



PRESTFELDE

# EYFS Policy

Author(s)	Head of Little Prestfelde
Review body	Education & Pastoral
Governor approval date	Due: Autumn 2025
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Website requirement	Yes
Inspection folder requirement	Yes

## Significant amendments

Date	Amendment	Initials
July 2023	Page 3 2. Legislation – link to updated EYFS Framework which will be in place from September 2023	CM
July 2023	Page 3 FS1 and FS2 renamed Nursery and Reception	CM
July 2023	Throughout document 'Tapestry' online learning journal amended to reflect change to Seesaw which will now be used from Reception to Year 4.	CM
Sept 2024	Policy to be reviewed by Catherine Morgan (no longer Connie Watts)	CLW
Sept2024	Page 3 4. Curriculum, link added for link to updated EYFS Framework 2024	CM
Sept 2024	Page 9 Key Person – additional Seesaw posts responsibility, is in place, so this has been added to this paragraph. 'sharing these on individual Seesaw Learning Journals.'	CM
July 2025	Page 3 2. Legislation & 4 Curriculum – new link for updated EYFS framework, this is in place from September 2025	CM
July 2025	Page 3 Nursery session times – amendment to after school care due to children being taken to the dining room at 1715. Reception children can go to late prep, Nursery children need to be collected by 1715.	CM
Nov 2025	Page 3 Clarification on admissions - Children may be admitted to Nursery following their third birthday, <i>if they are fully toilet trained. Our Nursery has limited changing space and cannot offer places to children still using nappies.</i>	CM
Nov 2025	Page 4 Food and Nutrition point added with link to the new Food and Nutrition Guidance 2025 that we follow.	CM
Nov 2025	Page 11 Appendix 1 – links added for direct access to the EYFS latest framework and Food and Nutrition Guide	CM

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### 1. Aims

#### 1.1. Intent

At Prestfelde School, our Early Years provision is designed in line with the EYFS Statutory Framework to ensure that all children receive the best possible start to their education. Our intent is to create a safe, nurturing and stimulating environment where children develop curiosity, independence and a lifelong love of learning.

We aim to:

- Provide a broad and balanced curriculum that supports all **Prime and Specific Areas of Learning**.
- Recognise each child as unique, valuing their individual needs, interests, abilities and cultural backgrounds.
- Ensure children develop strong foundations in communication and language, physical development and personal, social and emotional development.
- Promote the Characteristics of Effective Learning so children become confident, motivated and resilient learners.
- Foster warm, trusting relationships with children to support emotional security, self-regulation and well-being.
- Work closely with parents and carers as partners in learning.
- Place safeguarding and children's welfare at the heart of all practice.

***Our intent is for every child to feel safe, valued and ready for the next stage of their education.***

## **1.2 Implementation**

We deliver our intent through a carefully planned, high-quality Early Years curriculum that meets statutory requirements and reflects best practice in early childhood education.

### **Curriculum and Teaching**

- We provide a rich and engaging curriculum based on the EYFS framework, balancing adult-led teaching with purposeful child-initiated play.
- We follow the Little Wandle phonics program starting with Rhyme Time sessions in Nursery and daily phonics teaching in Reception.
- Skilled practitioners interact with children to extend learning, develop vocabulary and model positive attitudes.
- Learning environments indoors and outdoors are well organised, enabling exploration, independence, challenge and sustained shared thinking.
- Activities are planned to build on children's interests and developmental stages, supporting progress across all seven areas of learning.

### **Assessment and Planning**

- Ongoing observations and assessments inform next steps in learning.
- Staff use a combination of formative assessment, professional judgement and knowledge of child development to plan effectively.
- Information is shared with parents to ensure continuity and a shared understanding of each child's development.
- 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: Not yet reaching expected levels (Emerging) OR Meeting expected levels of development (Expected)
- The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers as well as the local authority.
- Progress meetings are planned termly with teacher's, key people and SENCO's, to discuss and moderate children's attainment and consider support, interventions or further challenge.

### **Inclusion and Diversity**

- We celebrate diversity and promote an inclusive ethos where all children feel a sense of belonging.
- Provision is adapted to meet the needs of children with differing abilities or additional needs.

### **Relationships and Well-being**

- Practitioners build warm, consistent relationships that support emotional security and positive behaviour.
- Routines are predictable and supportive, giving children confidence and structure.
- Safeguarding is prioritised at all times, and staff act promptly on any concerns.

### **Partnerships with Parents**

- We work closely with parents and carers through regular communication, shared learning opportunities and collaborative approaches to support children's progress.

### **Professional Development**

- Staff engage in ongoing professional learning to ensure practice is current, reflective and evidence-informed.

### 1.3 Impact

The impact of our EYFS provision is seen in children who are confident, happy and ready for the next stage of their education.

