



K i l l a m a r s h
Infant & Nursery School
'Brighter Beginnings'

Early Years Foundation Stage
(EYFS) Policy

2024-25

Killamarsh Infant and Nursery School

Early Years Foundation Stage (EYFS) Policy

This policy relates to children in Nursery (Foundation Stage 1 - FS1) and Reception (Foundation Stage 2 - FS2).

Here at Killamarsh Infant and Nursery School we strive to give children the best possible start to their education.

AIMS

- We aim to welcome all children, parents and carers into a happy, safe and secure environment that encourages learning, development, and well-being.
- We recognise all children are individuals and strive to work in partnership with parents/carers to meet their child's needs, with the Early Years Foundation Stage (EYFS) Framework, Development Matters Framework and Every Child Matters underpinning our practise.
- We use the framework to support the progression of children's learning throughout the EYFS and, in Reception, the sequence of lessons.
- We foster learning through play and therefore we aim to offer enjoyable, meaningful and hands on experiences that support a child's development in their early years.
- We recognise the importance of British Values and support children to develop their understanding of these in their early years in order to help them to reach their full potential as an individual.

STAFFING

Staffing is reviewed as a result of pupil numbers.

Miss Judson – Nursery Teacher and EYFS Leader

Mrs Weretelnikow – Reception Teacher and SENCO

Mrs Skingle and Mrs Stevenson – Reception Teachers

ADMISSIONS

Nursery – Children are welcomed to nursery the term after their third birthday (subject to the availability of spaces). For more information, and to put your child on our nursery waiting list, [please visit the Nursery section of our school website](#).

Reception - Children are welcomed to infant school in line with Derbyshire County Council's admissions policy. Applications for children starting infant school in September 2025 will be available from mid November 2024. Parents will be informed of how to apply during the autumn term. (For further details see Killamarsh Infant and Nursery School Admissions Policy)

MAINTAINED NURSERY SCHOOL AGE GROUPS

Nursery children are categorised as N1s and N2s. The provision they qualify for in our nursery will depend on their age.

- N2 – Children aged 3 at the 31st August but turning 4 during that academic year.
- N1 – Children aged 2 at the 31st August but turning 3 during that academic year.

NURSERY PROVISION

We welcome children to our nursery the term after their 3rd birthday (subject to the availability of spaces) in September, January, or April. This is when they become entitled to 15 hours of fully funded provision. We also offer full time provision for parents who qualify for the 30 hours funding and for parents who wish to purchase additional sessions beyond their child's 15 hours entitlement. Visit [Childcare Choices](#) to check your eligibility for the 30 hours funding.

We offer three provision options for the 15 hour entitlement:

- Monday to Friday Mornings
- All Day Monday, All Day Tuesday, and Wednesday Morning
- Wednesday Afternoon, All Day Thursday, and All Day Friday

In addition to the three options, provision can be extended using 30 hours funding or by purchasing sessions at a cost of £10 per session.

TRANSITION FROM HOME TO NURSERY

Parents and children are welcome to visit our setting prior to admission to enable them to become familiar with our nursery environment. Before starting nursery, we invite parents and children to 'drop-in' sessions to enable them to become familiar with our nursery and key members of staff. Following this, we will arrange to make a home visit to share with you important documents in your 'nursery welcome pack', to discuss your child's development and to answer any questions you may have. The home visit will also enable us to meet your child and, of course, enable your child to meet us! Finally, parents and children will be invited to a 'Stay and Play' session just before their start date to support their smooth transition.

TRANSITION FROM NURSERY TO RECEPTION

In the summer term, parents will be invited to a 'transition to reception' meeting. Here you will have the opportunity to meet the EYFS teachers, look around the reception environment, receive information about starting school and take away with you a 'school welcome pack' containing important documents. During the final summer term, parents and children will be invited to a transition workshop where children will receive a transitional object to help smooth their transition from nursery to reception. Also in the final summer term, all children will be invited to attend four transition sessions enabling children to meet their new teacher and spend time in their new classroom. Parents of children who attend other settings are welcome to arrange a stay and play session to give their child the opportunity to meet the children with whom they will be starting school. Your child's reception teacher will also visit your child in their current nursery provision in order for them to meet each other.

THE EYFS CURRICULUM

The curriculum is underpinned by 'Development Matters' - age related guidance which leads to the Early Learning Goals across all of the areas of learning in the Early Years Foundation Stage.

Prime Areas

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

Specific Areas

- Maths
- Literacy
- Understanding the World
- Expressive Art & Design

All staff work together to ensure the 4 key principles of the EYFS are being met –

- the unique child
- positive relationships
- enabling environments
- learning and development

PLANNING

Learning opportunities are identified using 'Development Matters' and a topic based approach which encourages the children to make links across all the areas of learning. We plan for the ongoing development of skills and understanding in relation to the children's needs and Characteristics for Learning. Planning is therefore flexible to allow for changes in these needs and interests.

Long Term Planning

Our classroom areas in nursery and reception have been organised and resourced to allow all areas of learning to be covered through play based activities. The adult role in extending the children's play and learning is identified in long term planning (continuous provision). Long term planning for all areas of continuous provision are accessible for all adults working in or visiting the Foundation Stage.

