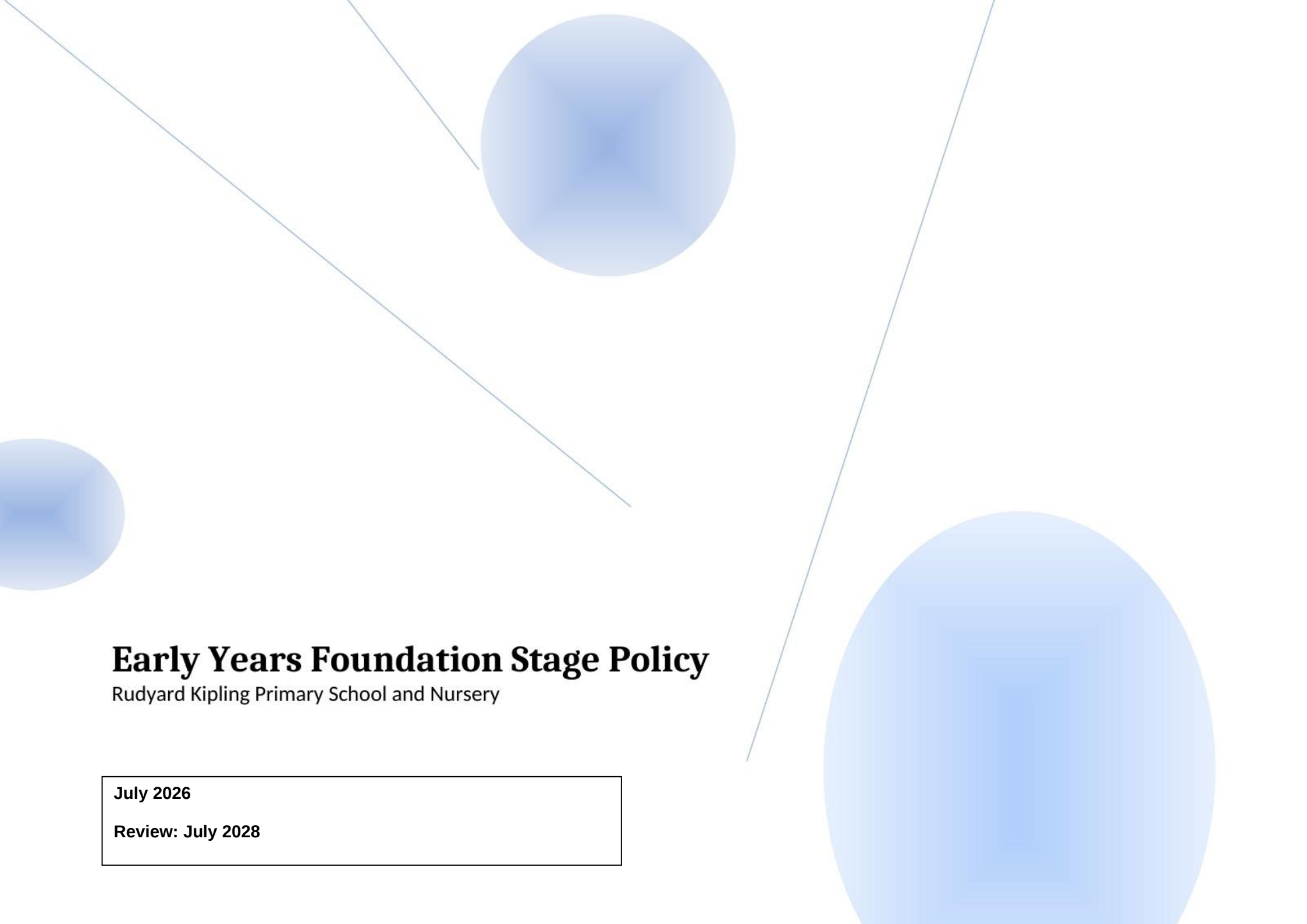


The background features three large, semi-transparent blue circles of varying sizes. Two thin, light blue lines intersect diagonally across the page, one from the top-left towards the center and another from the top-right towards the bottom-right.

Early Years Foundation Stage Policy

Rudyard Kipling Primary School and Nursery

July 2026

Review: July 2028



EYFS Vision Statement

We believe children are full of curiosity and adventure and have an innate desire to explore their world while having fun.

