

Bunny C of E Primary School



Early Years Policy

Policy approved: May 2026
Reviewed: Annually
Next Review date: Summer 2027

Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Bunny C of E Primary School, our EYFS provision includes Nursery (F1) and Reception (F2) children.

We recognise that every child is unique and capable of becoming a confident, resilient and independent learner. We provide a safe, stimulating and nurturing environment where children feel valued, secure and motivated to learn.

The EYFS seeks to provide:

- Quality and consistency in all early year's settings, so that every child makes good progress, and no child gets left behind.
- A secure foundation through planning for the learning and development of each individual child and assessing and reviewing what they have learned regularly.
- Partnership working between practitioners and with parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

Our EYFS curriculum is carefully designed to develop the knowledge, skills and attitudes children need to prepare them for future learning and success. Through meaningful play, high-quality interactions, first-hand experiences and carefully planned teaching, children are supported to make strong progress from their individual starting points.

We follow the statutory requirements set out in the Early Years Foundation Stage Framework.

EYFS Principles

Our practice is underpinned by the four guiding principles of the EYFS:

- Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments where their individual needs and interests are supported.
- Children develop and learn at different rates and all children deserve an inclusive curriculum that enables them to achieve their potential.

Aims

At Bunny C of E Primary School, we aim to:

- Provide a welcoming, safe and inclusive environment where all children feel valued.
- Foster positive relationships with children, parents/carers and the wider community.
- Develop children's confidence, independence, resilience and curiosity.
- Promote a love of learning through play, exploration and high-quality teaching.
- Provide a broad and ambitious curriculum that builds knowledge and skills progressively.
- Support children to communicate effectively and develop a rich vocabulary.
- Develop children's social, emotional and physical wellbeing.
- Ensure all children, including those with SEND, make good progress from their starting points.
- Prepare children effectively for the transition into Key Stage One and lifelong learning.

Inclusion and SEND

We are committed to providing an inclusive environment where all children can thrive.

Practitioners carefully monitor children's development and work closely with parents/carers and external agencies to identify and support additional needs at the earliest opportunity.

Where appropriate, personalised targets, provision maps and support plans are implemented and reviewed regularly.

Reasonable adjustments are made to ensure all children can access the curriculum fully.

The EYFS Curriculum

Our bespoke Curious curriculum in EYFS is designed to support children's learning and development across the seven areas of learning.

Prime Areas

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

Specific Areas

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

The prime areas are particularly important in supporting children's learning, relationships and readiness for future learning.

We recognise the importance of communication and language development and place a strong emphasis on high-quality interactions, storytelling, conversation, questioning and vocabulary development throughout the day.

Characteristics of Effective Teaching and Learning

We promote the three characteristics of effective teaching and learning throughout our provision both indoors and outside through:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

Children are encouraged to investigate, problem solve, take risks, persevere and develop their own ideas through both child-initiated and adult-led experiences.

Curriculum Design and Cultural Capital

Our EYFS curriculum is designed to provide children with the knowledge, experiences and vocabulary they need for future success.

Through our Curious Curriculum themes:

- **Autumn – Explore**
- **Spring – Discover**
- **Summer – Create**

children access rich learning opportunities supported by high-quality core texts, first-hand experiences, visitors, outdoor learning and purposeful play.

We aim to develop children's cultural capital by broadening their experiences and helping them to understand the wider world beyond their immediate environment.

Planning remains responsive to children's interests, needs and stages of development.

Teaching and Learning

Teaching in the EYFS includes a balance of:

- Child-initiated learning
- Adult-led teaching
- Adult-guided activities
- Small group work
- Whole class sessions
- Independent learning opportunities

Practitioners carefully observe children, respond to their interests and extend learning through high-quality interactions and sustained shared thinking.

Staff support children to revisit and build upon prior learning so that knowledge and skills are embedded over time.

The Learning Environment

We provide a stimulating, organised and language-rich learning environment that promotes independence, creativity and exploration.

Resources are accessible at child height, clearly labelled and carefully selected to support all areas of learning.

Learning zones have been organised within the classroom to promote the seven areas of learning. However, children naturally merge the learning areas as they learn and play and learning across all the seven areas can be evident in specific areas. The specific areas include:

Indoor	Outdoor
Reading Area / Book Corner	Reading / Sensory Garden
Role Play / Home Corner	Role Play + Stage
Small World	Writing Area / Mark making blackboards
Phonics Area	Math's Area
Writing Area	Construction
Math's Area	Mud kitchen

Construction Area	Sand
Creative Area / Modelling Area	Water
Fine-Motor Area / Funky Fingers	Creative Area
Malleable Area / Playdough Area	Play equipment / Physical Area

Children have continuous access to both indoor and outdoor provision, enabling them to apply and develop their learning in different contexts.

Our outdoor area is an integral part of the curriculum and provides opportunities for exploration, physical development, imagination, investigation and collaborative play.

Partnership with Parents and Carers

We recognise that parents and carers are children's first and most important educators.

