


Hanbury's Farm and Oakhill Primary Schools Federation



Early Years Foundation Stage (EYFS) policy



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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk) updated January 2024.

3. Structure of the EYFS

Oakhill Primary School	Hanburys Farm School
2 year olds (Acorns)	3 year olds
3 year olds (Seedlings)	Reception
3 – 4 year olds (Saplings)	
Reception	

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 3 areas, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children’s capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

4.1 Planning

Our staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. 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.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

5. Assessment

Across the Federation, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

When a child is **aged between 2 and 3**, staff review their progress and provide parents and/or 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.

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

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

6. Working with parents and carers

We recognise that children learn and develop well when there's a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

7. Safeguarding and welfare procedures

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 to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged 2, we have at least 1 member of staff for every 5 children
- For children aged 3 and over:
 - We have at least 1 member of staff for every 8 children
 - Where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification is working directly with the children, we have at least 1 member of staff for every 13 children
 - We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group

All staff working within the setting hold a current paediatric first aid (PFA) certificate, with these members of staff being available at all times when children are present, including on outings. A rolling program of training is in place to ensure that this is maintained. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years by

- Liaison with the Family hub, with the supply of dental kits for all families
- Dentists attending school site in Reception.
- The importance of brushing your teeth being part of the curriculum

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

8. Attendance

Regular attendance is essential to ensure every child receives their full entitlement to high-quality early education and care. In line with the **Early Years Foundation Stage (EYFS) Statutory Framework 2025**, our setting is committed to promoting consistent attendance and working closely with families to support children's wellbeing, learning, and development.

We follow the strengthened safeguarding requirements introduced in the 2025 EYFS updates, including the expectation to monitor attendance closely and follow up promptly on any unexplained or prolonged absences. Any patterns of non-attendance will be addressed in partnership with parents and, where appropriate, external agencies to ensure children remain safe and supported.

Parents and carers are expected to inform the setting of any absence on the first day and keep us updated throughout. All attendance information is recorded accurately and reviewed regularly as part of our safeguarding responsibilities.

Our aim is to work collaboratively with families to promote positive attendance habits from the earliest years, ensuring every child can thrive, feel secure, and make the most of their early learning experiences.

9. Monitoring arrangements

This policy will be reviewed and approved by the Early Years Committee every year.

Appendix 1. List of statutory policies and procedures for the EYFS

All policies can be found on the school website.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy
Procedures for children who sleep whilst at school	See EYFS sleep and rest policy
Guidance on attendance	See attendance policy
Guidance on nutrition	See nutrition policy



Appendix 2: Terms and Conditions 2024

Aims

We are committed to providing a happy, safe and secure environment where each child can develop at his/her own pace. Parents/Guardians are expected to give their support and encouragement to the aims of the Pre-School. These terms and conditions relate to the contract between the Nursery and the Parent/Guardian.

Registration

Children will be considered for entry to Nursery when a completed Application Form has been returned to the school office. Places will be allocated on a first come basis.

Offer of a Place in Any of our Rooms

When your child's place is confirmed; the days attending will remain the same and can only be changed with agreement by the Headteacher and dependent on availability. We reserve the right to restructure the sessions we offer based on capacity.

Standard Terms and Conditions

Acceptance of a place is on the basis that changes may be made from time to time to these standard terms and conditions, to the level of fees and to the curriculum and services.

Notice of any change will be given as soon as practicable but on occasions it will be less than one month.

Opening Hours

The Nursery opening hours are from 9.00 am – 3.00 pm. There is also the option of extended hours depending on school site. This must be booked in advance.

Breakfast Club

8.00 am

Price: £6.00 (no sibling discount)

Morning Session

9.00 am – 12.00 pm Price: £22 (if non-funded)

Afternoon Session

12.00 pm – 3.00 pm Price: £22 (if non-funded)

We are open during **school term-time only**. We are closed over half-terms, Christmas, Easter and Summer holidays and for all Bank holidays. This also includes INSET days.

We are neither registered nor insured outside these times. Parents must collect by 12.00pm if attending in the morning session or by 3.00 pm if attending the afternoon sessions. The Nursery reserves the right to charge parents who are continually late collecting their children.

