



East Sheen Primary School

EARLY YEARS FOUNDATION STAGE POLICY

1. Introduction:

‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five 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 together provide the foundation children need to make the most of their abilities and talents as they grow up.’ – Statutory framework for the early years foundation stage (2021)

Click [here](#) to view the framework.

Our School Vision underpins all that we do:

Our purpose is to nurture happy, confident children who think deeply about themselves and others in preparation for the challenges ahead.

We do this by inspiring and celebrating:

- curiosity and love for learning
- collaboration and kindness
- creativity and enthusiasm
- resilience and achievement

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 2026.

3. Principles:

The EYFS is based upon four principles:

- **A unique child.** We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children’s attitudes and

dispositions to learning are influenced by feedback from others; we use praise and encouragement as well as celebration and rewards to encourage and develop a positive attitude to learning. We use appropriate relationships education to explore ways of staying safe and celebrating difference.

- **Positive relationships.** We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.
- **Enabling environments with teaching and support from adults.** We recognise that the environment plays a key role in supporting and extending the children's development. Through observations we assess the children's interests, stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning. Our learning environment is always set up with a range of activities for the children to choose from that maximises the children's learning. We use water play, mud play, a range of physical and role-play activities as well as focused literacy and mathematics activity areas. There are also chickens that the children help to look after.
- **Learning and development.** The Early Years setting is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. Within the setting there are distinct learning areas where children are able to find and locate equipment and resources independently.

Early childhood is the foundation on which children build the rest of their lives. At East Sheen Primary School, we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

The EYFS for children is from birth to five years of age. All children begin school with a wide variety of experiences and learning and it is the privilege of the adults working in the foundation stage to accept the task of building upon that prior learning experience. This is done through a holistic approach to learning ensuring that parents and guardians, support staff and the Foundation Stage team work effectively together to

support the learning and development of the children in their charge.

4. Aims

It is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being. The overarching aim of the EYFS is to help young children achieve these five outcomes.

We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

At East Sheen Primary School, we aim to:

- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child including children with additional needs. The enabling environment supports the children's learning both indoors and outdoors. We are passionate about the opportunities for learning in the outdoors.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision making, fostering independence and self-confidence.
- Work in partnership with parents and guardians and value their contributions ensuring that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability.
- Provide opportunities whereby children experience a challenging and enjoyable programme of learning and development.
- Provide experiences for all children, whatever their needs, which are inclusive rather than parallel.

5. Learning and Development

Learning and development is categorised into three prime areas of learning:

- Communication and language.

- Physical development.
- Personal, social and emotional development.

Additionally, there are four specific areas of learning:

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

Achievement of these prime and specific areas of learning is by:

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

East Sheen Primary is an accredited 'Thinking School'. Children in the foundation stage are introduced to the tools that they will use throughout the school to support their learning. 'Habits of mind' such as resilience and thinking flexibly are taught to help develop the 'characteristics of effective learning' outlined in the statutory framework.

Technology and Screen Use

The school has regard to DfE guidance on children's screen use in early years settings. Technology is used purposefully to enhance teaching and learning and is balanced with opportunities for active play, outdoor learning, creative experiences, communication and social interaction. Digital devices do not replace high-quality adult interactions or hands-on learning experiences. [\[help-for-e...ion.gov.uk\]](#), [\[gov.uk\]](#)

The children also explore the key values of East Sheen Primary School by acknowledging behavior that is happy, curious, resilient and kind.

6. Observation, Assessment and Planning

We are ambitious for all our students, and effective planning is the key to making children's learning exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice and is informed by observations we have made of the children, in order to understand and consider their current interests,

development and learning needs. All staff who work in the Foundation Stage are involved in this process.

The planning within the EYFS is based around the children's interests. These plans are used by the EYFS team as a guide for weekly planning. However, we may alter these in response to the needs of the children. Children learn through planned play activities and staff decide when child initiated or adult led play activities would provide the most effective learning opportunities.

Within the first 6 weeks that a child **starts reception**, staff will administer the reception baseline assessment (RBA). The requirements for the RBA are set out in [Annex B of EYFS statutory framework](#).

We make assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of continuous observations and this involves the teacher and other adults as appropriate. The parents/carers are given the opportunity to meet formally with the Foundation Stage Team in the autumn and spring terms and, at the end of the summer term, we provide a written summary of their attainment and development against the Early Years Foundation Stage Curriculum. The EYFS data will be submitted in accordance with current Local Authority and Department for Education requirements.

7. The Induction Process

During the Summer Term prior to starting school the following September:

- Foundation staff liaise closely with pre-school settings from which September's intake will be taken.
- Each child and their parents/carers will be invited to visit East Sheen Primary School in order to familiarise themselves with both the staff and the Early Years setting.
- Parents/carers are invited to an evening information meeting.
Before their starting date, Foundation Stage staff will visit the children in their homes (optional).

When children join the school in September, the following procedures will apply in order that they can gradually adjust to their new surroundings:

- Children will start school on the agreed date in groups of 10 for a full day.
- Thereafter, children will attend for the full school day unless Foundation staff and parents/carers agree that it is not in the best interests of an individual child.

