

LITTLE CHALFONT PRIMARY SCHOOL



**EARLY YEARS POLICY-
Nursery & Reception Classes**

2025

May 2024

Aims

Our aim is to create a happy and welcoming environment where the children feel secure and content, and where the parents trust our care and commitment. We recognise that children bring with them a wide range of social experience and seek to provide a smooth transition from the home/nursery to school, considering the needs of the children at whatever age or stage in their development they might be. We aim to provide well trained and qualified practitioners, and a broad and balanced curriculum to take the children's learning forwards and to provide opportunities for all children to succeed in an atmosphere of care and security.

This policy aims to ensure:

That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life

Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind

A close working partnership between staff and parents and/or carers

Every child is included and supported through equality of opportunity and anti-discriminatory practice

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2023.

Management

Children are admitted annually in September following their fourth birthday. Prior to admission the Reception teacher visits the main feeder nurseries during the Summer term to become acquainted with the new children and to discuss their needs with their Nursery Key Workers. Parents of children entering the Nursery are offered a Home visit by the Nursery Teacher and LSA. Both Nursery and Reception children and parents are invited to an induction afternoon at the school during the Summer Term. The children have the opportunity to become familiar with their new learning environment and meet support staff and the Reception teacher. Parents also are invited to attend a meeting with the Early Years Lead to discuss daily school routines, values and expectations.

The Nursery currently operates on 5 morning and 5 afternoon sessions per week. To provide continuity parents are encouraged to register for a minimum of 5 sessions and have the option to purchase extra sessions if available.

Reception children may attend full- time from September if their parents wish them to. We would encourage all children to transfer to full-time attendance by the Term of their fifth birthday at the latest. Parents do have the right to delay their child's entry to school until the term after their 5th birthday but this is not generally recommended.

To provide a smooth transition into school, both classes operate a staggered, part-time intake for the first week in September. Each child is invited to attend 5 morning or afternoon sessions. The Nursery and Reception teacher will meet parents to discuss the Early Years Curriculum, expectations for the year ahead and to gather additional information on their child's interests and abilities through the 'All About Me' document.

The Nursery Class is staffed by a full-time Nursery teacher and 2 Learning support Assistants that are Level 3 trained. The Reception class is staffed by a full-time teacher a full-time learning support assistant and a part-time support teacher.

Teaching and Learning

We recognise that young children learn through their spontaneous interactions with their environment, and value the importance of play in this context. We aim to provide a balance of planned, purposeful activities and play opportunities for a child to express his or her feelings, to learn self-control, to share and to co-operate. Children will have the opportunity to work in large groups, small groups and individually. Their learning will be generated through direct teaching, practical activities, observation and creative and problem-solving activities.

All children follow the Early Years Curriculum and progress towards the Early Learning Goals at the end of the Foundation Stage. The curriculum will be delivered through the seven areas of learning: The seven Areas of Learning and Development are the Prime Areas: **Communication and Language, Physical Development and Personal, Social and Emotional Development**; and the four Specific Areas being: Literacy, Maths, Understanding the World, and Expressive Arts and Design.

In line with school policy, the priorities at this stage are the teaching of the Prime and Specific Areas through a broad and balanced curriculum which also aims to promote the spiritual, moral, cultural, personal and physical development of all children. In this way we are preparing them for the opportunities, responsibilities and experiences of adult life. At LCPS we aim to provide an EYFS curriculum that is enhanced by resource stimulus, interactive display, visitors and high-quality engagement through discussion and group activities. It is our priority to create secure attachments and build relationships with all children so they may develop their curiosity, confidence and individual competency in order to flourish. We aim to work collaboratively with

parents and carers to encourage independent, resilient, respectful children who thrive and reach their full potential as they begin their lifelong learning journey. We value the starting point and individual needs of every child and aim to foster a love of learning as they succeed at each step. All children will have opportunities and enriched experiences to foster their ability to grow emotionally, physically, cognitively and verbally.

We aim to build and maintain a good working relationship with parents and to keep parents fully informed. Wherever possible we seek to involve the parents and encourage parental support for our work in school.

The Learning Environment

The learning environment will be well planned and well organised. Resources will be stored and labelled in such a way that promotes ease of access for young children. Consideration will be encouraged in independence and to adopt a sense of responsibility and respect for resources and for their learning environment. Consideration will also be given to the outdoors as an extension of the indoor learning environment, using available space and resources as fully as possible.

Assessment

Where applicable, Nursery records accompany the child into school. During the first six weeks all children in Reception are assessed using the statutory Baseline Assessment. A reception baseline assessment is **an assessment of children's skills as they begin their reception year**. As of September 2021, it became a statutory assessment as part of the EYFS framework.

Information from these assessment activities, along with that from the child's Nursery records provides a base-line assessment showing basic skills. Thereafter children are formatively assessed using the Early Years Foundation Stage Profile. This is achieved through regular observations of social behaviour and performance in child initiated and teacher-directed activities and through discussions and consultations with parents. The children's progress is tracked and monitored on INSIGHT software and is used to show the impact of children's learning by capturing learners' experiences, monitoring their development and celebrating small step learning to share their progress. Regular opportunities exist for parents to meet with both the Nursery and Reception teacher to discuss progress and set targets. An annual report will be sent to parents in the summer term.

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:
Meeting expected levels of development

Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers.

The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally using the statutory framework for EYFS (referring also to the non-statutory Development Matters [guidance](#)). Good practice involves moderating in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

Monitoring and Early Identification of Additional Needs

Children's progress will be monitored to ensure that all are making progress and that particular difficulties in any area of learning are identified as early as possible and addressed. Any children with Special Education Needs or Disabilities will receive specialist teaching, adapted equipment, support and planning from an adult as appropriate in consultation with the school's SENCO.

Safeguarding and welfare procedures

We recognise that children learn best when they are healthy safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff: child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- Where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification is working directly with the children, we have at least 1 member of staff for every 13 children
- Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children

We have current pediatric first aid (PFA) certificate holders on the premises, and available at all times when children are present, including on outings.

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

We promote good oral health, as well as good health in general, in the early years by talking to children about:

The effects of eating too many sweet things

The importance of brushing your teeth.

We follow [Public Health England guidance on supervised toothbrushing](#) to make sure that it is evidence-based and safe.

Approved by the Pupils Committee of the Governing Body of Little Chalfont Primary School. The policy is reviewed by governors every three years in the Autumn term.

Next review: Summer 2026

Signed.....
Lead Governor Curriculum

Date.....