Medium Term Planning (Always On Learning)

Our topic based approach consists of half-termly themes. Our medium term (always on learning) plans show how the topics are enhanced by additional topic based activities, resources and focused teaching. These are accessible both in the nursery and reception classrooms, on the school website, and on Teams.

Short Term Planning

Our weekly planning shows how enhanced and focused provision will be delivered on a day to day basis. It identifies which areas staff will be working in, which children are targeted for particular learning experiences, the vocabulary to be highlighted and opportunities for assessment. It ensures a balance between supported and unsupported child initiated activities and direct teaching. The nursery and reception staff teams share their observations and experiences to inform future planning. This planning is also displayed in the classrooms on a weekly basis.

ASSESSMENT

Children are observed on entry to nursery and entry to reception to form their baseline assessment. These observations are levelled against the statements in the Development matters and the Early Years Foundation Stage Profile. Children will be assessed using these documents at a further three points in the academic year. This is in addition to the ongoing observational assessments that are made electronically using the 'Evidence Me' electronic learning journal that stores and shares with you your child's observations. We also invite parents to contribute their own observations of their child's progress throughout the Early Years Foundation Stage using the 'Evidence Me' app.

PARENT PARTNERSHIP

The parent partnership begins before the child starts at our setting, as described in the 'transition' sections, and it continues and grows throughout the child's education journey with us. On a daily basis, EYFS staff are available at the start and the end of each day to establish partnership with our families and for conversations. If you require an alternative time to speak with your child's teacher, we are happy to make an appointment with you for a more convenient time,

either in person or via the phone. Here are some other ways you can be involved in your child's nursery/school life.

- Reading/Maths Mornings: Once a half term at morning register time, parents/carers are invited into school/nursery to share in reading or maths activities.
- Parent and Child Events: Once a half term before home time, parents/carers are invited into school/nursery to take part in an event relating to one of the areas of learning e.g. 'Wonderful World Event' to develop understanding of the world through science based activities.
- Story Time/Reading Volunteers: Parents and family members from home are invited to become story time volunteers and read to small groups of children before home time, or become reading volunteers to listen to individuals read.
- Evidence Me: This electronic learning journal enables you to see your child's learning and development from nursery/school. Some observations will also contain 'next steps' that you can work on at home. We also encourage your observations from home to contribute to your child's journal. Each observation submitted earns your child one ticket into the end of term raffle.
- Teams: Every child has their own Microsoft Teams account and is part of their class 'Team'. Here there are lots of activities, videos, and resources you can use to support your child's learning and development at home.
- Half Term Challenge: At the end of every half term, children and parents are invited to have a go at the half term challenge linked to that term's learning. All children who complete the half term challenge will receive a certificate for their hard work and effort at home.
- School Website: Each class page contains galleries of learning that happen in nursery/school and celebration photos, so you can share in your child's experiences.

BEHAVIOUR

In the EYFS we have high expectations of behaviour and aim to provide all children with a happy, safe and secure learning environment built on well-established routines. To help us do this we use our 'sunshine' behaviour system. Children in nursery have a peg with their photo on and children in reception have a peg with their name on. These pegs are placed on the sunshine. If a child does

not follow their classroom rules their peg is placed on the cloud and they receive thinking time. If the child continues to break the classroom rules their peg is placed on the rain cloud and the child receives further thinking time. At this stage your child's teacher will speak to you at home time to inform you and work with you to resolve the issue. If a child who is on the sunshine demonstrates consistently good behaviour or behaves in a manner which warrants praise their peg will be placed on the gold star and they will receive a sticker with details of why they are on the gold star to show you at home time.

ADMINISTERING MEDICINES

If your child requires medicine during school hours you will be required to complete a 'medicine administration' form detailing the medicine being given, the dosage and how long your child will need the medicine for. Medicines will be given to children by a familiar adult; this will be recorded on the medicine administration form.

Sun Protection

In nursery and reception, we are fortunate to have outdoor areas that provide us with some areas of shade throughout the day. Staff will support children to stay safe in the sun whilst in nursery and reception and we ask parents to work with us to do so. Please ensure your child has a wide brimmed hat to help protect them from the sun, hats which cover the back of your child's neck are ideal. On sunny days, we ask parents to apply sunblock to their child before they enter nursery or school. Please be sure to apply an 8-hour sunblock to provide lasting coverage.

SEN (SPECIAL EDUCATIONAL NEEDS)

We aim to identify any children with SEN as early as possible, starting with information shared with us on home visits and from other agencies. Through careful observation and assessment we identify the needs that individual children have and make provision for them through our planning. (for further details see Killamarsh Infant and Nursery School SEN Policy)

EXTERNAL AGENCIES

Throughout the Foundation Stage we may work with other professionals in order to meet your child's needs and give them the best start possible to their education.

These may include:

- Health Visitors
- School Health
- Multi Agency Team
- Educational Psychologist
- Speech and Language Therapist
- Social Workers