Windhill21

EYFS Procedure

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Contents

1. Vision & Ethos
2. EYFS Provision Structure (2-Form Entry)
3. Collaborative & Parallel Practice
4. The Curriculum & Areas of Learning
5. Teaching, Learning & Daily Routines
6. Outdoor Learning
7. Assessment, Observation & Record-Keeping
8. Inclusion & Special Educational Needs (SEND)
9. Transition & Partnership with Parents
10. Safeguarding, Welfare & Health
    - 10.1 Food, Drink, Snacks, and Oral Health
    - 10.2 Administration of Medicines
    - 10.3 Risk Assessments
    - 10.4 Premises Safety and Fitness for Purpose
    - 10.5 Hygiene, Toileting, and Personal Care
    - 10.6 Rest and Safer Sleep Practices
    - 10.7 Digital Safety, Screens, and Personal Devices

1. Vision & Ethos

At Windhill21, we aim to provide a safe, nurturing, and stimulating environment where every child in Nursery and Reception feels valued and supported to reach their full potential. We recognise that early childhood is a critical foundation for lifelong learning.

Our EYFS vision focuses on four key principles from the Statutory Framework for the EYFS:

- **A Unique Child:** Recognising that every child is a competent learner who can be resilient, capable, confident, and self-assured.
- **Positive Relationships:** Helping children learn to be strong and independent through safe, warm, and supportive relationships.
- **Enabling Environments:** Providing environments that adapt to children's individual needs and offer rich, hands-on learning experiences.

- **Learning and Development:** Acknowledging that children learn in different ways and at different rates.

2. EYFS Provision Structure (2-Form Entry)

Our EYFS unit operates as a 2-form entry mainstream setting:

Provision	Classes	Age Group	Session / Pupil Numbers
Nursery	Donaldson	3–4 Years	15-hour morning/afternoon sessions or 30-hour full day; Maximum 30 children per session
Reception	Jemison Armstrong	4–5 Years	Full-time (2 classes of up to 30 pupils each)

3. Collaborative & Parallel Practice

Because we share an outside space, we plan together:

- **Parallel Curriculum Planning:** Reception teachers plan jointly across both classes to ensure equal entitlement, shared progression, and consistency of experience. Topics are consistent between Nursery and Reception.
- **Shared Provision:** Where appropriate (e.g., outdoor learning spaces, free-flow sessions), classes may share physical environments while maintaining key-person oversight.

4. The Curriculum & Areas of Learning

We deliver the curriculum in accordance with the statutory EYFS framework, balancing adult-led teaching with child-initiated play.

Prime Areas

- Personal, Social, and Emotional Development (PSED)
- Communication and Language (CL)
- Physical Development (PD)

Specific Areas

- Literacy (L)
- Mathematics (M)
- Understanding the World (UTW)
- Expressive Arts and Design (EAD)

Characteristics of Effective Learning

Planning and interactions intentionally support:

1. **Playing and Exploring:** Engagement and curiosity.
2. **Active Learning:** Motivation, concentration, and resilience.
3. **Creating and Thinking Critically:** Development of individual ideas and strategy.

5. Teaching, Learning & Daily Routines

Phonics & Early Reading

- **Scheme Used:** Supersonic Phonics and Read Write Inc
- **Delivery:** Daily systematic synthetic phonics sessions begin in Nursery with utilising our Supersonic Phonics lessons to understand phase 1 phonics such as hearing sounds. February half-term onwards in Nursery children are taught using Read Write Inc phonics which is then taught from day one of Reception.

Mathematics

- **Approach:** NCETM Master the Curriculum for Nursery and White Rose Maths for Reception.
- Maths is taught 4 times a week and the focus is placed on subitising, deep understanding of numbers to 10, and spatial awareness through concrete manipulation.

6. Outdoor Learning

Outdoor play is an equal extension of the indoor classroom. Children have access to outdoor environments in all weather conditions. We plan our outside area based on the skills we require the children to learn for example there is a huge focus on Gross Motor movement to build essential muscles and core strength needed for writing.

Children can free-flow during COOL time (Carrying on our Learning) both inside and outside with adult supervision at all times.

7. Assessment, Observation & Record-Keeping

- **Baseline Assessment:** Reception pupils complete the **RBA (Reception Baseline Assessment)** within the first 6 weeks of starting school.
- **Formative Assessment:** Day-to-day interactions with children inform immediate next steps and adaptations to the environment.

- **Tracking & Recording:** We record assessments using our whole school Arbor system.
- **Statutory Assessment:** At the end of Reception, children are assessed against the 17 **Early Learning Goals (ELGs)** to determine if they have achieved a **Good Level of Development (GLD)**.

8. Inclusion & Special Educational Needs (SEND)

All children are entitled to a broad and balanced curriculum:

- Children with identified or emerging SEND are supported through targeted interventions and close collaboration with our SENCO.
- Reasonable adjustments are made to classroom layouts, routines, and learning resources.

