



# All Saints CE (VC) First School, Busy Bees Nursery & Kingfisher Club

## Early Years Policy

Date adopted: Spring 2026

By: Full GB

To be reviewed: Spring 2027

This Policy is intended for: -

- Practitioners within the Foundation Stage/wider school
- The school Governors
- Parents
- Children's services advisors and inspectors
- Inspection teams

Copies are provided to school staff and Governors.

Copies are available in school or on the school website. This is to ensure accessibility to parents, Children's Services, Ofsted and other interested agencies.

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## Our Vision

At All Saints CE (VC) First School and Busy Bees Pre-School we strive to develop and inspire courageous, respectful and resilient learners encouraging them to serve with kindness and tolerance guided by our distinctly Christian values. Children should leave Early Years “Caring, Succeeding and Flourishing, whilst carrying our values in our HEARTS”  
Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2025. [EYFS statutory framework for group and school-based providers](#)

This policy aims to ensure:

- That the children at All Saints CE (VC) First School and Busy Bees Pre-School can 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
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

## Rationale

At All Saints CE (VC) First School and Busy Bees Pre-School we aim to provide an exciting, enriching and creative learning environment where all children are encouraged to fulfil their potential giving them the best possible start in their learning journey. We provide a stimulating and safe learning environment both indoors and out where the children actively explore and deepen their learning and understanding. Our Christian ethos is at the heart of everything we do and our nurturing environment inspires our young children to develop their emotional wellbeing through our core values

The Early Years Foundation Stage extends from birth to the end of the Reception year. In our school, the EYFS consists of Busy Bees Pre-School and a Reception class. Children can attend the Nursery class from their 3rd birthday. All children join us full time at the beginning of the school year in which they are five.

Children in Early Years have access to two classrooms, shared between Busy Bees and Reception. The EYFS also have access to the school’s field, including forest school, and garden area.

## Admissions

The school reviews its admission policy annually with Governors and consults more widely on any changes made. The Local Authority manage the allocation of places on the school’s behalf.

The Early Years Foundation Stage (EYFS) is the statutory framework for the early education and care of children in the early year’s age group. The Early Years (EY) includes requirements for the provision of young children’s welfare, learning and development that all providers must meet, as well as good practice guidance.

## Introduction

*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. (EYFS Statutory Framework 2025)*

The four principles of the EYFS underpin all the guidance in Birth to 5 Matters, which is designed to show how these principles work together for children in the EYFS.

These are:

- A unique child
- Positive relationships
- Enabling environments
- Learning and development

All Saints CE (VC) First School and Busy Bees Pre-School School Early Years operates as a unit, even when the children work in different areas, staff focus on the needs of the children and their learning. Working closely as a unit reduces the number of transitions young children experience. Allowing a child to stay in the same environment, with familiar adults and routines, until they are emotionally secure reduces stress for the child and helps build up their confidence and become emotionally secure.

The Early Years is a uniquely important and precious time in a child's life and should be valued as such. The child's time in Early Years lays the foundations for all future learning, providing the base on which everything else builds. Learning through play is central to the EYFS, as it enables children to explore, experiment, and develop essential skills in a natural and engaging way. This is balanced with carefully planned adult-led activities, ensuring that children benefit from both structured guidance and the freedom to learn through play.

Children learn at different paces and in the Early Years. This allows children to learn at their own developmental level and not at the chronological level. There is no limit to what new starters can achieve, they can learn alongside older children and have access to their teaching and activities. The Early Years works closely with Key Stage One (Oak class) children and adults, and this allows children to make the transition from Early Years to Year 1 a calm and relaxed one.

#### **Aims of our Early Years Foundation Stage**

- To provide a safe, happy and stimulating learning environment that can be accessed by all children
- To promote confidence and positive self-image
- To provide a stimulating environment where learning is fun
- To establish a partnership with parents for the education of their children.
- To provide a well-balanced curriculum for each child to develop socially, emotionally, physically and intellectually.
- To encourage all children to be independent learners.
- To strive towards excellence in all we do and create for the children; this includes the resources, the environment, the activities and most importantly the teaching and learning which takes place.

