Allscott Meads Primary School and Nursery

Early Years Foundation Stage (EYFS) policy









Learning Community Trust

Allscott Meads Primary School and Nursery

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1. Aims

This policy outlines the aims and principles for the Early Years Foundation Stage at Allscott Meads Primary School. All Early Years Staff are responsible for the successful implementation of this policy and will use it to evaluate and monitor good practice.

Children develop most quickly in their early years, therefore the quality of a child's experiences between their birth and the age of five can have a great impact on future life chances. A secure, safe and happy childhood is essential to positive child development. 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.

The Early Years Foundation Stage (EYFS) sets the standards that all early year's providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The learning and development requirements are informed by the best available evidence on how children learn and reflect the broad range of skills, knowledge and attitudes children need as foundations for good future progress. Early years providers must guide the development of children's capabilities with a view to ensuring that children in their care complete the EYFS with a good level of development ready to benefit fully from the opportunities ahead of them.

Early year's teaching and learning at Allscott Meads Primary School follows the principles of the EYFS guidance and lays secure foundations for children's later learning. We intend to foster independence and confidence in every child.

At Allscott Meads Primary School we aim to ensure:

- The development of every child's communication and language skills is at the forefront of our daily practice, and we believe that planning to help every child to develop their language and emotional literacy is vital.
- 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.
- Close partnership working between practitioners and with parents and/or carers.

- Every child is included and supported through equality and equity of opportunity and anti-discriminatory practice.

2. Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from January 2024.

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

3. Our Principles

At Allscott Meads Primary School we strive to meet every child's entitlement to develop a love of learning that will enable them to have the best possible future life chances.

The Statutory framework for the Early Years Foundation Stage states four overarching principles which should shape practice in the Early Years. These are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

4. Inclusion

We value the diversity of individuals within our school community. All children at Allscott Meads Primary School are treated fairly, regardless of race, gender, religion or any protected characteristics. All children and their families are highly valued within our school. 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, more able children, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups.

In consultation and working collaboratively with parents/guardians the school's Special Educational Needs Co-ordinator (SENCo) will lead on provision for children who may experience barriers to their

learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development in line with the Special Educational Needs (SEN) Code of Practice (2014) and the school's SEN/Inclusion Policy.

We aim to meet the needs of all our children by: -

- Setting realistic and challenging expectations. We aim for all children to achieve the Early Learning Goals by the end of the EYFS. We achieve this by planning for different learning styles, children with special educational needs, children who are more able, children with disabilities or medical needs, children from all social and cultural backgrounds as well as children with diverse linguistic backgrounds.

- Providing a safe and supportive learning environment in which the contributions of all children are valued.

- Using resources, which reflect diversity and are free from discrimination and stereotyping which all children have equal access to.

- Monitoring children's progress and providing support where necessary, within the resources available to the school. This may include a phased transition programme dependant on a child's specific SEN needs.

- Providing specific targets detailed in Individual Support Plans (ISP) and following external therapy or support programmes of work such as Speech and Language

- Working collaboratively with families or carers, the SENCo and other professionals such as Speech and Language Therapists, Educational Psychologists and Parent Support Advisor.

- Ensuring a balance across classes, within each cohort, of gender, ability, children with additional learning or medical needs and summer born children.

5. Structure of the EYFS

Life in Early Years at Allscott Meads Primary School is fun and filled with exciting, playful, and enjoyable learning opportunities. Our school values: "belong, respect, inspire, succeed, enjoy and be

kind" lie at the very heart of our Early Years curriculum offer. We are a growing learning community across Reception and Nursery, where every child is valued as an individual, instilling a sense of genuine belonging. Nursery and Reception run as one Early Years Foundation Stage unit.

6. Our EYFS Curriculum

Intent

At Allscott Meads Primary Academy, our Early Years Foundation Stage (EYFS) curriculum fosters independent, resilient learners who are curious, confident, and eager to explore. Rooted in our six core values—kindness, belonging, inspiration, success, respect, and joy—we create a nurturing environment where every child feels safe, valued, and motivated to achieve their full potential. We aim to provide engaging learning opportunities and teaching of the knowledge and skills they need to succeed in school and their future life. Our learning landscape is planned in such a way that it promotes independent learning opportunities, and we aim for it to be a language rich learning environment, rooted by children working together and sharing their progress. We encourage children to think creatively, build strong relationships, and develop a love for learning, ensuring they embark on their educational journey with a solid foundation for lifelong success.

