



Pilling St John's CE Primary School and
Nursery

Early Years Foundation Stage Policy

2025-26

Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the academic year in which a child has their fifth birthday. The EYFS is statutory and is detailed under the *Statutory Framework for the Early Years Foundation Stage*. This policy is based upon the requirements of this document.

At Pilling St John's CE Primary School and Nursery our EYFS classes are based in purpose designed buildings that cater for children from one year old up until the end of their Reception year. Children aged 12 months to three years old are based in the School House Nursery Building. In here there are two rooms- Seedlings (12 months to 2 years old) and Acorns (2 -3 years old). Our Preschool and Reception children are based in our purpose ECO built Star class building adjacent to School House Nursery. The two buildings are linked via gated access at the rear of School House Nursery. Children also have access to a designated outdoor learning areas as well as the wider school grounds where Forest School sessions take place.

Intent

Rooted in the teachings of Jesus, our curriculum is designed to inspire a lifelong love of learning within a nurturing, faith-filled community. We strive to provide a rich and ambitious academic experience that enables every child to flourish intellectually, spiritually, and socially. By weaving our Christian values into all subjects, we empower our pupils to discover their God-given talents and become respectful and responsible stewards of the world

At Pilling St John's CE Primary School and Nursery we follow the statutory framework and guidance detailed in the EYFS. We draw upon our extensive experience to observe, plan and teach children in early years.

We provide a broad and balanced Early Years curriculum:

- based on first hand experiences and purposeful interactions
- through 'in the moment planning' opportunities and carefully planned adult or child-initiated activities
- whilst having a regard for the skills and attitudes the Key Stage One curriculum will demand

We aim to:

- make the child's first experience of school happy, positive, nurturing and fun,
- foster a love of learning and develop enquiring minds through promoting independence and critical thinking skills,
- embed the Characteristics of Effective Learning such as independence,

resilience and confidence in each child in our setting

- promote emotional well-being
- build positive relationships and work in partnership with families (recognising that parents are their child's first and foremost educator), carers and professionals to support every child to develop and learn.

Implementation

Teaching and Learning Style

Within the EYFS the development of a holistic learner is recognised based on the premise that each person finds identity, meaning, and purpose in life through connections to the community, to the natural world, and to Christian values such as compassion. We have developed our bespoke Long Term Curriculum Overview document which details what we would like our children to achieve during their time with us in their early years. It takes account of the holistic development of all of our children whilst striving to be engaging and ambitious for all.

Teaching in the EYFS:

- has a carefully planned curriculum which aims for all children to achieve the Early Learning Goals by the end of the EYFS.
- involves creating adult and child-initiated opportunities that will encourage children to explore, create, investigate, rehearse, practise, repeat and discover
- involves developing Characteristics of Effective Learning
- uses a multi-sensory, fun, play-based approach
- shows awareness of the different ways and rates by which children develop and learn; that there are many factors affecting achievement including ability, emotional state, age and maturity, and how this informs teaching strategies.
- has a high expectation of children's behaviour and attainment.
- recognises the importance of emotional well-being.
- has a clear balance between indoor and outdoor learning
- strives to ensure children take ownership of their learning

Learning in the EYFS

Through careful transitions from home or previous settings to school, we ensure prior learning and development is valued and the transition into school is supported. We encourage cross-curricular links to ensure a seamless transition into Key Stage One by building on previous experiences and planning for those in the future.

In the EYFS children are:

- learning how to collaborate and learn from one another through shared experiences
- supported to set their own challenges in their physical environment and in their learning
- encouraged to access resources independently
- Supported to develop oracy and early literacy and numeracy skills through engaging teaching and play based learning
- able to use their senses to explore and investigate
- developing persistence and positive attitudes to learning as detailed in the Characteristics of Effective Learning

Play in the EYFS

We highly value play and the learning it brings in itself. We recognise that play is the young child's work and have designed our curriculum around this. Through play children explore and develop learning experiences, which help them make sense of the world. They practise and build upon ideas, learn how to control themselves and understand the need for rules thereby developing emotional resilience and self-regulation. Children have the opportunity to think creatively and problem solve alongside others. Working in this way also builds self-awareness and self-esteem.