We provide a place where children feel secure, valued and challenged, and where they have a strong sense of togetherness so that they can thrive.

Aim

Rudyard Kipling Primary School and Nursery understands the importance of a strong foundation for every child's later success, including academic achievement, good health and well-being.

This policy is written in line with the Early Years Foundation Stage statutory framework for group and school-based providers, effective from 1 September 2025.

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 their experiences between birth and age five have a major impact on their future life chances.

We follow the four guiding principles that shape practice in early years settings:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual needs and interests and help them build their learning over time.
- Children benefit from strong partnership between practitioners and parents and/or carers.
- Children develop and learn in different ways and at different rates.

Principles into Practice

As part of our practice we:

- provide a stimulating, creative and play-based curriculum across the seven areas of learning, delivered through safe, engaging indoor and outdoor environments;
- plan challenging, purposeful and enjoyable learning experiences for each child, informed by observation, assessment, children's interests and professional dialogue between teachers, room leaders, nursery nurses and learning support assistants;
- provide opportunities for children to engage in both adult-guided and child-initiated activities;
- promote equality of opportunity, inclusion and anti-discriminatory practice;



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- use adaptive teaching and early intervention to meet individual needs, including the needs of children with SEND and those eligible for Pupil Premium;
- track and monitor progress closely, using information to provide targeted support in communication and language, personal, social and emotional development, early literacy and numeracy;
- review the impact of support regularly through team discussion and termly learning conversations with senior leaders;
- work in close partnership with parents and carers.

At Rudyard Kipling Primary School and Nursery you will see

- kind and polite children interacting effectively with their environment and being supported by peers and adults;
- independent, curious and ambitious learners;
- children selecting, discussing, contributing to and evaluating what they are learning about;
- confident, knowledgeable and experienced staff with high expectations;
- happy, stimulating and welcoming classrooms where staff meet children's individual needs using a range of strategies.

Learning and Development

Our early years setting follows the curriculum as outlined in the EYFS framework. The EYFS framework includes seven areas of learning and development. All areas are important and interconnected.

The three prime areas are particularly important for building strong foundations for learning, forming relationships and enabling children to thrive:

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

The four specific areas strengthen and apply the prime areas and help ignite children's curiosity and enthusiasm:

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

Children take part in whole-group and small-group learning with a clear focus, including phonics, early reading, writing and mathematics. They also have time and space to explore their own ideas through carefully planned continuous provision.



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As part of our practice we:

- provide a balanced curriculum across the seven areas of learning, using play as a powerful vehicle for learning;
- plan a balance between child-initiated learning and adult-guided teaching;
- interact sensitively during children's play to extend language, deepen thinking and offer appropriate challenge;
- build on children's knowledge, experiences and interests, including through enrichment activities, visits and visitors;
- plan experiences that develop well-being, self-esteem, confidence, resilience, risk taking and challenge;
- provide a safe and supportive learning environment where the contribution of every child is valued;
- identify needs early and seek advice from specialist agencies where appropriate;
- work closely with children and parents/carers to understand each child's individual needs.

Planning and Teaching

In planning and guiding children's activities, practitioners reflect on the different ways children learn. The three characteristics of effective teaching and learning are reflected in our practice:

- Playing and Exploring – children investigate and experience things, and feel safe to "have a go".
- Active Learning – children concentrate, keep on trying and enjoy achieving what they set out to do.
- Creating and Thinking Critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Children are provided with a range of rich, meaningful first-hand experiences in which they can explore, think creatively and be active. We aim to foster positive attitudes towards learning, self-esteem, confidence, communication and physical development.

Observation and Assessment

Assessment in EYFS is purposeful, manageable and used to improve children's learning. Ongoing assessment is based on practitioners' professional knowledge of each child, daily interactions, observations, children's work and information shared by parents/carers. Written records are kept where they are useful, but are not expected to create unnecessary workload.

Statutory assessments include:

- the Progress Check at age two, completed between the ages of two and three where applicable;
- the Reception Baseline Assessment, completed within the first six weeks of a child starting Reception and administered in line with current statutory arrangements;
- the Early Years Foundation Stage Profile at the end of Reception, using the Early Learning Goals to summarise each child's development.



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Children's starting points are used to inform planning. Daily observation and assessment by EYFS practitioners informs provision, adult interactions, targeted support and next steps.

