Huby C of E Primary School

EYFS Policy

Shining Together Through Courage, Connection and Curiosity.

Guided by Christian values, we inspire every child to let their light shine through a love of learning.

'Let your light shine for all to see' Matthew 5:16

Approved by:	**FGB**	**Date: December 2026**
Last reviewed on:	**May 2026**	
Next review due on or by:	**December 2027**	

Purpose and ethos

At Huby, we believe every child is unique, valued and capable of flourishing. Our EYFS provision offers safe, nurturing and stimulating experiences that build independence, communication, wellbeing and a lifelong love of learning. Courage supports children to try new things and ask for help; Connection helps them form secure relationships and a sense of belonging; Curiosity encourages exploration, imagination and thoughtful questioning. Our provision is inclusive, welcoming children and families of all backgrounds and beliefs.

This policy sets out our approach to learning, development and welfare in line with the statutory EYFS framework for group and school-based providers effective September 2026, the Equality Act 2010 and relevant safeguarding requirements. It should be read alongside the school's Safeguarding and Child Protection, SEND, Behaviour and Health and Safety policies.

Organisation of our provision

Our Nursery welcomes children from the term after their third birthday. Nursery and Reception learn together in Robins Class, with up to 10 Nursery places and 15 Reception places. The class is led by the EYFS teacher and supported by appropriately qualified and deployed staff. Staffing and group organisation are reviewed against the actual children present, their ages, needs, staff qualifications and activities throughout the day.

The setting offers adjusted lunchtime and playtime arrangements to meet children's developmental needs. Reception children are supported to make a positive transition into wider school routines. Collection arrangements are communicated to parents; any earlier collection must be agreed with school and recorded appropriately.

Staffing, qualifications and staff-to-child ratios

The headteacher and EYFS lead ensure sufficient suitable adults are deployed to safeguard children and meet their learning and care needs at all times, including transitions, outdoor learning, toileting, lunch, staff breaks and staff absence. Statutory ratios are minimums, not targets; additional staffing may be required for individual needs or risk assessments.

Nursery children aged three and over

- Where a person with Qualified Teacher Status (QTS), Early Years Teacher Status (EYTS) or Early Years Professional Status (EYPS) works directly with children, the usual minimum is one adult for every 13 children, with at least one other member of staff holding an approved level 3 qualification (or otherwise approved to count at level 3).
- Where no such level 6 qualified person works directly with the children, the usual minimum is one adult for every eight children; at least one member of staff must hold an approved level 3 qualification and at least half of the remaining staff must hold an approved level 2 qualification.
- The school checks qualifications and any applicable paediatric first aid conditions before counting a person within ratios. A job title such as HLTA or teaching assistant does not by itself establish an approved qualification or entitlement to count at a particular level.

Reception and mixed Nursery/Reception class

Reception classes in maintained schools are subject to infant class-size legislation: ordinarily no more than 30 pupils per school teacher during an ordinary teaching session, subject to statutory exceptions. Teaching assistants and HLTAs are not "school teachers" for this purpose. For mixed Nursery/Reception groups, the school determines appropriate staffing with regard to all relevant Nursery ratios, infant class-size requirements, children's ages and individual needs. A combined headcount of 25 does not itself establish compliance; the deployment must be checked for each session.

Operational safeguards

- A staffing and deployment plan identifies which adults are working directly with Nursery children and who is supervising Reception children, including at lunch and during staff breaks.
- The EYFS lead checks actual attendance, staff absence, qualifications and support needs each day and adjusts deployment where necessary.
- Children are never left inadequately supervised. Appropriate arrangements are in place for outdoor areas, off-site visits and swimming, with separate risk assessments where required.
- At least one person with a current full paediatric first aid certificate is on the premises and available whenever EYFS children are present and accompanies outings. Staff are trained and supervised appropriately.

Learning and development

Our curriculum is designed around the seven interconnected areas of learning: the prime areas of communication and language, physical development, and personal, social and emotional development; and the specific areas of literacy, mathematics, understanding the world, and expressive arts and design. Planning draws on the statutory educational programmes, children's interests, ongoing assessment and Development Matters as non-statutory support.

We promote the characteristics of effective teaching and learning: playing and exploring; active learning; and creating and thinking critically. Children experience a purposeful balance of child-initiated play, adult-guided interactions and direct teaching. Adults model language, observe, question, scaffold and extend learning, adapting approaches so children with SEND and those learning English as an additional language can participate fully.

Environment, outdoor learning and physical development

Robin Class provides accessible, well-organised areas for reading, writing, mathematics, role play, construction, creativity, investigation and physical development. Children have regular opportunities for outdoor learning. Resources and routines are adapted to ensure inclusion, accessibility and safe supervision. Reception swimming, when offered, is delivered under the school's swimming procedures, appropriate staff qualifications and specific risk assessments.

Assessment and transition

Staff use everyday observations, interactions and professional knowledge to identify children's strengths, next steps and any emerging needs. Assessment is proportionate and does not require excessive evidence collection. The statutory Reception Baseline Assessment is completed within the

required timescale. At the end of Reception, teachers complete the EYFS Profile against the 17 Early Learning Goals, reporting whether children are at the expected level or emerging, and share relevant information with parents and Year 1 teachers.

