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Early Years Foundation Stage

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Policy Statement

At Banstead Prep School we believe in the potential of every child, so all the children are given the opportunity to develop the capacity to surprise themselves

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and those around them. They are taught to challenge themselves to build confidence and resilience. Early childhood is the foundation on which children build the rest of their lives. It is not just preparation for the next stage - it is vitally important in itself, so the physical, intellectual, emotional, social and cultural aspects of each child's life are considered and respected. We ensure that children learn and develop well, are kept healthy and safe and give children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life as independent learners. They are 'Free to Be ME'.

This policy applies to all members of our school community, in our EYFS setting. Banstead Prep School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document. Banstead Prep School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

Aims

This document is a statement of the aims, principles, strategies and intentions in the teaching and learning of our Early Years Foundation Stage children at Banstead Prep School.

Every pupil in the Early Years at Banstead Prep School is entitled to provision which:

- Supports and extends their knowledge and understanding.
- Encourages the formation of new skills.
- Provides opportunities to build confidence in all areas of their development.

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 early learning provide the foundation children need to fulfil their potential.
"Statutory Framework for the Early Years Foundation Stage", Department for Education (2024:p7)

The Early Years Foundation Stage is an educational programme that is for children from birth to the age of five. In our school, all children are able to join Nursery during the academic year that they turn 3, and in Pre-school the academic year they turn 4. Both can be part or full time with a minimum of five mornings a week. Children can join our Reception classes the academic year they turn 5, on a full-time basis. All children begin school with a variety of experiences and having encountered different learning opportunities. At Banstead Prep, it is the work of the Early Years team to build upon these experiences so that they can encourage, support and extend future learning and development. This is achieved by drawing upon all the expertise and experience of the teaching, support staff and teaching assistants

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within the Early Years team in addition to working closely with parents and liaising with previous nurseries and schools attended prior to starting at Banstead Prep.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Children develop and learn in different ways and at different rates

A Unique Child

At Banstead Prep School 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 use praise and encouragement, as well as celebration/sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Banstead Prep School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

At Banstead Prep 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 for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of all pupils, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;

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- monitoring children's progress and taking action to provide support as necessary.

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, values 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. (See Whole School Safeguarding Policy)

Welfare

"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."

At Banstead Prep School we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2006 and the Government's statutory guidance: 'Working together to Safeguard Children'.

We understand that we are required to:

- promote the welfare of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- The Head Teacher has responsibility to ensure all staff are trained to understand the school Safeguarding policy and procedures.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

We endeavour to meet all these requirements.

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Positive Relationships

At Banstead Prep School we recognise that children learn to be strong and independent from secure, positive relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make.

We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Talking to parents about their child before their child starts in our school.
- The children have the opportunity to spend time with their teacher before starting school during 'Transition' meetings.
- Induction is completed with parents on a one-to-one basis during taster/settling sessions. Once the child has started, parents are invited to an individual or group welcome meeting depending on how many children are joining that term.
- Half termly themes and planning are shared with parents and weekly Tapestry (Nursery and Pre-school) and SeeSaw (Reception) updates communicate learning that has taken place each week
- Timetables are shared with parents
- Offering parents regular opportunities to talk about their child's progress in our Nursery, Pre-school and Reception classes
- Encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents during the Autumn and Spring terms, at which the teacher and the parent discuss the child's progress in private with the teacher. Reception parents receive a full report on their child's attainment and progress at the end of the school year. Nursery and Pre-school parents receive an additional parents evening in the Summer Term, in place of written reports at the end of the year.
- Encouraging parents to contribute to the pupil electronic learning journey (Tapestry for Nursery and Pre-school and SeeSaw for Reception)
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Concerts, performances, Nativity, Celebration of Sport etc.
- The Banstead Bulletin informs parents of significant events and dates

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At Banstead Prep School the EYFS teachers and Room Leads act as a 'Key Person' to all children in EYFS, supported by the Early Years Practitioners Learning Assistants. In line with whole school policy, EYFS staff use positive reinforcement to support the learning of right from wrong using school values, consistent boundaries and setting a good example.

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Enabling Environments
At Banstead Prep School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning. We foster and value a strong relationship between ourselves, parents and carers.

Observation, Assessment and Planning
The Planning within the EYFS follows the schools' Long-Term Plan and Medium-Term Plans (MTP's), which are based around curriculum themes. These plans are used by the EYFS staff team as a guide for weekly planning; however the staff may alter these MTP's in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning. Notice is taken of children's individual interests and daily planning is adapted accordingly.

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 takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in children's individual online Pupil Profiles. They also contain information provided by parents and other settings.

