



# Harbour

Schools Partnership

A guiding light for education

**Eden Park Academy**

## **Early Years Foundation Stage (EYFS) Policy**

**Date Adopted By Trustees: December 2025**

**Reviewed on:**

**Author/owner: Board of Trustees**

**Anticipated Review: December 2026**

**NB.** 'Trustees' means the Directors referred to in the Trust's Articles of Association.  
Introduction

### History of most recent policy changes

Version	Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
1	Dec 26		Previous Ventrus & Tarka policies replaced. Policy updated upon merger to reflect latest EYFS guidance.	merger

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## 1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them a secure foundation for learning, development and 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 [statutory framework for the Early Years Foundation Stage \(EYFS\)](#), effective from 1 September 2025.

This document also complies with our [funding agreement](#) and [articles of association](#).

## 3. Structure of the EYFS

At Eden Park, in our Early Years we have provision for children from 2 years through to 4 years. This is organised into:

- We have one Nursery class for 2-4 year olds which can accommodate a maximum of 26 children at any one time. This is run by Early Years Practitioners.
- We have a Reception class with an average intake of 18-20 children. It has a class teacher and at least one additional early years practitioners..

Nursery sessions are as follows:

Morning session – 9am-12pm

Afternoon session – 12pm-3pm

## 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 we must teach. All areas of learning and development are important and interconnected. Three areas, known as the prime areas, are seen as particularly important 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

In addition to the prime areas, we also support children in 4 specific areas which help strengthen and develop the 3 prime areas, and ignite the children's curiosity and motivation for learning:

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

## 4.1 Planning

Staff maintain high aspirations for all children and plan purposeful activities and experiences that support effective learning and development. For the youngest children, practitioners place a strong emphasis on the three prime areas of learning, before progressively incorporating the specific areas in Reception, in line with the statutory framework.

Practitioners take full account of each child's individual needs, interests, and stage of development. They carefully consider whether additional support may be required and use this understanding to plan engaging, challenging, and meaningful learning experiences.

Where a child may have a special educational need or disability (SEND), staff consider the need for specialist support and, where appropriate, liaise with relevant external agencies to ensure provision is well coordinated.

In planning and guiding children's learning, staff recognise and respond to the varying rates at which children develop, ensuring provision is appropriately tailored to support progress for all.

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## 4.2 Teaching

Staff ensure that children experience the three characteristics of effective teaching and learning:

- playing and exploring
- active learning
- creating and thinking critically

Practitioners respond sensitively to each child's emerging needs and interests, supporting their development through warm, positive interactions.

As children grow and their developmental readiness increases, the balance of provision gradually shifts towards a greater emphasis on teaching key skills and knowledge within the specific areas of learning. This supports children in developing the foundations necessary for a successful transition into Key Stage 1.

## 5. Assessment

At Eden Park Academy, ongoing assessment is an integral part of the learning and development process. Staff regularly observe pupils to identify their progress, development and interests, and use these observations to inform future planning. Contributions from parents and/or carers are also valued and considered, and they are kept informed about their child's progress and development. Any identified learning and development needs are addressed in partnership with parents and/or carers, alongside any relevant professionals.

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 across the three prime areas. This 'progress check' highlights areas in which the child is progressing well, as well as areas where additional support may be needed. It also identifies any possible concerns that may indicate a disability, special educational need, or developmental delay. The progress check outlines the strategies and activities that the school intends to implement to address these concerns, involving parents and/or carers and other professionals as appropriate.

### Reception

Within the first six weeks of starting Reception, children complete the Reception Baseline Assessment (RBA).

In the final term of the academic year in which the child turns five, staff complete the Early Years Foundation Stage (EYFS) Profile for each child (before 30 June). Each child is assessed against the 17 Early Learning Goals and is judged as either:

- Meeting the expected level of development, or
- Not yet reaching the expected level ('emerging')

The EYFS Profile is shared with the child's Year 1 teacher to support a smooth transition. This enables informed discussions about the child's stage of development and learning needs and helps to guide planning in Year 1.

The school shares the results of each child's progress check and EYFS Profile (but not the Reception Baseline Assessment) with parents and/or carers.