Implement

At Allscott Meads Primary Academy, our implementation of the EYFS curriculum is designed to provide a rich, balanced approach to learning through a combination of adult-led and child-initiated activities. We prioritise frequent and meaningful adult-child interactions throughout the school day, ensuring children feel supported and engaged. Our curriculum ensures that all seven areas of the EYFS are addressed and developed, equipping children with a range of transferable skills as they progress through their early years.

The three prime areas are:

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

The four specific areas are:

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

We see parents as instrumental in their children's early education. To foster strong partnerships, we engage with families even before children join our setting, starting with home visits. Once enrolled, we keep parents informed about their child's learning journey through the online platform *Tapestry*. We also host a variety of workshops and "stay and play" sessions throughout the school year, encouraging collaboration and shared experiences.

Early reading is taught using the *Little Wandle Letters and Sounds* programme, ensuring children establish a solid foundation in phonics. Early maths is thoughtfully planned to build on existing knowledge and is delivered through whole-class teaching, small group sessions, and immersive mathematical opportunities within our learning landscape.

Children's individual interests are nurtured, with educators designing activities that follow their natural curiosity. At the same time, we introduce new ideas and spark excitement through carefully planned experiences, such as inviting visitors into school.

Our curriculum is enriched with key texts that connect learning across different areas of development. These texts foster a love for storytelling, language, and imagination, while helping children develop independence, confidence, and a deep engagement with their learning journey. This approach ensures they grow into successful, joyful learners who embody our school's values and exhibit the characteristics of effective learning.

Our learning environment is carefully designed and resourced to support natural skill progression across nursery and reception, offering appropriate challenges at every stage. Key vocabulary is intentionally integrated into specific areas of the environment, as well as through key texts and immersive storytelling.

We place high importance on the early identification of children who may need additional support. By offering targeted interventions, we ensure these children—and their parents—have access to the best learning opportunities.

Impact

The impact of our EYFS curriculum at Allscott Meads Primary Academy is reflected in the confident, curious, and independent learners it cultivates. Using the Little Wandle Letters and Sounds programme, children develop strong early reading and phonics skills, forming a solid literacy foundation. Our carefully designed learning landscape, both indoors and outdoors, provides a stimulating and engaging environment where children can explore, create, and investigate through purposeful play. This landscape encourages independent learning, critical thinking, and collaborative skills as children interact with varied resources and challenges.

The balance of adult-led and child-initiated activities ensures that learning is both guided and driven by children's interests, while our key texts, alongside planned experiences such as visitors and trips, spark imagination and inquiry. By embedding learning into a meaningful context, children are inspired to engage deeply with their environment.

By the end of EYFS, children demonstrate our core values—kindness, belonging, inspiration, success, respect, and joy—in their learning and interactions. They leave with a strong understanding of key concepts, a love for learning, and the readiness to embrace new challenges, fully prepared for the next stage of their education.

Across EYFS we follow the guidance as outlined in the latest version of the EYFS statutory framework that applies from January 2024 and Development Matters to underpin our broad and balanced

curriculum offer and to ensure that all children are provided with opportunities to find their talent and learn to **respect** the differences of others. Our staff collect observational evidence which is documented using 'Tapestry' and recorded in the children's learning Journeys, which are shared with parents and carers at regular intervals throughout the school year.

In the EYFS at Allscott Meads Primary School we support every child's learning and development through:

• The seven areas of learning and development and the educational programmes. The areas of learning and development which must shape activities and experiences (educational programmes) for children in all early year's settings. All areas of learning and development are important and inter-connected.

• The early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year.

• The assessment requirements (when and how practitioners must assess children's achievements, and when and how they should discuss children's progress with parents and/or carers).

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

Our Early Years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from January 2024. The 3 prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children capacity to learn, form relationships and thrive.

Communication and Language: we believe that the development of children's spoken language underpins all seven areas of learning and development. Thus, children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. We comment on what our children are interested in or are doing, and echo back what they say with new vocabulary added, to ensure that we are building children's language effectively. More specific vocabulary is taught through our daily drawing club and story dough sessions. We read frequently to children, and engage them actively in stories, non-fiction, rhymes and poems, providing them with extensive opportunities to use and embed new words in a range of contexts, giving our children many opportunities to thrive. Through conversation, story-telling and role play, children share their ideas with support and modelling from our teachers and support staff, who through sensitive questioning invite them to elaborate. This results in our children becoming immersed in, and more comfortable using an enriched range of vocabulary and language structures.