Before a child reaches their third birthday, we complete a two-year-old progress check. This is a review of the child's development in the Prime areas of the EYFS. A child's strengths will be identified, as will any areas where progress is less than expected and which may indicate a special educational need or cause for concern.

At Banstead Prep School, we use iPads to record learning experiences with Tapestry online learning journals for Nursery and Pre-school, and SeeSaw for Reception. Birth to Five Matters and Development Matters guidance is used to track the children's progress as they grow and develop in Nursery and Pre-School. In the Reception year, each child's level of development is recorded against the Early Learning Goals (ELGs) where teachers determine whether children are meeting expected levels or are working towards (emerging) the assessment scales derived from the ELGs.
Within the final term of the EYFS (in Reception), we provide a written report to parents, reporting on their progress against the ELGs. We provide a reasonable opportunity for the parents to discuss these judgements with the EYFS teachers.

We liaise with parents, colleagues and other professionals when appropriate in line with other policies e.g. Behaviour for Learning, Safeguarding, Assessment, Reporting and Recording Polices.

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The Learning Environment

The EYFS classrooms are 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 classrooms are set up in learning areas, where children can find and locate equipment and resources independently. The EYFS classes have their own enclosed outdoor area. This has a positive effect on the children's development. The outdoor area offers opportunities for doing things in different ways and on different scales than when indoors. It provides a safe environment for the children to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access that help the children to develop in both the Prime and Specific Areas of learning.

Learning and Development

At Banstead Prep School we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter-connected. Our activities reflect the different abilities, interests and backgrounds of our children.

Teaching and Learning Styles

Our policy on teaching and learning defines the features of effective teaching and learning in our school. These features apply to teaching and learning in the EYFS just as much as they do to the teaching in Key Stages 1 and 2. Features that relate to the EYFS are:

- The partnership between staff and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- The understanding staff have of how children develop and learn, and how this affects their teaching;
- The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- The carefully planned curriculum (BPS & United Learning) that helps children work towards the Early Learning Goals throughout EYFS;
- The provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- The encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- The provision of good examples of language, listening and responding, to support children's language and mathematical thinking;
- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- The identification of the progress and future learning needs of children through observations, which are shared with parents;

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- All EYFS staff are expected to be aware of and follow the EYFS policies to ensure continuity of care for the children;
- Information about children is shared between staff via staff meetings;
- The good relationships between our school and the settings that our children experience prior to joining our school;
- Time is allocated during the week for staff to form strong, close relationships and thereby enable accurate monitoring of progress.

Play

"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."

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up 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.

Active Learning (Explore & Enhance)

"Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods."

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

Creativity and Critical Thinking

"When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions."

Children are given opportunities to be creative through all areas of learning, not just through the arts. Adults support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children access resources freely and are allowed to move them around the classroom to extend their learning.

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Areas of Learning and Development
The EYFS is made up of seven areas of learning:

Prime Areas: these are fundamental, work together and support development in all other areas:

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

Specific Areas: these are essential skills and knowledge for children to participate fully in society:

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

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child-initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

Specialist Subject teachers at Banstead Prep teach the children from the EYFS for PE and Music. Reception children also take part in specialist swimming lessons. Early Years Practitioners, learning assistants or class teachers may accompany the specialist subject teaching staff for the purposes of assessment and observation and pupil teacher ratios.
EYFS classes join phase and whole-school assemblies when the content is appropriate to their age and stage of development.

Spiritual, Moral, Social and Cultural Development
In the EYFS we actively promote the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The Assistant Head Pastoral works closely with the Deputy Head to support in this area.

Monitoring and Review
It is the responsibility of EYFS class teachers, room leaders, Early Years Practitioners and Early Years Assistants to follow the principles set out in this policy.
The Headteacher and Assistant Head (Head of Pre-Prep and EYFS) are responsible for overseeing EYFS provision. They regularly discuss EYFS practice with practitioners and provide feedback to the senior leadership team, raising any issues requiring further discussion.

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The Assistant Head (Head of Pre-Prep and EYFS), in conjunction with the Headteacher, monitors EYFS provision as part of the whole-school monitoring schedule.

'Be Curious' at Banstead Prep School

'Be Curious' aligns with our whole-school approach to child-initiated learning, giving Nursery, Pre-School and Reception children time to explore, ask questions and follow their interests. Through outdoor walks, exploring nature beyond the school grounds, cookery and other practical experiences, children are encouraged to let their curiosity and imagination guide their learning. These opportunities nurture independence, discovery and a deeper understanding of the world around them. All activities are risk assessed.

Introduction to Nursery, Pre-school and Reception

Parents and children are invited to attend taster sessions before their start date. Parents are encouraged to leave once their child feels settled and comfortable, with the duration of each session tailored to the child's individual needs.