Termly, children's progress and levels of development are shared with practitioners and senior leaders through Learning Conversations. These discussions celebrate progress, identify children who may need further support and agree appropriate next steps for individuals and groups.

We share information with parents through online learning journeys using Observation Me. Observations may include photographs, comments, children's voice and next steps. Parents are invited to contribute to their child's learning journey.

Parents are also invited to share children's development and achievements outside school through "Wow" certificates. These are brought into school and celebrated.

Parents of children in pre-school and Reception are invited to parents' evening twice a year. In the summer term in Reception, parents receive a written report based on their child's development against the Early Learning Goals and the characteristics of effective teaching and learning.

Parents/Carers as Partners

We recognise that parents/carers are children's first and most important educators. We create and maintain positive partnerships with parents and carers.

We:

- have an open-door approach and encourage families to visit our Early Years and wider school before making an application;
- talk to parents about their child before they start in the setting through "All About Me" appointments for Reception and Nursery;
- hold a Welcome Evening for parents to meet their child's teacher and explore the provision;
- offer settling sessions for children starting in Nursery;
- meet and greet parents and children warmly at daily drop-off;
- hold termly topic chats to share what children will be learning and how parents can help at home;
- offer regular opportunities for parents to talk about their child's progress and next steps, including parent consultation evenings;
- use newsletters, photographs, displays and the website to inform parents about events, activities and ways to support learning;
- encourage parents to talk to their child's teacher, room leader or the EYFS Leader about any concerns they may have;
- encourage parents to contribute to ongoing assessment through home-school books, Wow certificates and parent consultation feedback;
- arrange activities across the year that encourage collaboration between child, setting and parents, such as the Christmas Play, Celebration Assemblies and Rock Up and Read;
- encourage home learning from the start, particularly reading, storytelling, talk, songs and early language development. Reception children have a reading record and take books home to read with their parents. Current letters, sounds and key words in phonics are also shared for practice at home.



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Positive Relationships and Behaviour

At Rudyard Kipling we recognise that children learn to be strong and independent through secure relationships. We aim to develop caring, respectful and professional relationships with children and their families, and to foster respect between children.

Each child is assigned a key person. The key person helps ensure that care is tailored to the child's individual needs, supports the child to become familiar with the setting, builds a settled relationship with the child and develops a positive partnership with parents/carers.

We teach children to show respect by being kind and gentle, looking after things inside and outside, being honest, listening to others and doing the right thing.

We follow the whole-school Empowerment Approach to behaviour. This helps children learn to manage themselves by developing autonomy, emotional literacy and self-regulation. Behaviour that challenges is treated as communication that a child needs help, connection and support.

Safeguarding and Welfare

As a school, we ensure that the safeguarding and welfare requirements set out in the EYFS statutory framework are fully met. EYFS staff follow whole-school safeguarding procedures and relevant risk assessments, including those relating to outings, attendance, mobile technology, safer recruitment, first aid, food hygiene and intimate care.

Child protection and reporting procedures

All staff are trained to recognise and respond to safeguarding concerns. Concerns about children's safety or welfare are reported immediately in line with the school's Child Protection and Safeguarding Policy and local procedures. Where required, concerns are referred to children's social care and/or the police. Allegations against staff or adults working with children are managed in line with statutory guidance and school procedures.

Safeguarding training

Safeguarding training is provided through induction, regular updates and ongoing professional discussion. Training is appropriate for staff caring for children aged 0–5 and includes how safeguarding is put into practice in daily routines, interactions, supervision, record keeping and reporting. Leaders monitor that staff understand and apply the training in their work.

Safer recruitment, references and suitable people

The school follows safer recruitment procedures to help ensure that only suitable people work with children. Required checks are completed and qualifications are verified. References are obtained before recruitment for staff, students and volunteers, and open references or references from family members are not accepted. Any concerns or discrepancies are followed up before appointment. Students, trainees and volunteers are only included in ratios where this is permitted by the EYFS requirements and where they meet suitability, supervision, qualification and paediatric first aid requirements.



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Whistleblowing

All staff, including students and volunteers, are made aware of the school's whistleblowing procedures. Staff know how and when to raise concerns about poor or unsafe practice, what process will be followed after a concern is raised, and that concerns will be taken seriously. Where internal reporting is not appropriate, or where concerns are not addressed, staff are aware of external routes for advice and reporting.

