



MALTMAN'S GREEN  
SCHOOL

# Early Years Foundation Stage (EYFS) Policy

## Related documents

Access Policy; Admissions Policy; Admissions, Attendance and Children Missing from Education Policy; Anti-Bullying Policy; Assessment, Recording and Reporting Policy; Curriculum Policy; Data Protection Policy; Behaviour, Early Years Risk Assessments; English as an Additional Language (EAL) Policy; Employment Manual; Equal Opportunities and Anti-Prejudicial Discrimination Policy; Exclusions Policy; Fire Evacuation and Lockdown Policy; Health and Safety Policy; Medical Policy; Off Site Visits Policy; Pastoral Care and Pupil Support Policy; Personal, Social, Health and Economic Education (PSHE) Policy; Privacy Notice; Relationships and Sex Education (RSE) Policy; Safeguarding and Child Protection Policy and Procedures; Special Educational Needs and Disability (SEND) Policy; Spiritual, Moral, Social and Cultural Development (SMSC) Policy; Supervision Policy; Teaching and Learning Policy; Food and Nutrition Policy

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# 1 Introduction

This overarching EYFS Policy is in accordance with the Statutory Framework for Early Years 2025, giving a holistic view of the School's Early Years Foundation Stage provision.

The Statutory Framework for Early Years 2025 states, "All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential."

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Maltman's Green, children join us full time at the beginning of the School year in which they are five. We also have a Pre-School day care setting (Little Malties) and Nursery. Girls in Little Malties can join in the term after they turn 2 and can attend a minimum of 5 half day sessions. In Nursery girls are expected to attend at least 5 mornings and one afternoon a week. We expect for them to add further full days as the year progresses.

Girls join our Nursery class in the academic year in which they turn 4.

Whilst we are exempt from the Learning and Development and Assessment requirements of Statutory Framework for Early Years 2025, in Nursery and Reception the following four guiding principles shape our practice across our setting:

- 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 interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
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- **Children develop and learn** at different rates. The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND).

In line with EYFS principles, at Maltman's Green School, we:

- provide quality and consistency across EYFS classes;
- have a key person approach which develops close relationships with individual children;
- provide a secure and safe learning environment, indoors and out;
- provide a balanced curriculum;
- plan challenging and enjoyable learning experiences, based on the individual child, informed by observation, assessment and the child's interest;
- provide opportunities for children to engage in activities that are both adult-initiated and child-initiated;
- work in partnership with parents and within the wider context; and




- provide equality of opportunity and anti-discriminatory practice, ensuring that every pupil is included and supported.





## 2 The Early Years Curriculum

Using the important and inter-connected Prime and Specific Areas of learning from the Statutory Framework for Early Years 2025, we plan an exciting and challenging curriculum based on our observation of the children’s needs, interests and stages of development.

In planning and guiding children's activities, we reflect on the different ways that girls learn and ensure we are enabling them to explore, create and think critically and be active. Schemes of work are based on a series of topics, offering experiences across the Prime and Specific Areas of learning, using both the inside and outside learning areas. We follow the girls’ interests, and this is reflected in our short term planning. We continually draw on our links with the community to enrich their experiences by taking them on visits and inviting engaging speakers and workshop providers into the School.

The Prime Areas are crucial in igniting the girls’ curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive. The four Specific Areas enable the Prime Areas to be strengthened and applied.

Prime Areas of Learning		
Personal, Social and Emotional Development	Physical Development	Communication and Language
Self-regulation. Managing self. Building relationships.	Gross motor. Fine motor.	Listening, attention and understanding. Speaking.
		

Specific Areas of Learning			
Literacy	Mathematics	Understanding the world	Expressive Arts and Design
Comprehension. Word reading. Writing.	Number. Numerical patterns.	Past and present. People, culture and communities. The natural world.	Creating with materials. Being imaginative and expressive.
			

Each Area encompasses a balance of adult-led and child-initiated learning. Pupils have whole group and small group teaching. Whole group teaching increases as the girls move through their Reception year, preparing them for the more formal environment of Year 1.

We strive to promote our 5 Maltman’s Green mindsets (Perseverance, Respect, Collaboration, Empathy and Independence), which provide strong values for our pupils are

embedded in our daily practice. We are also mindful of our school motto, 'Making their Way', when planning activities and opportunities across the EYFS.

### 3 Inclusion

We value all of our children as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We believe all our girls matter and we give each and every one of them the opportunity to achieve their best.

We continually monitor pupils' progress and strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need. We provide additional 1:1 support for those needing extra time to consolidate learning and work closely with parents and outside agencies.

We plan challenging activities for pupils whose ability and understanding are more advanced.

We use resources which reflect diversity and are free from discrimination and stereotyping. For any EAL child joining us in Early Years, we have a detailed conversation with parents about their levels of understanding. We ensure we have a few key words in home language to support them, as well as promoting their own language and culture through songs and providing them with opportunities to share their culture through a book we compile together with their family. EAL pupils in the EYFS are assessed and monitored in accordance with our EAL Policy.

