

Adopted by Governing Body:	September 2026
Approved by Governing Body:	September 2026
Last reviewed:	September 2026
Next review:	September 2027

1. Our Philosophy

Our Early Years provision establishes the foundations for a lifelong love of learning. Children are at the heart of everything we do. We follow seasonal themes and children's interests, using high-quality texts, a language-rich environment and extended periods of uninterrupted play. Through high-quality interactions, "planning in the moment", and carefully designed group times, every child is supported to thrive. "Every child deserves the best possible start in life..." (EYFS Statutory Framework 2026)

2. Outdoor Learning Philosophy

Outdoor learning is central to our curriculum and children have access to outdoors everyday. It supports holistic development, independence, imagination, resilience and problem-solving. Staff observe children's interests outdoors and scaffold learning sensitively, responding to children's motivations. Outdoor learning provides variety and spontaneity that cannot be replicated indoors.

3. EYFS Principles

In line with the EYFS Statutory Framework (2026), our practice is shaped by four guiding principles:

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

We recognise each child as a capable learner who develops at different rates. We promote resilience, confidence and positive attitudes through praise, encouragement and celebration.

4. Inclusion

We value diversity and treat all children fairly regardless of race, religion, ability, gender or background. We plan realistic and challenging expectations for all children, including those with SEND, those who are more able, those with disabilities, and children from diverse cultural or linguistic backgrounds.

We meet needs through:

- Planning opportunities that build on children's experiences and interests
- A wide range of teaching strategies
- A safe, supportive environment
- Resources that reflect diversity and avoid stereotyping
- Challenging activities for children with advanced understanding
- Close monitoring and timely support

5. Safeguarding & Welfare Requirements (Updated for 2026)

In line with Section 3 of the EYFS Statutory Framework (2026), the welfare of the child is paramount. We comply with all statutory safeguarding and welfare requirements.

J.Middleton – Headteacher – Ingleton Primary School

Key 2026 Updates

- Safer Sleep Requirements
- Safer Eating Requirements (3.63–3.70)
- Screen-Use Guidance
- Prohibition of banned dog breeds
- Enhanced DBS checks for all staff and volunteers
- Suitability and disclosure expectations
- Notification requirements (domestic premises – for awareness)
- Unexplained absence treated as a safeguarding concern
- Strengthened mobile phone and electronic device expectations

Designated Safeguarding Lead (DSL) - Our DSL, Jen Middleton headteacher@ingleton-pri.n-yorks.sch.uk, is trained to the required standard, supported by the Deputy, David Shepherd, d.shepherd@ingleton-pri.n-yorks.sch.uk, and has the authority to lead safeguarding practice. Our named governor for Safeguarding is Rachel Wall, r.wall@ingleton-pri.n-yorks.sch.uk

Safer Recruitment

We follow safer recruitment procedures including:

- Written references
- Enhanced DBS and Barred List checks
- Identity verification
- Prohibition checks
- Suitability declarations
- Induction safeguarding training

6. Staff:Child Ratios and Qualifications

Reception

- 1:30 when led by a qualified school teacher
- Additional adults deployed according to need

Nursery (if applicable)

- 1:13 (Level 3 practitioner)
- 1:8 (Level 2 practitioner)

All staff working directly with children have suitable qualifications, experience and training.

7. Positive Relationships

Children learn to be strong and independent through secure relationships. We build caring, respectful and professional relationships with children and families.

Parents as Partners

We work closely with parents through:

- Home visits (Nursery)
- Induction meetings
- Transition sessions
- Regular progress discussions
- Online learning journals (Tapestry)
- Shared events and celebrations
- Open communication with teachers

The EYFS teacher acts as the Key Person, supported by the teaching assistant. The EYFS Leader is Sarah Gardner s.gardner@ingleton-pri.n-yorks.sch.uk

8. Whistleblowing

We maintain a clear whistleblowing procedure in line with statutory safeguarding requirements. Staff and volunteers must report concerns about unsafe practice, staff behaviour, or any situation where a child may be at risk. Reports may be made to the Headteacher, Chair of Governors, Local Authority or Ofsted. Whistleblowers are protected under law.