Attendance and child absences

Attendance is monitored closely. Parents/carers are expected to inform the school or Nursery if their child is absent. If a child is absent without notification, or for a prolonged period, staff follow up in a timely manner by contacting parents/carers and, if needed, alternative emergency contacts. Leaders consider patterns and trends in absence, the child's vulnerability and family circumstances, and follow safeguarding procedures where there are concerns.

Mobile phones, cameras and online safety

Staff follow the school's procedures for the safe use of mobile phones, cameras and devices with imaging or sharing capabilities. Photographs and recordings are used only for agreed educational, assessment and communication purposes, and are stored and shared in line with data protection and safeguarding expectations.

Safer eating, allergies and nutrition

Before a child is admitted, information is gathered about special dietary requirements, preferences, food allergies, intolerances and special health requirements. This information is recorded on Arbor and shared with all staff involved in preparing, handling or serving food. Allergy action plans are kept up to date where needed.

At mealtimes and snack times, staff are clear about who is responsible for checking that food and drink match each child's requirements. A member of staff with a valid paediatric first aid certificate is always in the room while children are eating. Children are always within sight and hearing of staff while eating, and staff are alert to choking risks, food sharing and unexpected allergic reactions.

Food is prepared and served in ways that reduce the risk of choking. Staff consider children's age, stage of development and, where relevant, weaning stage and food texture. Choking incidents requiring intervention are recorded, parents/carers are informed and records are reviewed to identify patterns or action needed.

Meals, snacks and drinks are healthy, balanced and nutritious. Fresh drinking water is available and accessible. The school has regard to the Early Years Foundation Stage nutrition guidance and follows it unless there is a good reason not to.

Paediatric first aid

At least one person with a current full paediatric first aid certificate is on the premises and available at all times when children are present, accompanies children on outings and is present in the room while children are eating. Paediatric first aid training is renewed every three years. A list of staff with current paediatric first aid certificates is available to parents/carers on request.



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Health, oral health, intimate care and the environment

EYFS staff carry out day-to-day checks of the areas children use to ensure they are safe. Staff identify risk, decide on precautions and report/record risks to the appropriate person, such as the Premises Manager. Equipment and resources are safe, clean and suitable for the children who use them.

There is a focus on promoting good oral health. Children in EYFS brush their teeth daily after lunch under the guidance of a practitioner, where this is part of current provision.

Children's privacy is considered and balanced with safeguarding and support needs when staff support toileting, nappy changing and intimate care. Staff follow the school's Intimate Care Policy and maintain dignity, hygiene and safety.

Special educational needs and disabilities

The school has arrangements in place to support children with SEND. The SENCO works with EYFS staff, parents/carers and external agencies to identify needs early, plan support and review impact.

Please see the relevant whole-school policies and risk assessments for further information, including Child Protection and Safeguarding, Attendance, Whistleblowing, Safer Recruitment, First Aid, Food Hygiene, Intimate Care, Health and Safety, SEND and Educational Visits procedures.

Transitions

Transitions are carefully planned and time is given to ensure continuity of learning, care and relationships. We aim to make transitions into Nursery, into Reception and into Year 1 comfortable, positive and exciting for children and families.

Two-year-old Nursery offer

- Families can arrange a Nursery viewing during the school day.
- Parents/carers and children are invited to an "All About Me" visit before the child starts Nursery.
- Short settling-in sessions take place with parent/carer and child together. The number of sessions is agreed with the child's key worker and is responsive to the child's needs.
- In the term before moving into the three-year-old room, rising three-year-olds begin to spend time in the three-year-old room. The child's readiness leads this process.

Three-year-old Nursery

- Families can arrange a Nursery viewing during the school day.
- Parents/carers and children have an "All About Me" visit before starting Nursery, during which the settling-in process is agreed.



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Reception

- Families are invited to an open afternoon and open evening to view the Reception provision and wider school before applying. Wider school viewings can also be booked separately.
- Children who have accepted a place are offered story and play sessions in the summer term. Feeder nurseries may also visit during the school day with children and key workers.
- The EYFS Leader, Reception teachers and SENCO communicate with feeder nurseries, talk to key workers and, where helpful, observe and play alongside children who are joining Reception.
- Home visits take place at the beginning of the autumn term in line with the Home Visit Policy.
- We operate a staggered intake, with summer-born children starting first, followed by spring-born and then autumn-born children. All children are in school by the third week of September.
- Additional transition visits and support are arranged with parents/carers for children who need this.

