



Early Years Foundation Stage Policy

'We seek to create a loving, stimulating environment where everyone will feel secure and happy, and will fulfil their potential'

Introduction:

This policy has been drawn up by the Head of EYFS, in consultation with the EYFS staff. It related to the care and education of two to five year-old children who are in the Reception and Pre-School classes.

The ethos of Cranford School is based on Christian principles, which are embodied in many aspects of the children's day at School. This may be in assemblies or informally in the caring and gentle way in which all staff approach the children and each other. It should be noted that Cranford School extends an equal welcome to children and families of all faiths or none. We seek to create a caring, stimulating environment where everyone feels secure, happy, and able to fulfil their potential.

Young Learners:

We believe that learning takes place most effectively in an environment where children are able to develop a positive self-concept and are respected for what they individually have to offer. Praise and recognition of effort from significant adults is essential for success. When children feel able to explore new experiences without fear of failure or criticism, intellectual growth will follow.

Teaching and Learning:

The staff in our EYFS setting have a thorough knowledge of the EYFS Statutory Framework (September 2025) and the Development Matters guidance.

At this stage, most learning takes place through first hand experiences, which enable children to acquire control of their bodies, master tools and materials, and also to communicate and 'work' effectively with other people. The children are given the time and opportunity to exercise increasing responsibility for themselves and others, with staff ensuring that there is a balance of child-initiated, adult-directed and adult-led activities. The latter are structured, meaningful and relevant to the age and stage of development of the child.

We acknowledge the vital importance of the children bringing their own interests into their learning, both at home and at Cranford School. The Early Years Foundation Stage environment is stimulating, challenging and aesthetically pleasing. As far as possible, children have access to the resources which they need/want and are able to find them independently. Teaching takes place through individual investigation, small group and whole class teaching. Learning occurs throughout the EYFS as a result

of individual exploration, supported and encouraged by sensitive observation, evaluation and suggestion of possible 'next steps' by staff.

We aim to offer the children the opportunity to access the curriculum in both indoor and outdoor settings, as far as possible.

Admissions:

Children may start in Pre-School in the term in which they turn 3. Children join Reception in the September of the academic year in which they become five.

The Curriculum:

The Early Years Foundation Stage curriculum is followed, and the aim is that children will achieve the Early Learning Goals by the end of the Reception year. The Prime Areas of Learning are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language

The Specific Areas of Learning are:

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

The Characteristics of Effective Learning are:

- Playing and exploring
- Active learning
- Creating and thinking critically

Assessment:

Assessment is continuous and based on regular observation and interaction. This informs our understanding of each child's development and next steps.

We complete the Reception Baseline Assessment (RBA) within the first two weeks of Reception and the EYFS Profile at the end of Reception.

Parental input is valued; parents are encouraged to share home learning and milestones, which are included in their child's Learning Journey. The school shares the results of each child's 'progress check' and EYFS profile (but not the reception baseline assessment) with their parents and/or carers.

We share the EYFS profile the child's Year 1 teacher. This helps to inform a discussion between reception and Year 1 teachers about the child's stage of development and learning needs. This also helps with planning activities in Year 1.

Planning:

All staff in the EYFS are involved in the planning process. Plans are drawn up for the short, medium and long term. Long Term Planning is concerned with the children's entitlement to a broad and balanced curriculum. Medium Term Planning links the learning intention with activities to help children to achieve the desired outcome. Themes and topics are used to integrate the children's learning experience but are subject to change based on the interests of the children.

Short Term Plans are daily working documents showing fixed points in the day (such as assemblies, PE or Music sessions), and what the children and staff will be doing through the day. It must be added that we are very keen for the children to pursue their own individual interests at School, and that we respond positively to spontaneous happenings, or unplanned learning opportunities arising from children bringing something into School. At such times, we are happy to postpone the planned day, and 'go with the flow'!

