



Early Years Policy

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Prepared by	EYFS Leader
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Part of
The Rose Learning Trust

Balby Central Primary Academy EYFS policy

Our early years setting follows the curriculum as outlined in the 2022 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The **prime areas** are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 **specific areas**:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The Characteristics of Effective Learning underpin our curriculum:

- **playing and exploring** children investigate and experience things, and have a go
- **active learning** children concentrate and keep on trying 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

We provide high quality teaching and facilitate learning through exciting, firsthand experiences. Positive interactions between children and adults promoting confidence and self-esteem are used alongside structured activities for those children who are ready for them. We promote play and exploration stimulating and extending the curiosity of the child. Adults act as facilitators to learning and play alongside and interact with children using high quality interactions and shared thinking.

Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development. Play with adults allows for the modelling of expectations and language. Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build ideas and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

Our curriculum drivers are:

- The Great Outdoors
- Independence and Real-Life Experiences

- A Love of Reading

Each half term we provide our children with a range of experiences and opportunities linked to our core values, beliefs and curriculum drivers to develop the whole child and open their eyes to experiences they may not have.

Our long-term plan shows the skills progression throughout the year for both Nursery and Reception using the CUSP Curriculum. This is progressive to allow children to extend and deepen their understanding as they move through the unit. The knowledge taught in EYFS feeds into the CUSP Curriculum delivered in KS1 and KS2.

Our short-term plans show how gaps and new learning will be delivered, the activity that will be provided for the children and the focus of the adult within the activity alongside focused activities for the children linked to our weekly text.

In EYFS we use the following to support us in the delivery of our curriculum to children:

- Maths Mastery
- Maths Meetings
- Read, Write, Inc (phonics and reading)
- CUSP Curriculum
- Jigsaw (PSHE)
- The Power of PE
- Vocabulary sessions
- Gooseberry Planet (e-safety)

We have continuous resources in each classroom for the children to practice, deepen and demonstrate their learning from areas across the curriculum. These resources will link to taught sessions and will be displayed on shelving within the classroom. They allow children to think about and use resources in an open-ended way.

Each classroom will have:

- Maths shelves
- Writing shelves
- Construction shelves

They will also have:

- A creative area
- Painting opportunities
- An inviting reading area with high quality texts
- A loose parts area
- Small world opportunities - dolls house in each classroom
- A domestic role play
- A fantasy role play - if appropriate to topic
- A sensory area

Cognitive science tells us that working memory is limited and that cognitive load is too high is children are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for children to become creative thinkers or have a greater depth of understanding they must first master the basics, which takes time. In EYFS we work on mastering the basics and provide opportunities for children to repeat and apply their skills in different contexts through a stimulating, interesting and open-ended environment.

As well as high quality work we celebrate children's effort, perseverance and a demonstration of a desire to develop and learn.

Impact

Because learning is a change to long term memory is it **impossible to see impact in the short term.**

We do, however use **probabilistic assessment** based on **deliberate practise**. This means that we look at the practices taking place to determine whether they are appropriate, related to our goals and likely to produce results in the long run.

We observe children to see them applying their knowledge and skills independently within the provision set out in the classroom. We provide opportunities both indoors and outdoors for children to apply and use what they have been taught by adults. Photographs and evidence of work may be used to demonstrate a child's achievements. Photographs will only be taken on school provided equipment and will be password protected.

Inclusion

At Balby Central Primary Academy we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we praise children for their effort and approach to learning as well as their outcomes.

We value the diversity of individuals within the school and do not discriminate against children because of differences. All children and their families are valued within our school.

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning. We use children's own interests to guide the planning of provision, resources and activities.

We meet the needs of all our children through regular assessment and monitoring of children and planning for their next steps, providing opportunities for children to develop and providing additional support when needed.