We value, seek to understand, and identify the potential in everyone. In our setting we promote values which include:

- British democracy
- the rule of law
- individual liberty
- respect and tolerance of different faiths and beliefs (and no faith)

We do this alongside an appreciation and celebration of difference and diversity (reflecting all protected characteristics and social class).

We promote rights and accept that rights come with responsibility. Valuing our cultural heritage, we explore our local, regional and national heritage and British history, both positive and negative - learning from history and taking pride in positive contributions made.

### **Principles**

To ensure high quality of education and care in the Early Years, we:

- Employ staff who understand child development
- Create an atmosphere of mutual respect
- Plan a relevant, rich and stimulating and carefully structured curriculum
- Learn through an engaging and enriching, play-based environment.
- Observe, assess and review, building on what individual children already know and can do
- Plan transitions between home and school
- Use effective communication systems with parents, carers and other agencies.

### **Teaching and Learning**

The Learning and Development theme of the EY is made up of seven areas. All areas of Learning and Development are interconnected and of equal importance. The areas of Learning and Development are:

Prime Areas:

1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development

The prime areas begin to develop quickly in response to relationships and experiences and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EY.

Specific Areas:

4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive arts and design

Specific areas include essential skills and knowledge. They grow out of the prime areas and provide important contexts for learning.

### **Characteristics of Effective Learning**

The ways in which the child engages with other people and their environment - playing and exploring, active learning and creating and thinking critically - underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The Unique Child reaches out to relate to people and things through the Characteristics of Effective Learning, which move through all areas of learning. Children develop in the context of relationships and the environment around them. This is unique to each family and reflects individual communities and cultures.

According to the new Statutory Framework for the Early Years, the Early Years seeks to provide:

- Quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind.
- A secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly.
- Partnership working between practitioners, with parents and/or carers, child minders and other setting children attend.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

The learning and development requirements cover:

- The areas of learning and development which must shape activities and experiences (educational programmes) for children in all early years settings.
- The early learning goals that providers must help children to achieve (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five); and
- Assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers).

### **Overarching principles from the Early Years**

These are as follows:

- 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, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and

Children develop and learn in different ways and at different rates.

The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

Early Years staff aim to make each child's time fun as well as educational. The curriculum is structured to provide opportunities for child initiated activities as well as adult initiated and adult led activities. Adults will lead structured activities in small and large groups. We build upon children's prior experiences; develop their practical skills through hands on activities, which the children find interesting and fun. Teaching staff are responsible for keeping children's learning journey folders up to date and these will be regularly scrutinised in the same way as pupil's books further up the school.

Children with English as an additional language are encouraged to listen to and observe adults through the activities provided and encouraged to develop social language skills as well as the language needed for learning. The school year is broken into six broad half termly topics, whilst there may also be mini topics or themed weeks as well. Each topic is based around the Early Years, but also allows for staff to follow the children's interests as well.

### **Planning**

The planning which takes place in the Early Years is based upon the knowledge of the children and the next steps in their development. When planning tasks we not only think about the learning outcome, but we also pay careful attention to how the children learn. Using evaluations and observations from the previous week we carefully plan our continuous provision in the Early Years so all parties are able to move the child's

learning forward effectively and create enjoyable activities. The curriculum is carefully structured with the understanding that every aspect of learning for our children is inter-related and interdependent, and experiences are mostly based on real life situations. We prepare topics for each half term, and this leads us into our medium-term planning, an overview of activities and objectives we will be covering that particular half term.

We are proud of the curriculum we have created for our children at All Saints CE (VC) First School and Busy Bees Pre-School. It offers progression through from age three to age five and prepares each child for the next step in their learning journey with us. Experiences are planned to enable and inspire the children to learn effectively and offers pupils the opportunity to develop their cultural capital. We also take into account individual needs, children's interests, and the stages of development of each child. Our staff are skilled in ensuring that all children's needs are met and will quickly seek advice from our school SEND Coordinator, who will support in linking with relevant support agencies if needed. Staff are reflective and will adjust and change the way that they deliver learning to suit the needs of the children they are teaching.

### **Indoor and Outdoor Continuous Provision**

Children learn through play and first-hand experiences, both indoors and outdoors. Children do not draw a distinction between work and play, and play is the most effective way in which a young child learns.

