

Early Years Foundation Stage (EYFS) Procedure



Winshill Nursery and Primary School

Approved by:	Lydia Howard	Date: 03.09.26
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Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for 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.

Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2025.

This document also complies with our funding agreement and articles of association.

Structure of the EYFS

Winshill provides early years education across three main settings: Winshill Nursery (including Little Winners and Little Stars) and a Reception class.

Children are eligible to join Little Winners following their second birthday and may remain until the term in which they qualify for 3–4-year-old funding, at which point they transition to Little Stars. Winshill Nursery operates during term time only and is led by a qualified teacher, with hours from 9:00 am to 3:20 pm. It is designed for children accessing 3–4-year-old funded places. Each setting offers government-funded sessions of up to 30 hours, as well as additional parent-paid options. For further details regarding our provision and available childcare, please contact *the school office*.

The school also features a Reception class accommodating up to 30 children within a single group. Staffing ratios are strictly maintained, with a ratio of 1:5 for children aged 2–3 years, and either 1:8 without a teacher or 1:13 with a teacher for children aged 3–4 years. The Reception class always has at least two adults present at all times.

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 are equally important and inter-connected. 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

The prime areas are strengthened and developed, and children's curiosity and enthusiasm are ignited, through 4 specific areas:

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

British Values

In line with the Early Years Foundation Stage (EYFS) and the Prevent Duty guidance, at Winshill Village we actively promote the **five fundamental British Values**:

British Value	How It's Promoted in Early Years
Democracy	Children are encouraged to make choices, share opinions, and take part in decision-making activities.
Rule of Law	Clear boundaries and routines help children understand the importance of rules and consequences.
Individual Liberty	Children are supported to explore freely, make choices, and express themselves in a safe environment.
Mutual Respect	Respecting others is modelled and reinforced through group play, discussions, and adult interactions.
Tolerance of Different Faiths and Beliefs	Celebrating cultural diversity through stories, festivals, and inclusive resources.

Embedding these values early helps children:

- Develop empathy and social awareness
- Understand fairness and equality
- Build confidence in expressing themselves
- Learn to respect differences and celebrate diversity.

These values aren't taught in isolation — they're woven into everyday routines, play, and interactions. For example, voting on a story to read, discussing feelings during circle time, or exploring different cultural celebrations all reinforce British Values in age-appropriate ways.

Early Writing and Reading

Our curriculum establishes the early foundations of reading and writing by ensuring children are developmentally ready and have mastered essential skills. These include:

- Speaking in full sentences to enable oral composition.
- Exploring mark making.
- Learning correct posture for writing.
- Developing gross and fine motor skills to support effective pencil grip and accurate letter formation.
- Exposure to a broad and rich vocabulary through a variety of texts.
- Role-play and oral rehearsal, drawing on their understanding of stories.

Writing is made accessible to all children, including those with SEND (Special Educational Needs and Disabilities) and EAL (English as an Additional Language), with appropriate adaptations implemented to meet individual needs.

At Winshill Village we use 'The *Little Wandle Letters and Sounds Revised* phonics programme'.

The *Little Wandle* phonics programme is grounded in the latest research on how children learn most effectively. It focuses on embedding learning into long-term memory and enabling children to apply their knowledge to become confident, fluent readers.

Key principles include:

- Focused Attention – Delivered in short, frequent sessions to maximise retention.
- Active Engagement – Children are expected to respond both in chorus and individually.
- Error Feedback – Teachers model correct responses to address misconceptions.
- Practice and Consolidation – Learning is broken into small steps and repeated regularly.

The programme provides comprehensive planning, resources, and support to ensure high-quality delivery. When taught with fidelity—alongside a strong emphasis on vocabulary development, comprehension, and a culture of Reading for Pleasure—it enables all children, regardless of background, to achieve reading success.

Planning

Our staff plan activities and experiences for the children that enable them to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. 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.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

The focus of planning is through continuous provision and targeted learning. Staff identify gaps that children have and plan activities to meet these areas. Child choice and enhanced provision is utilised in all settings.

Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As the children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help the children prepare for more formal learning, ready for year 1.

Assessment

At Winhill, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

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 in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Within the first 6 weeks that a child **starts reception**, staff will administer the reception baseline assessment (RBA).

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The school shares the results of each child's assessment with their parents and/or carers.

The profile is moderated internally in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

We use Insight to record all our assessments. Internal assessments are gathered termly.

Working with parents and carers

We recognise that children learn and develop well when there's a strong partnership between staff and parents and/or carers.

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

Each child is assigned a key person who helps to ensure 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.

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.

See our safeguarding policy for details of our safer recruitment procedures via our school website and JTMAT website.

Whistleblowing

We make sure that all staff (including students and volunteers) 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.

In the event that a member of staff feels that they need to blow the whistle on misconduct, they should report their concern to the Headteacher (or other designated senior leader). If the concern is about the Headteacher, or it is believed they may be involved in the wrongdoing, the staff member should report their concern to the Chair of Governors. Where the concern involves the Chair of Governors, it should be referred to the Chair of Audit & Compliance at JTMAT, and concerns about the Trust Board should be raised with the DfE Regional Director of Education.

See our full **Whistleblowing Policy**, which also outlines safer recruitment procedures and the detailed process for handling whistleblowing concerns, on the JTMAT website:

<https://jtmata.co.uk/privacy/policies/>

Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, they should use the other channels open to them:

- NSPCC whistleblowing advice line is available. Staff can call 0800 0280285 – 08:00 to 20:00, Monday to Friday and 09:00 to 18:00 at weekends. The email address is: help@nspcc.org.uk. Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH.
- Ofsted provides guidance on how to make complaints about a provider: Complaints procedure - Ofsted - GOV.UK (www.gov.uk).

