



Early Years Foundation Stage Policy 2025

Our Philosophy

Our Early Years classes are all about setting the foundations for a lifelong love of learning through having fun and developing secure relationships with staff and friends. The Early Years curriculum starts with each individual child, they are at the heart of all we do. We follow a loose series of themes around the seasons and children's interests and love to share stories and instil a love of reading and develop communication and language skills through high-quality texts, a carefully planned for environment and most importantly, play. Children have opportunities to develop their skills in all areas of learning. With access to uninterrupted extended periods of play, tailored to their needs as an individual, staff ensure that children develop their understanding of key concepts, knowledge and skills. Through high quality interactions, planning 'in the Moment' and some group time activities, every child is given the opportunity to thrive. We have a fantastic outside space and utilise this as much as possible, going outside in all weathers!

"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 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."

Our Outdoor Learning Philosophy

At Ingleton Primary School we value outdoor learning and understand its importance in supporting a child's holistic development. Learning outside can provide real-life, rich experiences that extends and deepens a child's knowledge of the everchanging world in which we live in.

Outdoor learning is often inspired and led by the children's own desires and interests to find out more about their immediate surroundings. Teachers take the time to observe their children's play, talk to them about their interests and can therefore support their learning by choosing resources or creating activities that build upon a child's intrinsic motivations. We believe that when a child is internally motivated outdoors, they will persevere, explore and actively seek further challenge. The role of the adult during outdoor activities is therefore often to be led by the children and to spontaneously support and extend their learning where appropriate. We believe outdoor learning is very special, unique and complements the learning that takes place inside the classroom.

Our vision is that Outdoor Learning will provide children with the opportunity to:

- Explore the natural world around them through a vast range of hands-on experiences
- Develop independence using open-ended resources
- Play imaginatively and collaboratively with others
- Develop physical skills with a freedom to move
- Solve problems, persevere and overcome challenges
- Develop mental resilience
- Take supported risks and reflect upon their achievements

Our vision for Outdoor Learning is developed through extensive research, highlighting the academic and social benefits to teaching outside. Herrington and Lesmeister (2006) found children's physical mobility, their curiosity, imagination, memory retention and language acquisition were all increased when children were regularly exploring different outdoor environments. We aim for children to achieve a mastery level of outdoor play whilst at Ingleton Primary School. This starts in Early Years where children will initially demonstrate exploratory play and use available resources in isolation. As children learn and develop, they will begin to combine different natural resources together to create more complex, elaborative play. Jan White (2016) found that children achieved their potential outdoors when the adults supporting them, were filled with enthusiasm and could scaffold each child's learning through questioning. Outdoor play offers a level of variety and spontaneity that cannot be replicated indoors.

"To move, to run, to find things out by new movement, to feel one's life in every limb, that is the life of early childhood."—Margaret McMillan (1930)

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our school, all children join us, part time, at the beginning of the school year in which they are four, or earlier if there is space in Nursery. They begin attending school full time at the start of the school year in which they turn five.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

At Ingleton Primary School 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, 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/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Ingleton Primary School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children’s learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children’s progress and taking action to provide support as necessary.
- It is important to us that all children in the school are ‘safe’. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.
- We aim to protect the physical and psychological well being of all children. (See Whole School Safeguarding Children Policy)

Welfare

“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.”

At Ingleton Primary School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2024.

We understand that we are required to:

- Promote the welfare of children by implementing procedures to safeguard children.
- Promote good health, by implementing policy and procedures to 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 the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain school records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.
- We endeavour to meet all these requirements.

Positive Relationships

At Ingleton Primary School we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children.

We do this through:

- talking to parents about their child before their child starts in our school
- the Nursery Staff offer to visit all children in their home setting prior to their starting school

- the children have the opportunity to spend time with their teacher before starting school during transfer morning
- inviting all parents to an induction meeting during the term before their child starts school
- offering parents regular opportunities to talk about their child's progress in our reception class and allowing protected online access to the children's learning journals on 'Tapestry'
- encouraging parents to talk to the child's teacher if there are any concerns. We invite parents/carers to formal meetings where the teachers and parents discuss their child's progress in private. Parents receive a report on their child's attainment and progress at the end of Reception
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Shared theme days, Class assemblies, Sports Day.
- providing online access to learning journals on 'Tapestry' so parents can contribute their own comments relating to the children's achievements.
- All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school the EYFS teacher acts a 'Key Person' to all children in EYFS, supported by the Teaching Assistant.
- We have good links with the childminders in Ingleton and Kidz Day Nursery. We aim to ensure continuity and coherence by sharing information about the children's achievements.