Children are supported through home visits where offered, settling-in visits, parent meetings, Year 6 buddies and planned transition activities. Staff work closely with families and the SENDCO to plan any additional support.

Key person and partnership with parents

Every child is assigned a named key person who helps the child settle, builds a secure relationship with the family and ensures individual care needs are understood. The key person arrangement is communicated to parents and an appropriate covering arrangement is identified during absence. The EYFS teacher retains oversight of learning and progress. Parents are welcomed as partners, and regular dialogue supports continuity of care, development, wellbeing and safeguarding.

Safeguarding, welfare and personal care

All staff follow the current EYFS safeguarding and welfare requirements, Keeping Children Safe in Education and the school's safeguarding procedures. Staff understand reporting routes, whistleblowing, safer recruitment, attendance, collection, medicines, accidents, emergency arrangements and appropriate professional conduct. Individual healthcare plans and risk assessments are used where needed.

Intimate care is delivered respectfully, maintaining dignity, privacy, safeguarding and the child's developing independence. Staff follow agreed arrangements for toileting, changing and recording relevant incidents. Please refer to the school's Intimate Care Policy for further information.

Sleep and rest

Children who need rest are supported according to their individual needs. Staff follow safe sleep practices and monitor children appropriately, taking account of the updated EYFS safer sleep requirements. Please refer to the school's Sleep Policy for further information.

Screen use

The school has regard to the EYFS requirement to consider screen use. Digital resources are used purposefully, in developmentally appropriate ways, with adult oversight and a strong emphasis on play, movement, talk and real-world experiences. Please refer to the school's Screen Time Policy for further information.

Nutrition, food safety and eating

Healthy food and drink

We promote positive attitudes towards food and healthy eating. Meals and snacks should be nutritious, varied, appropriate to children's age and development, and consistent with the DfE Early Years Foundation Stage Nutrition Guidance (March 2025). Fresh drinking water is accessible throughout the day. Staff support independence and good table manners without pressuring children to eat or using food as a reward or punishment. Children are given sufficient time to eat in a calm, inclusive environment.

Families are informed about food arrangements. Food brought from home must meet the school's safety and allergy arrangements. Please refer to the school's Packed Lunch Policy for further information.

Dietary needs, allergies and cross-contamination

- Before admission, obtain information from parents about allergies, intolerances, special diets, food preferences and health requirements; keep information current and share it with relevant staff and catering personnel.
- Develop individual allergy action plans with parents and, where appropriate, health professionals. Follow healthcare plans and emergency medication procedures.
- Clearly identify each child's dietary requirements and assign an adult responsible for checking that the correct food and drink are served at every meal and snack.
- Use appropriate food labelling, safe storage, cleaning and preparation arrangements to prevent allergen cross-contact; follow food hygiene requirements and communicate rules about food brought into the setting.
- Never rely solely on a blanket "allergen-free" claim; manage risks for the specific children present and respond promptly to symptoms of allergic reaction.

Safe preparation and choking prevention

Food is prepared and served in age-appropriate shapes, sizes and textures to minimise choking risk. Staff follow current DfE/NHS food safety advice, including cutting small round foods such as grapes and cherry tomatoes lengthways into quarters as appropriate, avoiding whole nuts for young children, and assessing other high-risk foods. Children sit upright and safely while eating, and distractions are minimised. Staff encourage children to eat at a safe pace and do not permit walking or running with food.

Supervision, first aid and incident response

- Children must always be within sight and hearing of a member of staff while eating; staff remain attentive because choking can be silent.
- A member of staff holding a valid full paediatric first aid certificate must be in the room whenever children are eating.
- Adults are positioned to observe children closely, preferably facing them, to identify choking, food sharing and unexpected allergic reactions.
- Any choking incident requiring intervention is recorded, parents are informed, and incidents are reviewed for patterns and preventive action.
- Staff follow emergency first aid and safeguarding procedures, including calling emergency services when required.

Food education and inclusive mealtimes

Children learn about food through age-appropriate conversation, stories, growing, preparation and practical experiences. Staff respect cultural, religious, sensory and medical dietary requirements, make reasonable adjustments for SEND and work sensitively with families where children experience eating difficulties. Any concern about intake, growth, swallowing or feeding is discussed promptly with parents and, where appropriate, health professionals.

Monitoring, responsibilities and review

The governing body oversees statutory compliance and the headteacher ensures implementation, staffing, training and resources. The EYFS lead monitors curriculum quality, child wellbeing, provision, staffing arrangements and communication with families. Staff follow the policy and raise concerns promptly. This policy is reviewed annually and whenever legislation, guidance or school arrangements change.

Related policies and guidance

- Sleep Policy — please refer to this policy for further information on rest, sleep supervision and safer sleep.
- Intimate Care Policy — please refer to this policy for further information on toileting, changing, dignity and record keeping.
- Screen Time Policy — please refer to this policy for further information on the safe and appropriate use of screens.
- Packed Lunch Policy — please refer to this policy for further information on food brought from home.
- Safeguarding and Child Protection Policy; SEND Policy; Supporting Pupils with Medical Conditions Policy; Health and Safety Policy; Behaviour Policy; Allergens Policy.

Statutory reference: Department for Education, Early Years Foundation Stage statutory framework for group and school-based providers (effective 1 September 2026): https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2

Supporting reference: DfE Early Years Foundation Stage Nutrition Guidance (March 2025).