Inclusion in the EYFS

In consultation and working collaboratively with parents/guardians and external professionals. The school's SENDCo leads on provision and will work alongside practitioners to cater for individual needs of children, who may experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development.

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 where possible. We achieve this by planning for different learning styles, taking into account the different needs and backgrounds of all children in our setting.
- 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.
- providing specific targets detailed in a Assess, Plan, Do Review (APDR) and following

external therapy or support programmes of work such as Speech and Language.

- working collaboratively with families or carers, the SENDCo and other professionals

Safeguarding and Welfare Requirements

This part of the policy links directly with the [Schools Safeguarding & Child Protection Policy 25-26](#) where more detailed information and procedures are outlined and should be used where there are any Safeguarding or Child Protection concerns.

Significant updates for 2025 have been detailed below

Safeguarding and Child Protection

Leaders will ensure all staff have an up-to-date understanding of safeguarding/child protection and how to protect children from harm. This will include identifying signs and symptoms of abuse and how to raise these concerns as set out in the safeguarding/child protection policy. Staff are encouraged to adopt 'balanced' safeguarding vigilance when working with and alongside other colleagues and adults, especially when intimate care is being delivered.

Leaders will ensure that **all staff receive relevant safeguarding and child protection training and updates** (KCSIE 2025), including a thorough induction.

Suitable People: Procedures for ensuring the suitability of staff and volunteers - more information can be found in the schools [Safeguarding and Child Protection 2025-26 Policy](#).

Procedures for responding to and reporting concerns.

All staff have a responsibility to:

- Staff are aware that bruising to non-mobile children is a concern and should be raised immediately with the DSL and will be classed as an immediate safeguarding concern and will be referred to Children's Social Care/MASH.
- Staff are aware of Female Genital Mutilation, a form of Physical abuse - see whole [school policy](#) for more detailed information of abuse
- All staff will receive training on recognising the safeguarding implications of poor attendance and the procedures for reporting concerns, ensuring staff are aware of [Working together to improve school attendance](#).
- Understand the process for reporting **concerns over staff or adult conduct or behaviours**.
- When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with the school's SENDCO, as well as the pupil's parents where appropriate, to ensure that the pupil's needs are met effectively.

- Pupils are made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe. Pupils complete a Safeguarding and Wellbeing survey and worry boxes are in every classroom (except Stars – staff monitor pupils and discuss concerns in the first instance with Parents and Carers), in order for pupils to have a process for reporting concerns about friends or peers. The effectiveness of such processes will be continually reviewed by the DSL.
- The school's procedures for managing allegations of child-on-child abuse are outlined in the School Behaviour Policy & Anti – Bullying Policy.

PSJ and DSL will consider:

- the wishes of the victim in terms of how they want to proceed
- the nature of the alleged incident
- the ages of the children involved
- the development stages of the children involved
- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse
- are there ongoing risks to the victim, other children, school or college staff
- contextual safeguarding issues.

Staff-to-Child Ratios

At PSJ we maintain the correct adult-to-child ratios and supervision levels.

Age of Child	Statutory Ratio	Qualification Requirements
0 to 2 years	1:3	<ul style="list-style-type: none"> • At least one member of staff must hold a full and relevant Level 3 qualification. • At least half of all other staff must hold a full and relevant Level 2 qualification.

2 to 3 years	1: 5*	<ul style="list-style-type: none"> • At least one member of staff must hold a full and relevant Level 3 qualification. • At least half of all other staff must hold a full and relevant Level 2 qualification.
3+ years	1: 8	<ul style="list-style-type: none"> • Standard: Applies if no QTS/EYTS specialist is working directly with the children. • Requires a Level 3 qualified staff member present. • Half of other staff must be Level 2.
3+ years (Teacher-led)	1: 13	<ul style="list-style-type: none"> • Exception: Applies <i>only</i> if a person with Qualified Teacher Status (QTS), Early Years Teacher Status (EYTS), or Early Years Professional Status (EYPS) is working directly with the children. • One other staff member must be Level 3.