We measure impact through:

- Children making good progress from their starting points across all areas of learning.
- Strong development in the Prime Areas, particularly communication and language, self-regulation and physical skills.
- Children demonstrating the Characteristics of Effective Learning—showing curiosity, persistence, creativity and independence.
- Positive relationships and secure attachments that support emotional well-being.
- Effective partnerships with parents that contribute to children’s progress and confidence.
- A safe, inclusive environment where all children feel valued and respected.
- Practitioners using accurate assessments to inform planning and ensure that gaps in learning are identified and addressed promptly.

***Ultimately, our EYFS provision equips children with the knowledge, skills and attitudes needed to thrive as they transition into Year 1 and beyond.***

### 2. Legislation

**September 2025 we will be following and adhering to the new EYFS updated framework:**

[https://assets.publishing.service.gov.uk/media/687105a381dd8f70f5de3ea9/EYFS\\_framework\\_for\\_group\\_and\\_school\\_based\\_providers\\_.pdf](https://assets.publishing.service.gov.uk/media/687105a381dd8f70f5de3ea9/EYFS_framework_for_group_and_school_based_providers_.pdf)

### 3. Admission to Nursery:

Children may be admitted to Nursery following their third birthday, if they are fully toilet trained. Our Nursery has limited changing space and cannot offer places to children still using nappies. New children will be invited to attend a taster session in the term prior to admission.

#### Nursery Session Times

At Prestfelde each child is eligible to receive the government universal offer of up to 15 hours of ‘Free Entitlement’ per week. Children between the age of three years up to and including the term in which they are five, are eligible to receive three hours of ‘Free Entitlement’ for each morning booked to attend.

‘Free Entitlement’ funding is calculated on a daily basis, based on the number of days booked to attend each term, and the number of school weeks per term – so it will vary each term depending on the length of the term. The funding amount is included in the termly bill as a ‘credit’ against the school fees. The ‘net’ amount of school fees should be paid in advance by the first day of each term.

**Monday to Friday**      **08.30 to 12.30** (Nursery funding eligibility)

**Lunch**                      **11.30 to 12.30**

**Afternoon session**      **12:30 to 15:30**

We do provide early morning drop off facility from 0800 each morning. Children can be dropped off with the staff in Early morning Den. They are then collected by the Nursery staff at 0820.

After School Care sessions are available until 1745 within Little Prestfelde Den for EYFS children. If you would like your child to join the boarding team and other children for supper, this needs to be booked with the office/on SOCS. Den After School Care staff will take your child across to the dining room for supper, where care is available until 1800.

## Reception Session Times

Monday – Friday Children are expected to arrive at 0820, ready to start lessons at 0830. The end of the school day is 1600. A full Fee Structure can be found on the school website ([www.prestfelde.co.uk](http://www.prestfelde.co.uk))

## **4. Food and Nutrition**

Our EYFS and catering staff follow the most up to date guidance:

[https://assets.publishing.service.gov.uk/media/6839b752210698b3364e86fc/Early\\_years\\_foundation\\_stage\\_nutrition\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/6839b752210698b3364e86fc/Early_years_foundation_stage_nutrition_guidance.pdf)

In the Nursery setting, we have a secure kitchen area. Staff prepare fresh fruit and snack for the children in the morning and afternoons. All EYFS staff complete the annual Food Hygiene and Safety Course. Lunch is eaten in the school dining room along with the rest of the Little Prestfelde children. All children are sat with an adult whilst eating. Dietary placemats are used for children with allergies or other food requirements to ensure all children have the correct food.

## **5. Curriculum**

September 2025 we will adhere and follow the expectations of the new EYFS Framework 2025.

[https://assets.publishing.service.gov.uk/media/687105a381dd8f70f5de3ea9/EYFS\\_framework\\_for\\_group\\_and\\_school\\_based\\_providers.pdf](https://assets.publishing.service.gov.uk/media/687105a381dd8f70f5de3ea9/EYFS_framework_for_group_and_school_based_providers.pdf)

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are appreciated as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

In addition to these areas of learning, we strive for our children to develop effective characteristics of learning which will enable them to become learners for life.

Children will **play and explore** their environment showing engagement by:

- finding out and exploring
- play with what they know
- be willing to 'have a go'

Children will be **active learners**, showing motivation by:

- being involved and concentrating
- keeping on trying
- enjoying achieving what they set out to do

Children will be **creators** and think critically by:

- having their own ideas
- making links
- choosing ways to do things

As adults we **support** our children by:

- fostering a desire to learn by nurturing active questioning and an awareness of the world around them.
- encouraging children to express their thoughts and ideas in a variety of situations.
- helping children to become competent speakers and listeners.
- developing confidence by praising success and encouraging effort.
- learning through play and experience learning first hand.

I hear, I forget
I see, I remember
I do, I understand

## 5.1 Values

A core part of Early years learning at Prestfelde is based on teaching children from a young age about the importance of using Values in their own lives. Through Values based learning in assemblies and taught sessions, children are given the means to use Values to drive their thinking and behaviour.