The Early Years staff plan a curriculum to meet the needs of the children whilst at the same time following the EYFS. Through adult led, adult focused, and child-initiated activities using both the indoor and outdoor continual provision, children are able to explore and extend what they already know and can do in an environment in which they feel familiar. Well planned play both indoors and outdoors, is a key way in which all children are challenged appropriate to their ability and interests.

Through play, in a secure environment with effective adult support, children:

- Explore, develop and represent learning experiences
- Practise and build up ideas, concepts and skills
- Learn how to control impulses and understand rules
- Be alone, alongside others or co-operate as they talk through activities
- Take risks and make mistakes
- Think creatively and imaginatively
- Communicate with others as they investigate or solve problems
- Express feelings or re-live experiences in controlled and safe situations.

There is a clear importance for outdoor play as well as indoor, but Early Years staff also understand that there will be times when it is not appropriate for children to be outside in some weather conditions and will use their professional judgement as to whether it is appropriate for children to be outdoors.

### **Forest School**

Forest School sessions are a regular feature of the Early Years outdoor curriculum, using our designated outdoor area and being led by a qualified forest school leader.

The key purposes of forest school are outlined here:

To inspire awe and wonder

To encourage problem solving

Develop and extend vocabulary

Prevent anxiety and depression

Provides an antidote to too much screen time

Support cognitive function

Being outdoors naturally relieves stress  
Resilience  
Opportunities for hands-on, real-life learning  
Allows practical skills to develop naturally  
Prevent childhood obesity  
Supports creativity

### **Observation, Assessment, Recording and Reporting**

The children's progress is measured against the Development Matters document which includes the Early Learning Goals. Staff use Target Tracker to record the development of each individual child. Through the use of observations, continuous provision, child initiated, adult led and adult focused activities, and discussions with parents/carers, staff can build a picture of a child and assess and record their progress thoroughly.

At All Saints CE (VC) First School and Busy Bees Pre-School our Early Years staff pride themselves on knowing the children by spending quality time having quality interactions. They can articulate which children are on track for their age and stage and intervene quickly when children are not on track. These ongoing assessments are an integral part of the learning and development process. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning.

In our early years we use Target Tracker as a means of capturing 'wow' moments and sharing school learning with parents. This is also a fantastic opportunity for us to see what children are learning and achieving out of school and we highly value parent contributions to learning journeys through 'proud clouds'.

Within the first 6 weeks that a child starts reception, staff will administer the Statutory Reception Baseline Assessment (RBA, 2025). 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 (GLD)
- 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 (referring to the Development Matters guidance) and in partnership with other EY's practitioners across different schools to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Within the final term of the EYFS, we provide a written summary to parents, reporting their progress against the ELGs. We provide opportunities for the parents to discuss these judgements with the EYFS teacher.

### **Safety and 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.' (EYFS Statutory Framework 2025)

At All Saints CE (VC) First School and Busy Bees Pre-School CE (A) First School we are committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside the school and pre-school premises. We understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2025.

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
- 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.

### **Healthy Eating**

Reception and Nursery children enjoy fruit for snack and are asked to bring a water bottle from home to have several drinks of water throughout the school day/session. Parents of children in Reception and Busy Bees may buy into the toast service for snack every morning. If they receive toast, they may also have their free fruit entitlement alongside their toast. Children are offered milk or water at lunchtime.

Through food activities that take place in the Early Years Unit, children are made aware of which foods are healthy and which are not. School liaises with parents/carers if there are any specific concerns. Children are made aware of the needs of basic hygiene and the importance of physical activity and its effect on the body.

### **Inclusion**

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at All Saints CE (VC) First School and Busy Bees Pre-School CE (A) are treated fairly regardless of race, religion or abilities. As a Christian School, we give equal value to all children and their families.

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 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 boys and girls, 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 by:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Providing a safe and supportive culture underpinned by Christian values
- 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.
- 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, 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. (See Whole School Safeguarding Children Policy)

All Saints CE (VC) First School and Busy Bees Pre-School is a fully inclusive school and will strive to meet the needs of every child. Part of the teacher's role is to carefully observe each child's educational, physical, social and emotional development and share the information with parents/carers and, if necessary, our Special Needs Co-ordinator (SENCo). If we are worried about progress, first we will plan particular activities in class to help the child move on. If this is unsuccessful, we will ask for guidance from other agencies.