Enabling Environments

At Ingleton Primary School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

The Planning within the EYFS follows the seasons, events and celebrations throughout the year, and the children's ongoing interests. Alongside this we use 'planning in the moment' to support children during 'teachable moments' as they happen.

We make ongoing observation of children's learning and we use this information to ensure that future planning for the environment reflects identified needs and next steps.

Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in children's individual online learning journals on 'Tapestry.' They also contain information provided by parents and carers.

At Ingleton Primary School, we use our own record systems based on the Early Years Outcomes to record children's progress towards the Early Learning Goals. At the beginning of Nursery, staff also use the Leuven Well-Being and Involvement Scales to make initial assessments and Reception complete their baseline assessments.

Within the final term of the EYFS, we assess the children's level of development within the Early Learning Goals. These results are shared with parents or carers who are provided with a written summary incorporated within their report. Parents may discuss these reports with the EYFS teacher.

The Learning Environment

The EYFS classroom 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. The classroom is set up in learning areas, where children are able to find and located equipment and resources independently. The EYFS has it own enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all 7 areas of learning.

Learning and Development

At Ingleton Primary School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected.

Play and Exploring

Playing and exploring – children investigate and experience things and ‘have a go.’

Through play our children investigate, explore, and experience things. Having a go develops learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

Active Learning

Active learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements.

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creativity and Critical Thinking

Creating and thinking critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Children are given the opportunity to be creative through all areas of learning. Adults can support children’s thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

Areas of Learning

The EYFS is made up of seven all important and interconnected areas of learning:

The 3 crucial areas are the Prime Areas of;

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

There are 4 Specific Areas through which the 3 Prime Areas are strengthened and applied. These are;

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

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELGs) that define the expectations for most children to reach by the end of the EYFS.

Monitoring and review

It is the responsibility of the EYFS teachers to follow the principles stated in this policy. There is a named Governor responsible for the EYFS. The Head teacher and subject leaders will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

Safeguarding

In line with the **EYFS Statutory Framework 2025**, we uphold the principle that the welfare of the child is paramount.

Key Safeguarding Principles

- **Designated Safeguarding Lead (DSL):** A trained DSL is appointed for EYFS, supported by deputies, ensuring clear accountability.
- **Safer Recruitment:** All staff and volunteers undergo enhanced DBS checks, identity verification, and reference checks, as required by the updated framework. Recruitment follows safer recruitment practices to prevent unsuitable individuals from working with children.
- **Policies and Procedures:** We maintain a written safeguarding policy that is regularly reviewed and shared with staff and parents. This includes procedures for reporting concerns, whistleblowing, and managing allegations against staff.
- **Training:** All staff receive regular safeguarding and child protection training, including updates on statutory changes, online safety, and recognising signs of abuse or neglect.
- **Record Keeping:** Concerns are documented accurately and securely, with clear escalation procedures to local safeguarding partners.
- **Safe Environment:** Risk assessments are conducted for all EYFS activities, ensuring safe premises, equipment, and supervision.
- **Online Safety:** Children are protected from inappropriate online content, and staff are trained to support safe digital practices.
- **Partnership with Parents:** We work closely with families, sharing safeguarding responsibilities and promoting open communication.
- **Prevent Duty:** Staff are trained to identify and act on concerns relating to radicalisation or extremist views.
- **Confidentiality:** Information is shared only on a need-to-know basis, in line with statutory guidance and GDPR requirements.

Responding to Concerns

- Any safeguarding concern is reported immediately to the DSL.
- The DSL follows statutory procedures, including referral to local safeguarding partners when necessary.
- Staff are trained to recognise signs of abuse, neglect, exploitation, and emerging safeguarding risks.

Promoting Children's Health

We are committed to supporting the physical health and wellbeing of all children in our Early Years Foundation Stage. In line with the **EYFS Statutory Framework 2025**, we ensure that children are provided with a safe, healthy environment where their individual health needs are met.

- **Health Needs:** Staff are trained to manage allergies, medical conditions, and dietary requirements. Individual health care plans are maintained where necessary.
- **Hygiene:** Children are taught and supported to follow good hygiene routines, including handwashing before meals and after toileting.
- **Physical Activity:** Daily opportunities for active play are provided to promote fitness, coordination, and healthy growth.

