

EARLY YEARS FOUNDATION STAGE POLICY

The Early Years Foundation Stage (EYFS) supports young children to develop the knowledge, skills and understanding they need to become confident, independent and successful learners. Children's communication, language, literacy, mathematical development, physical development, personal, social and emotional development, understanding of the world and expressive arts and design are developed through a balance of adult-led teaching, purposeful play and child-initiated learning.

We recognise that children learn best when they feel safe, secure, valued and listened to. Our EYFS provision therefore places a strong emphasis on positive relationships, high-quality interactions, communication and language, learning through play, independence and the development of the whole child.

Aims

- To make the child's first experience of school happy, positive, safe and enjoyable.
- To ensure that children access a broad, balanced and ambitious curriculum that provides them with the knowledge and skills needed for good progress throughout their school life.
- To provide a balance of adult-led teaching, guided learning and child-initiated play, recognising the importance of play in children's learning and development.
- To encourage parents and carers to become partners with the school in the education and care of their children and to develop close working partnerships between teachers, practitioners, parents and carers.
- To foster a love of learning, enquiring minds and the ability to discuss, adapt, negotiate and solve problems.
- To help children develop self-regulation, independence, resilience and respect for the feelings, needs, cultures and abilities of others.
- To provide quality and consistency in teaching and learning so that every child makes good progress from their individual starting point.
- To ensure that every child is included and supported through equality of opportunity, inclusive practice and anti-discriminatory practice.
- To ensure that children's health, safety and welfare are promoted in accordance with the EYFS statutory framework.
- To identify children's individual needs at the earliest opportunity and work with parents, carers and other professionals where additional support is required.

Structure of the EYFS

In our Early Years Department, we have a mixture of children ranging from 2–5 years old. Our class is made up of children of nursery, pre-school and Reception age. Each child has a dedicated key person, with whom they will be taught and develop strong, caring and secure relationships. We endeavour to ensure that all practitioners create positive relationships with all children throughout the school.

The key person approach supports children to develop secure attachments and helps them to settle into the setting, develop confidence and feel safe and valued. Parents and carers are kept informed about their child's learning, development and wellbeing through conversations and the use of the app Tapestry for recording their learning and development, throughout their time in our Early Years Classroom.

Our curriculum is based on the Early Years Foundation Stage (EYFS) statutory framework and is designed to reflect the individual needs, interests and experiences of the children in our care.

The basis of our curriculum is set out across two academic years: Year A and Year B. Throughout each year, children will gain a multitude of experiences that support their early learning and develop their knowledge and understanding of the world around them.

Children will have regular opportunities to explore our local community, learn through purposeful play, develop their independence and take part in a range of exciting experiences and visits with their peers.

Our curriculum is carefully planned to build children's knowledge and skills over time, while remaining responsive to children's interests and individual starting points.

Funding

We accept both 15- and 30-hour funded places for eligible children from the relevant age of entitlement. Places for two-year-olds are subject to availability.

We accept split funding between our setting and another provider where necessary. We do not currently offer stretched funding, as our provision follows the school term dates.

Funding arrangements are subject to the eligibility criteria and guidance issued by the Department for Education and the relevant local authority.

Equal Opportunities and Inclusion

The Early Years Foundation Stage will be taught in accordance with the school's Equality Policy and the requirements of the Equality Act 2010.

We are committed to providing an inclusive environment in which every child is valued and respected. Children will be supported to develop a positive attitude towards themselves and others and to understand and respect differences, including those relating to protected characteristics.

Our school community includes individuals from a wide range of cultures, faiths, ethnicities and backgrounds. These differences are respected, valued and celebrated. Throughout the year, children will have opportunities to learn about different cultures, traditions, communities and ways of life through a wide range of experiences.

We welcome parents and carers to contribute their own knowledge, expertise, cultures, faiths and experiences to enhance the children's learning.

We recognise that children have different starting points, needs, interests and experiences. Appropriate adaptations, support and reasonable adjustments will be made to ensure that all children can participate fully in the EYFS curriculum.

Assessment

Assessment in the EYFS is an ongoing process which helps practitioners to understand children's knowledge, skills, interests and developmental needs and to identify the next steps in their learning.