9. Transition & Partnership with Parents

Transition Procedures

- **Into Nursery:** All children joining our Nursery receive a home visit with their class teacher and teaching assistant.
- **Nursery to Reception:** Children transitioning from our Nursery do not receive another home visit; however, structured transition plans are implemented with frequent opportunities to visit Reception classrooms beforehand. Children new to our school receive a home visit and a stay-and-play session prior to starting.
- **Reception to Year 1:** Transition meetings occur between EYFS staff and Key Stage 1 teachers during the summer term. Children are given opportunities to visit their new classroom and listen to stories read by their new teacher.

Parent Partnership

- **Communication:** Regular updates are provided via Tapestry for whole-class learning and helpful notes, as well as via Arbor.
- **Consultations:** Formal consultations take place face-to-face in the Autumn term and virtually in the Spring term. A written end-of-year report is sent home in the Summer term.

10. Safeguarding, Welfare & Health

- **Nursery Key Person System:** Every child in Nursery is assigned a Key Person to support emotional well-being and security.
- **Intimate Care Policy:** Personal care routines are carried out in accordance with our Intimate Care Procedure by designated staff members.

- **Ratio Compliance:** Staffing ratios strictly adhere to statutory requirements:
    - *Nursery:* Qualified Teacher ratio 1:13 or 1:8 for Level 2/3 staff members.
    - *Reception:* 1:30 (with a qualified teacher and teaching assistant).
- **First Aid Coverage:** All members of the EYFS team are trained Paediatric First Aiders to satisfy statutory compliance during all active sessions, including mealtimes.
- **Designated Safeguarding Lead (DSL):** Our DSL holds overall responsibility for safeguarding, liaising with local statutory children's services and Local Safeguarding Partners (LSPs), supporting staff, and completing required statutory training.

10.1 Food, Drink, Snacks, and Oral Health

- **Snack Provision:** Fruit or vegetable snacks are provided daily via the Government Fruit and Vegetable Scheme (provided twice daily in Nursery and once daily in Reception); parents do not need to send in snacks.
- **Milk Scheme:** Fresh milk is available via Cool Milk and is free for all children under the age of 5 (and available for purchase thereafter). Parents of children with dairy allergies or intolerances may provide a suitable milk alternative for staff to serve.
- **Dietary Requirements & Allergies:** All food allergies, intolerances, and dietary requirements are documented upon entry and shared with relevant staff to ensure safe food handling. Fresh drinking water is accessible to all children throughout the day.
- **Oral Health:** We promote oral health as part of the EYFS curriculum, educating children on healthy food choices, the importance of limiting sugary foods, and proper tooth-brushing routines.

10.2 Administration of Medicines

The administration of prescription and non-prescription medication, management of long-term medical conditions, and emergency medical procedures are managed strictly in accordance with our separate **Administration of Medicines Policy**.

10.3 Risk Assessments

- **Daily Environment Checks:** Formal visual checks and risk assessments of all indoor and outdoor environments are undertaken daily before children access the areas to ensure safety and remove potential hazards.
- **Specific Risk Assessments:** Individual, bespoke risk assessments are completed for specific activities, complex needs, and educational visits off-site prior to the event taking place.

10.4 Premises Safety and Fitness for Purpose

We ensure all internal floor spaces and outdoor environments are safe, fully compliant, and tailored to the developmental stages of the children in our care. Our facilities are routinely maintained and assessed to support all planned learning activities. We adhere strictly to current health, safety, fire, and hygiene regulations to guarantee a clean and secure setting.

10.5 Hygiene, Toileting, and Personal Care

To support the personal care needs of both children and staff, we provide:

- **Appropriate Sanitary Facilities:** A sufficient ratio of child-accessible toilets and handwashing basins.
- **Nappy Changing Areas:** Dedicated, hygienic space equipped for safe personal care routines.
- **Essential Supplies:** A continuous supply of clean linen, towels, and spare clothing.
- **Adult Facilities:** Independent washroom facilities dedicated exclusively to staff and visitors.

During all toileting and personal care routines, staff maintain a sensitive balance between respecting a child's privacy and upholding robust safeguarding and individual support standards.

10.6 Rest and Safer Sleep Practices

Recognising that rest is essential alongside active learning, we offer dedicated, low-hazard areas for rest and sleep. Staff keep sleeping children within direct sight and earshot at all times, performing documented physical checks on breathing, sleep posture, and ambient room temperature. Rest environments and sleeping arrangements are regularly reviewed to maintain a calm, secure, and fully compliant space.

10.7 Digital Safety, Screens, and Personal Devices

Digital technology and screen time are integrated strictly for meaningful, age-appropriate educational purposes. These activities are carefully timed so as not to reduce opportunities for physical, outdoor, or hands-on play.

Staff guide children on basic online safety in line with their age and understanding. To ensure robust child protection, personal mobile phones, smartwatches, and recording devices are prohibited within the setting, as detailed in our Safeguarding Policy.