

Early Years Policy

Date	January 2024
Prepared by	EYFS Leader
Review Date	September 2025
Version	Version 4
Changes	V3 Updated with resources used to support learning, approach and staffing V4 Updated with CUSP Curriculum



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 is 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	Risk rating	Control measures	Any further action
	affected	(L,M,H)		
Bins Risk of children accessing disposed of foods and drinks	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.
Snack time Risk of eating with unclean hands	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
Play dough Risk of children eating	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.
Scissors Risk of children cutting hair/clothes/fingers	Children	Low	Children to be taught how to use scissors carefully	Staff to talk to children about what is not acceptable to cut.
Water trays Risk of slipping on spilt water. Risk of getting wet. Risk of drinking unclean water.	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

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. Sand trays Risk of getting sand in eyes, ears, mouths. Slipping on spilt sand Sampha				inama a di a t a	
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				at any time.	

Access to Nursery kitchen area Risk of injury from trapping fingers, climbing on worktops	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.
Cloakroom Risk of injury from tripping over coats/bags	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.
Stools Risk of falling off and hitting their heads/injuring themselves	Children	Low	Children to be taught how to use and sit on stools properly	
Running Risk of bumping into others and objects, slipping, falling over, tripping	Children	Low	Children to be told to walk only in the indoor learning environment at all times	
Car mats/rugs/Cushions Trip hazard, risk off falling, tripping, slipping	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

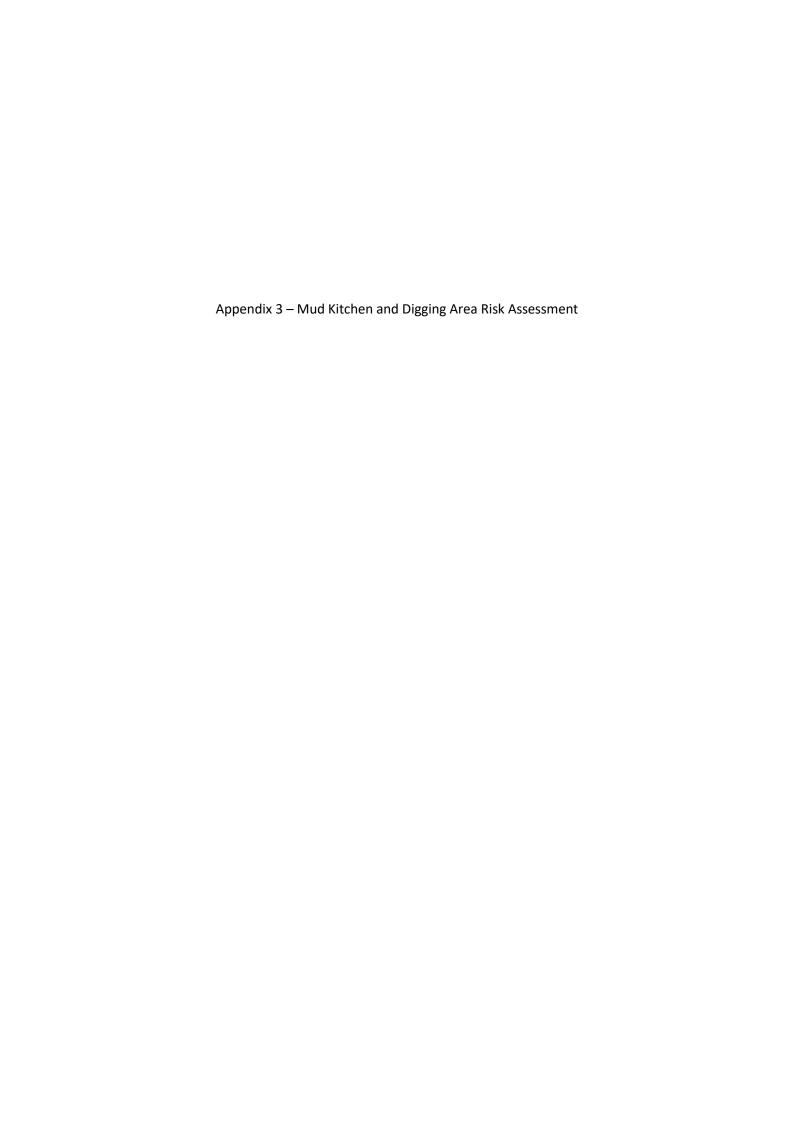
Hazard Assessment	Who might	Risk	Control measures	Any further
Hazaru Assessment	be affected	rating	Control measures	action
	be affected	(L,M,H)		action
Large Blocks	Children	Low	Children will be taught how	Children to be
Risk of dropping	and Staff	LOW	to handle and use the blocks	shown how to
blocks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

Doors Children Low Climbing frames Risk of equipment not being of correct standard of use. Children are taught the climbing frame Children are to a time down the slide, one at a time down the slide, one at a time down the pole, one at a time down the pole, one at a time up the climbing graef) Indigent of to indiden are taught the climbing graef) Children are to be told not to children are to the constandard of use. Children are to be climbing frame Children are accessing the outdoor provision. Doors are not to be opened and closed by a child at any time. Climbing frame to be checked daily by staff to ensure that if wet the slide is wiped down and safe to use. Children are taught thow to be safe on the climbing frame rules – not climbing on the outside of the frame, one at a time down the pole, one at a time down the pole, one at a time down the pole, one at a time down the pole one at a time up the climbing rame. Children are trained to wash their hands after working in the soil. Children are trained to wash their hands after working in the soil. Children are trained to wash their hands after working in the soil. Children to be told not to atthe force undertaking activities with children in the soil areas. Adults to ensure Children to be shown how to Doubles on the solid not to eat flowers. Doubles on					
Programmer Pro					
thrown in the bin 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 Doors				•	
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children in the soil areas.				undertaking activities with	
Bikes Children Low Children to be shown how to Adults to ensure				_	
	Bikes	Children	Low	Children to be shown how to	Adults to ensure
Risk of injury from and Staff mount the bikes correctly that the bikes					
falling off bikes or and a sand timer to be used and scooters are					and scooters are

not using them			to enable all children to have	maintained and
correctly			a go.	safe for use.
Tyres	Children	Low	Adults to show children how	
Risk of children			to use the tyres correctly	
falling on or off			and take focus groups onto	
tyres resulting in			the tyres regularly	
injury			, ,	
Gate locks	Children	Low	Adults to ensure all gates are	Visitors are told
Clasps are at child	and staff		closed and clasped at all	to close gates
head height – risk of			times. Children to be told	and clasp shut at
injury			not to open gates at any	all times
running/walking			time. Children to be told to	
into the clasps			walk to the area that they	
			wish to work in. Children	
			are made aware that the	
			gate clasps stick out	
Weather conditions	Children	Low	The outdoor area may not	Staff to monitor
Risk of injury -	and Staff		be used in adverse weather	daily and or
burning their skin,			conditions to ensure safety	hourly
falling, slipping			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 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.



Hazard	Benefit	Risks	Children's Voice	Assssessed 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	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
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	hands 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	digging 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

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