Transition from Pre-school to Reception

Pre-school children become familiar with the rest of the Pre-Prep staff, children and environment through daily contact during playtimes, lunchtimes etc. They will also follow a 'Reception Ready' programme in the Summer Term to enable them to be increasingly familiar and confident in their new surroundings and support their transition.

EYFS Health and Safety

All EYFS Staff have a day-to-day responsibility for the health, safety and welfare of children in the EYFS. They must report any concerns to the Head of EYFS immediately. EYFS Staff have a daily responsibility for inspecting classrooms, play areas and equipment used. Please also refer to Banstead Prep School Health and Safety Policy.

Children's food requirements and mealtimes

Before their child starts, parents are required to provide details of any dietary requirements, including allergies and intolerances, through the new joiner forms on My School Portal. This information is collated in the Whole School Dietary Requirements document and shared with all staff, including the catering team.

During snacks and mealtimes, EYFS children are supervised and supported by staff to promote safe eating and reduce the risk of incidents, including choking. At lunchtime, each child is provided with a placemat identifying their individual dietary requirements.

EYFS Nutrition Guidance

Children in EYFS are provided with the following daily, to support healthy eating and healthy habits related to food:

- Morning snack which consists of fruit with a minimum of two choices. Cow's milk to drink for under 5's via the 'Cool Milk' school milk scheme.

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- Lunch time are given an on-site prepared balanced meal from our catering company Lexington's.
- Afternoon snack of crackers/breadsticks, hummus, cucumber and carrots

Children are supported by adults at all meal and snack times, and dietary needs are catered for. This is in line with the Early Years Foundation Stage Nutrition Guidance for group and school-based providers and childminders in England

Sleep and Rest (children aged 2-4)

Banstead Prep recognises the importance of rest and sleep in supporting the health, development, and well-being of children aged 2–4 years. We are committed to providing a safe, calm, and consistent approach to sleep, in line with the EYFS Statutory Framework (2025), section 3.84

Our Aims

- To respect individual children's needs and home routines.
- To provide a safe and comfortable environment for sleep and rest.
- To ensure children who do not sleep are offered quiet, restful alternatives.

Procedures

- Parents/carers share information about their child's sleep patterns when they start and keep staff updated on any changes.
- Staff follow children's individual sleep needs as far as possible while considering the daily routine of the setting.
- Children are never forced to sleep. Those not sleeping are provided with calm activities.
- Sleep areas are clean, safe, and supervised at all times.
- Children are checked regularly during sleep.
- Comfort items from home (e.g. blankets or soft toys) may be used if parents wish.
- Children are supported to wake naturally or gently when needed.

Health and Safety

- Safe sleep practices are followed at all times (clear sleep space, correct sleeping position, suitable bedding).
- Room temperature is monitored to maintain a comfortable and safe environment.
- Staff remain within sight and/or sound of sleeping children.

Partnership with Parents

- Parents are informed about their child's sleep and rest during the day.
- Staff and parents work together to adapt routines as children's needs change.

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EYFS Staff

Head of Pre Prep and EYFS – **Hannah Law**

Deputy Head of EYFS - **Charlotte Bailey**

Nursery and Pre-school Phase Leader – **Lucy Holliday**

Reception Form Teachers – **Saskia Lewis and Angelina Richardosn**

Learning Assistants - **Jackie Prince, Charlotte Cody, Caroline Moffett, Hemali Tejura, Rosie Summers**

Early Years Practitioners - **Claire Williams, Debra Burch, Evie Rigg, Vanessa Vickers**

Early Years Assistants – **Lucy Robins**

Breakfast Club is managed by **Vanessa Vickers** and is supported by **Debra Burch**, **Lucy Robins** and **Claire Williams**

After School Care is managed by **Vanessa Vickers** and Supported by **Evie Rigg, Lucy Holliday, Debra Burch, Jackie Prince, Rosie Summers, Zachary Matovu, Braden Milton-Froy (sports asst) and Macy Lawes (sports grad).**

Headteacher and Deputy Designated Safeguarding Lead – **Jon Chesworth**

Deputy Head and Deputy Designated Safeguarding Lead - **Lisa Crook**

Assistant Head – Pastoral and Inclusion, Designated Safeguarding Lead (incl EYFS) – **Chris Cherry**

In line with our Provision of Information policy, this document is available to all interested parties on our website and on request from the School Office and should be read in conjunction with the following documents: Curriculum, Teaching, Behaviour for Learning, Supervision, Safeguarding, Health and Safety, Safe Collection and Intimate Care Policies.

This document is reviewed annually by the Head of Pre prep and EYFS, or as events or legislation change requires. The next scheduled date for review is October 2027.

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