**Trainees/students counted in ratios must now hold a valid Paediatric First Aid (PFA) qualification at the level below their study.¹PFA must be renewed every three years.*

The following areas are contained within our school policies and procedure:

- Managing Behaviour: Strategies for supporting and understanding children's behaviour
- Safety and Suitability of Premises and Equipment: Risk assessments and maintenance.
- Information and Records: Maintaining required documentation.
- Whistleblowing: All providers must establish clear whistleblowing procedures, inform staff on when and how to report concerns (internally and externally, e.g., Ofsted/NSPCC), and ensure concerns are taken seriously.
- Child Absences: Clear, proactive procedures for following up on unexplained or prolonged absences, including reaching out to multiple emergency contacts and monitoring absence patterns.

The EYFS Curriculum

The EYFS is statutory and is important in its own right as a basis for developing essential skills such as listening, speaking, independence, persistence and collaborating with each other. The three prime areas cover the knowledge and skills which are the foundations for future progress, and which are applied and reinforced by the specific areas. All areas of learning are equally important and are interlinked.

The Development Matters, Birth to 5 Matters and the Early Learning Goals guide our long term planning together with the half termly lines of enquiry set on a two year rolling programme so as to ensure that children in their preschool year will cover different topics to those planned for their Reception year. Nursery and Preschool activities are planned around the children's current needs, schemas and interests to ensure all areas of the EYFS curriculum are embraced.

Learning and Development Requirements

Our provision delivers an educational programme across the seven areas of learning and development:

Prime Areas (Focus for all, especially babies/toddlers)	Specific Areas (Build on the Prime Areas)
Communication and Language	Literacy
Physical Development	Mathematics
Personal, Social and Emotional Development (PSED)	Understanding the World
	Expressive Arts and Design

How the Characteristics of Effective Teaching and Learning (CoETL) are promoted at PSJ.

We use well planned and carefully selected resources that promote progression of skills across the age ranges adding appropriate enhancements in the response to the needs and interests of the children within our continuous provision. The open ended learning opportunities alongside high quality interactions with staff allow children to explore, take controlled risks, problem solve and promote the development of the characteristics of effective learning.

In developing high quality interactions with EYs children we adopt the ShREC approach. This supports and provides early years professionals with a simple, memorable set of specific evidence informed strategies that can be embedded into everyday practice.

Planning

Our Long Term Curriculum Overview sets out what we plan to teach over the course of the year. Planning for each year group is carefully considered to ensure that children receive a progressive curriculum rich with opportunities to support them to know and remember more learning whilst moving forwards and developing new skills in a clear sequence of progression.

Medium term planning is completed half termly and identifies an initial line of enquiry plus key skills, knowledge and vocabulary we aim to teach within that. The medium term plans are very much a working document designed to take into account any arising needs or areas of interests of the children which develop as the term progresses. This learning is displayed for the children and their families on our Learning Journey boards. Again this is a 'live' display which is added to over the duration of half term and encourages children and their families to share learning and make links to previous learning. Key texts and vocabulary are also clearly displayed to support children, families and staff in the development of rich and ambitious vocabulary across the half term. The Learning Journey display and key vocabulary are then transferred into a floor book which the children can access to support retrieval of prior learning and knowledge.

Weekly Planning focuses on day-to-day organisation of activities and any enhancements to continuous provision linked to a theme, skill, interest or need of the children. It takes into account that children's learning is not necessarily sequential and linear and that they may need time to consolidate, repeat and extend their learning in their own way. It allows flexibility for adults to spend time on high quality interactions

with the children, identifying teachable moments within the day and ensuring that practitioners act upon these instantly so as to maximise each child's learning every day. All planning is evaluated on an on-going basis and adapted in response to the children's needs and interests.

