



Early Years Foundation Stage (EYFS)

Date agreed by the Governing Body: March 2026
Review Date: March 2027

Introduction

Every child deserves the best possible start in life and support to achieve their full potential. A child's experience in the early years has a major impact on their future life chances. A safe, secure and happy childhood is important in its own right and provides the foundation for children to develop their abilities and talents as they grow.

When parents choose to use early years services, they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage (EYFS) is the framework that provides that assurance.

The EYFS applies to children from birth to the end of the Reception year. Children entering our Reception classes come from a range of settings, and we work with parents and other professionals to ensure a smooth transition into school.

Aims and Objectives

The aims and objectives of the EYFS are to:

- Celebrate diversity and promote equality of opportunity for all children.
- Provide a broad, relevant and personalised curriculum that offers continuity, progression and the development of physical, intellectual, emotional and social skills.
- Acknowledge each child's individual strengths and respond to their individual needs.

- Provide a secure, stimulating environment that encourages active learning and enables each child to explore their unique interests and talents.
- Build positive partnerships with parents and the wider community and promote the development of the whole child.

The EYFS is based upon four principles:

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

1. A Unique Child

At our school, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. Children develop in individual ways and at varying rates. We respond to their interests, experiences and needs by providing stimulating learning opportunities that promote a positive attitude towards learning.

We value diversity and do not discriminate against any child. All children and families are treated fairly regardless of race, religion, ability, social background, culture or language.

We ensure that all children are supported to achieve by planning for the needs of boys and girls, children with SEND, children who are more able, those with disabilities, children from differing social and cultural backgrounds, and children who speak English as an additional language.

We meet the needs of all children by:

- Listening to and observing children, using this knowledge to plan meaningful learning opportunities based on their interests and next steps.
- Promoting children's self-esteem through praise, encouragement and achievable challenges.
- Providing resources that reflect children's families, cultures and languages.
- Monitoring progress closely and seeking early intervention when needed, involving outside agencies where appropriate.

Children's safety and wellbeing are paramount. They are supported to take appropriate risks while learning how to recognise and manage hazards.

We comply fully with the statutory welfare requirements of the EYFS, including promoting children's health, managing behaviour appropriately, ensuring all adults working with children are suitable, maintaining safe premises and equipment, tailoring learning experiences to individual needs, and maintaining required records, policies and procedures.

Safeguarding and Welfare Requirements

Safeguarding is central to our Early Years provision. We are committed to creating and maintaining a safe, secure and nurturing environment where children are protected from harm and where their wellbeing is actively promoted.

Our safeguarding practice follows the statutory requirements of the Early Years Foundation Stage, including strengthened expectations introduced from 2025.

Our safeguarding responsibilities include:

- Maintaining a comprehensive **Safeguarding and Child Protection Policy** that outlines clear procedures for responding to concerns about a child's safety or welfare.
- Ensuring **all staff, students and volunteers are suitable** to work with children, including completing all required vetting and safer recruitment checks, obtaining references, and ensuring trainees counted in ratios have appropriate Paediatric First Aid training.
- Providing regular **safeguarding training** for all staff and ensuring they are supported to put this training into practice confidently and effectively.
- Keeping clear systems for **reporting concerns**, including procedures for contacting the Local Authority Designated Officer (LADO) where there are concerns about an adult working with children.
- Maintaining a **Whistleblowing Policy** to ensure staff feel able to report unsafe or inappropriate practice.

Child Absences

We follow strict procedures to monitor and respond to unexplained or prolonged absences. The Attendance Policy outlines expectations for parents and the process for following up concerns, including referrals to children's social care or requesting police welfare checks when necessary.

Health, Safety and Wellbeing

We promote safe and healthy practices across all aspects of our provision, including:

- Implementing safer eating procedures and supervising children closely at mealtimes.
- Ensuring infection control measures are followed.
- Maintaining safe, age-appropriate spaces with regular risk assessments.

Intimate Care and Privacy

We ensure children's dignity and privacy during toileting and nappy changing while maintaining appropriate safeguarding oversight, in line with updated EYFS expectations.

2. Positive Relationships

All EYFS staff develop positive, caring and respectful relationships with children, interacting with them purposefully and taking time to listen. In Reception, children are organised into two smaller classes to increase opportunities for high-quality adult–child interaction.

We recognise that secure relationships form the basis of independent learning. We value parents as children’s first educators and aim to build strong partnerships through:

- Induction meetings prior to starting school.
- Home visits for all new Reception children.
- Visits to the school setting before starting.
- Termly parents’ evenings.
- Shared celebrations throughout the year such as picnics and sports days.
- Strong links with the wider community.
- Regular updates via the online learning journal, which parents can contribute to by sharing home learning.

3. Enabling Environments

We recognise that the learning environment plays a vital role in supporting development. Observations and assessments help us plan engaging, achievable next steps for each child.

Reception classrooms are designed for safe, independent exploration. Resources are organised for easy access and the outdoor area supports learning across all seven areas of the EYFS curriculum. The environment is continually reviewed to meet evolving needs and interests.

4. Learning and Development

We acknowledge that children learn and develop at different rates. The EYFS comprises seven areas of learning:

Prime Areas

1. Personal, Social and Emotional Development
2. Physical Development
3. Communication and Language

Specific Areas

1. Literacy
2. Mathematics
3. Understanding the World
4. Expressive Arts and Design

Learning is offered through a balance of adult-led, adult-supported and child-initiated activities. Play underpins the EYFS, enabling children to explore, express themselves, test ideas and learn safely through risk-taking.

Planning occurs on long-, medium- and short-term cycles and is responsive to children's interests and developmental needs.

Assessment is ongoing and includes observations from teachers and other adults, contributions from parents and other professionals, and is reviewed each term by the EYFS Lead and SENCo.

In the final term of Reception, parents receive a written summary of progress against the Early Learning Goals, as well as a report on their child's Characteristics of Effective Learning, with the opportunity to discuss these outcomes.

Admissions

Admissions are managed by Hampshire County Council. Current and forthcoming admission arrangements are available on the school website.