On entry to the school, children will be given time to settle into their new surroundings and develop relationships with their key person, class teacher and other children. Practitioners will use observations, interactions, information from parents and carers and other relevant information to develop an understanding of each child's starting point.

The school will use its On Entry Profile and 'Getting to know your child' document to support this process. This enables us to develop a baseline understanding of each child's knowledge, skills and experiences and includes contributions from the child, parents/carers and practitioners.

Parents and carers will have the opportunity to discuss their child's progress and starting points during a 'Meet the Teacher' meeting which is held during the first term.

Assessment will be used to inform planning and teaching rather than create unnecessary paperwork. Practitioners will draw on their professional knowledge and understanding of child development when assessing children.

Parents and carers will be asked to complete the necessary permissions and information required for their child to use Tapestry, the school's online learning journal. The school will support parents and carers in using Tapestry appropriately and responsibly. Information and images shared through Tapestry must remain confidential and must not be shared on social media or with unauthorised individuals.

Reports will be provided for children during the Spring and Summer Terms, giving parents and carers regular information about their child's learning, development and progress. Parents and carers will also have opportunities to discuss their child's learning with their child's teacher.

At the end of the Reception year, parents and carers will receive a Foundation Stage Profile report outlining their child's attainment against the Early Learning Goals.

Statutory and Non-Statutory Requirements

Fletewood School Foundation Stage follows the statutory guidance set out in the **Early Years Foundation Stage (EYFS) statutory framework for group and school-based providers**, published by the Department for Education.

The EYFS statutory framework sets the standards that schools and early years providers must meet for the learning, development, care and safeguarding of children from birth to five.

The school will ensure that the current version of the statutory framework is followed and that EYFS practice is reviewed and updated when statutory requirements change.

The school also has regard to the non-statutory **Development Matters** guidance when planning and delivering the EYFS curriculum.

The EYFS statutory framework and supporting guidance are available through the Department for Education:

[EYFS statutory framework – Department for Education](#)

Safeguarding and Welfare Procedures

The safety, health and wellbeing of children are central to our EYFS provision. All safeguarding and welfare procedures are implemented in accordance with the current EYFS statutory framework, the school's Safeguarding and Child Protection Policy and other relevant school policies.

The school will ensure that:

- children are appropriately supervised and cared for at all times;
- staff are suitable to work with children and appropriate recruitment and safeguarding checks are completed;
- staff receive appropriate safeguarding training and understand their safeguarding responsibilities;
- safeguarding concerns are recorded, reported and acted upon in accordance with the school's safeguarding procedures;
- children who are absent are followed up appropriately and concerns about unexplained or prolonged absence are acted upon;
- appropriate arrangements are in place for the safe collection and handover of children;
- children's privacy and dignity are respected, including when supporting children with toileting and personal care;
- appropriate procedures are in place for managing children's individual medical needs, allergies and dietary requirements;
- children are provided with safe, healthy, balanced and nutritious food and drinks where these are provided by the school;

- staff understand how to minimise choking risks and safely prepare and provide food for young children and we have 2 LifeVac devices in our classroom to use in the event that a child should be choking;
- appropriate arrangements are in place for paediatric first aid and emergency first aid and all Early Years staff are paediatric first aid trained (these staff are on duty during every lunch time in Early Years);
- staff understand and follow the school's procedures for managing behaviour in a positive and appropriate manner;
- staff understand the school's whistleblowing procedures and know how to raise concerns;
- appropriate arrangements are in place for safer eating, sleep and rest, where applicable;
- children's use of screens is managed appropriately and the setting has regard to current DfE guidance on screen use in early years (see appendix):
- the premises, equipment and resources are suitable, safe and secure for the children using them.

Oral Health

We promote good oral health as part of our wider approach to children's health and wellbeing. This includes our Toothbrushing Club, which takes place every day after lunchtime.

The Toothbrushing Club is used to promote:

- the importance of good oral hygiene;
- the benefits of regular toothbrushing;
- the development of appropriate toothbrushing skills and habits.

We follow current government guidance relating to supervised toothbrushing to ensure that the programme is safe, appropriate and evidence-based.

Safer Eating and Allergies

Where food and drink are provided, we follow the EYFS requirements relating to safer eating and the Department for Education's EYFS nutrition guidance.