Assessment in the EYFS

During the child's first half term in School House Nursery and Star class, after a settling in period, the teacher or key worker carries out a baseline assessment. It is also a time for the adults in the setting to discover the unique personality and interests of the child.

Regular ongoing assessments of children's learning are carried out and this information is used to ensure future planning reflects individual or group needs. Formative assessment in the EYFS is continuous and takes the form of observations, examples of child-initiated work and samples of dated work from adult-led activities and photographs. The teacher and teaching assistants keep occasional observational records and use these to record examples of progress. Observations may arise from enhanced provision opportunities, specific teaching activities and teachable 'in the moment' opportunities. These are stored in an online Learning Journey on Dojo for each child and are shared with parents and carers.

We have regular opportunities to meet with parents to ensure parents/carers are informed of their child's progress and next steps in learning. In addition to parents' meetings, parents receive an annual report that offers details on each child's progress. It highlights the child's strengths and any development needs. The children are also given the opportunity to comment on areas they would like to improve. During the year a child is 2, the 2 year check is also completed and shared with parents. At the end of Reception the EYFS Profile is completed for each Reception child (where applicable) and submitted to the LA and shared with parents

Reflection in the EYFS

We regularly reflect on the environment we provide for our children and make changes as needed for example based around children's interests, identified needs or depending upon the cohort intake. This is done in a variety of ways for example environment audits, learning walks or based upon our knowledge of and observations of the children at play.

Working with Parents/Carers and other significant adults

We recognise the importance of working alongside parents and other significant adults during a child's education. We do this through: -

- inviting all parents to an induction meeting during the term before their child starts school.
- offering each child settling in sessions with parents/carers initially and then moving onto a solo settling in session with their key worker. Once a child has formed a positive relationship with their key worker and is happy to spend time in nursery without their parent/carer present they are then ready to start attending regularly. We recognise that each child is unique and offer a flexible induction and settling in process to meet the needs of the individual child. During the initial settling in session, induction paperwork and information gathering is carried out with the child's parent/carer and their key worker.
- giving the upcoming Reception children the opportunity to spend time within the setting before starting school if they do not already attend our Preschool.
- inviting new parents into the classroom throughout the year to take part in curriculum focused workshops and stay and play sessions,
- providing formal meetings for parents during the school year to discuss children's progress.
- welcoming parents to discuss any concerns with the teacher and/or teaching assistants at other points throughout the year,
- working to build good relationships with families to promote a regular two-way flow of information. This can be done face to face and via Dojo.

The Environment and Resources in the EYFS

A rich and varied 'enabling' environment is actively planned for and continuously developed with varied age appropriate, multi-cultural and inclusive resources to encourage exploratory play-based learning and challenge. Staff are always aware of the next steps in a child's development and strive to offer a learning environment to support these progressions and where each resource has been carefully chosen within the provision to spark curiosity and support progress. The learning environment encompasses both indoor and outdoor provision, which are of equal importance. Children are encouraged to experience all areas of the learning environment in all weathers. We encourage children to plan their own selection of activities balanced with adult initiated activities. We plan enhancements within provision appropriate to the differing age groups in our setting. We encourage the children to take ownership of their environment by helping staff carry out risk assessments and to 'have a voice' about what they would like to see in their environment through discussions during key group time.

Impact of our EYFS Curriculum

- The majority of children in Reception reach the ELG by the end of Reception year
- Children develop the characteristics of effective learning which helps them through the rest of school
- Children develop the ability to manage risks
- Children develop critical thinking skills and the ability to test out and adapt their own ideas
- Children develop a wide breadth of vocabulary and make good progress with their speaking and listening skills by the end of the Reception year
- Children develop a love of reading
- Children enjoy being independent in managing themselves and their learning
- Parents feel part of the school community
- Practice is improved year on year
- Everyone is included
- Children have high levels of well-being and involvement

Sleep in the EYFS

We recognise and value that children getting enough sleep is important for their development and we support their natural sleep rhythms in a safe sleep environment. This applies in particular to our youngest children in School House Nursery. **The safety of babies' and young children's sleep is paramount.**

Our policy follows the advice provided by The Cot Death Society and Lullaby Trust to minimise the risk of Sudden Infant Death. This is in line with the latest government safety guidance: <https://www.nhs.uk/baby/caring-for-a-newborn/sudden-infant-death-syndrome-sids/> We also follow the NHS advice on safety of sleeping children.