If necessary, parents will be invited in to discuss the individual needs of their child and a support plan may be written. The school SENCO and outside agencies may become involved at this time. (See SEN Policy for more information)

Keeping safe

It is important to us that all children in the school are safe. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks but, need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. We promote the welfare of our children, we promote good health preventing the spread of infection and taking appropriate action when children are ill. We

encourage a healthy lifestyle with a daily snack of fruit and milk for all children who are entitled or whose parents choose to purchase it. We have first aid qualified staff within EYFS and staff are made of aware of any health needs, including allergies that children may have.

We make regular checks and risk assessments to ensure that the premises, furniture and equipment are safe and suitable for the children to use. Children are encouraged to keep themselves safe and to alert a member of staff if they see something they think is unsafe.

Behaviour

EYFS uses the Pivotal behaviour system. Children follow three rules of 'Ready, Respectful and Safe'. It is important that children develop an understanding of these, what they look like and how they can demonstrate them.

When children demonstrate these they have their name put on a recognition board or build part of a whole class recognition model. They may also bring home a purple praise slip to show that an adult has recognised them being 'Ready, Respectful and Safe'. See whole school behaviour policy for more information.

Observation, Assessment and Planning

Planning is based on the needs and interests of each specific cohort ensuring individual needs are met.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS is carried out through planned and incidental observations of the children during child initiated and adult led activities. This involves all of the EYFS staff as appropriate. These observations are recorded and may also contain information provided by parents and other settings.

Samples of children's work are kept in individual children's learning journals that help to track the progress that child is making during the foundation stage and celebrate learning taking place. On completion of the foundation stage an EYFS profile will be completed for each child including a short commentary on each child's skills and abilities in relation to the three characteristics of effective learning.

All assessments are shared during the transition process with the year one and reception teachers.

The Learning Environment

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up to enable children to independently access resources and demonstrate transferable skills in different areas. The EYFS have their own enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the opportunity to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all areas of learning.

(See Indoor Risk Assessment – Appendix 1 and Outdoor Risk Assessment – Appendix 2)

Use of sandpits

Whilst sandpits can provide great play and learning opportunities they can also pose several health and safety risks.

Therefore at Balby Central Primary Academy we will:

Only use sand that is suitable for play and purchased from a recognised source.

Regularly ensure the sand is changed and in between changes sieve for foreign bodies and rinse through with diluted sterilising agent if applicable.

Dispose of spilt sand

Ensure that the large and small sandpit areas are checked daily by an adult to ensure the area is clean

Ensure that children are supervised whilst playing in the sandpits

Teach the children about being safe and the risks involved with the sand.

When the sandpit is not in use the boards will cover the pit and children will be taught not to climb on the boards for safety reasons.

Mud Kitchen and Digging Area

A risk assessment is completed for this area to ensure children have safe access to it

(See appendix 3)

Transition – Nursery through to Reception through to Key Stage 1

At Balby Central Primary Academy, the EYFS has close links with the rest of the school. In order to ease these transitions we do the following:

- Children visit their new classes for two weeks during Summer term and are taught during this time by their new teacher.
- Reception and Nursery classes share the Foundation Stage enclosed outdoor learning area.
- The outdoor area is staffed by teachers and teaching assistants from both Reception and Nursery and children are encouraged to use the whole area.
- Reception children join the whole school twice a week for assembly during the Summer term.
- Provide parental guides in the progress of reading and numeracy skills.
- Ensure that year 1 teachers have a range of opportunities to visit the children within the foundation stage setting.
- The year 1 and reception teachers have transition meetings to discuss children's progress towards the early learning goals and to set their next steps for the beginning of year 1.
- The Reception and Nursery teachers and support staff regularly and complete shared observations of the nursery children.
- Assessments are shared during the transition process with the year one teachers.
- The commentary on each child's characteristics of effective learning supports future curriculum planning and provides year 1 teachers with important information about each child's approach to learning.
- Year One, Reception and Nursery teachers moderate together during summer term.

