



Early Years Foundation Stage Policy

1. Introduction and Purpose

Our Early Years Foundation Stage (EYFS) provision reflects the Ideal Alliance values of **Inclusion, Diversity, Excellence, Achievement and Leadership**. We aim to:

- Provide a safe, nurturing and stimulating environment where every child feels valued and included.
- Offer a broad, balanced and ambitious curriculum that supports children to become confident, curious and independent learners.
- Ensure all children make strong progress from their starting points through high-quality teaching, responsive interactions and purposeful play.
- Build strong, respectful partnerships with parents and carers, recognising them as children's first educators.
- Promote children's physical, emotional, social and cognitive development through meaningful experiences that celebrate diversity and individuality.
- Prepare children for the next stage of learning by fostering resilience, communication, self-regulation and a love of learning.

2. Principles

Our EYFS practice is grounded in the four overarching principles of the Statutory Framework for the Early Years Foundation Stage:

- **A Unique Child** – Every child is an individual learner with their own strengths, interests and needs.
- **Positive Relationships** – Children thrive when they feel secure, respected and understood.
- **Enabling Environments** – High-quality indoor and outdoor environments promote exploration, independence and deep engagement.
- **Learning and Development** – Children learn in different ways and at different rates; our curriculum reflects this diversity.

These principles are strengthened by the Ideal Alliance commitment to **equity, representation and high expectations for all**.

3. Observation, Assessment and Planning

- Practitioners use ongoing observations to understand each child's development, interests and next steps.
- Assessment is formative, continuous and embedded in daily practice.
- Staff use a range of evidence — including child voice, play interactions, adult-led learning and parental contributions — to inform planning.
- Planning is flexible and responsive, ensuring children's needs, fascinations and emerging skills shape the learning environment.
- Summative assessments are completed at key points, including baseline, mid-year reviews and the EYFS Profile at the end of Reception.
- Assessment is never used to label or limit children; instead, it supports early identification of additional needs and ensures timely intervention.

4. Safeguarding

- Safeguarding is everyone's responsibility. All staff follow the school's Safeguarding and Child Protection Policy and the statutory guidance *Keeping Children Safe in Education*.
- Staff are vigilant, trained and confident in recognising signs of abuse, neglect or harm.
- Concerns are recorded promptly and shared with the Designated Safeguarding Lead (DSL).
- Children are taught about safety, boundaries and consent in age-appropriate ways.
- The EYFS environment is risk-assessed regularly to ensure children's safety and wellbeing.

5. Health and Safety

- The learning environment is maintained to a high standard of cleanliness, organisation and safety.
- Daily checks ensure equipment, resources and outdoor areas are safe and fit for purpose.
- Staff follow school procedures for first aid, accidents, illness and emergency evacuation.
- Children are supported to develop independence in managing their own health and hygiene, including handwashing, toileting and healthy eating.
- All staff understand their responsibilities under the Health and Safety at Work Act.

6. Intimate Care

- Intimate care is carried out respectfully, sensitively and in line with the school's Intimate Care Policy.
- Staff maintain children's dignity at all times and encourage independence where appropriate.
- Parents are informed of any intimate care provided, and records are kept where necessary.
- Only staff with appropriate training and DBS clearance carry out intimate care tasks.

7. Parent and Carer Relationships

- We recognise parents and carers as partners in their child's learning journey.
- Communication is open, regular and two-way, through informal conversations, digital platforms and planned meetings.
- Parents are invited to contribute to assessments, share home learning and participate in school events.
- We value the diverse backgrounds, languages and cultures of our families and ensure our practice is inclusive and respectful.
- Support is offered to families who may need additional guidance, signposting or early help.

8. Learning and Development

Our curriculum is designed to:

- Provide rich opportunities for play, exploration, talk and problem-solving.
- Support progress across all seven areas of learning, with a strong focus on communication and language, early reading, early maths and personal development.
- Offer a balance of child-initiated and adult-led learning.
- Embed the Characteristics of Effective Learning:
 - Playing and exploring
 - Active learning
 - Creating and thinking critically
- Reflect the diversity of our community through books, resources, celebrations and role models.

- Promote high expectations, ensuring every child is challenged and supported to achieve their potential.

9. Equal Opportunities

- We are committed to providing an inclusive environment where all children can thrive, regardless of gender, ethnicity, language, disability, religion or socio-economic background.
- Reasonable adjustments are made to ensure full participation for children with SEND.
- Staff challenge stereotypes, bias and discrimination through modelling, curriculum choices and positive representation.
- Children are taught to value differences, show empathy and treat others with respect.

10. End-of-Year Reporting

- At the end of Foundation, staff complete the statutory EYFS Profile for each child.
- Parents receive a written report summarising their child’s progress, attainment and characteristics of effective learning.
- Reports celebrate achievements, outline next steps and support a smooth transition into Year 1.
- Information is shared with the Year 1 team to ensure continuity of learning and pastoral care.

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| Approved by: | Carla Milford | Date: April 2026 |
| Last reviewed on: | April 2026 | |
| Next review due by: | April 2027 | |