Reception to Year 1

- At the end of EYFS, Reception teachers meet with Year 1 teachers to discuss each child's strengths, needs, assessment information and next steps.
- Children spend time in the Year 1 classroom and meet their new teacher to begin building relationships.
- Reception classes are regrouped annually at the end of Reception, after which children have a "Meet your new Year 1 teacher" session.
- Children begin an art/story project in Reception that follows them into Year 1, supporting continuity and familiarity.

EYFS Leadership and Management

Staff within the EYFS work closely as a team by supporting each other, sharing insights and expertise, contributing to professional discussions about children's development and creating a positive atmosphere. The EYFS is overseen by the EYFS Leader, who is responsible for improving the quality of learning and teaching in the EYFS through:

- monitoring and evaluating the quality of teaching, learning, provision and interactions between practitioners and children;
- monitoring children's progress and achievement through team discussions and Learning Conversations;
- reviewing the progress of different groups of children, identifying gaps and agreeing support;
- working with the assessment co-ordinator to support the accuracy and usefulness of assessment information;
- supporting induction for new members of staff and mentoring ECTs where appropriate;
- monitoring the effectiveness of observation, assessment, planning and feedback;
- monitoring the quality of the learning environment and displays;
- supporting the deployment of additional adults with SLT;
- leading EYFS/key stage meetings and contributing to whole-school development;



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- identifying professional development or INSET needs through CPD, appraisal and monitoring;
- keeping up to date with current EYFS changes and feeding back key developments to staff and governors;
- auditing and ordering resources;
- supporting the development of partnership with parents through meetings, visits and communication.

The Learning Environment

The EYFS learning environment is organised so that children can explore and learn securely and safely. There are areas where children can be active, quiet and restful. The environment is set up in learning areas so that children can find, select and use equipment and resources independently.

The two Reception classes and the Nursery classrooms share an outdoor learning environment. The indoor and outdoor environments are accessible to EYFS children during the free-flow parts of the session. All staff are involved in planning and setting up the learning environment.

Being outdoors offers opportunities for children to explore, use their senses, be physically active and learn in different ways and on different scales. Activities and resources are planned so that outdoor learning supports development across all seven areas of learning.

The settings are well resourced. Resources are monitored and audited. Equipment is appropriate and safe for children to use, kept clean and accessible for children and adults as appropriate.

Displays are used to enhance learning and teaching. Classrooms are language-rich and include displays of phonics, numerals and key words appropriate to children's needs. Displays also support independence, celebrate achievement and encourage children to interact with and deepen their learning.

Effective Learning within the Foundation Stage

The following statements are fundamental to child-centred learning in the EYFS. Learning:

- in early childhood is the foundation on which children build the rest of their lives; it is a special and unique time, not simply preparation for the next stage;
- is not always tidy; play can appear messy and unpredictable because connections between all aspects of development are interwoven;
- happens at different rates and in different ways;
- is shaped by attitudes, behaviour patterns and self-belief as learners, which are established during the first years of life and are central to lifelong learning;
- is most profound when children are motivated by purposeful activities that promote engagement and persistence;
- must be holistic and address children's emotional, social, intellectual, creative, physical and spiritual needs;
- develops from all experiences and builds on what children already know and can do;
- is extended by interaction with other children and adults; children need opportunities to watch, listen, talk and play;



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- is most effective when the environment is planned to promote child-initiated and adult-guided challenge, problem solving and curiosity;
- is an active process where play provides first-hand experiences, including exploration, discovery, manipulation, practice and productive struggle;
- develops where there is respect and equal regard for individual children, their families, backgrounds, cultures and beliefs;
- is effective when there is an active, mutually supportive partnership between the setting, parents, carers and the wider community.

Conclusion and Linked Policies

This policy should be read alongside the following Rudyard Kipling Primary School and Nursery policies and procedures:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Teaching and Learning Policy
- Curriculum Policies
- Marking and Feedback Policy
- Assessment Policy
- Special Educational Needs and Disabilities Policy
- Attendance Policy
- Safer Recruitment Policy
- Whistleblowing Policy
- First Aid Policy
- Health and Safety Policy
- Food Hygiene / Allergy procedures
- Intimate Care Policy
- Educational Visits and risk assessments
- Nursery policies