8. Working with parents/carers

At ESPS we aim for the school and parents/ carers to work closely together, to support a child's development. We will develop this working relationship between the school and parents/carers as follows:

- We will outline the school's expectations in the Home School Agreement, available on our [website](#).
- We publish information about 'starting school' on the [website](#). We will hold a curriculum evening in the early autumn term to explain how EYFS works at ESPS.
- We will hold a parent consultation early in the year to establish how a child is settling into the school environment and a subsequent parent consultation in the spring term to discuss how the child is progressing.
- We will publish a [termly bulletin](#) detailing the areas of learning and the overarching theme of the term or half-term.
- We will operate an "open door" policy that will allow parents and carers to discuss concerns and developments in an informal manner. Conversely, if Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- We will conduct reading workshops for parents and carers to enable them to be familiar with the teaching methods used in school to make it easier to emulate them at home.
- There will be opportunities for parents and carers to visit the school on a volunteer basis to assist with the children's learning e.g. assisting with reading.

9. Staff

9.1 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 safeguarding every year, 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

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 Ensure safeguarding training includes appropriate guidance on staff conduct, professional boundaries, recognising abuse, safer recruitment practices and the safe use of mobile phones, cameras and image-sharing devices, in accordance with current EYFS requirements.
[\[foundation...ars.org.uk\]](#), [\[help-for-e...ion.gov.uk\]](#)

9.2 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, including:

- Obtaining a reference for any member of staff (including students and volunteers) before they are recruited
- Recording information about staff qualifications and identity checks, vetting processes and references
- Ensuring that all staff, students and volunteers undergo the appropriate suitability checks in line with current EYFS requirements before commencing their role.
- Ensuring enhanced criminal records checks are completed for volunteers where required by statutory guidance. [\[foundation...ars.org.uk\]](#), [\[help-for-e...ion.gov.uk\]](#)

For more information about our safer recruitment process, see our [Safer Recruitment Policy](#).

9.2.1 Staff Suitability

All staff have a responsibility to disclose any information which may affect their suitability to work with children. Any changes in circumstances must be reported promptly to the Headteacher and considered in line with EYFS and safeguarding requirements. [\[foundation...ars.org.uk\]](#), [\[help-for-e...ion.gov.uk\]](#)

9.3 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.

For more information about whistleblowing, see our [Whistleblowing Policy](#).

9.3.1 Malicious or vexatious allegations

If an allegation is made in good faith, but investigation finds no wrongdoing, there will be no disciplinary action against the member of staff who raised the concern.

If, however, an allegation is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate against the person making the allegation.

10. Safeguarding and welfare precautions:

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.

Staff are expected to follow the school's safeguarding procedures regarding the use of mobile phones, cameras and digital devices. Staff must also be aware of procedures for reporting concerns about the conduct of adults working with children.

[\[foundation...ars.org.uk\]](#), [\[help-for-e...ion.gov.uk\]](#)

10.1 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.

10.2 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.

We comply with infant class size legislation and have at least 1 teacher per 30 pupils

10.3 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.

10.4 The designated safeguarding lead (DSL)

The DSL has lead responsibility for safeguarding children. They are also responsible for:

- Liaising with local statutory children's services agencies
- 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](#)

10.5 Absence

See our [attendance policy](#) for information on this, including our expectations of parents/carers to report child absences. The school will follow up unexplained absences promptly and, where welfare concerns exist, safeguarding procedures will be followed. Wherever possible, additional emergency contact details will be maintained for all children. [\[foundation...ars.org.uk\]](#), [\[saintspete...cps.org.uk\]](#)

10.6 Oral health and tooth brushing

We promote good oral health, as well as good health in general, in the early years by, for example talking to children about the importance of brushing your teeth and the effects of eating too many sweet things.

10.7 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. All children will be within sight and hearing of a member of staff while eating, and seated safely in an appropriate chair and, 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.

We will consult with parents/carers to:

- Create Individual Health Care Plans (IHP) for children with serious allergies with the help of health professionals, where appropriate We will also keep this information up to date and share it with all staff

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.

10.8 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.

10.9 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.

10.10 Toileting and Intimate Care

“Intimate” care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. Children are encouraged to be independent at school; however, depending on a child’s age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. In most cases, intimate care is to do with personal hygiene. Some children may require intimate care due to a medical issue and it is good practice for the school to inform the school nurse of all children requiring intimate care. We make sure that there are enough toilets and hand basins available for the children.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child. A copy of the Intimate care permission and care plan can be found [here](#).

Children's privacy and dignity will be protected during intimate care and toileting procedures whilst maintaining appropriate levels of supervision and safeguarding. [\[foundation...ars.org.uk\]](#), [\[saintspete...cps.org.uk\]](#)

11. Inclusion and Equal Opportunities

Children with special educational needs will be supported as appropriate to enable

them to access the curriculum fully. This includes children that are high attaining and those with specific learning difficulties and disabilities. SEN Support Plans identify targets in specific areas of learning for those children who require additional support commensurate with the school's Special Educational Needs Policy. Teaching staff set short-term targets to support these outcomes. The school's SENCo is responsible for providing additional information and advice to staff and parents, as well as coordinating and arranging external intervention as necessary.

In line with the school's Equality Statement, we will provide all children, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability with equal access to all aspects of school life to ensure that every child is valued as an individual. All staff are role models and are aware of the influence they have in promoting positive attitudes and use that influence to challenge stereotypical attitudes.

Approved by Governors Autumn 2026

Review date Autumn 2027