EYFS Policy September 2025 (No Updates)

The new EYFS framework was introduced in September 2025. This policy explains how we intend to implement the framework to deliver the aim of better outcomes for the children that attend Nursery. Much of the EYFS framework is unchanged, but the new framework is less prescriptive about what children learn there is additional expectation for practitioners to plan the curriculum using knowledge of children's backgrounds, interests, learning styles, needs so that educational programmes can be designed that enable progress and development to be maximised.

The Early Years Foundation Stage

The 4 Principles of the EYFS

Provision for the development and learning of children from birth to five years is guided by the Early Years Foundation Stage. Our provision reflects the four overarching principles of the Statutory Framework for the Early Years Foundation Stage (DfE 2023):

1. A Unique Child
   - Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
2. Positive Relationships
   - Children learn to be strong and independent through positive relationships.
3. Enabling Environments
   - Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between educators, parents and/or carers.
4. Learning and Development
   - Children develop and learn at different rates. The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities (SEND).

The 7 Areas of Learning and Development comprise:

Prime Areas

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

Specific Areas

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

Early Learning Goals

For each area, the level of progress that children are expected to have attained by the end of the Early Years Foundation Stage is defined by the Early Learning Goals. These goals state what it is expected that children will know, and be able to do, by the end of the reception year of their education.

Educational programmes support children to develop the knowledge, skills and understanding they need for:

1. Personal, social and emotional development
- self-regulation
- managing self
- building relationships

2. Physical development
- gross motor skills
- fine motor skills

3. Communication and language
- listening, attention and understanding
- speaking

4. Literacy
- comprehension
- word reading
- writing

5. Mathematics
- number
- numerical patterns

6. Understanding the world
- past and present
- people, culture and communities
- the natural world

7. Expressive arts and design
- creating with materials
- being imaginative and expressive

Characteristics of effective learning

Children engage with other people and their environment through the characteristics of effective learning that are described in the Early Years Foundation Stage as:

- playing and exploring - engagement
- active learning - motivation
- creating and thinking critically - thinking

Implementing the EYFS at Tiny Toes

We aim to provide for the characteristics of effective learning by observing how a child engages with learning and being clear about what we can do and provide to support each child to remain an effective and motivated learner.

We assess how young children are learning and developing by observing them. We use information that we gain from observations of the children, to understand their progress and where this may be leading them. We believe that parents know their children best and we will ask you to contribute to assessment by sharing information about what your child likes to do at home and how you, as parents, are supporting development.

We may make periodic assessment summaries of children's achievement based on our on-going observations. These help us to build a picture of a child's progress during their time with us and form part of children's records of achievement/learning journeys. We undertake these assessment summaries at regular intervals, as well as at times of transition, such as when a child moves into a different group or when they go on to school.

Our Process

In the new framework the emphasis is less about children demonstrating the maximum number of things they can do and more about how secure children's learning is and the readiness for moving forward. We emphasise learning through play as this is when children are most receptive to learning.

1. Before children start:

We gather information from families during show-rounds, phone calls, and where required, home visits, to enable staff to understand what the child has experienced up to the time that they start nursery.

2. Settle:

Key workers assigned to children, will go through 'All About Me' forms with families during the a 30 minute settle session parents attend before the start date. It is important that staff make this session informal and conversational. Staff should try to help parents to talk in depth by using open ended follow up questions, actively listening and responding to what parents say, helping them to express any concerns or issues that they may have. The settle should not be a form filling exercise but more about building rapport and bonding with new parents. Staff might find it useful to have some conversation starters to help parents feel at ease e.g., how was the labour, how do the siblings get on, how have they got on at any other nurseries/groups, what are they enjoying about parenting etc.

3. Baseline Assessment

Key workers will record an observation with a settling in photo to share with parents. After 2 weeks an 'Observation Checklist' is used to 'tick' what skills the child is showing, this is supplemented with a summary of how the child has settled, referring to the EYFS profile questions. The Nursery Manager will work with key workers to determine if the child is red, amber green or blue in relation to their expected progress.

4. Progress Summaries:

Each term Key workers will record progress summaries to be shared with parents, based on knowledge of the child, reflecting observations to date in relation to the Development Matters EYFS profiles. For Under 2's the focus is on the 3 prime areas. A week prior to creating the progress summary key workers will discuss their children with the Nursery Manager, these child development chats will enable the process to increase the reliability of the process and enable it to be standardised. The process is further improved as parents will be encouraged to record observations of their children so that these too can be considered when making assessments about children's level of development.

5. Planning:

Staff will map out activities over short periods on whiteboards (using child initials) to help them record and progress children's sequential learning for the period. Staff will be given 'timeout' to plan educational programmes and adapt these in response to children's interests by reflecting and evaluating on what children are learning, requiring an understanding of where their learning was and where it could go to next. This corresponds to the 3Is discussed below. These short term plans are not meant to be definitive; staff are encouraged to be creative and spontaneous about how to respond to children's level of engagement

6. The 3Is Intention, Implementation and Impact

SMT and staff will focus on the 3Is when reflecting and discussing educational programmes and activities. The purpose is to encourage staff to ensure that they are aware of the 3Is in relation to all the activities that they are involved in. SMT and staff will habitually challenge colleagues to

justify what they are doing in terms of the 3Is and to get them to reflect on the appropriateness of the curriculum.

7. Displays

Staff will create displays to go up in rooms that demonstrate the learning that has been taking place. These displays will include children's work and be the focus of joint effort of all the children involved. The displays not only serve to reinforce the learning and engage the children but also to celebrate the efforts and successes of the children. Children will gain confidence from seeing their work and ideas on display.

8. Communication between colleagues

Any staff that are working with children, including support and cover staff, should ensure that they are informed about and involved in the learning programmes for the children that they are working with. Colleagues should be speaking regularly with key workers and quizzing the intent and implementation of activities to ensure that they can support effectively. All staff should review and reflect together on how much children get out of the activities that they have been supporting.

9. Room Observations

SMT will carry out room observations in a formal process to encourage staff to reflect and evaluate on their practice. As part of the room observation process, staff will be asked about the 3Is (Intention, Implementation, Impact) of activities observed. Feedback will be given verbally and in writing, with staff having an opportunity to input and agree targets for improvement. A room observation report will be uses to help observers analyse staff interactions with children and identify how well each of the children present are engaged and catered for.

10. Reviewing the Curriculum

Every term, room staff will create a new curriculum and educational programmes based on the skills and experiences of the children in their rooms- using the 'Development Matters' guidance. The curriculum designed by staff as a team will be reviewed formally at every monthly staff meeting. Regular reviews will identify how well children are accessing the curriculum planned especially in relation to children identified as being disadvantaged, having SEN, ESL. Families of children receiving funding will be involved in establishing how to use funding to provide enriching experiences in relation to cultural capital.

11. Closing the Gap.

Regular Child Progress Meetings are scheduled for senior staff to discuss progress of children in various cohorts, including disadvantaged and SEND children. This is done by tracking key worker assessments over time and identifying any patterns or concerns regarding progress. If there are significant emerging concerns, or an identified special educational need or disability, the key worker will develop a targeted plan to support the child's future learning and development involving parents and/or carers and other professionals (for example, the provider's Special Educational Needs Co-ordinator (SENCO) or health professionals) as appropriate.