Where a child may have a special educational need or disability (SEND), staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

Introduction and Transition:

There are many opportunities for the children in our Pre-School class to visit the Reception classrooms and, by the time they move on it is a very familiar setting. In addition to this, the Pre-School children have planned introductory visits to Reception towards the end of the Summer Term and spend time getting to know the Reception Staff. We hold a 'Move-Up Morning' for Pre-School children prior to their starting Reception in September and extra settling in sessions can be arranged if necessary. At the beginning of the Autumn Term, we hold welcome meetings for Reception and Pre-School parents. Staff tell the parents/carers about their child's year in their classes, giving a great deal of practical information. Staff are available to answer any questions and also give parents written information about how to help at home.

Partnership with Parents:

Pre-School parents are welcome to come into the classrooms before dropping off their child(ren). Parents can bring their children to school from 7.30 am each morning for Breakfast Club or at 8.00 am for Before School Club. This is an opportunity for EYFS parents to talk with staff and raise any comments, questions or concerns. Similarly, information is often passed between home and School and vice versa at collection time at the end of the day. Parents of EYFS children have individual consultations every term. A Mid-Year Review is produced in February and a full written report is given to parents at the end of the Summer Term. All EYFS parents are welcome to come in, by appointment, to discuss their child's on-going EYFS Profile. Parents are encouraged to contribute to their child's profile by keeping staff informed of their achievements at home, no matter how big or small they may seem!

Safeguarding

Safeguarding and promoting children's welfare is paramount. We comply fully with the EYFS Statutory Framework (September 2025) and the school's Safeguarding and Child Protection Policy.

- All staff receive regular safeguarding training, ensuring they can recognise and respond to concerns.
- Designated Safeguarding Leads (DSLs) manage concerns promptly and sensitively in accordance with statutory guidance.
- Online safety is promoted through age-appropriate teaching.

- Safeguarding audits and risk assessments are conducted regularly.
- We have clear whistleblowing procedures for staff, students, and volunteers to raise concerns about unsafe practices without fear of detriment.

Equal Opportunities:

We are committed to inclusive practice, ensuring all children can access the curriculum regardless of background, ability, or additional needs. Resources reflect diversity, equality, inclusion, belonging and promote fairness.

Health and Safety:

We maintain high standards of health and safety, supported by risk assessments for all activities. All staff directly linked to the EYFS hold paediatric first aid qualifications. Staff are trained in basic food hygiene, anaphylaxis awareness fire safety training and selected staff are trained fire marshals.

Nutrition Guidance

In line with our commitment to fostering healthy lifestyles, Cranford School provides nutritious, balanced meals and snacks that fully comply with the DfE Early Years Foundation Stage Nutrition Guidance. We take great care to ensure all food offered supports children's wellbeing and growth. Individual care plans are in place to manage allergies sensitively, and all meals and snacks are closely supervised to promote safe and enjoyable eating experiences.

Safer Eating

All staff hold a Paediatric First Aid Certificate and hold a Food Hygiene (Level 2) certificate. All children will be within sight and hearing of a member of staff while eating, and seated safely in an appropriate chair, where possible, in a designated eating space.

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

- 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

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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.

Intimate Care and Toileting

We respect children's dignity and privacy while maintaining safety. Nappy changing and toileting follow agreed procedures, with appropriate supervision.

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 spare clothes
- Separate toilet facilities for adults
- During nappy changes and toileting, we will balance children's privacy with their safeguarding and support needs.

Accident or injury

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

We keep a written record of accident or injuries and any first aid treatment with the School Matron.

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.

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.

Child Absence

We are committed to ensuring the safety and well-being of all children. If a child is absent and the absence has not been reported, or if the absence becomes prolonged, we will contact parents and, if

necessary, emergency contacts to confirm the child's welfare. Attendance patterns are regularly monitored, and where prolonged absence is identified, appropriate support will be offered to the child and their family.

Policy Review

This policy will be reviewed annually, or sooner if required by changes to statutory guidance.

Reviewed: August 2025:
Review due: August 2026:

Head of Pre-Prep, Headmaster
Head of Pre-Prep, Headmaster