



Early Years Policy

Lydbury North Primary School

1. Policy Statement

This policy sets out how our Nursery and Reception staff deliver the Early Years Foundation Stage (EYFS) statutory requirements in line with the framework effective from 1 September 2025. We are committed to providing the best possible start in life for all children, ensuring they are safe, healthy, engaged, and ready for future learning.

2. Aims and Principles

- To provide a safe, stimulating, and enabling environment where children can learn and develop.
- To ensure all children have access a broad and balanced curriculum that gives them a secure foundation for learning, development and good progress through school and life.
- To ensure every child is included and supported as a unique individual with their own needs, interests, and abilities.
- To ensure safeguarding and welfare are at the heart of our practice.
- To foster strong partnerships with parents and carers.

3. Statutory Framework

This policy is based on the Statutory Framework for the Early Years Foundation Stage (EYFS), published by the Department for Education, which applies to all early years providers in England. It incorporates the updated statutory requirements from September 2025.

4. Provision and Curriculum

Our early years provision consists of a nursery class with pupils from age two and a reception class mixed with Year 1 within a school setting. Provision is organised to ensure age-appropriate learning, play, and care. Key person systems are in place in nursery to provide consistency and build strong relationships with children and families.

Staff make sure that the children experience the 3 key characteristics of effective teaching and learning: playing and exploring; active learning; and creating and thinking critically.

We follow the EYFS learning and development requirements, focusing on seven areas of learning:

Prime Areas: Communication and Language; Physical Development; Personal, Social and Emotional Development.

Specific Areas: Literacy; Mathematics; Understanding the World; Expressive Arts and Design.

Staff plan activities and experiences for children that enable children to develop and learn effectively across all areas of learning. Staff carefully consider the individual needs, interests, and stage of development of each child in their care and use this information to plan and guide learning. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

Staff provide safe, stimulating and organised learning environments inside and outside for children to explore and learn through strong continuous provision. Staff plan enhanced provision and additional adult directed activities to support learning and development. As the children grow older, and as their development allows, the balance gradually shifts towards more focus on teaching essential skills and knowledge in the specific areas of learning, to help the children prepare for KS1.

5. Assessment

Ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their progress, development and interests. These observations are used to shape future planning. Staff also take into account observations shared by parents and carers and keep them up to date with the child's progress and development. Staff will address any learning and development needs in partnership with parents and carers, and any relevant professionals.

Two-year-old Progress check. When a child is aged between 2 and 3, staff review their progress and provide parents and carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed. It also focuses on any areas of possible concern, which may indicate a disability, special educational need or developmental delay. The progress check will describe the activities and strategies that the school intends to adopt to address any issues or concerns, involving parents and carers and other professionals as appropriate.

Reception Baseline Assessment. Within the first 6 weeks that a child starts reception, staff will administer the reception baseline assessment (RBA).

Early Years Profile. In the final term of the academic year in which the child reaches age 5, staff complete the EYFS profile where each child is assessed against the 17 early learning goals. The school shares the EYFS profile with parents and carers.

6. Parent and Carer Partnership

Parents and carers are central to children's learning and development. We recognise that children learn and develop well when there's a strong partnership between our staff and each child's parents and carers. We keep parents and carers up to date with their child's progress and development. The two-year-old progress check and EYFS profile help to provide parents and carers with a well-rounded picture of their child's knowledge, understanding and abilities. In nursery, each child is assigned a key person who helps to make sure that their learning and care is tailored to meet their needs. The key person supports parents and carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

7. Inclusion and Special Educational Needs (SEND)

We are committed to ensuring equality of opportunity for all children. Children with additional needs or disabilities are supported through early identification, targeted support, and collaboration with parents and external professionals.

8. Safeguarding and Welfare

We recognise that 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. We follow safeguarding and welfare requirements including:

- We have always at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available when children are present, including on eating times and on trips.
- Safe recruitment practices, including reference checks and suitability requirements.
- Clear whistleblowing procedures for staff, students, and volunteers.
- Attendance monitoring, including prompt follow-up of unexplained or prolonged absences. - Maintaining up-to-date emergency contact details for all children.
- Safer eating practices, including allergy management and supervision at mealtimes.
- Safe toileting and intimate care procedures, ensuring privacy balanced with safeguarding.
- We make sure that the appropriate statutory staff:child ratios are maintained in our setting.
- We also have trained designated safeguarding leads (DSLs) who have responsibility for safeguarding children.
- Regular supervision of staff.
- We maintain a safe, secure, and healthy environment through regular risk assessments, safe equipment and premises, clear infection control measures, and procedures for accidents and emergencies.

9. Monitoring and Review

This policy will be reviewed annually and updated as required to reflect statutory changes and best practice. Regular monitoring is carried out by the leadership team and trust.

Linked Policies

This policy should be read in conjunction with other school and trust policies, including:

- Safeguarding and Child Protection Policy
- Intimate Care Policy
- Sleep Policy
- Online Safety Policy
- Behaviour Policy
- Attendance Policy
- Supporting Pupils with Medical Needs
- SEND policy
- Health & Safety Policy
- First Aid Policy