Parents/carers are encouraged to approach the Early Years staff if they have any worries about their child's progress. The Early Years staff will always keep parents/carers informed of any steps taken within school to address specific needs.

All children are individuals and in this respect every child has a special educational need. For this reason children are grouped to match their ability and match the specific needs of the group. By assessing, observing and keeping records, we challenge every child to try their best.

All Saints CE (VC) First School and Busy Bees Pre-School School Early Years will also offer extra possibilities for the children to use their unique abilities. We plan and organise for stimulation, positive, purposeful and an active learning environment to challenge all children and extend children further when needed.

### **Equal opportunities**

The Early Years operates an equal opportunities policy. All children have equal opportunities regardless of gender, race, religion, or ability. They all have equal access to the curriculum, and equipment. The Early Years staff strive to enable all children to develop to their full potential and be fostered as individuals.

### **Intimate care**

Refer to school Intimate Care Policy; Within our EYFS settings we have procedures and care plans in place to support children who need extra support in areas such as dressing/undressing, medical, toileting support, appropriate changing facilities and EHCP's. We understand children develop at different rates and we work well in partnership with families and other agencies to ensure a child's learning and development is supported by all means. Care plans are written with parents for children needing toileting support. We actively encourage parents to start helping their children become independent with these tasks as soon as they start in Nursery. Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff and parents work in partnership to give the right support to an individual child.

We understand that occasionally children within Early Years will have a toileting accident, we ask parents to bring changes of clothing so children can be changed discreetly. See Toileting Policy.

### **Role of parents/carers**

We believe that all parents/carers have an important role to play in the education of their child. We recognise the role that parents have played, and their future role, in educating the children.

At All Saints CE (VC) First School and Busy Bees Pre-School we seek to develop an effective partnership with parents/carers through;

- Opportunity to visit school before their start date with their parents/carers
- A professional, friendly atmosphere in which parents/carers feel comfortable to share concerns, welcomed and valued
- Actively encouraging use of their knowledge and expertise to support learning
- Sharing topics with parents/carers
- Welcoming each child individually into our setting and assist the parent/carer with toilet training. We will help and encourage a child to have independent toilet skills and change any accidents.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents.
- Offering a range of activities that support the involvement of parents/carers. There is regular communication with home through Class Dojo, monthly school newsletters, discussions with parents/carers at the start of the day and at home time, and parents' evenings.

### **Effective transitions and school readiness**

Good communication aids smooth transitions. We liaise with;

- Parents/carers as first educators
- Pre-school settings such as playgroups, child minders and nursery schools
- Key Stage 1 staff

A child's wellbeing through education is pivotal to ensure all children feel happy and safe. It is vital that we support children as they transfer through different stages in their life; especially when entering into our school Nursery, Reception and Year 1.

At All Saints CE (VC) First School and Busy Bees Pre-School, transition is a whole year process and not just an event that happens during the Summer Term. We aim to gradually prepare children and parents for their next stage in development by helping them to be school ready.

Ways we transition:

- Summer term visits to other settings, if required, to meet the children and talk to the key workers.
- Open Morning 'play and stay' sessions inviting parents and their children to come along and see their classroom, play and meet their teachers.
- Reception share the same outside area as nursery to teachers and student have the chance to get to know each other well before their transition to Reception.
- Parent information meetings-A chance for parents/carers to find out about their child's upcoming year in reception and ask any questions they may
- Year 1 Transition sessions- The children in Reception will meet their new teacher in the Summer term ready to move up in the next academic year. During this time they will complete a short transition project.

### **Behaviour Management**

Refer to school Behaviour Policy; as the children in Early Years are much younger, we encourage adults to make it clear as to why the child has to be spoken to and how they can put their mistake right. If children become distressed or upset, they will be comforted by an adult, appropriately, and will not be left feeling upset or alone.

### **Resources**

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning. Through this process the children learn to think through their play and begin to play with purpose.