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 adults who care 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.

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:

- For children aged 2, we have at least 1 member of staff for every 5 children.
- For children aged 3 and over:
 - 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.
 - 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.
 - We comply with infant class size legislation and have at least 1 teacher per 30 pupils.

When recruiting staff, we will follow the procedures set out in the latest EYFS framework guidance on checking the suitability of new recruits (these procedures are also set out in our safeguarding policy) and recording information about staff qualifications and identity checks, vetting processes and references.

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

Any member of 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 to be included in the required staff: child ratios at level 2 or level 3 in an early years setting.

We also have a designated lead practitioner (Mrs L Howard) who is responsible for safeguarding children. They are also responsible for:

- Liaising with local statutory children's services agencies, and with the LSP (local safeguarding partners).
- Providing support, advice and guidance to any other staff on an ongoing basis, and on any specific safeguarding issue as required.
- Attending a child protection training course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect.

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

Oral health and tooth brushing

We promote good oral health, as well as good health in general, in the early years by talking about:

- The effects of eating too many sweet things.

- The importance of brushing your teeth.

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.

We are committed to ensuring that every child's experience with food is both safe and nurturing. To uphold this commitment, our safer eating procedures include:

- Before a child joins our setting, we will get information on their: Dietary requirements and preferences, food allergies and intolerances and health requirements.
- Supervision and Support: Children are closely supervised during mealtimes and snack times to promptly intervene and assist if any difficulties arise.
- Individual Needs: Staff are informed of each child's dietary requirements, allergies, and developmental stage to tailor food preparation and serving appropriately.
- Preventing Choking: All food is prepared and cut to reduce choking risks, with particular attention given to age-appropriate textures and portion sizes.
- Staff Training: Team members receive regular training on safe food handling, allergy management, and emergency response procedures, including paediatric first aid.
- Incident Response: In the event of a choking or allergic reaction, staff will follow emergency protocols, record details of the incident, inform parents/carers promptly, and debrief to identify improvements.
- Continuous Review: We periodically review incident records and practice to identify opportunities for making eating experiences safer for all children.

All procedures are aligned with the DfE's Early Years Foundation Stage nutrition guidance and form part of our overall safeguarding approach. These safer eating measures work in tandem with our wider child protection and welfare policies to create a healthy and secure environment for every child.

Toileting and privacy

We make sure that there are:

- Enough toilets and hand basins available for the children.
- Suitable and hygienic nappy changing facilities.
- Children's privacy is considered and balanced with safeguarding and support needs when changing nappies and toileting.
- 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.

Dangerous dog breeds

- Banned dog breeds (meaning dogs to which section 1 of the Dangerous Dogs Act 1991 applies including the XL Bully type), must not be kept or present on the premises at any time.

Screen time use in early years

Information taken from [Help for early years providers : Screen use](#)

Evidence shows that screens can have a big impact on children and their development in the early years. Screen use should be avoided for under 2s and limited to up to an hour a day for children aged 2 to 5. You should take a precautionary approach to using screens in your setting by limiting screen use for children and only use it carefully and intentionally, for specific learning and development aims. This guidance covers managing screens, appropriate content for young children's brains and advice for working collaboratively with parents and carers on this topic.

Restricting time children spend on screens at home and in early years settings supports healthy child development, which requires sufficient sleep, play, real-world interaction and responsive adult engagement.

- For children 2-5 years - screen time should be limited to 1 hour a day, less if possible.
- Consider the nature of any content you plan to use on a screen, to ensure it is safe, age appropriate and follows the guidelines below.
- Children to always use screens with adult co-engagement.

All digital content should be:

- Checked to ensure it is suitable for early years children, prior to showing it to the children.
- Slow-paced, repetitive and predictable - you should therefore avoid fast-paced, over-stimulating content - this includes content which has a lot of cuts, movement and flashing on screen, complex audio with lots of fast-talking characters or overlapping music and dialogue, or complex plots.
- Advert-free, as young children cannot discern between advertisements and other content.
- Free of scrolling and autoplay features, to ensure children are not inadvertently exposed to inappropriate content or able to access content for longer than planned use - this includes algorithm-driven content, such as video platforms.

Practical tips to follow:

- do not allow children to view screens in a passive or sedentary way, without any interaction or communication from educators.
- only use screens with children for short periods at a time, to protect children's ability to focus and concentrate.
- screen-free zones: consider designating certain spaces in your setting as permanently screen-free to protect social interaction and learning.
- avoid using screens with children during mealtimes or within an hour of a sleep period, as this could affect their sleep quality.
- don't have screens on in the background, as they can distract from activities such as social interaction and active play.
- avoid using screens for routine management or to calm children, as this impacts on children's ability to learn to self-regulate - screens should also not be used to occupy children (including during periods of transition throughout the day) or manage their behaviour.

Beth Stringer
Early Years Lead
September 2026

Document History

September 2025	New Policy (to centralise all policies and information). Presented to LGB1 September 2025
September 2026	Policy reviewed, amendments to include dangerous dog breeds and screen time from new Statutory Framework 2026.

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 our website.**

Statutory policy or procedure for the EYFS
Safeguarding policy and procedures
Procedure for responding to illness
Administering medicines policy
Emergency evacuation procedure
Procedure for checking the identity of visitors
Procedures for a parent/carer failing to collect a child and for missing children
Procedure for dealing with concerns and complaints