



Early Years Foundation Stage Policy

UNCR Relevant to this policy

2. The rights of the child apply to every child.

3.The best interests of the child must be a top priority in all decisions and actions that affect children.

12. Every child has the right to share their views, feelings and wishes in all matters. Views will be considered and taken seriously.

13. Every child must be free to express their thoughts and opinions as long as it is within the law.

15. Every child has the right to meet with other children and join groups, as long as this does not stop others enjoying their rights

28. Every child has the right to a good education, to be treated with dignity when in school and have the choice of different secondary schools.

29. Education must develop every child to be the best that they can be. It must encourage children to respect all people and the world around them.

30. Every child has the right to learn and use the language, customs and religion of their family

Policy last reviewed	June 2026
Policy last ratified and adopted	June 2029

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1. Definition

Within this document, the term Early Years Foundation Stage is used to describe children who are in Little Rainbows Nursery, the Nursery and Reception classes.

2. Aim

At Colindale Primary School we aim to provide the highest quality care and education for all our children, thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

3. Principles into Practice

We adhere to the Statutory Framework for the EYFS and the four guiding principles that shape practice within 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**. They learn and develop well in **enabling environments** where experiences respond to their individual needs and there is a strong **partnership between practitioners and parents**.

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support
- Work in partnership with parents and within the wider context
- Liaise closely with our SENCo in order to meet the needs of children with SEND
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities for children to engage in activities that are adult-led and child- initiated
- Have a key person approach to develop close relationships with individual children
- Provide a secure and safe learning environment indoors and out

4. EYFS Curriculum

Our curriculum is based on the educational programmes set out in the EYFS Framework. All seven areas of learning and development are important and interconnected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning and building their capacity to learn, form relationships and thrive: Communication and Language, Personal, Social and Emotional Development and Physical Development.

Children are also supported through the four specific areas: Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

5. Learning Environment

We provide an attractive, welcoming and stimulating learning environment that encourages children to explore, investigate and learn through first-hand experience. Children are encouraged to develop independence and take some responsibility for their own learning. The learning environment is organised into areas of provision both indoors and outdoors, ensuring all children have access to high-quality experiences.

6. Planning

Planning is informed by observation and assessment and reflects the different ways that children learn. Practitioners provide opportunities for both adult-led and child-initiated activities and ensure provision remains flexible to respond to children's interests and next steps.

In Little Rainbows Nursery, planning focuses predominantly on supporting the prime areas of learning. In Nursery, children continue to develop across all areas of learning through small group work and structured opportunities. In Reception, planning becomes more structured, including daily whole-class teaching in phonics, literacy and mathematics alongside provision-based learning.

7. Observation and Assessment

Information from parents, previous settings and observations of children is used to inform baseline assessment. Ongoing formative assessment is used to track progress, inform planning and children's next steps. Termly summative assessments are carried out across all areas of learning.

Tapestry is used to record observations and track children's progress. Parents are encouraged to contribute and are regularly involved through discussions about their child's development.

In Little Rainbows Nursery, when a child reaches the age of two, their progress is reviewed and a written progress check is shared with parents and/or carers. This summarises the child's development in the prime areas, identifying strengths and any areas requiring additional support. Where there are emerging concerns or identified SEND needs, a targeted plan is put in place to support future learning, involving parents and other professionals where appropriate.

During a child's first six weeks in Reception the (RBA) Reception Baseline Assessments are carried out along with other baseline assessments which cover all areas of learning. These provide an informed starting point for teaching and learning.

In the Summer term, the Little Rainbows, Nursery and Reception class parents receive a report on their child's progress within the Characteristics of Effective Learning. These reports are also shared with the Reception staff.

In Reception, the EYFS Profile is completed and shared with parents and Year 1 staff to support transition.

8. Safeguarding, Welfare and Safety

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We adhere fully to the safeguarding and welfare requirements of the EYFS statutory framework and ensure that safeguarding practice is embedded in all aspects of provision.

8.1 Designated Safeguarding Lead (DSL)

A Designated Safeguarding Lead (DSL) is responsible for coordinating safeguarding practice within the EYFS. The DSL provides guidance and support to staff, ensures concerns are recorded and acted upon promptly and liaises with external agencies. All staff understand their responsibility to report concerns immediately.

8.2 Safeguarding Procedures

Robust procedures are in place for identifying, recording and responding to concerns about children's welfare. Staff receive regular safeguarding training and are vigilant to signs of abuse or neglect. Procedures include responding to concerns, managing allegations against staff and appropriate information sharing with safeguarding partners.

8.3 Whistleblowing

The school promotes a culture of openness where staff feel confident to raise concerns about colleagues. Clear whistleblowing procedures support staff in raising concerns safely and ensure that these are addressed appropriately.

8.4 Safer Recruitment

We follow safer recruitment procedures to ensure that all adults working with children are suitable. This includes enhanced DBS checks, verification of identity and qualifications and obtaining references prior to employment.

8.5 Child Absence Procedures

Attendance is monitored carefully. Unexplained absences are followed up promptly with parents and patterns of absence are reviewed. Concerns are escalated to safeguarding services where necessary.

8.6 Use of Mobile Phones and Cameras

The use of mobile phones, cameras and digital devices is carefully controlled. Staff follow clear procedures to ensure that images are used appropriately and stored securely in line with safeguarding requirements.

8.7 Health and Safety

We promote the good health of children through hygiene practices, safe food handling and effective management of illness and accidents. The EYFS classrooms and outdoor areas are risk assessed daily to ensure they are safe and suitable for all children.

8.8 Safer Eating

Children are supervised closely during mealtimes. A qualified paediatric first aider is present at all mealtimes. Staff ensure children are visible at all times, recognising that choking can occur silently. Mealtimes are organised to promote safety and positive social interaction.

8.9 Toileting and Intimate Care

Children's dignity and privacy are respected at all times. Staff follow clear procedures for toileting and intimate care, ensuring that children's individual needs are met safely.

8.10 Safer Sleep

For children who rest or sleep, we follow safer sleep guidance. Children are checked regularly and remain within sight or hearing of staff. Sleep areas are safe, clean and well ventilated and individual routines are implemented in partnership with parents.

8.11 Paediatric First Aid

Staff with paediatric first aid qualifications are present at all times. Accidents are recorded and shared with parents in line with school procedures.

8.12 Staff Supervision and Professional Support

Regular supervision meetings take place to support reflective practice, safeguarding responsibilities and staff wellbeing. These provide opportunities to discuss children's development and welfare and ensure consistent implementation of policies.

9. Inclusion

We value all children as individuals and ensure inclusive practice regardless of background, ability or need. Early identification of additional needs ensures appropriate support is put in place in partnership with families and external professionals.

10. Parents and Carers as Partners

We recognise that parents are children's first educators and work in close partnership with them. Regular communication, meetings and shared learning opportunities ensure that parents are actively involved in their child's learning and development.

Little Rainbows and Nursery share home learning opportunities through Tapestry memos. In Reception, a Home Learning folder is sent home every week, this informs parents and carers of how they can help with their child's learning at home. Children take a library book home each week and parents are encouraged to read with their children.

11. Transitions

Transitions are carefully planned to ensure continuity of learning. We work closely with families, previous settings and Year 1 staff to support children through each stage of transition. Please read the school's **Transition Policy** for further details.