Personal, Social and Emotional Development: We believe that children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives which is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. We provide our children with strong, warm and supportive relationships with adults who enable children to learn how to understand their own feelings and those of others. We know children should be supported to manage emotions, develop a

positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through supportive adult modelling and guidance, children will learn how to look after their bodies, including eating healthily, and managing personal needs independently. Through supported interaction with other children, children learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes provide a secure platform from which children can achieve at school and in later life.

Physical Development: we believe that physical activity is vital to children's all-round development, enabling them to pursue happy, healthy and active lives. We know that gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness. By encouraging active participation in games and providing a wealth of opportunities for play both indoors and outdoors, staff support children in developing their core strength, stability, balance, spatial awareness, co-ordination and agility. We understand that gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is linked to early literacy. We provide our children with repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from our staff, to allow our children to develop proficiency, control and confidence.

The prime areas are strengthened and applied through four specific areas:

Literacy: we understand how crucial it is for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. We know that this aspect only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, enjoying rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

At Allscott Meads Primary School we follow the Little Wandle Letters and Sounds phonics scheme, beginning with Phase 1 in nursery Autumn Term 2. This initial phase teaches the children the phonetical sounds and begins their journey of reading and writing. This is achieved through fun and engaging activities, for example singing Nursery Rhymes, going on a sound hunt and exploring with musical instruments. Where appropriate, teachers will introduce some children to the initial sounds from Phase 2. All children in Reception have a daily phonics session of 20 minutes. Children are taught as a whole class, with further keep up sessions taking place to target all children's needs. Reception children will be taught Phases 2, 3, and 4 phonics by the end of the academic year some children will begin Phase 5 phonics where appropriate. We encourage children to apply their phonics learning through their play and promote mark making, the early use of print within the environment and story scribing.

Throughout Reception our children will progress through a range of phonetically decodable scheme books. Reading is taught through guided reading sessions and all reading books used in these sessions are linked directly to the phonic phases that children are currently focusing upon. Books are

assigned using the Little Wandle Big Cat Collins online bookbag platform. Children are expected to re-read and practice fluency and decoding skills. Our children are taught in an environment that is rich in reading opportunities and reading is rigorously promoted and planned across the Early Years and is not exclusive to phonics lessons. We provide an inclusive and enabling environment for reading which empowers and encourages children to read a range of genres both in and out of doors. Every day, the whole class shares texts, which are beyond their independent reading ability, often using an enlarged text. Story time is a special opportunity during which staff bring the books to life, thus providing a context for teacher modelling, teaching and applying reading skills. Children are encouraged to take home these books to share with an adult for pleasure and practice re-telling stories to gain enjoyment of and confidence in reading.

Mathematics: we understand that developing a strong foundation in number is essential so that all children develop the necessary building blocks to excel mathematically. We know that children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. We provide frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will then develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that our guidance offers rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. We feel it is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

In our Early Years we aim to equip children with a sense of mathematics as part of their world, by providing them with opportunities for practical application of their understanding. In Reception at Allscott Meads Primary School, early mathematics is taught through daily Maths activities focussing on Number, Shape, Space and Measure with the support of Marvin the Maths Monkey (puppet) who encourages lots of problem solving. These sessions are used to introduce new vocabulary, ways of applying mathematical thinking or effective ways of using resources. Staff then encourage the children to continue to apply math's within their exploratory play and use this as a tool for mathematics. We carefully consider how each area of our continuous provision is engendering mathematical understanding or rehearsal of skills taught in our focused Math sessions. We want our children to bring their mathematical understanding into their experiences, as this aids by contextualising the concepts making them more engaging, fun and purposeful.

Understanding the World: we know understanding the world involves guiding children to make sense of their physical world and their community. We ensure that the frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, we ensure that our children are listening to a broad selection of stories, non-fiction, rhymes and poems to foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. We believe this will enrich and widen children's vocabulary supporting later development of reading comprehension.

