **EHCPs**, and **outside agencies** where needed.
- Remove barriers to learning and participation.

We meet the needs of all our children by:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Planning opportunities to develop their well-being, self-esteem and confidence, including experiences that provide risk and challenge.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a wide range of opportunities to motivate and support children and to help them learn effectively.
- Offering a safe and supportive learning environment in which the contribution of all children is valued.
- Employing resources which reflect diversity and are free from discrimination and stereotyping.
- Planning challenging activities to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds.
- Monitoring children's progress and taking action to provide additional support as necessary such as referrals to speech therapy and other outside agencies.
- Using age-appropriate ways to seek the views of all children through observing, listening and sensitive discussion.
- Working closely with parents and carers to ensure all children's needs are met and we enable them to access the curriculum and make good progress.

8. Transition

We place a strong emphasis on **smooth transitions**, both into our setting and between key stages.

Nursery Transition

Parent welcome meetings are offered at key intake points throughout the year along with 'Stay and Play' sessions which allow parents to come into the setting and play alongside their children.

Settling into Bumblebees Playroom (ages 2-3)

- Transition meeting with the room lead to discuss individual children's needs.
- Child to attend two settling sessions without their parent, which will be booked on the days they will normally attend nursery and will last 2 hours.
- Child to start nursery on booked sessions.

Settling into The Hive Playroom (ages 3-4)

For children moving from Bumblebees to The Hive:

- Transition meeting with the nursery teacher is offered if parents would like to discuss their child's needs.
- Room lead and nursery teacher will have a transition meeting to discuss the needs for the children moving to The Hive playroom.
- Children will attend transition sessions in The Hive Playroom to support them with the transition.

For new starters in The Hive Playroom:

- Transition meeting with the nursery teacher to discuss individual children's needs.
- Child to attend two settling sessions without their parent, which will be booked on the days they will normally attend nursery and will last 2 hours.
- Child to start nursery on booked sessions.

Settling into Reception Class (ages 4-5)

- Welcome meeting for parents in the summer term to meet the Reception team and opportunity to share information about the year ahead and ask questions.
- A home visit from the Reception teacher to meet new children in a familiar environment.
- Children will be invited to three transition sessions at school to have the opportunity to get to know the children and staff who will be in their class.
- Children will start in September on shorter days which will build over the course of a week to ensure they are fully settled.

9. Partnership with Parents and Carers

We recognise and value that parents/carers are children's first and most enduring educators and we value being partners with them in their child's education through:

- Providing regular updates on progress through parent consultations, learning journeys, and online platforms (Tapestry is used throughout the Nursery).
- Encourage home learning through reading logs, home activities, and stay-and-play sessions.
- Talking to parents/carers before their child starts school/nursery at individual parent meetings. This will take place as a 'Home Visit' from the Reception teacher upon starting school.
- Arranging, where possible, visits by the teacher to all children in their pre-school setting or childcare provision prior to their starting school.
- Providing a handbook of information about commencing Reception/Nursery at Princecroft.
- Outlining the school's expectations in the Home-School Agreement.
- Inviting children to spend time in our Reception Class for three induction visits before starting school.
- Providing an induction evening for Reception/Nursery parents/carers to meet with staff to discuss school routines, expectations and to answer any questions parents/carers may have.
- Operating an open-door policy for parents/carers with any queries or concerns.
- Conversely, if EYFS staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- Inviting parents to attend informal meetings about areas of the curriculum, such as phonics workshops and early reading, and maths family learning opportunities.
- Offering two parent/teacher consultation meetings per year at which their child's progress is discussed.
- Sending written reports on their child's attainment and progress.
- Inviting parents to a range of activities throughout the school year such as phonics workshops, Christmas productions, sports day utilising the skills and interests of individual families to broaden and deepen children's learning.
- Welcome feedback to improve our provision.

10. Monitoring and Evaluation

The EYFS provision is monitored by the **EYFS Lead** and **Senior Leadership Team** to ensure high standards. Regular observations, planning reviews, moderation, and staff training ensure continuous improvement.

Policy Review

This policy is reviewed annually or in response to changes in statutory guidance.