In exceptional circumstances and only following discussion and agreement with parents and/or carers, a child may remain in EYFS provision beyond the end of the academic year in which they turn five. In such cases, assessment continues throughout their time in EYFS, and the profile is completed at the end of the year prior to their transition into Year 1.

All EYFS Profile assessments are moderated internally and in partnership with other schools within The Harbour Schools Partnership to ensure consistency in 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 our staff and each child's parents and/or carers.

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

In Nursery it is a requirement that 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/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

Parents/carers of Nursery-aged children can meet their child's key person during arranged meetings twice a year and can request additional meetings if required.

Parents/carers of Reception will be invited to two parents' evening appointments over the year and can request additional meetings if required.

Reception parents will receive an end of year school report.

We ask parents/carers to provide more than 2 emergency contact numbers for their child (where possible).

## 7. Staff

### 7.1 Staff training

We will:

- Train all staff in safeguarding procedures in line with Annex C of the most recent EYFS framework and Keeping Children Safe in Education (KCSIE) guidance
- Support all staff to feel supported and confident in implementing our safeguarding policy and procedures
- Renew training every 2 years, or more often when it's needed to help maintain skills; keep up to date with any changes to our safeguarding procedures; or because of any safeguarding concerns
- Safeguarding training is delivered yearly including the KCSIE update, training throughout the year in linked to the context of the school or updates received and is drip fed through weekly circulars of information in community spaces, like the staffroom.

Our designated safeguarding lead (DSL) will:

- Provide ongoing support, advice and guidance to all staff
- Attend a training course consistent with the criteria set out in Annex C of the most recent EYFS framework
- Liaise as needed with local statutory children's services agencies and our local safeguarding partners

### 7.2 Safer recruitment

When recruiting staff, we will follow the procedures set out in the latest EYFS framework guidance on checking the suitability of new recruits.

See our safeguarding policy for details of our safer recruitment procedures.

### 7.3 Whistleblowing

We make sure that all staff are aware of our whistleblowing procedures; feel able to raise concerns about any poor or unsafe practice; and know that such concerns will be taken seriously by the senior leadership team.

See our whistleblowing policy for details of our safer recruitment procedures and more detail on our procedures for handling whistleblowing [link to [whistleblowing policy](#)].

## 8. 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 can enjoy learning and grow in confidence.

All practitioners are alert to any issues of concern in children's lives at home or elsewhere.

See our child protection and safeguarding policy for more information.

### 8.1 Responding to allegations or concerns

If we have concerns about children's safety or welfare, we will immediately notify our local authority children's social care team, in line with local reporting procedures. In emergencies, we will also inform the police.

If any allegation is made of serious harm or abuse by anyone living, working or looking after children at the premises or elsewhere we will follow our managing allegations policy.

### 8.2 Staffing ratios

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:

The School will ensure that staff levels within the Early Years setting comply with statutory guidance and can meet the needs of the children. This is to provide suitable levels of supervision and keep them safe. Children will be kept within sight and hearing at all times. The EYFS Leader will oversee all EYFS Provision.

For the Two Year Old Provision:

- There will be at least one member of staff for every 5 children.
- At least one member of staff will hold a full and relevant level 3 qualification.

For the Three and Four Year Old Provision:

- Where a person with qualified teacher status, early years professional status, or early years teacher status is working directly with the children, we have at least 1 member of staff for every 13 children. At least 1 other member of staff holds an approved level 3 qualification, or has received approval to be included in the ratios at level 3 after attaining experience-based route status
- Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children. At least 1 other member of staff holds an approved level 3 qualification or has received approval to be included in the ratios at level 3 after attaining experience-based route status. At least half of all other staff hold an approved level 2 qualification

We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group

### 8.3 Paediatric first aid (PFA)

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

### 8.4 The designated safeguarding lead (DSL)

We also have a DSL who has lead responsibility for safeguarding children. They are also responsible for:

- Liaising with local statutory children's services agencies, and with the LSPs (local safeguarding partners)

- Providing support, advice and guidance to all other staff on an ongoing basis, and on any specific safeguarding issue as required
- Attending a safeguarding training course that complies with the criteria set out in annex C of the latest EYFS framework

### 8.5 Absence

Even where children have not reached statutory school age, we are required to promptly follow up on absences.