Expressive Arts and Design: we know that the development of children's artistic and cultural awareness supports their imagination and creativity. We feel it is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of children's sensory experience and the quality of what they actively participate in, is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

We value the importance of providing our children with exciting and stimulating experiences that further enhance our children's learning and development. To enhance the children's experiences throughout the year, we visit places of interest and explore places within our local communities, these include examples such as, local walks, farm visits, garden centre visits etc. We also welcome a range of visitors to school such as, the Animal Man, Shrewsbury Museum workshops and a variety of 'People Who Help us' such as the Police, the Fire service, the School Nurses and the NSPCC to provide our children with real life learning experiences and inspire them to become effective citizens. These visits also ensure that our children are encouraged to think about what makes them feel safe at school and outside of school.

7. Characteristics of Effective Learning and Development

Achievement of these prime and specific areas of learning is through the characteristics of effective learning:

- **Playing and Exploring-** children investigate and experience things, and 'have a go'.
- **Active Learning**- children concentrate and persevere if they encounter difficulties and enjoy achievements.
- **Creating and Thinking Critically**- children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

At Allscott Meads Primary School we understand that the characteristics of effective learning and the prime and specific areas of learning and development are interconnected. Therefore, we promote the characteristics of effective learning with the children using three dinosaur characters, gradually introduced to the children throughout the first term.

- Explorosaurus- playing and exploring
- Thinkosaurus- creating and thinking critically
- Tryosaurus- active learning

8. The Enabling Environment and the Importance of Learning through Play

Across the Foundation Stage the emphasis is on active learning both in and outdoors, with child-initiated and adult-led learning taking place. Observations are based on the children's interactions

and responses to these experiences and teacher assessments are made linked to the EYFSP. The enabling environments both in and outdoors are set up to encourage all children to access their own resources and equipment for their activities. To ensure the children's resources are well **respected** we teach the mantra "choose it, use it, put it away." 'Risky play' equipment is also used, such as shovels, hammers and nails to engage the children and develop their gross and fine motor skills, this is only carried out under close supervision of adults. We aim to create irresistible indoor and outdoor learning environments, thoughtfully enhanced with authentic objects for children to explore, including items from the natural world some of which are linked to our key texts. These resources spark curiosity, imagination and bring a unique quality to their learning and play.

Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. We hope to **inspire** our little thinkers and develop their curiosity to know more and learn more. We value the importance of play and how crucial it is to all areas of a child's development. We give our children time to become deeply involved in their play and ensure that every detail of their school day is committed to knowledge and skills growth, with children applying their skills to situations and experiences, and opening opportunities to develop new ones alongside them.

9. Planning

We believe that children have a natural desire to learn, explore, discover and **succeed**. Our caring teachers and support staff plan a wide range of learning opportunities and use exciting provocations within the environment to ensure that children are motivated and deeply engaged in their learning. Our dedicated team listen to and observe our children closely to identify and follow each child's interests. In doing this, we recognise and take the opportunity to extend our children's interests and learning further, by facilitating key teaching opportunities and planning for our children's next steps.

Our team also take account of the individual needs, interests, and stage of development of each child in their care, using this information to plan challenging and enjoyable experiences to further extend development and learning potential. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their daily practice. We teach thematically and use high quality, engaging stories to enhance the children's learning. Our themes include for example, Becoming Me, All Things Gross, My Favourite Places, which formulate part of a two-year rolling programme. Each week

(sometimes two weekly), the theme is linked to a key text to inspire learning and encourage new vocabulary.

Our Long Term two year rolling programme is available on the school website and which outlines our systematic buildable approach to learning so that all children can achieve in the 17 early learning goals by the end of the Foundation Stage. From these teachers formulate half termly curriculum maps; these are provided to parents Tapestry and the school website.

10. Assessment and Record Keeping

At Allscott Meads Primary School, ongoing assessment in an integral part of the learning and development process. All our Early Years Practitioners are actively involved in the assessment and monitoring process. Monitoring of Early Year's practice is undertaken regularly to ensure the requirements of the EYFS are planned for and completed effectively ensuring the needs of the children are fully met. This process involves practitioners observing children to understand their age and stage, interests and next steps needed, and then shape learning experiences for each child reflecting those observations. In their interactions with children, staff make day-to-day observations of children's progress. Practitioners also consider observations that parents and carers share, a process which begins before the child joins our Nursery. By listening to the parent's account of their child's development, interests and any additional support they may feel is required, practitioners can better support the child's next steps. We also record any concerns raised because of the home visits and or communications with previous settings appropriately. This is collated into a baseline report with individual next steps for staff to consider during teaching.