Strong partnerships between home and school are central to children's success and wellbeing. We promote open communication through:

- Daily conversations
- Parent consultations
- Class Dojo
- Reports
- Workshops and curriculum events
- Stay and play opportunities

Parents are encouraged to contribute to their child's learning journey and celebrate achievements from home.

Behaviour and Relationships

We have high expectations for behaviour and relationships across the EYFS and this begins from the moment they start at the age of 3.

Children are supported to:

- Develop positive relationships
- Understand routines and boundaries by following the school values
- Manage feelings and behaviour appropriately
- Show kindness, respect and cooperation

Positive behaviour is reinforced through praise, encouragement and recognition of our school values. We have a recognition board in the classroom where we focus on one of our school values each week and we try to encourage every child to work towards achieving this. One child per week is recognised with a recognition award in STAR assembly.

We promote the fundamental British Values of:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect
- Tolerance of different faiths and beliefs

These are embedded through daily interactions, play experiences and class discussions.

Safeguarding and Welfare

Safeguarding is everyone's responsibility.

We are committed to ensuring the safety and wellbeing of all children in our care. All staff receive safeguarding training and follow the procedures outlined in:

- Keeping Children Safe in Education (KCSIE)
- The EYFS Statutory Framework
- The school safeguarding and child protection policy

All concerns are reported immediately to the Designated Safeguarding Lead (DSL) or deputy DSL and are recorded on to "My Concern".

The school follows safer recruitment procedures and ensures that appropriate checks are completed for all adults working with children.

At least one member of staff with paediatric first aid training is present at all times in the EYFS setting.

Risk assessments are carried out regularly to ensure the environment remains safe and secure.

Health and Safety

Children are taught how to manage risks safely and develop independence within clear boundaries.

Staff ensure that equipment and learning environments are safe, well maintained and appropriate for children's developmental needs.

We work closely with parents regarding medical, dietary and personal care needs to ensure children's wellbeing at all times.

Safer eating practices

We ensure that all eating environments are safe and all children are always within sight and sound of a member of staff. We ask parents to keep us to date with dietary information/ requirements so we can ensure children's safety at all times. We have a member of staff with paediatric first aid in the room at all times. At lunchtime children eat in a separate classroom from the rest of the children in school, which is quieter and has the relevant appropriate staffing ratio.

(Further information regarding health and safety can be found in the school's health and safety policy).

Assessment

Assessment is ongoing, informs future teaching and learning and is a continuous and integral part of our practice. It informs practitioners and parents/carers of individual development and progression through the EYFS and allows staff to plan for appropriate learning opportunities.

Practitioners assess children through:

- Observations
- Discussion
- Interaction
- Photographs and learning evidence
- Adult-led activities
- Independent learning

Assessment is continuous and the information is used to identify next steps and ensure children make progress across all areas of learning.

Reception children complete the statutory Reception Baseline Assessment within the first six weeks of starting school.

At the end of Reception, practitioners complete the statutory Early Years Foundation Stage Profile (EYFSP). Children are assessed as either:

- Emerging
- Expected

against the Early Learning Goals.

Parents have 2 parents evening meetings, a mid-year written report and a written report summarising their child's attainment, progress and characteristics of learning at the end of the summer term.

Transitions

We recognise that successful transitions support children's emotional wellbeing and future achievement.

We work closely with families and previous settings to ensure smooth transitions into Nursery and Reception.

Transition arrangements may include:

- Visits to the setting
- Induction meetings

- Stay and play sessions
- Information sharing with parents and previous providers
- Offering a flexible approach where children can build up their time in school if needed

We also work closely with Year One staff to ensure continuity in learning and provision as children move beyond the EYFS in to the next stage of their learning journey.

Additional transition support is provided where needed, particularly for children with SEND or additional needs.

Staffing and Professional Development

Our EYFS team consists of appropriately qualified teaching and support staff who work collaboratively to provide high-quality provision.

Staff engage in ongoing professional development to ensure practice remains current, reflective and informed by educational research and statutory guidance.

Monitoring and Review

The EYFS Lead and Headteacher monitor the quality of provision through:

- Observations
- Planning scrutiny
- Learning walks
- Assessment analysis
- Pupil discussions
- Staff professional dialogue

This policy should be read in conjunction with the Child protection and safeguarding policy, Health and safety policy, Supporting pupils with medical conditions policy and the Complaints policy and cross referenced as follows:

Required topic	Also see...
Safeguarding policy and procedures	Child protection and safeguarding policy
Procedure for responding to illness	Health and Safety policy
Administering medicines policy	Supporting pupils with medical conditions policy
Emergency evacuation policy	Health and safety policy Emergency Plan

Procedure for checking the identity of visitors	Child protection and safeguarding policy Visitors and VIPs policy
Procedures for a parent failing to collect a child and for missing children	Child protection and safeguarding policy
Procedure for dealing with concerns and complaints	Complaints policy

This policy will be reviewed annually or sooner if statutory guidance changes.