

East Ayton



Primary  
School

## **Traditional Values, Modern Vision**

### **Early Years Foundation Stage Policy**

Reviewed: September 2025

Next review due: September 2026

*“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five 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 make the most of their abilities and talents as they grow up.”*

“Statutory Framework for the Early Years Foundation Stage”, Department for Education

At East Ayton Primary School, we are committed to providing a high-quality early years’ education, which gives children a secure and confident start to their school life and nurtures a lifelong love of learning. We are fully committed to the purpose and aims of the Early Years Foundation Stage Framework.

### **Staffing and Organisation**

At East Ayton Primary School, we have a governor led nursery. The provision is overseen by a qualified teacher and operates with a small team of practitioners five days a week. The nursery is purpose built with exciting teaching and learning spaces and a fun dedicated outdoor area. The nursery has a large carpet area and the rest of the space is organised into areas of learning for the children to access.

Staff are organised to support the children in a balance of adult led and child-initiated experiences throughout the day. Sessions include free flow access to the outdoor area. Practitioners are aware of the need to be flexible in order to respond to unplanned events that the children are interested in.

Children then move seamlessly through effective transition from the nursery into the reception class, which is situated in the main building of the school. There is direct access from the outside area allowing the children from nursery and the reception class to share learning opportunities together. The reception class is open planned and allows children to thrive in the on-going areas of provision. It operates with a class teacher and a team of support staff.

### **Planning**

The Early Learning Goals are the knowledge, skills and understanding which young children should have acquired by the time they reach the end of their reception year.

There are three prime areas of learning:

Communication and Language  
Physical Development  
Personal, Social and Emotional Development

In addition, there are four core areas of learning:

Literacy  
Mathematics

## Understanding the World

### Expressive Arts and Design

Our planning has a sharp focus on the children's needs, their interests, and their stages of development. We recognise that the seven areas of learning cannot be delivered in isolation and seek opportunities to make links between them. We aim to deliver the curriculum through planned, purposeful play and present new concepts in meaningful contexts that enable the children to build on what they already know.

### **Long Term Planning**

Our long-term planning shows our aims and values, demonstrates how our continuous provision meets the EYFS requirements and promotes learning within the areas of learning and development, tracks the learning objectives that have been covered and highlights any key events to be included.

### **Medium Term Planning**

At East Ayton Primary School, we deliver a creative curriculum, which is based around a new topic each half term. Medium term planning shows the key learning experiences for each area of the curriculum. Practitioners use this flexibly, choosing learning experiences to meet the needs of the children. At the beginning of each topic, practitioners lead the children in discussion to identify areas that they are particularly interested in. These ideas are incorporated into the medium term plan.

### **Short Term Planning**

Short term planning shows the learning opportunities that will be available over the week. It includes differentiated adult led experiences for all curriculum areas, as well as showing how the learning environment will be enhanced in response to the previous week's observations and assessment of the children.

### **Effective Teaching and Learning**

We encourage the children to play an active role in shaping their learning experiences. Adults engage in discussion with the children about what they are interested in, which skills they would like to develop further and which resources they need to support their learning. Each half term, the children look at and discuss their Records of Achievement as part of a "Learning Review".

We aim to provide an attractive, challenging learning environment that offers high quality opportunities for the children to learn through play, both indoors and outdoors. There is a range of "continuous provision" available in the classroom, that is designed to offer open-ended, practical learning opportunities. Children are supported to think creatively and imaginatively and explore how resources can be adapted. Each week, the provision is enhanced with additional resources, based on the previous week's observations.

Adult led activities are practical in nature and based on first hand experiences wherever possible. The children are supported to develop problem-solving skills through open-ended tasks and opportunities to share their thinking with others. The number of adult led activities that the children take part in increases throughout the year, as their concentration develops.

### **Observation and Assessment**

At East Ayton Primary School, we use a range of strategies to gather information about the children's learning and development and use this information to ensure that our planning meets the needs of all learners.