Appendix 1 – Indoor Risk Assessment

Hazard Assessment	Who might be affected	Risk rating (L,M,H)	Control measures	Any further action
<p>Bins Risk of children accessing disposed of foods and drinks</p>	Children	Low	Children to put their finished milk and fruit into the bins provided. Children to be told not to take things out of the bins.	Children to be taught not to touch things that others have put into their mouths and to wash their hands before and after they have eaten.
<p>Snack time Risk of eating with unclean hands</p>	Children	Low	Children to be told to wash their hands before having their milk and snacks and put all rubbish in the bin.	Children to be taught to wash their hands before eating or drinking and to dispose of their rubbish appropriately
<p>Play dough Risk of children eating</p>	Children	Low	Children to be told not to put play dough or the play dough resources in their mouths. Children to be told to wash their hands after use	Playdough to be regularly changed.
<p>Scissors Risk of children cutting hair/clothes/fingers</p>	Children	Low	Children to be taught how to use scissors carefully	Staff to talk to children about what is not acceptable to cut.
<p>Water trays Risk of slipping on spilt water. Risk of getting wet. Risk of drinking unclean water.</p>	Children and staff	Low	Aprons are provided to reduce the risk of children getting wet. Children are made aware of the necessity of rolling up sleeves and not throwing water. Water trays are placed out of the	Encourage children to walk in the classroom

			<p>immediate walkways. Spilt water is mopped up by an adult using the water tray mop regularly. Children to be taught to play carefully and sensibly in the water and not to drink the water in the trays.</p>	
<p>Sand trays Risk of getting sand in eyes, ears, mouths. Slipping on spilt sand</p>	Children and staff	Low	<p>Children to be told not to eat or throw sand and to wash their hands after they have played in it. Staff to ensure that the sand in the sand pit is clean and free from foreign objects. Sand is to be changed on a regular basis. All spilt sand to be regularly swept up and thrown in the bin</p>	Encourage children to walk in the classroom.
<p>Doors Risk of trapping fingers or injury due to opening or closing doors.</p>	Children and staff	Low	<p>All doors to be clipped back if they are to be left open. Children are to be told not to touch/open the doors. Doors are to be held back whilst children are accessing the outdoor provision. Doors are not to be opened and closed by a child at any time.</p>	Children are taught not to play directly in front of or behind any door.

<p>Access to Nursery kitchen area Risk of injury from trapping fingers, climbing on worktops</p>	Children	Low	A baby gate separates the nursery environment and the kitchen area from the large equipment. This is opened only by an adult. Children to be taught that the children's kitchen cupboards must only ever be opened by an adult. Children are taught not to climb on the work surfaces.	The kitchen area is closed to children at all times unless they are supervised by an adult.
<p>Cloakroom Risk of injury from tripping over coats/bags</p>	Children and staff	Low	Children to be taught to put their bags and coats on their pegs when not in use	Staff to monitor this at all times.
<p>Stools Risk of falling off and hitting their heads/injuring themselves</p>	Children	Low	Children to be taught how to use and sit on stools properly	
<p>Running Risk of bumping into others and objects, slipping, falling over, tripping</p>	Children	Low	Children to be told to walk only in the indoor learning environment at all times	
<p>Car mats/rugs/Cushions Trip hazard, risk off falling, tripping, slipping</p>	Children and staff	Low	Children to be made aware to the hazard of rugs and mats and be encouraged to walk in all work areas. Children to be taught to be sensible with cushions – for sitting on	Curled up corners to be held down

Staff to notify caretaker if they see anything hazardous, broken or that requires fixing asap.

Risk assessments must be carried out daily to ensure the environment is safe

Risk assessments must be shared with the children, staff and any visitors working within the foundation stage