We make sure that:

- Babies are placed on their backs to sleep, if a baby has rolled onto their tummy, we should turn them onto their back again, however once a baby can roll from back to front and back again, on their own, they can be left to find their own position
- Babies/toddlers are never put down to sleep with a bottle to self-feed
- Babies/toddlers are monitored visually when sleeping. Checks are recorded every 10 minutes and babies are never left in a separate sleep room without staff supervision at all times. To ensure that staff carry out safety checks appropriately and at the correct

times, staff will set timers on individual i-pads.

- When monitoring, the staff member looks for the rise and fall of the chest and if the sleep position has changed
- As good practice we monitor a new baby sleeping during the first few weeks every five minutes until we are familiar with the child and their sleeping routines, to offer reassurance to them and families.
 - We ensure that children are tucked in with the blanket no higher than their shoulders and that heads are uncovered.
 - We use the 'feet to foot' position with their feet at the end of the mat,
 - We consider where the mat is positioned so that it is not in direct sunlight, near to a radiator or where a child can stand up and pull equipment down on to themselves,
 - Hats, bibs, dummy clips etc are removed prior to placing a baby/child down to sleep,
 - There is a safe walking distance between each sleep mat.

We provide a safe sleeping environment by:

- Monitoring the room temperature – this should be between 16–20 degrees
- Using clean, light bedding/blankets and ensuring babies/children are appropriately dressed for sleep to avoid overheating
- Only using safety-approved suitable sleeping equipment (i.e. mats) that are compliant with British Standard regulations, and a clean fitted sheet
- Only using comforters where required
- Keeping all spaces around sleep mats clear from hanging objects i.e. hanging cords, blind cords, drawstring bags
- Ensuring every baby/toddler is provided with clean bedding. These will be kept in a named drawstring bag for use exclusively by that child for that week and will be cleaned if needed throughout the week.
- Transferring any baby/child who falls asleep while being nursed by a practitioner to a safe sleeping surface to complete their rest
- Having a no smoking policy.

We ask parents to complete sheets on their child's sleeping routine with the child's key person as part of our nursery induction process and these are reviewed and updated at timely intervals. If a baby has an unusual sleeping routine or a position that we do not use in the nursery i.e. babies sleeping on their tummies, we will explain our policy to the parents and not usually offer this unless the baby's doctor has advised the parent of a medical reason to do so in which case we would ask them to sign to say they have requested we adopt a different position or pattern on the sleeping babies form. We

recognise parents' knowledge of their child with regard to sleep routines and will, where possible, work together to ensure each child's individual sleep routines and well-being continues to be met. However, staff will not force a child to sleep or keep them awake against his or her will. They will also not usually wake children from their sleep. Staff will discuss any changes in sleep routines at the end of the day and share observations and information about children's behaviour when they do not receive enough sleep.

Sleeping twins

We follow the advice from The Lullaby Trust regarding sleeping twins. Further information can be found at: www.lullabytrust.org.uk

Food and Nutrition in the EYFS

Our staff are committed to ensuring safe and healthy practices and follow the [Early Years Foundation Stage nutrition guidance: Guidance for group and school-based providers and childminders in England May 2025](#) around the storage, preparation and service of food within our setting. All staff handling food are appropriately trained and we follow the guidance published by the FSA.