Within the first 6 weeks of starting school, children complete a 'Baseline Assessment' in Mathematics and Literacy, Communication and Language.

During child-initiated activities, practitioners make 'snapshot' observations on post-it notes. Observations about guided activities are recorded on class record sheets. Each child has a 'Learning Journey' and all observations are gathered here along with examples of work, preschool records and parental contributions. This information is closely monitored to ensure that all children are making at least good progress.

In the Summer term, practitioners in the reception class consider the 17 ELGS in the EYFS Profile to decide whether each child has met or not met the ELGs. These judgements are based on ongoing observation; all relevant records: discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

The results of the Profile are shared with parents and/or carers, and there are opportunities for them to meet their child's class teacher to discuss this information.

At the end of the year, Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This helps to create a smooth transition and assists with the planning of activities in Year 1. If a child has not yet met the ELG'S, arrangements can be made to enable them to move flexibly between the reception class and year 1 to ensure that their individual needs are met.

The EYFS profile results are reported to the local authority, which monitor and moderate the judgements made.

### **Working in Partnership**

We recognise that children may access EYFS provision through other providers throughout the week and that all providers have an equally important role to play in their early years experiences. We seek information about the other settings that our children attend so that we can establish communication about their learning and development.

### **Learning Environment**

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experiences. Resources are clearly labelled and organised into areas of learning, enabling the children to access them with a

high level of independence. Practitioners regularly evaluate the effectiveness of the areas of learning and make adaptations as necessary.

### **Parent Partnerships**

We value the contribution that our parents and carers make to their child's learning and take every opportunity to work in collaboration with them. Each half term, we publish a newsletter to inform parents of what their child will be learning and how they can support them at home. In the Autumn and Spring terms we hold parents' consultations and in the summer term we send home detailed reports and give parents the option of coming into school to discuss them. There are regular opportunities for parents to view their child's Record of Achievements. We welcome contributions from home and provide 'WOW' moments for parents and carers to complete. The children take reading books home to share and are encouraged to learn letter sounds, words, spellings and numbers. Throughout the year, there are parent's meetings and open afternoons where parents can find out how their child learns in school.

### **Community Links and the Wider World**

Over the year, we arrange visits from members of the local community to support our topic work. We also arrange trips for children in the EYFS within the local community, for example visiting the farm or church. The children take part in several educational visits linked to their topic work. Film clips, non-fiction texts and artefacts are also used to introduce new concepts in real-life contexts. We aim to develop the children's awareness of other cultures by exploring different countries and celebrations.

### **Behaviour Management**

Please refer to the school's 'Behaviour Management' policy.

### **Safeguarding**

Please refer to the school's 'Safeguarding Children' policy.

### **Inclusion and Equal Opportunities**

We have a responsibility to ensure positive attitudes to diversity and difference. We can support each child's needs by:

- removing or helping to overcome barriers where these already exist
- being alert to the early signs of needs that could later lead to difficulties and responding quickly and appropriately, involving other agencies as required
- stretching and challenging all children.

Please refer to the school's SEND policy and Equality statement.

## **Premises and Security**

Access to the nursery is separate to the main school and has a security system that alerts staff to open the door when visitors arrive. Access to the school is through the main school door, which is kept locked. Staff use a keypad system to gain access to the building. The office staff are responsible for verifying the identity of any visitors before they enter school. Visitors are asked to sign into the school visitor's log and are given a visitor badges to wear. Staff are aware of their role in challenging anyone who is not recognised and asking for identification from anyone claiming to be from an outside agency.

The external classroom doors are kept locked, except when the children enter and leave the setting at the beginning and end of their sessions and when the children access the playground for playtimes and lunchtime. The door to the outdoor area is kept locked when this area is not in use. The gate to the staff car park is kept locked apart from when the children enter and leave at each end of the school day.

The external doors are closely monitored by staff when children are entering or leaving the setting, to ensure that they cannot leave unaccompanied. All staff are aware of the need to monitor the external doors to ensure that they are secure during the session. The register is used to check how many children are present. When moving from one area school to another, head counts are used to check that all children are present before leaving.