Within the first 6 weeks of Reception, all pupils will complete the Reception Baseline Assessment which provides *'an on-entry assessment of pupil attainment to be used as a starting point from which a cohort-level progress measure to the end of key stage 2 (KS2) can be created.'* (Reception Baseline Assessment Framework, February 2020) Each child will receive a series of narrative statements to describe their baseline performance, staff will use these statements in conjunction with their own baseline observations, to inform their practice when planning and observing individuals.

All children have a Learning Journey to keep a record of independent evidence and 'Wow' moments, which are led by the children by identifying work they want to keep and are proud of. Children also use these moments to reflect on their own learning and discuss with practitioners what they would

like to learn next, taking some ownership of their own learning journey. Tapestry is used frequently as a tool for staff and parents to share the learning moments captured of their children.

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child. The EYFS Profile provides parents/ carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile must reflect the whole child, and each child's level of development is assessed against the 17 early learning goals. Practitioners must indicate whether children are meeting expected levels of development, or if they not yet reaching expected levels ('emerging'). This is the EYFS Profile.

11. Admissions and Transition at Allscott Meads Primary School

We welcome children into our EYFS Class the term after their 3rd Birthday. More information can be found in the policy Allscott Nursery Offer.

Children enter as Reception children in September if this is the parent's wishes. All children can start school in the September of the year in which they are 5 years old. Again, strict procedures pertaining to admissions prevail and follow the Telford and Wrekin guidelines. We have one EYFS class which has a maximum intake of 30 children, Our Reception intake is 20 children. Appeal made by parents/ carers wishing their child to secure a place at Allscott Meads Primary, when the reception class is already at 20 are organised by Telford and Wrekin and decisions are given to the Headteacher in writing after the appeal is heard. Parents/carers have the right to defer entry to the reception class before the age of 5 years old- in consultation with the Headteacher.

Our Early Years staff visit each child in their home during the half term prior to them starting in either the Nursery or Reception year group, as we feel this is an excellent way to build a strong partnership between our staff, children and their parents/carers. Home visits allow us to get to know each child personally and gain a clear understanding of their backgrounds and starting points. As well as home visits, staff also partake in either a phone call or a visit with any previous settings.

Reception children and parents/carers can expect:

- Our Early Years Team contact children's prior settings or providers to discuss essential information. We visit as many pre-school providers as possible to meet children in a familiar setting. Our staff also use any written information provided by pre-schools to inform early planning.

- A ‘Welcome to Reception at Allscott Primary’ meeting in June which provides our parents/carers with relevant information around our school prospectus regarding what to expect from their child’s Early Years’ experience at Allscott Meads Primary School. This meeting gives our parents/carers the opportunity to hear from our Headteacher, Deputy Headteacher and Early Years Lead.
- Parents and Children are invited to attend a Parent Lunch during the first half term of Reception.
- EYFS children have a part-time timetable during the first week of school, to enable a calm, quiet and more individualised start to school and will experience their first full day of school on the first Friday of that week.

12. Partnership working with parents and carers

At Allscott Meads Primary School we believe that a child’s education is shared commitment between dedicated teachers, motivated learners and enthusiastic parents/carers with high expectations. Parents are our children’s first and most enduring educators and we ensure that we use the valuable information they provide to support children’s development and progress. We work closely with our parents and carers and build strong relationships with them from the onset to ensure that each child is happy, safe and learning as much as they can. Our EYFS unit is led by a qualified teacher and experienced support staff who immerse our children in their learning whilst providing them with the Early Reading, Phonics and Mathematics skills to prepare them for their journey into school.

Parents of EYFS children are met at the nursery entrance when dropping off and collecting their children. All staff are available before and after Nursery sessions for brief discussions but if a longer or private meeting is required parents/ carers are requested to contact the school office to arrange a suitable time. We encourage the children to come in on their own at the entrance to develop their independence.

Our Early Years Team use a variety of ways to keep parents fully informed about the curriculum and activities on a regular basis:

- All termly overviews can be found on our website, on tapestry and are displayed in our Early Years unit.
- Updates on children’s learning in school is regularly updated on Tapestry and parents/ carers are encouraged to also add to their children’s learning journey on this platform.