Appendix 2 – Outdoor Risk Assessment

Hazard Assessment	Who might be affected	Risk rating (L,M,H)	Control measures	Any further action
<p>Large Blocks Risk of dropping blocks on toes, fingers or other body parts. Risk of children falling off and injuring themselves.</p>	Children and Staff	Low	Children will be taught how to handle and use the blocks carefully and safely. Children will put blocks out and put them away at the end of the day with adult supervision. Children will be told to only climb on single blocks/not balanced blocks.	Children to be shown how to carry, place and stack blocks safely
<p>Shelter legs Risk of running into them and injuring themselves</p>	Children and staff	Low	Adults to put bumpers around the shelter leg struts at the start of the day and put them away at the end of the day. Children to be made aware of the necessity of watching where they are going and not running around the covered area	Children to be taught not to run under the covered area
<p>Water tray Risk of slipping on spilt water. Risk of getting wet. Risk of drinking unclean water.</p>	Children and staff	Low	Aprons are provided to reduce the risk of children getting wet. Children are made aware of the necessity of rolling up sleeves and not throwing water. Water trays are placed out of the way of immediate walkways. Children to be taught to play carefully and sensibly in the water and not to drink the water in the trays. Water tray is filled daily with fresh water and emptied by adults at the end of the day	Encourage children to walk to the area where they want to work outside
<p>Sand tray/pit Risk of getting sand in eyes, ears, mouths. Slipping on spilt sand.</p>	Children and staff	Low	Children to be told not to eat or throw sand and to wash their hands after they have played in it. Staff to ensure that the sand in the sand tray is clean and free from foreign objects. Sand is to	Encourage children to walk carefully around sand areas (not run).

			<p>be changed on a regular basis. All spilt sand to be regularly swept up and thrown in the bin</p> <p>Adults to put out and bring in the sand tray at the beginning and end of the day. Children to be taught not to jump on or off the sand pit if it is closed or pick up the sand pit boards</p>	
<p>Doors Risk of trapping fingers</p>	Children and staff	Low	<p>All doors to be clipped back if they are to be left open. Children are to be told not to touch/open the doors. Doors are to be held back with door wedged whilst children are accessing the outdoor provision. Doors are not to be opened and closed by a child at any time.</p>	Ensure that doors are suitably clipped or wedged open.
<p>Climbing frames Risk of equipment not being of correct standard of use. Risk of falling, slipping, tripping etc. Getting wet</p>	Children	Low	<p>Climbing frame to be checked daily by staff to ensure there are no loose parts. Staff to ensure that if wet the slide is wiped down and safe to use. Children are taught the climbing frame rules – not climbing on the outside of the frame, one at a time down the slide, one at a time down the pole, one at a time up the climbing blocks, no pushing or pulling others whilst on the frame.</p>	Ensure children are taught how to be safe on the climbing frame.
<p>Sensory Garden/digging area/planters Trip hazard, insect bites, pollen, soil</p>	Children and staff	Low	<p>Children to be told not to lift, carry or throw logs, boulders or stones. Ensure appropriate soil is used and children are trained to wash their hands after working in the soil. Children to be told not to eat flowers, unwashed vegetables and fruits or soil. Staff to consult medical lists before undertaking activities with children in the soil areas.</p>	Children are taught how to be safe in these areas.
<p>Bikes Risk of injury from falling off bikes or</p>	Children and Staff	Low	<p>Children to be shown how to mount the bikes correctly and a sand timer to be used</p>	Adults to ensure that the bikes and scooters are

not using them correctly			to enable all children to have a go.	maintained and safe for use.
Tyres Risk of children falling on or off tyres resulting in injury	Children	Low	Adults to show children how to use the tyres correctly and take focus groups onto the tyres regularly	
Gate locks Clasps are at child head height – risk of injury running/walking into the clasps	Children and staff	Low	Adults to ensure all gates are closed and clasped at all times. Children to be told not to open gates at any time. Children to be told to walk to the area that they wish to work in. Children are made aware that the gate clasps stick out	Visitors are told to close gates and clasp shut at all times
Weather conditions Risk of injury - burning their skin, falling, slipping	Children and Staff	Low	The outdoor area may not be used in adverse weather conditions to ensure safety is paramount. Adults to monitor the safety of outdoor areas during adverse weather conditions e.g. Soft play surface during icy conditions, limit the time spent outdoors when it is sunny/hot – ensure children are wearing hats and parents have applied sun cream. When raining ensure children are wearing wellies and waterproof coats when accessing outside. During windy conditions safety must be considered.	Staff to monitor daily and or hourly

Staff to notify caretaker if they see anything hazardous, broken or that requires fixing a.s.a.p.
Risk assessments must be shared with the children, staff and any visitors working within the foundation stage
An outdoor area log is completed every morning by the person/persons setting up.