## **Arrival and Collection of Children**

Nursery morning session: 9.00am – 11.45 am

Lunchtime is: 11.45am – 12.15pm

Afternoon session: 12.15pm – 3.15pm

Reception day: 8.50 am – 3.20 pm

Under no circumstances is a child allowed to leave with anyone other than those named on the child's registration form unless the parent has given written or verbal permission. Parents write a list of people who are able to collect their child. In exceptional circumstances, a parent may give verbal permission, but a description of the person will be required. If there are queries regarding a child's collection, the class teacher will contact the child's parent/guardian to discuss the situation with them.

If a child is not collected and the parent/guardian is uncontactable, the other names on the child's registration form will be called to collect the child. If no-one on the child's registration form is contactable, the headteacher or designated safeguarding lead will be informed.

## **Missing Child**

If a child disappears during the school day, practitioners will; check with all members of staff when the child was last seen and that they have not been collected by a parent/carer, organise a thorough and systematic search of the building and surrounding playground etc, inform the headteacher of the situation and telephone the child's parents or other emergency contact to explain the situation

and double check that the child is not there or their whereabouts known. If the child is still unable to be located, the school will notify the police of a missing person.

## **Outings**

Written parental permission to take the children into the local environment is sought upon admission to the school. Further permission is obtained for any other outings. Risk assessments are completed for each type of outing.

## **The Early Years Team 'Approach'**

The nursery team are supported by a qualified teacher who leads on early years and key stage one in school and shares responsibility for the well-being of all children that attend the nursery.

The class teacher is responsible for the well-being of all of the children in the reception class. The teacher is assisted by her team and supported by the early years and key stage one lead teacher in school.

The team's responsibilities include:

- helping the child to become familiar with the setting
- building a relationship with each child's parents, working in partnership with them to ensure that the child is being cared for appropriately for each family
- responding sensitively to the child's needs, feelings, ideas and behaviour
- ensuring that the learning opportunities on offer meet the needs of each child

## **Promoting Awareness of Dangers and How to Stay Safe**

We encourage the children to take an active role in ensuring their own safety and involve them in discussions about health and safety issues. For example, we have a 'Stay Safe in the Sun' Policy and children are encouraged to learn about sunscreen, drinking water etc.

## **Risk Assessments**

In addition to the school's risk assessment, daily risk assessments are completed in the nursery and reception class to ensure that any hazards are identified and managed before the children enter the classroom.

## **Complaints**

Please refer to the school's 'Complaints' policy.

## **Information for Parents and Carers**

We provide a pack for new parents and carers that includes information about our daily routines, the types of activities provided, staffing and food and drink.

## **Transition from Pre-school/Nursery to Reception**

We work closely with our feeder settings to ensure that the children make a smooth transition to school.

We hold a transition meeting for new parents, where we outline daily routines and expectations. Parents are invited to attend one 'taster' session with their child.

## **Transition from Reception to Year One**

In the Summer term, we begin a programme of transition to support the children with their move to Year One. This involves visits to the Year One classroom, discussion with current Year One children, walks to look at where they will enter school and opportunities to ask any questions about the next year. The school holds a 'Move Up' morning, giving the children a taste of their new class and also arrange a transition meeting for parents.

The Year One classroom is organised to reflect aspects of the early years provision, for example by the inclusion of areas of learning.

## **Being Active**

The children have access to an outdoor area, which provides a range of physical activities, including soft play blocks, large balls, bats and balls, rockers and digging equipment. The outdoor area is also a reflection of learning opportunities that are offered inside, and children can therefore be found writing, exploring musical sounds, painting etc. The children take part in two PE sessions each week.

## **Food and Drink**

We provide a snack in the nursery and reception class. A range of healthy snacks are available, supplied by "The School Fruit and Vegetable Scheme".

Children are supported to wash their hands with soap before selecting a snack and choosing their own drink. Fresh drinking water is available at all times and in hot weather, it is also provided in a seated location in the outdoor area.