- Regularly updated lists of forthcoming events with dates in a parent/ carer friendly format.
- Regular letters to inform parents of trips and meetings.
- Curriculum information letters and workshops.
- Early Years Team parent/carer meetings to explain the principles of the stage and how it affects their child in Nursery and Reception as required.
- Phonics, Early Reading and Mathematics workshops to enable parents/carers to support their child at home.
- Use of our school's Instagram page to share activities, events and children's work across the curriculum.

For Reception aged children the above statements are used to keep parents informed as well as:

- Reading diaries are used to communicate information relating to reading between school and home.
- Subject specific parent/ carer afternoons are held throughout the year to provide an overview of each subject and how best to support their child in this subject area.

We believe the benefits of a positive working in partnership with parents/ carers has an invaluable impact on the effectiveness of our EYFS offer. We value our partnerships and endeavor to actively maintain these by sharing information, ideas, expertise and our knowledge within our team and with parents, carers, colleagues and other professionals.

13. The Early Years Team and Working in Partnership

Our EYFS Team consists of an experienced Early Years Teacher and highly experienced nursery support.

As part of our role of enabling partnerships we:

- meet weekly as an EYFS team to discuss assessments, planning, individual children and research.
- work closely with our cluster schools (Crudgington) to moderate work and share examples of good practice.

All adults who work regularly in school are police DBS checked and records of this are kept.

14. Food and Nutrition for EYFS Children

At Allscott Meads Primary Academy, we are committed to supporting children's health, development, and well-being through the provision of nutritious, balanced, and age-appropriate food. We follow the Statutory Framework for the Early Years Foundation Stage (EYFS) and the updated 2025 Nutrition Guidance for Early Years Providers to ensure the food and drink we provide is safe, developmentally appropriate, supports children's health and wellbeing.

Providing healthy, balanced and nutritious food ensures that all children:

- Get the right amount of nutrients and energy they need while they are growing rapidly, which is especially important for children who might not have access to healthy food at home. This can help prevent children from becoming overweight or obese.
- Develop positive eating habits early on. Children's early experiences with food can shape future eating habits. This can impact children's long-term health including maintaining a healthy weight, and good oral health.

The early years are a crucial time to reduce health inequalities and set the foundations for a lifetime of good health.

Principles:

- Promote lifelong healthy eating habits from an early age.
- Provide meals and snacks that meet children's nutritional, cultural, and dietary needs.
- Ensure compliance with the EYFS 2025 statutory framework and nutrition guidance.
- Prevent choking and allergic reactions through safe food preparation and supervision.
- Partner with families to support and respect children's individual food requirements.
- Encourage a positive, inclusive, and sociable dining experience.

We provide:

- Healthy, balanced meals and snacks based on the four food groups: fruit and vegetables, starchy foods, proteins, and dairy.
- Age-appropriate portion sizes.
- Water freely available throughout the day, and milk at designated snack times.
- Menus that rotate every 2-3 weeks and are reviewed termly.

We avoid:

- Foods high in sugar, salt, or saturated fats.
- Artificial sweeteners and sugary drinks.

Our food provision reflects the guidance in 'Example Menus for Early Years Settings' and supports healthy growth and development.

Cutting food safely

We will make sure to cut food to a size that's right for a child's size, age and stage. This helps avoid choking. We will prepare food in accordance with the EYFS 2025 guidance to reduce choking risks. Choking can happen with any food, but we will do everything we can to minimise the risks.

When preparing food, we note that it is important to avoid round shapes as these are a choking hazard. We will cut small fruits lengthways and then halve again (quarters).

These fruits include:

• grapes

• raspberries

• strawberries

• cherry tomatoes.

We will avoid whole nuts for children under 5.

Pediatric first aid

A qualified pediatric first aider will be present at all times in the room during all snack and meal times.

Supervision when eating

An adult will always supervise children closely when they are eating. Staff will sit facing children while they eat to monitor choking hazards, prevent food sharing and quickly identify any allergic reactions. Children will be sat upright at tables or on the carpet, with expectations explained to children. Healthy eating and keeping ourselves safe are both key areas of our EYFS curriculum.