9. Enabling Environments

We recognise the environment as a key factor in children's development.

Observation, Assessment & Planning

Our planning follows:

- Seasons, celebrations and children's interests
- Planning in the moment
- Continuous provision indoors and outdoors

Assessment includes:

- Ongoing observations
- Tapestry learning journals
- Early Years Outcomes tracking
- Leuven Wellbeing & Involvement Scales (Nursery)
- Reception Baseline Assessment
- EYFS Profile

Learning Environment

Our EYFS classroom provides:

- Independent access to resources
- Areas for active play, quiet time and rest
- A secure outdoor area supporting all seven areas of learning

10. Assessment Requirements

Reception Baseline Assessment (RBA) is completed within the first six weeks of Reception.

Early Years Foundation Stage Profile (EYFSP) is completed at the end of Reception and submitted to the Local Authority. Information from assessment is used to identify emerging needs and inform early intervention.

11. Learning & Development

We follow the seven areas of learning set out in the EYFS (2026):

Prime Areas

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

Specific Areas

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

Characteristics of Effective Teaching and Learning

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

12. Special Educational Needs & Disabilities (SEND)

We follow the SEND Code of Practice (2015) and EYFS Statutory Framework (2026). We ensure reasonable adjustments are made in line with the Equality Act 2010. We use a graduated approach and work closely

with the SENDCo, Lauren McGeoch sendco@ingleton-pri.n-yorks.sch.uk and external agencies.

13. Supporting and Understanding Children's Behaviour

Please see our Positive Relationships Behaviour Policy which has a section for EYFS. Our approach includes:

- Positive relationships
- Emotional regulation
- Conflict resolution
- Consistent routines
- Age-appropriate expectations
- No inappropriate sanctions

We do not use isolation, withdrawal rooms or any practice inconsistent with EYFS expectations.

14. Promoting Children's Health

We meet all statutory health requirements including hygiene, medical needs, physical activity and safe premises. All EYFS staff hold Paediatric First Aid certification.

The school follows current safer sleep guidance and recognises the importance of promoting safe sleeping practices for young children. Any sleep or rest provision is closely supervised and staff are aware of current safer sleep recommendations.

15. Oral Health

We promote oral health through daily routines, teaching, guidance for families and healthy food/drink choices.

16. Safe Eating Practices

We follow strengthened safer eating regulations including:

- Supervised eating
- Seated eating
- Safe food preparation
- Allergy management
- Nutritional guidance
- Choking-prevention training

17. Attendance & Absence Monitoring

Unexplained absence is treated as a safeguarding concern. Daily registers, same-day follow-up and escalation to the DSL are in place.

18. Intimate Care

Intimate care is carried out safely, respectfully and in line with safeguarding expectations.

19. Safety & Suitability of Premises

We comply with statutory requirements for:

- Safe premises
- Risk assessments
- Safety on outings
- Confidentiality
- Screen-use guidance
- Prohibition of banned dog breeds
- Safe storage of mobile phones and devices

20. Medicines and Medical Needs

We follow DfE guidance on managing medicines. Procedures include consent, recording, storage, trained staff and Health Care Plans.

21. Information and Record Keeping

We maintain all statutory records including:

- Child information
- Attendance
- Safeguarding
- Accidents
- Medicines
- Complaints
- Staff suitability

Records are stored securely and retained in line with statutory requirements and GDPR.

22. Complaints Procedure

Complaints are recorded, responded to promptly and escalated when necessary. Parents may contact Ofsted if dissatisfied. Please see our Complaints Policy.

24. Monitoring & Review

EYFS provision is monitored by the EYFS Lead, Headteacher and subject leaders. The named EYFS Governor is Vikki Bromley. This policy is reviewed annually or sooner if statutory guidance changes.