From September 2025, the Early Years Foundation Stage (EYFS) statutory framework requires providers to show regard to the new EYFS Nutrition Guidance, ensuring all food and drink offered is healthy, balanced, and nutritious. We align with this guidance to safeguard and promote children's health. Our aim is to meet dietary and cultural requirements, and to provide children with a range of nutritious, healthy, and well-balanced snacks and meals (Preschool and Reception), which promote growth and development.

- At induction we gather and record allergy/dietary needs before admission.
- We ensure that a PFA-trained staff member is present in the room during all mealtimes/snacks.

Food Safety Hazards

Staff at PSJ are aware of potential food safety hazards and procedures are in place to ensure all potential risks are well managed. Food safety hazards include and we ensure food is appropriate for the child's developmental stage (e.g., choking risk) using the relevant up to date [EYFS guidance](#) :

- Physical hazards: glass fragments, dust, pests
- Chemical: cleaning products, insecticides
- Biological: poor personal hygiene, poor storage
- Allergenic risk: cross-contamination

Good Food Hygiene

At PSJ we adopt a number of practices to ensure we maintain good food hygiene. These practices can be categorised under the 'four c's':

Cross-contamination

To prevent cross-contamination of produce we:

- Always wash hands with anti-bacterial soap and hot water before and after handling food, using the toilet or changing nappies.
- Wash all surfaces and chopping boards with disinfectant
- Use clean cloths in accordance with the school hygiene policy and procedures
- Store food correctly (see additional notes on food storage)
- Do not participate in food preparation if unwell
- Wear correct clothing eg. aprons, gloves
- Make sure all fruit and vegetables are washed before being served.
- Avoid wearing jewellery, especially rings, watches and bracelets when preparing food
- Cover any cuts, spots or sores on the hands and arms with a waterproof dressing
- Making regular checks to ensure there is no evidence of pests or an insect infestation

Cleaning

It is crucial for the health and safety of all children and adults that the nursery and Star class rooms are cleaned regularly and to a high standard. Healthy practices are also put in place, these include:

- All hands must be washed before and after handling food
- Children are to wash their hands before and after eating
- All surfaces, chopping boards and equipment are washed before and after use to kill bacteria
- Ensuring all storage units, kitchen drawers, the fridge and freezer are cleaned regularly

Chilling

Storing food properly helps stop harmful bacteria from growing. At PSJ we adopt a range of systems to ensure our food is stored safely and ready for consumption. These include:

- Putting food in the correct storage place immediately eg. fridge, freezer, cupboard
- Storing food correctly in the fridge and in cupboards
- Checking the daily temperature of the fridge in the internal kitchen area (must remain below 5 degrees)

Cooking

In order to ensure food is safe for consumption it must be cooked properly. This helps kill harmful bacteria. Staff in School House Nursery and Star Class are not required to cook meals for the children. Where the Reception and Preschool children receive a school meal, it is provided for by the school kitchen staff and they follow their own strict guidance on this.

Food Storage - see our [Food and Hygiene policy](#)

Inadequate storage can result in cross-contamination, food spoilage and the build-up of potentially harmful bacteria. All food must be examined carefully to ensure that it is ready for consumption before being prepared, cooked and served. At PSJ we follow a range of practices to ensure food is stored safely. These include:

- Ensuring the storage area is well ventilated and well lit
- Ensuring food items are well rotated, so older items are eaten first
- Storing non-perishables together eg. cereals, dry pasta, bread, biscuits
- Ensuring the fridge temperature is consistently below 5 degrees
- The fridge temperature is checked and recorded on a daily basis to ensure the correct temperature is being upheld. See appendix 2.
- All children's food will be labelled with their full name and date
- Fridges will be checked and items removed as required on a daily basis.