Information about the children's dietary needs is sought when they enter the setting. A list of the children's dietary needs is available in the nursery and reception class and all practitioners have regard to this when putting out food and drink at snack time or when leading a cooking or food tasting activity.

Parents are provided with information about what can be stored safely in a packed lunch, including how to keep lunchboxes cool, as they are not refrigerated. The packed lunch sheet also provides advice about appropriate food content. The school dinner menus are displayed in the cloakroom area so that parents and carers can support their children to choose their food.

## Illnesses and Injuries

Parents and carers are asked not to send their child to school if they are unwell and to inform the school office of their absence. Parents/carers are asked to inform staff if their child is suffering from a minor ailment so that appropriate care can be given. Children must not return to school within 48 hours of a bout of sickness or diarrhoea.

If a child becomes unwell whilst at school, a member of staff will:

- phone the parents/carers, explain that their child is unwell, explain the symptoms noted and ask them to collect their child
- sit with the child in a quiet place away from other children, if possible, until the parents arrive
- if the child has had sickness or diarrhoea, explain the policy of at least a 48-hour clearance of either symptom before the child may return

Advice relating to notifiable diseases is displayed in the school office.

In the case of an injury, appropriate first aid will be administered by a qualified first aider. A first aid kit is kept in the nursery and reception class and its contents are in accordance with advice from the Health and Safety Executive and the Community Health Physician. First aid cover is provided at playtimes and lunchtimes. All accidents are recorded in one of the school's accident books and signed by the member of staff who dealt with the incident. The staff member dealing with the incident is responsible for completing an accident slip and this is sent home with the child at the end of the day. Parents/carers may be contacted by telephone to inform them of an injury if deemed necessary.

In the case of a more serious accident to a child, the practitioner/school will contact the parent/guardian to agree a course of action if time permits. If the parent/guardian cannot be contacted the practitioner/school will seek appropriate medical attention or treatment for the child. The child should not be given anything to eat or drink. If a child or adult needs to be transported to hospital, every effort should be made to use a car with fully comprehensive insurance including business use. Two adults must accompany the child, and one adult must accompany a member of staff. Should an ambulance be required, one adult must accompany the child or adult. The child's registration form must be taken to the hospital with the child.

## Medicines

### Clarification on prescription medicines

The Government's [early years foundation stage statutory framework](#), which governs the standards of institutions looking after children, used to include the paragraph: 'Medicines should only be taken to a setting when this is essential and settings should only accept medicines that have been prescribed by a doctor, dentist, nurse or pharmacist.'

This resulted in some parents making unnecessary appointments to seek a prescription for a non-prescription medicine so that it could be taken in nurseries or schools.

It has now been amended to refer to 'prescription medicines. The Department for Education has confirmed to the BMA that an FP10 is not required, and non-prescription medication can be administered where parents have given written consent.

Parents should complete and hand in a Medication Consent Form, along with the medicine, to a member of staff at the office. Drugs/medicines must only be administered to the individual child who consent has been given for. All drugs/medicines must be kept in the original container stating whom they are prescribed for and dosage information. Unwanted or unused medicines must be returned to the parent for disposal. A record of the drugs given should be made indicating the time, dosage and signed by the person administering the dose. The child's parent should sign this each day that medicine is given.

Training for prescribed medication that is invasive i.e., EPIPENS etc is available via the school nurse. If an individual child requires a care plan, this will be drawn up in partnership with parents and the school nurse.

### **Evaluation and Impact**

Governors are kept informed about the Early Years Foundation Stage (Nursery and Reception Class):

- Feedback from the Early Years lead teacher
- Headteacher's report to Governors

The Governing Body monitors the quality and effectiveness of the Early Years Foundation Stage Provision through the lead teacher and HT reports at full Governors Meetings.

This policy statement will be reviewed annually in order to maintain an Early Years provision which is dynamic and adaptable in a world where demands and contexts are rapidly changing.