If a child is absent for a prolonged time or if their parents/carers haven't told us about the absence that day, we will attempt to contact the parents/carers and alternative emergency contacts.

See our attendance policy, which includes our expectations of parents/carers to report child absences.

### 8.6 Oral health and tooth brushing

We promote good oral health, as well as good health in general, in the early years by inviting a dentist to visit our Reception class to talk to the children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth.

We also operate a supervised tooth brushing programme in our preschool room, to support the children's oral health. We follow [government guidance on supervised toothbrushing](#) to make sure that it is evidence-based and safe.

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

### 8.7 Safer eating

While children are eating, there will always be at least 1 member of staff in the room with a valid Paediatric First Aid certificate (from a course consistent with the criteria set out in Annex A of the latest EYFS framework). All children will be within sight and hearing of a member of staff while eating and seated safely in an appropriate chair or highchair and, where possible, in a designated eating space.

Before a child joins our setting, we will get information regarding:

- Dietary requirements and preferences
- Food allergies and intolerances
- Health requirements

We will share this information with all staff involved in food preparation and handling. At each mealtime and snack time it will be clear which staff member is responsible for checking that the food meets all the requirements for each child.

We will make sure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis; the differences between allergies and intolerances; and that children can develop allergies at any time, especially during the introduction of solid foods.

We will consult with parents/carers to:

- Create allergy action plans for their child – with the help of health professionals, where appropriate. We will also keep this information up to date and share it with all staff
- Where appropriate, we will discuss their child's progress with solid foods
- Work with them to move on to the next stage at a pace that's right for their child.

We will prepare food in a way that:

- Prevents choking
- Meets each child's individual developmental needs
- Is in line with the DfE's [Early Years Foundation Stage nutrition guidance](#)

In the event of a choking incident that requires intervention, we will record details of the incident and make the child's parents/carers aware. We will periodically review the records to identify whether we can change anything in our practice to make eating safer and then take action as appropriate.

### 8.8 Accident or injury

We keep a first aid box (which contains appropriate items for children) always accessible.

We keep a written record of accident or injuries and any first aid treatment.

We will inform parents or carers the same day as, or as soon as reasonably practicable after, of any:

- Accident or injury sustained by the child
- First aid treatment given

We will notify the relevant authority of any serious accident, illness, or injury to, or death of any child while in our care and inform them of the action taken, as soon as reasonably practicable.

### 8.9 Safety of premises

We make sure that our premises, including overall floor space and outdoor space, are fit for purpose and suitable for the age of children we care for and the activities provided on the premises.

We comply with requirements of health and safety legislation, including fire safety and hygiene requirements.

See our Health and Safety policy for more detail.

### 8.10 Toileting and privacy

We make sure that there are:

- Enough toilets and hand basins available for the children
- Suitable and hygienic nappy changing facilities
- An adequate supply of necessary items such as clean bedding, towels and spare clothes
- Separate toilet facilities for adults

During nappy changes and toileting, we will balance children's privacy with their safeguarding and support needs.

See our Intimate Care policy for more detail.

## 9. Monitoring arrangements

This policy will be reviewed and approved by the Education Support Service annually.

At every review, the policy will be shared with the governing board.

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

This isn't an exhaustive list of policies and only includes policies specific to the EYFS. For a full list of our policies, see;

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See <a href="#">child protection and safeguarding policy</a>
Procedure for responding to illness	See <a href="#">health and safety policy</a>
Administering medicines policy	<a href="#">supporting pupils with medical conditions policy</a>
Emergency evacuation procedure	See <a href="#">health and safety policy</a>
Procedure for checking the identity of visitors	See <a href="#">child protection and safeguarding policy</a>
Procedures for a parent/carer failing to collect a child and for missing children	See <a href="#">child protection and safeguarding policy</a>
Procedure for dealing with concerns and complaints	See <a href="#">complaints policy</a>