This supports pupils with beliefs about themselves, their actions, relationships and positive behaviour.

As a Christian based Woodard school pupils also have many experiences which are delivered using Christian values and this is a strong ethos within Early years teaching and learning which is reflected across the whole school.

## 5.2 Learning Behaviours – Characteristics of Learning

Throughout our continuous learning environment, the importance of developing the skills of an effective learner are fostered and encouraged throughout use of our woodland animals.

Children will explore learning behaviour characters linked to the whole school 'SECRET to success. Developing their understanding of how to become learners for life and become part of a school community.

Hello I am **Tough Tortoise** (*I am Resilient*)

I don't give up easily and I like to be challenged

I just try, try, try, again

I use my shell to build up my 'ignore muscles', so I don't get distracted when I am learning

I talk to myself and say 'I can do it'

I also say 'Hocus Pocus Let Us Focus'

I keep going even when the learning gets 'tough'



Hello I am **Sensible Squirrel** (*I am Ready and Resourceful*)

I am good at finding the things I need to do a job

I like to use my 'imagining' eye

I try to find out things for myself and I think a lot about what things I might need

I also know where to go to find the things that help me with my learning

I make links with what I have learnt before to help me learn new things and I use a step by step way of learning

I ask questions and I am curious to find out more



Hello I am **Wise Owl** (*I am reflective*)

I think back to the learning I have done before

I think about ways to get around 'being stuck' with my learning

I am good at planning my learning and know how I learn best

I like to think about things I already know so this will help with my new learning

I can review and change what I do to get better

I like to talk about the progress I am making and how I am getting better at learning



Hello we are **Team Ant** (*We collaborate effectively*)

We are good listeners.

We can work well together in a team.

We help each other with tasks and we remember to take turns.

We try to imagine what it might be like to be each other and to understand one another's feelings

We are also good at working on our own

Sometimes we learn by watching how others do something.



Hello I am **Caring Caterpillar** (I am respectful)

I am kind and polite.

I use good manners.

I use kind words and gentle hands.

I am considerate of others.

I help my friends and teachers.



## 6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development on a daily basis through Seesaw but also have termly reports with targets to support their next steps and in conjunction with these reports parents are invited to attend termly parents consultations, this helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

In addition to this we offer parents workshops each term to support their understanding of child development and teaching and learning.

We are responsive to the parents needs and requests throughout the year. Currently, we provide workshops to support-

- Phonics
- Mark making into writing.
- Maths

### Key Person

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

The key person role is a central priority in providing consistency for children within their care and learning.

In addition, one secondary adult (buddy) will be identified to enable continuity and limit the number of adults relating closely to a child in the absence of the key person.

As well as providing close care on a daily basis to build a secure relationship for the child, the key person is responsible for maintaining observations of each child's interests, fascinations within their independent play and sharing these on individual Seesaw Learning Journals.

Whenever possible the key person, or a secondary adult (a buddy), greets the parent/carer and child on arrival, and when a child is collected to share information about the night before or the child's day in Nursery celebrating their achievements and interests.

This philosophy and role of a consistent 'special person' continues throughout Little Prestfelde and once a child moves into Reception their teacher takes on this role.

## **7. Safeguarding and welfare procedures**

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

## **8. Monitoring arrangements**

This policy will be reviewed and approved by Catherine Morgan Head of Little Prestfelde, every year or in the event of further enhancements or changes.

At every review, the policy will be shared with the governing board.

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

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

Statutory policy or procedure for the EYFS	Where can it be found?
Early Years Foundation Stage Statutory Framework Updated July 2025	<a href="https://assets.publishing.service.gov.uk/media/68c024cb8c6d992f23edd79c/Early_years_foundation_stage_statutory_framework_-_for_group_and_school-based_providers.pdf.pdf">https://assets.publishing.service.gov.uk/media/68c024cb8c6d992f23edd79c/Early_years_foundation_stage_statutory_framework_-_for_group_and_school-based_providers.pdf.pdf</a>
Summary of changes made to the EYFS framework for 2025	<a href="https://help-for-early-years-providers.education.gov.uk/support-for-practitioners/changes-to-the-eyfs-framework">https://help-for-early-years-providers.education.gov.uk/support-for-practitioners/changes-to-the-eyfs-framework</a>
Early Years Foundation Stage Food and Nutrition Guidance 2025	<a href="https://assets.publishing.service.gov.uk/media/6839b752210698b3364e86fc/Early_years_foundation_stage_nutrition_guidance.pdf">https://assets.publishing.service.gov.uk/media/6839b752210698b3364e86fc/Early_years_foundation_stage_nutrition_guidance.pdf</a>
Safeguarding policy and procedures	See safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy

APPROVED DATE	1st September, 2025		
REVIEW DATE	1st September 2026		
SIGNED HEAD		PRINT NAME	Matty Thavenot
SIGNED CHAIR OF GOVERNORS		PRINT NAME	Rex Sartain