



CLARENDON COTTAGE PREPARATORY SCHOOL POLICY FOR EARLY YEARS FOUNDATION STAGE (EYFS)

Member(s) of Staff Responsible:

Headteacher: Miss Emily Bagnall

EYFS Lead: Miss Rook (End of Spring Term) Summer Term – Miss Emily Bagnall

SENCO: Mrs Moore & Miss Emily Bagnall

Reviewed: September 2025 by Miss E. Bagnall

Date to be Reviewed: September 2026

EARLY YEARS FOUNDATION STAGE POLICY

School Ethos

Clarendon Cottage Preparatory School aims to provide a caring, stimulating and inclusive environment where children are encouraged to develop confidence, curiosity, resilience and independence. Through high expectations and strong relationships, we seek to ensure that every child develops academically, socially and emotionally and reaches their full potential.

This is a whole school policy which includes the Early Years Foundation Stage provision and applies to all staff, volunteers and temporary workers working with children within EYFS.

Rationale

“All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality learning provide the foundation children need to fulfil their potential.” - (*Statutory Framework for the Early Years Foundation Stage*)

At Clarendon Cottage Preparatory School, we recognise that early childhood is a distinct and significant stage of development. Learning experiences in the Early Years establish foundations for future achievement, wellbeing and personal growth.

Aims

We aim to:

- Create a safe, caring and stimulating environment that nurtures every child's potential.
- Offer a broad, balanced and creative curriculum that lays secure foundations for lifelong learning.
- Encourage learning through purposeful play, exploration and active engagement.
- Value each child's strengths and interests through ongoing assessment and responsive teaching.
- Promote independence, confidence and decision-making from an early age.
- Support personal, social, emotional, spiritual, physical, creative and intellectual development.
- Work in partnership with parents and carers, recognising them as children's first educators.
- Ensure that every child experiences a challenging, inclusive and enjoyable early learning journey.

Guiding Principles

Our provision is underpinned by the four overarching principles of the Early Years Foundation Stage:

1. A Unique Child

Every child is recognised as an individual learner with their own strengths, interests, experiences and developmental needs.

2. Positive Relationships

Secure and trusting relationships with adults and peers enable children to feel safe and confident.

3. Enabling Environments

Well-planned and engaging environments support exploration, creativity and independent learning.

4. Learning and Development

Children learn and develop at different rates and in different ways and should experience meaningful, enjoyable opportunities to succeed.

Learning within EYFS is holistic and children learn most effectively through play, talk, investigation and purposeful experiences.

Curriculum Implementation

The school follows the Statutory Framework for the Early Years Foundation Stage and uses Development Matters to inform planning, teaching and assessment.

Children access learning across the seven areas of learning.

Prime Areas

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

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Planning is informed through:

- Observation
- Reflection
- Assessment
- Children's interests
- Prior learning
- Developmental next steps

Children engage in a balance of:

- Child-initiated experiences
- Adult-led learning
- Structured teaching
- Continuous provision

Each child is supported by a key adult who helps ensure that care and learning meet individual needs and who develops strong relationships with families.

Indoor and outdoor learning opportunities should be distinctly different in style. With outdoor taking advantage of the setting and space for gross motor movement, noise, energetic play and messy exploration. However, indoor and outdoor learning environments are both designed to promote:

- Independence
- Curiosity
- Creativity
- Communication
- Physical development
- Problem solving

Specialist teaching opportunities further enrich curriculum provision including Dance, Gymnastics, French and Music as core weekly enhancements.

Inclusion and Equal Opportunities

At Clarendon Cottage Preparatory School we are committed to equity, diversity and inclusion.

Every child, regardless of:

- ethnicity
- culture
- religion
- language
- gender
- disability
- family background

has equal access to opportunities.

Children with SEND receive personalised support through collaboration between:

- Families
- Class teachers
- EYFS staff
- SENCO
- External professionals where appropriate

Further detail is available within the school SEND Policy and Inclusion procedures which include the EYFS Pupils.

Health, Safety and Wellbeing

The school fully complies with EYFS safeguarding and welfare requirements and associated school policies.

We ensure:

- Children's safety and wellbeing are paramount.

- Hygiene and health standards are maintained.
- Behaviour is managed positively and appropriately.
- Risk assessments support safe and suitable environments.
- Staffing ratios meet statutory requirements.
- Staff receive safeguarding training and hold enhanced DBS.
- Recruitment follows safer recruitment procedures.

Safeguarding practices operate in line with Keeping Children Safe in Education 2025 and local safeguarding procedures.

Nutrition and Healthy Eating (2025 Guidance)

We recognise that good nutrition supports healthy growth, concentration and emotional wellbeing. In line with guidance we are committed to providing balanced, safe, and enjoyable meals and snacks for all children.

Our commitment includes:

- Balanced and age-appropriate meals and snacks.
- Limiting foods high in sugar and salt.
- Access to fresh drinking water.
- Managing allergies and dietary requirements safely.
- Providing varied and inclusive menus.
- Supporting healthy eating habits.
- Ensuring staff attending meals are first aid trained.

Mealtimes are viewed as positive social and educational experiences that encourage:

- Independence
- Good manners
- Conversation
- Positive attitudes towards food

We work in partnership with parents to support healthy habits and inform families around their child's eating within school to support healthy habits at home.

Assessment and Progress

Assessment is continuous, formative and based upon professional observation.

Assessment includes:

- Baseline assessment on entry to Reception and informed baselines from our nursery handover.
- Observation of learning and development.
- Monitoring progress across all seven areas – staff keep the monitoring tool on Tapestry updated with any concerns – both children needing support and children exceeding age-related expectations.
- Early identification of additional needs.
- Targeted support and intervention where required.
- Termly Phonics Heroes Assessment of all pupils to monitor and track their Phonics progression.

- Quest assessment throughout Prep 2 (Reception) to track progress across Literacy & Numeracy.
- EYFS Profile data is submitted to the Local Authority at the end of Reception and shared with Parents and Year 1 teachers.

Parents receive regular updates regarding:

- Progress
- Achievement
- Next steps
- Transition arrangements

Assessment information supports planning and continuity of learning.

Partnership with Parents

We value parents as active partners in education.

We:

- Maintain regular open communication through daily contact and digital updates.
- Hold meetings and consultations.
- Share information regarding progress.
- Encourage learning at home.
- Invite parental contributions to learning journeys.
- Support transition between settings.

Strong partnerships support children's wellbeing and achievement.

Professional Development and Supervision

All EYFS staff engage in:

- Ongoing professional development, supervision and appraisal.
- Safeguarding updates
- Curriculum training

Professional learning supports the continued development of excellent teaching and care.

Resources and Learning Environment

Resources are regularly reviewed, organised and maintained to support:

- Independence
- Exploration
- Creativity
- Inclusion
- Curiosity

Indoor and outdoor environments provide opportunities for familiar, challenging and imaginative learning experiences across all seven areas of learning.

Monitoring and Review

This policy will be monitored by the Headteacher and EYFS Lead and reviewed annually or earlier in response to changes in statutory guidance or school practice.