The late fee is £10 per pupil per session.

If you know you are going to be late, please can you arrange for somebody else to collect your child and telephone the Pre-School to inform us of who will be collecting, along with a description and password, so that the staff are aware of who to expect.

The Child's Health

Parents must inform the Nursery if the child has a known medical condition or health problem or has been in contact with any infectious diseases. The child must not be brought to the Nursery if he/she is unwell.

Parents/Guardians Authority

In Loco Parentis: the parents authorise the Nursery to act in loco parentis in all respects. Parents/Guardians consent to the use of such physical contact with children as may be lawful, appropriate and proper for teaching and to provide comfort to the child in distress or to maintain safety and good order. Parents/Guardians consent to emergency medical treatment including surgery and /or general anaesthetic, if certified necessary by a doctor and if Parents/Guardians cannot be contacted in time.

Payment of Fees

Fees will be charged on a weekly basis via ParentPay and these should be settled within a week. If fees remain outstanding after this time, the Nursery will reserve the right to add a £20.00 charge for late payments. If the fees are still outstanding and no attempts have been made to settle the account the Nursery reserves the right to terminate the contract. Such items will be recoverable by action if necessary following our Debt Recovery Policy.

Responsibility for payment

Fees are the joint responsibility of each person as identified with parental responsibility.

Fees and Extras

Fees cover the normal curriculum and include morning and afternoon snacks. Parents need to provide a nutritious packed lunch. Nappies, wipes and barrier creams are to be provided by the parent.

Fees will not be refunded or waived for absence through sickness or holidays.

Cancellation / Termination of the Contract

Once your child has been placed on our waiting list, you will be contacted should a place become available. Please advise us immediately if you no longer require the space.

In the event of a Parent/Guardian withdrawing a child immediately the Parent/Guardian shall still be due to pay one weeks' fees in lieu of notice.

The Nursery reserves the right to terminate a child's place with immediate effect if a serious breach of these terms and conditions occurs or if the termination of a place is considered by Nursery, in its absolute discretion, to be in the best interests of the Nursery and/or the continuing welfare of the other children at the Nursery. There would be no refund of fees in these circumstances.

Persons acting in a suspicious manner, under the influence of drugs or alcohol, or displaying offending or aggressive behaviour will be asked to leave the property and dealt with accordingly and provision offered reviewed.

Weather Restrictions/Acts of God

If the weather becomes severe or causes us to have concern for the welfare of the children or staff, we will call and ask for parents to collect their child from the Nursery. No refund will be made in this event.

Settling Sessions

Children will have a settle in session before beginning formally. More sessions may be offered depending on how well your child settles. We would like to ensure your child is happy and settled, however sometimes children need Parents/Guardians to help with this transition and you would be expected to stay in such circumstances.

Liability

We accept no responsibility for any loss suffered by parents, arising directly or indirectly, as a result of the Nursery being temporarily closed or the non-admittance of your child to the Nursery for any reason; this applies to absence due to sickness, holidays and Bank Holidays.

We accept no responsibility for children whilst in their parent's care on Nursery premises, i.e. prior to arrival or after pick up.

We will not be liable to parents and/or children for any economic loss of any kind, for damage to the child's or parents' property, for any loss resulting from a claim made by any third party or for any special, indirect or consequential loss or damage of any kind.

We will make reasonable endeavours to keep parents' and/or children's property in good order. Liability for damage of such property is excluded except where caused by our negligence.

Liability

All belongings fall under the responsibility of the parent. It is also the Parents/Guardians' responsibility to ensure that all children's clothes are labelled and that no items of value are taken into the Nursery. No responsibility will be accepted for the loss or damage of these items.

Documentation

Before formal offer of a Nursery place, all application forms, birth certificate or forms of identification must be completed and presented.

Before child can start regular sessions, a transition period must be agreed and completed.

The Headteacher must also be notified in writing of any court orders or situations of risk in relation to the child for which any special precautions/ risk assessments may be required. The school must also be notified of any additional needs you child may have.

Concerns / Complaints

Parents/Guardians who have cause for concern must follow the schools complaints policy, published on the school website.