Appendix 3 – Mud Kitchen and Digging Area Risk Assessment

Hazard	Benefit	Risks	Children's Voice	Assessed Risk	Control Measures	Who/When
Contact with soil	Exposure to beneficial bacteria to build healthy functioning immune systems Sensorial open ended material Normal childhood experience	Ingesting soil	It's fun to get dirty You need to clean yourself by having a bath or a shower You need to wash your hands	Low	Establish hand washing routines Children encouraged to follow a no consumption routine in this area	Staff member – to encourage children to wash their hands and wear an all in one when playing in the mud kitchen or digging area
Soil contamination	Children can be involved in checking areas before play (visually), creates sense of ownership and raises awareness of possible hazards	Ingesting absorbing contaminated soil	You tell a teacher You can dig it out	Low	Soil should be checked for contaminants daily before play Checking for contaminants is part of our daily inspection checklist Children encouraged to follow a no consumption routine in this area	Staff member and children – each day as part of daily inspection checklist
Washing Up – Children	Children learn good hygiene practices. Involving children in the clean up process creates a sense of ownership of the space and teaches valuable life skills	Wet floors Slips, trips and falls	Wash your hands and the pots and pans We use soap and get a towel	High	Staff to provide a bucket of soapy water at the end of the day for children to wash the equipment in the Mud Kitchen and digging area (under adult supervision.) Children are made aware of slip hazards All staff to monitor floor conditions and sweep/mop clean as necessary	Staff member and children – each time children use digging area and mud kitchen
Storage of – utensils and equipment	Involving children in the clean up process creates a sense of ownership of the space and teaches valuable life skills Development of muscle control	Accidental injury when getting out or putting resources and equipment away	I like washing up I can make a tower	Low	Pots and utensils to be washed and left to drain Store equipment and resources safely and carefully in the covered area Ensure all rusty, broken or damaged utensils or equipment are thrown away or reported to be fixed	Staff –to monitor
Water	Adds a new dimension to play changes in state of materials, tipping and pouring creating potions and soups	Flooding during heavy prolonged rain events Drowning Stagnant water	I like making soup I can make a potion	low	Containers provided do not allow falling in All staff to monitor closely during flooding/prolonged rain events and area closed if necessary	Staff - to monitor

	Awareness of science and maths – capacity and volume				All water containers to be emptied at the end of the day and cleaned regularly to prevent algae or mould Children are encouraged to follow the no consumption routine in this area	
Wet / dirty clothes/ shoes	Children become responsible for their own belongings Children practice skills of dressing and changing shoes	Children get cold	We have to wear the all in one suits When it's wet we need our wellies	Low	Children to put on an all in one over their clothes Children encouraged to put on wellies when investigating/exploring and playing in this area Children are changed if they are wet	Staff – to monitor
Slippery surfaces	Opportunity to jump in muddy puddles and take risks	Slips, trips and falls	I like splashing Peppa pig likes jumping in muddy puddles	High	Suitable footwear to be worn Wet and muddy shoes to be removed before coming inside	All staff to monitor the safety of the area in adverse weather conditions
Gravel/pebbles/pieces of natural materials	Fine and gross motor skills from lifting, pouring, gathering, patting, squeezing, carrying, sorting, patterns, weighing, art Connection with nature Creative stimulus	Choking	I made pine cone buns I made soil and leaf soup	Moderate	Any children likely to explore by putting things in their mouth are identified and extra supervision is made available Children are encouraged to follow a no consumption routine in this area All children made aware not to put small objects in their mouths	Staff to monitor
Use of plants and other foraged natural materials	Connection with nature Creative stimulus Open ended material	Ingesting Allergies	I like collecting leaves I like the acorns	Moderate	Raise awareness of not eating berries or unknown plants or fungi Adults are aware of and remove all hazardous plants Children encouraged to follow a no consumption routine in this area	Staff – to monitor