### 4 The Learning Environment

The Early Years classrooms are organised to allow girls to explore and learn independently and collaboratively, securely and safely. The rooms are set up in learning spaces, supporting the Prime and Specific Areas.

Each class also has access to an outside space - 'the outdoor classroom'. This allows the girls to develop their skills in a safe alternative environment.

### 5 Observation and Assessment

We recognise that assessment plays an essential role in helping parents/carers and school staff to recognise girls' progress, understand their needs, plan activities, and offer appropriate, targeted support.

All pupils are assessed by the Head of Pre-Prep or EYFS Coordinator prior to entry into Early Years. These sessions involve an informal assessment of the child's current development and a conversation with parents to ensure that the school is one where the child will flourish socially, emotionally and academically.

Ongoing assessment is an integral part of our learning and development process. Staff observe the girls to understand their level of achievement, interests and learning styles, and to shape learning experiences for them reflecting those observations.

We ensure assessment opportunities do not entail prolonged breaks from interaction with children, nor require excessive paperwork. Observations (formative assessment) are recorded on the platform Tapestry. All parents/carers have a login to Tapestry, providing the

opportunity to access and view the digital learning journey as well as contribute their observations of learning and achievements captured at home.

Children are assessed (summative assessment) four times across the year in all 7 strands of learning and their progress is continually monitored. Assessments are recorded on Continuum tracker. Each term a progress meeting is scheduled to discuss judgements, set targets and implement booster and support groups where appropriate.

In the autumn term we administer, on a one-to-one basis, the 'on entry' CEM BASE assessment (summative) for all Reception children. For all Nursery children, we administer the 'on entry' ASPECTS BASE assessment (summative). The CEM BASE assessment gives standardised baseline data in literacy and mathematics. The ASPECTS BASE gives a *combined* standardised baseline for literacy and mathematics. In June, the Reception children complete the CEM 'on exit' BASE assessment and the Nursery children complete the ASPECTS 'on exit' BASE assessment again giving standardised data and allowing for an analysis of progress across the year. Data is triangulated with Continuum judgements.

Formal reports for all girls in Early Years are provided at the close of the autumn and summer terms. In Little Malties the autumn report comments on the three Prime Areas alongside a social commentary. In addition, the Little Malties girls are given a year check report within a month of them joining the setting. This only applies to girls who are 2 at the time of joining Little Malties.

The Nursery and Reception autumn reports comment briefly on all Prime Areas, plus Literacy and Maths, alongside a Characteristics of Effective Learning and social commentary. In the summer term, Little Malties and Nursery have full reports in all Prime and Specific Areas, including specialist lessons. There is also a class teacher social commentary that links to the Characteristics of Effective Learning.

The summer term report for Reception covers all Prime and Specific Areas, including strengths and next steps, and gives a social summary. An overview indicating attainment against each of the 17 Early Learning Goals and a summary on their Characteristics of Effective Learning is also published to parents. Parents are given the opportunity to discuss these judgements with the Reception teacher in preparation for Year 1.

Parent evenings are held in both the autumn and spring terms for all of Early Years, and give the opportunity to discuss children's social, emotional and academic gains and areas for ongoing target.

## 6 Transitions

Transitions are carefully planned for, and time is given to ensure continuity of learning. At any transition we acknowledge the child's needs and establish effective partnerships with those involved, with the child and with other settings, including other nurseries and carers. Children attend a classroom induction morning to develop familiarity with the setting and school staff late in the summer term prior to joining their new Early Years class.

In the final term of Reception, the Year 1 teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals and their Characteristics of Effective Learning. This supports a smooth transition into Year 1 and helps the Year 1 teacher to plan an effective, responsive, and appropriate curriculum that will meet the needs of each individual child.

## 7 Partnership

We recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the girls and their families. Parents are children's first and most enduring educators and we value the contribution they make and encourage them to play an active part in their child's education both at home and at school.

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals, providing the best support possible.

## 8 Safeguarding and Welfare

Children's safeguarding and welfare is paramount. We have a secure environment and stringent policies, procedures and documents in place. We teach children how to be safe, make choices and assess risks.

We comply with the Statutory Framework for the Early Years Foundation Stage (2025) and meet the associated regulatory requirements for Safeguarding and Welfare to:

- promote the welfare of children;
- promote good health, including oral health;
- prevent the spread of infection and take appropriate action when children are ill;
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;
- ensure all adults who look after the children, or who have unsupervised access to them, are suitable to do so;
- ensure that we maintain the correct pupil to adult ratios and that all staff are suitably qualified;
- ensure that the premises, furniture and equipment is safe and suitable for purpose;
- maintain records, policies and procedures required for safe, efficient management of the School and to meet the needs of the children; and
- protect the physical and psychological wellbeing of all children. (See Maltman's Green School's Safeguarding and Child Protection Policy and Procedure and Code of Conduct)

### **Safeguarding**

Maltman's Green ensures that all staff, including the Designated Safeguarding Lead are trained in line with the criteria set out in Annex C of the EYFS Statutory Framework, 2025.

The School's Designated Safeguarding Lead provides support, advice and guidance to all EYFS staff on an ongoing basis, and on any specific safeguarding issue as required.