Fridge Organisation

It is essential that food is stored correctly in the fridge to prevent cross-contamination. Food should be stored in the following way as much as possible:

- Top shelf: ready to eat foods (dairy)
- Middle shelf: cooked meats
- Bottom shelf: raw meat (not applicable in our EYFS setting)
- Drawers: fruit and salad

Packed Lunches

Parents of School House Nursery children are asked to provide a packed lunch for their child and some Star class parents may also choose this option. Parents will be informed of the following:

- Lunches should be in line with nutritional guidance and include foods from the four healthy groups – starchy foods, fruit/veg, protein and dairy.
- They must avoid sending in: sweets, chocolate, fizzy drinks, squash, ultra-processed meats, snacks with a high salt content and foods containing nuts.
- Advice will be given on foods that contain a choking risk. These foods will not be permitted: whole grapes, cherry tomatoes, cheese cubes, popcorn, whole nuts.
- Information and ideas for healthy lunch boxes and portion sizes will also be provided.

Hot School Meals

Our hot school meals are prepared daily on site by our catering team for children from Pre-school onwards. If a child has a hot school meal, it will include a healthy balance of the main food groups: starchy foods, fruit and vegetables, protein, and dairy. Drinks are limited to healthy options, which means water only. Sugary treats such as sweets, chocolate, and fizzy or sugary drinks are not permitted.

Snacks

Children in the EYFS will be offered a morning and afternoon snack which will consist of a selection of seasonal fruit and/or vegetables. Parents have the option to pay for toast through school or EYFS staff can provide a healthy snack such as breadsticks or rice cakes as an alternative. Children will also be offered milk (if parents have signed up for this through Cool Milk) or water to drink. Children have continuous access to fresh water throughout the day.

Children in nursery (Acorns/Pre-school) and reception class will be offered a morning and afternoon snack which will consist of a selection of seasonal fruit and/or vegetables. Children will also be offered milk or water only. Children have continuous access to fresh water throughout the day. Children in our baby room have all snacks provided by parents. These snacks should be healthy in line with nutritional guidance. Staff will work closely with parents to ensure these are healthy.

Breakfast and After School Club snacks

Breakfast and After School Club snacks for our Preschool and Reception aged children will be in line with nutritional guidance and will include a balance of foods from the four healthy groups – starchy foods, fruit/veg, protein and dairy. Drinks are limited to

healthy options, which means water or milk only.

Birthdays

Instead of cakes or sweets, we celebrate in different ways such as with songs, marking birthdays on our class calendar and celebrating in our Friday whole school worship.

Food as part of the curriculum

At PSJ we sometimes include baking and different foods as part of our learning within our curriculum. Where food is involved, we ensure it is prepared and served safely, considering any allergies. We will always inform parents beforehand of an activity involving the tasting of food and ask them to make us aware of any issues or concerns they may have surrounding this. We strive for inclusivity and provide alternatives for activities such as baking including gluten free flours and dairy free spreads. We will always run ingredients on packaging by parents of children with specific allergies or dietary requirements before allowing a child to consume them.

Transitions at PSJ

At PSJ we recognise that young children will experience different transitions at different points in their early years. This may involve the transition into our setting as well as the transition out of EYFS and into Key Stage 1. We are also aware that young children may experience different transitions within their own lives either planned or unplanned and our aim is always to support children and their families with these as best we can. Staff are trained to observe their key children and to be sensitive to any changes in their behaviour and personality. We respectfully ask that parents inform us of any changes in the home environment that may impact on their child so staff can be aware of the reasons behind any potential changes in the child's behaviour.

Transition into our setting

We have set procedures for welcoming all children into our setting and these follow the same pattern across each of our EYFS rooms. Children and their parent/carer are firstly invited to attend a settling-in session together. At this session the child's key worker will spend time getting to know the child and their family. Parents/carers will be asked to complete an induction form and staff will go through this information making note of any information provided. Parents are provided with relevant paperwork from the school office to complete and return to nursery prior to the child starting with us. This will include any medical and dietary information, consent forms and a named collectors list with a nominated password.