We work with parents and carers to identify and manage allergies and dietary requirements. Staff are made aware of children's individual needs and appropriate arrangements are put in place to reduce the risk of allergic reactions.

Staff responsible for food preparation and provision understand how food should be prepared and presented safely to reduce the risk of choking.

Safeguarding

All staff have a responsibility to safeguard and promote the welfare of children. Staff must follow the school's Safeguarding and Child Protection Policy and report concerns immediately

to the Designated Safeguarding Lead or in accordance with the school's safeguarding procedures.

The EYFS safeguarding and welfare requirements are considered alongside **Keeping Children Safe in Education**, the school's safeguarding arrangements and other relevant statutory guidance.

Staff and Professional Development

The school ensures that EYFS staff have the knowledge, skills and qualifications required for their roles and responsibilities.

Staff receive appropriate induction, safeguarding training and professional development. Staff are supported to develop their understanding of child development, early language, communication, teaching and learning, assessment, inclusion and safeguarding.

The school will ensure that staffing arrangements and staff-to-child ratios comply with the requirements of the current EYFS statutory framework.

Working with Parents and Carers

We recognise parents and carers as children's first and most important educators.

We aim to develop strong, respectful partnerships with parents and carers and to keep them informed about their child's learning, development, health and wellbeing.

Parents and carers are encouraged to share information about their child's interests, experiences, development and needs. This information helps practitioners to plan effectively and provide appropriate support.

We also work with parents and carers to support children's transition into school and between different stages of their early education.

Policy Date: September 2026

Review Date: September 2028

Appendix:

Early Years Screen Time Guidance

Staff Briefing Document & Practice Rules

This document outlines our setting's updated policy regarding screen use, aligned with the latest statutory **Help for Early Years Providers Screen Use Guidance**. Please review these rules immediately and adjust your daily planning accordingly. Our priority is reducing sedentary, passive, and over-stimulating digital experiences.

Statutory Time Restrictions

- **Children Under 2 Years:** Strict **zero screen time** policy. The only exception is occasional family video calls or interactive bonding moments.
- **Children Aged 2 to 5 Years:** Maximum of **1 hour per day total** across the entire setting. Less is always preferred. **At Fletewood, we aim to limit Nursery children to 1 hour per week of any kind of screen time and 2 hours per week for Reception.**
- **SEND Exception:** These restrictions do not apply to screen-based assistive technologies explicitly detailed in a child's Special Educational Needs and Disabilities support plan.

Quick Reference: Do's and Don'ts

DO	DON'T
Co-engage at all times. Sit with children, narrate the screen, and ask open-ended questions.	Never use screens for behaviour management, calming down children, or comforting them.
Choose slow-paced, predictable content with slower scene cuts and clear narratives.	Avoid standard YouTube, TikTok, or streaming platforms with adverts, autoplay, or algorithmic feeds.
Turn screens off completely as soon as the planned interactive session finishes.	Never leave background screens on (TVs, tablets, or monitors) during free play or eating times.

Use large, shared screens or interactive whiteboards to encourage collaborative, active group play.	No individual, solitary tablet play or handing devices to single children to keep them quiet.
Protect routines. Ensure zero screens during mealtimes or within 1 hour of any scheduled sleep period.	Avoid reward-loop games featuring flashing lights, digital stickers, or addictive instant-gratification sounds.

Specific Platform Restrictions

Standard YouTube: Banned for regular use due to embedded advertisements, autoplay loops, and fast-paced editing styles that over-stimulate developing brain pathways.

Digital & Tablet Games: Prohibited if they rely on individual play or gamification traps (such as micro-rewards or competitive countdowns).

Recommended Educational Alternatives

- **BBC iPlayer / CBeebies:** Heavily preferred platform. Content features slower scene cuts, predictable narratives, and age-appropriate storytelling designed for cognitive support.
- **Strict YouTube Kids:** Allowed only if using a premium locked profile with the search function disabled, autoplay turned off, and channels manually pre-vetted by a room leader.
- **Floor-Based Programmable Robotics:** Use physical tools like Bee-Bots to teach early coding, logic, and directional language completely screen-free.
- **Open-Ended Digital Media:** Group-based, open-ended digital drawing or cooperative building programs on a shared interactive whiteboard.