### **8.1 Oral Health**

Healthy eating habits and good oral health are continually promoted. Girls in Early Years are expected to rinse their mouths daily with water, after snack or lunch. Oral health is further supported by termly visits from a local dental practitioner.

## 9 Behaviour

The Head of Pre-Prep and Early Years Coordinator are the named people responsible for behaviour management issues regarding all Early Years pupils.

## 10 Ratios

We ensure that girls are adequately supervised and that children are usually within sight and hearing of staff and always within sight or hearing. Whilst eating, girls are always within sight and hearing of a member of staff, who is full paediatric first aid (PFA) trained. We meet the requirements of the Statutory Framework for the Early Years Foundation Stage (2025) with the following adult to child ratios.

### 10.1 Little Malties

- The manager holds a Level 3 qualification, and a Level 2 certification in mathematics.
- The manager has more than two years' experience of working in an Early Years setting.
- The named deputy is skilled and qualified to take charge in the manager's absence, ensuring a Level 3 qualified person is always in situ.

### 10.2 For children aged 2

Statutory regulation 3.48 is met at all times.

Qualification Level	Adult/Child Ratio
Level 3-6	1:5
Level 2	1:5, in the presence of a Level 3 or above

### 10.3 For children aged 3 and over

Statutory regulation 3.51 is met at all times.

Qualification Level	Adult/Child Ratio
Level 6	1:13
Level 3-5	1:8
Level 2	1:8 in the presence of a Level 3 or above

### 10.4 Nursery

Statutory regulation 3.51 is met at all times.

Qualification Level	Adult/Child Ratio
Level 6	1:13
Level 3-5	1:8
Level 2	1:8, in the presence of a Level 3 or above

### 10.5 Reception

Qualification Level	Adult/Child Ratio
Level 6	1:30
Instructor	1:30

Level 3-5	1:13
Level 2	1:8, in the presence of a Level 3 or above

## 11 Paediatric First Aid

All EYFS staff who hold a recognised Full Paediatric First Aid certificate, as noted in Annex A of Statutory Framework for the Early Years Foundation Stage (2025). The School ensures at least one person with the aforementioned certificate is on the premises and is available at all times. At least one person with the aforementioned certificate is also required to accompany children on outings. Full Paediatric First Aid training is renewed every three years. Lists of staff who hold a valid Full Paediatric First Aid certificated are displayed in each of the Early Years classrooms, as well as the school medical room.

All staff who obtained a level 2 and/or level 3 qualification since 30 June 2016 must obtain a PFA qualification within three months of starting work in order to be included in. All staff who have completed the experience-based route must obtain a PFA qualification before they can be included in the staff:child ratios at level 3. To continue to be included in the ratio requirement the certificate must be renewed every 3 years.

Students and long-term volunteers (aged 17 or over) and apprentices (aged 16 or over) may only be counted in the ratios if they hold a valid and current Paediatric First Aid or Full Paediatric First Aid qualification.

Staff completing the new experienced-based route, must be qualified with a Paediatric First Aid or Full Paediatric First Aid certificate before they can be counted in the pupil:staff ratios.

## 12. Food and Mealtimes

Maltman's Green has due regard to the Early Years Nutrition Guidance, May 2025, and has formulated a Food and Nutrition policy, as recommended in this documentation.

Wherever possible staff sit facing children whilst they eat, so to ensure they are eating in a way to prevent choking and prevent food sharing and be aware of any unexpected allergic reactions.

At each mealtime and snack time (including Wraparound Care) a member of staff is responsible for checking that the food being provided meets all the requirements for each child.

### Choking

When a child experiences a choking incident requiring intervention, details of where and how the child choked are recorded and parents and made aware.

Choking records are reviewed as a standing agenda point at the termly Health and Safety meetings to identify if there are trends or common features of incidents that could be addressed to reduce the risk of choking.

## 12 Premises

Indoor space requirements meet the Statutory Framework for the Early Years Foundation Stage (2025) requirements:

- 2 year olds – 2.5m<sup>2</sup> per child
- 3-5 year olds – 2.3 m<sup>2</sup> per child

## 13 Risk Assessments

We ensure that all reasonable steps are taken to ensure staff and children are not exposed to risks. Rigorous daily checks and enhanced cleaning procedures are in place. A battery of written risk assessments, informing staff practice and management of risk are available on request.

## 14 Staff Supervision

EYFS staff receive termly supervision, which provides support, coaching and training, and promotes the interests of children. Supervision fosters a culture of mutual support, teamwork and continuous improvement, which encourages the confidential discussion of sensitive issues. It also provides further opportunities for staff to discuss any issues particularly concerning children's development or wellbeing.

## 15 Monitoring and Review

- Priorities relating to the EYFS are identified in the Pre-Prep development plan.
- Relevant staff training and development needs are outlined in the development plan.
- The Head of Pre-Prep and EYFS Coordinator carry out monitoring of the EYFS as part of the whole school monitoring along with regular visits by the Governor with responsibility for the EYFS.
- Whole school policies equally apply to the EYFS, as they incorporate the mandatory requirements.