Following the initial session, if a child is content to attend a second solo session this will

occur soon after the first settling in session. We recognise that all children are individuals and therefore some may require additional sessions with parents/carers present or shorter solo sessions that are staggered across a period of time. We will only allow a child to begin attending nursery once they are content to transfer across to their key worker and settle quickly into provision and have completed a successful solo induction session. We recognise that some children may find the initial separation from their parent/carer distressing however we would want them to settle quickly into the session soon after. If a child was particularly distressed and did not settle, we would contact the parent/carer and extend the settling-in process.

Children transition into a new room within the nursery and preschool at the start of each academic year. They will be offered transition visits and transition meetings between key workers will take place.

Most of our children join our Reception cohort from our Preschool and the transition process into their Reception year takes place across the summer term. For any new starters to the Reception cohort, children will be invited into school for a variety of 'stay and play sessions'. One of these sessions will take the form of a longer morning and will include lunch. Parents are invited to attend an information meeting with the class teacher in the summer term. At the end of the summer term, we hold an annual EYFS picnic where all of our families, current and new, are invited to attend, providing the opportunity to meet staff and other families.

For any mid-year transfers into the Reception cohort, a similar settling process to the nursery is in place alongside communication from the child's previous school.

As children prepare to transition into Key Stage 1 in the summer term of the Reception year, a full transition process occurs. Children have the opportunity to visit the Key Stage 1 classroom for a variety of sessions with a member of Star class staff and the Key Stage 1 teacher also visits the children in the Reception classroom. Children spend a whole morning in the Key Stage 1 classroom and have lunch in their new designated area for the following year. The Reception and Year 1 teachers meet to discuss each child during a detailed handover meeting. Transition information is shared with parents in the summer term. Children in Year 1 have access to continuous provision and outdoor learning in order to support their transition. The Reception teacher who is Phonics lead supports transition by teaching the new Year 1 cohort for phonics for the first two weeks.

Deliberate Practice and Routines

The importance of deliberate practice and the implementation of routines and consistent approaches across the EYFS is key in our school and nursery. We strive to create quiet, calm learning environments and routines in order to maximise learning and ensure that our children feel safe within a predictable environment. All staff working in EYFS at any point during the school day should follow these routines and practices.

Classroom environments should be kept tidy and calm with the use of quiet background music and the resetting of continuous provision at the end of each session. Children should be encouraged to take part in tidy up routines whilst adults model alongside them. Staff are required to follow the 'one voice' at all times instruction-meaning that when the adult delivering the session is speaking, other staff only interact with children if completely necessary through gestures e.g. directing a child to look at the adult delivering the input or with the use of a very quiet voice. It is important that children are only required to tune into one adult speaking at a time and so if there are pockets of group time activities occurring in the room or if an adult is supporting children during 'open learning' time, quiet, calm voices are used by all.

Staff in EYFS are models of the behaviours we expect to see in our children.

When working with children in EYFS, we follow the ShREC approach. Please see the link [here](#) for further information.

Outdoor learning, Forest School and PE sessions should follow the same calm approach used in the indoor environment. Children should be encouraged to develop their independence centred around the skills of changing, getting dressed to go outdoors and when choosing resources. Adults are there to guide and model where needed but the development of the **Prime Areas of Learning** is key and children need time and space to develop these key skills.

Staff working in EYFS each have their own group of key children. It is the responsibility of that staff member to ensure that the children in their key group are engaging appropriately with activities during their time in school/nursery. Staff should greet their key children at the door at the start of the session ensuring a smooth transition from parents/carers into our setting. Where possible, staff with responsibility for younger children in the nursery, should also hand their key children back over to the parent/carer at the end of the session. Staff should support their key children around snack time, toileting/nappy changing including when toilet training and during 'Open Learning' time. Whilst it is inevitable that staff working in EYFS will share interactions with all children on a daily basis, it is essential that staff are responsible for the wellbeing, and have an overview of, where their key children are and the activities that they are engaging in in order to support learning, development and the building of positive relationships and attachments with individual children.

Signed: J Ratcliffe

Date: Sep 2025

Review: Sep 2026 (with ongoing evaluation throughout the year)