Special Dietary Needs and Allergies

- We maintain a current list of children's allergies, intolerances, and cultural dietary needs, this will be reviewed and updated regularly.
    - This information will be shared with all relevant staff, including food handlers.
- Allergen information is displayed and followed in food preparation areas.
- All staff will ensure clear labelling and separation of allergen-free meals
- All staff receive training in allergy management and emergency response.
- We work closely with parents and healthcare professionals to develop individual care plans as needed.

Staff Training

All staff working with EYFS children will receive training on:

- ✓ Food hygiene and safety
- ✓ Allergy awareness
- ✓ Choking prevention
- ✓ EYFS Nutrition

Pediatric First Aid Training will be delivered by competent, regulated providers and kept up to date for all staff working with EYFS children.

Learning and Mealtime Environment

- Mealtimes are a key learning opportunity and are used to teach children about healthy food, hygiene, and manners.

- Children are encouraged to try new foods and take part in preparing simple snacks or meals.
- We support children to serve themselves where appropriate, promoting independence.
- Positive role modelling and discussions about food and health are encouraged.
- Mealtimes are social, inclusive, and calm.
- Children sit together with staff who model positive eating behaviors. Independence is promoted by encouraging children to serve themselves where age appropriate.

Guidance for children aged 1 to 5 years

A healthy plate

We encourage children to eat a balanced diet containing a wide variety of foods. We plan meals and snacks that include a variety of food and drinks from the 4 main food groups every day. The more children try new foods, the wider the range of nutrients they will get from their meals. We will have children eat together in our setting. This encourages them to try foods that they might not try at home. For example, children who won't touch broccoli at home might happily try some if they see their peers eating it.

Partnership with Parents and Carers

- Lunchtime and snack menus are shared regularly with families and feedback is welcomed.
- We provide information on healthy lunchbox choices (for children bringing food from home).
- Families are consulted about dietary needs, food preferences, and cultural or religious requirements.
- We signpost parents to external guidance and support where appropriate.

Sustainability

- We aim to reduce food waste and promote recycling in food-related activities.
- Our menus favor seasonal, locally sourced, and sustainably produced ingredients where possible.

Cooking with Children

- Cooking and food preparation activities are part of our curriculum.
- These activities promote fine motor skills, math, science, and cultural learning.
- Health and safety guidelines are always followed.

Celebrations and Special Occasions

- We celebrate in healthy and inclusive ways.
- Families are encouraged to share culturally significant foods that meet our nutrition and allergy guidelines.

Cultural and Dietary Preferences

- We respect and accommodate dietary needs related to religion, culture, and ethical beliefs.
- Parents are consulted to ensure inclusive meal planning.

Key References for Food and Nutrition for EYFS aged children

- Statutory Framework for the EYFS (2024, effective September 2024)
- Nutrition Guidance for Early Years Providers (DfE, 2025)
- Example Menus for Early Years Settings (Public Health England, 2025)
- Food Standards Agency: Safer Food Better Business
- Eat Better, Start Better (Public Health England / Action for Children)
- Start for Life – NHS

15. Safeguarding and welfare procedures

At Allscott Meads Primary School we ensure that each child's unique needs are met and that they have positive relationships with the adults caring for them. We provide an environment which is welcoming, safe, stimulating and enriching.

We rigorously safeguard and promote the welfare of all children in our care, adhering to Allscott Meads Primary School, child protection procedures. We use CPOMs to record all safeguarding incidents which are followed up by one of our Designated Safeguarding Leads. All staff undertake regular Child Protection training and Safeguarding as part of staff induction, regular safeguarding updates and weekly staff meetings.

16. Monitoring arrangements

This policy will be reviewed and approved annually by the Headteacher and will be updated as agreed by the Early Years Leader in line with the recommendations made. Once reviewed, the policy will be agreed with School Governors and shared with staff.

Learning walks, lesson studies and monitoring will take place regularly involving all Early Years Staff. The Early Years Lead and Senior Leadership team will monitor on a regular basis to ensure practice consistently reflects this policy. All staff access CPD as part of the school's CPD priorities.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy

Statutory policy or procedure for the EYFS	Where can it be found?
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy
Nursery offer for parents	See Allscott Nursery Offer
Information regarding SEND support	See SEND Policy
Information regarding Healthy Eating	See Early Years Foundation Stage Nutrition Guidance Early Years Foundation Stage nutrition guidance See Healthy Eating Policy