Oral Health

The EYFS 2025 requires providers to actively promote good oral health. We recognise that oral health is vital for children's overall wellbeing and development.

- **Daily Practice:** Children are encouraged to brush their teeth at home twice daily, and oral health messages are reinforced in the setting.
- **Education:** Staff use age-appropriate activities to teach children about caring for their teeth, the importance of reducing sugary foods and drinks, and visiting the dentist.
- **Parental Partnership:** Families are provided with guidance and resources to support oral health at home.
- **Preventing Tooth Decay:** We promote water and milk as the main drinks, discourage prolonged bottle use, and limit sugary snacks.

Safe Eating Practices

The EYFS 2025 introduces strengthened **Safer Eating regulations (sections 3.63–3.70)**. We follow these statutory requirements to ensure children eat safely and healthily.

- **Supervision:** All meals and snacks are supervised by staff to prevent choking and ensure safe eating habits.
- **Food Preparation:** Meals are prepared in line with food hygiene standards. Foods are cut appropriately (e.g., grapes halved lengthways, carrots cooked until soft) to reduce choking risks.
- **Balanced Diet:** Menus are planned to meet nutritional guidance for children aged 1–5, ensuring a balance of the four food groups.
- **Allergy Management:** Clear systems are in place to identify and manage food allergies and intolerances.

- **Safe Environment:** Children are seated while eating, encouraged to eat slowly, and taught to chew food thoroughly. Children are in sight and sound of an adult at all times.
- **First aid:** All staff in the EYFS are paediatric first aid trained.

Our Commitment

Regular attendance is essential for children's learning, development, and safeguarding. We recognise that absence may sometimes be unavoidable, but we have clear procedures to ensure children's safety and wellbeing when they are not present in the setting.

Procedures for Managing Absence

- **Daily Registers:** Attendance is recorded accurately at the start of each session in line with statutory EYFS requirements.
- **Notification of Absence:** Parents/carers must inform the school as soon as possible if their child will be absent, stating the reason.
- **Unexplained Absence:**
 - If a child is absent without notification, staff will contact parents/carers promptly on the same day.
 - If contact cannot be made, the absence will be escalated to the Designated Safeguarding Lead (DSL).
 - Persistent unexplained absence may be referred to local safeguarding partners.
- **Monitoring Patterns:** Attendance is monitored regularly to identify patterns of absence that may indicate safeguarding concerns, neglect, or other welfare issues.
- **Safeguarding Link:** Absence is treated as a potential safeguarding issue. Staff are trained to recognise when repeated or unexplained absence may signal risk to a child's wellbeing.
- **Medical and Authorised Absence:** Absences due to illness, medical appointments, or family circumstances are recorded and authorised in line with school policy.
- **Partnership with Parents:** We work closely with families to promote good attendance, offering support where barriers exist.

Escalation and Reporting

- Concerns about absence are reported to the DSL.
- The DSL ensures appropriate action is taken, including referral to external agencies if necessary.
- Attendance records are shared with parents/carers and relevant professionals when required.

Our Commitment

We recognise that some children will require support with intimate care, such as toileting, changing, or personal hygiene. We are committed to ensuring that such care is carried out in a way that respects the dignity, privacy, and rights of every child, while safeguarding both children and staff.

Principles of Intimate Care

- **Respect and Dignity:** Children are treated with respect at all times. Their privacy is protected, and they are supported to develop independence wherever possible.
- **Safeguarding:** Intimate care procedures are consistent with our safeguarding policy. Staff are alert to any signs of distress, discomfort, or safeguarding concerns.
- **Partnership with Parents:** Parents/carers are consulted about their child's individual needs and preferences. Care plans are agreed and reviewed regularly.
- **Promoting Independence:** Children are encouraged to do as much for themselves as possible, with sensitive support provided when needed.
- **Consistency:** Care routines are carried out in a consistent, reassuring manner to build trust and security using the schools intimate care plans.

Procedures

- **Staffing:** Only trained and vetted staff provide intimate care. Where possible, care is delivered by a familiar adult.
- **Environment:** Intimate care is carried out in designated areas that ensure privacy and safety.
- **Hygiene:** Staff follow strict hygiene procedures, including the use of gloves, and handwashing before and after care.