



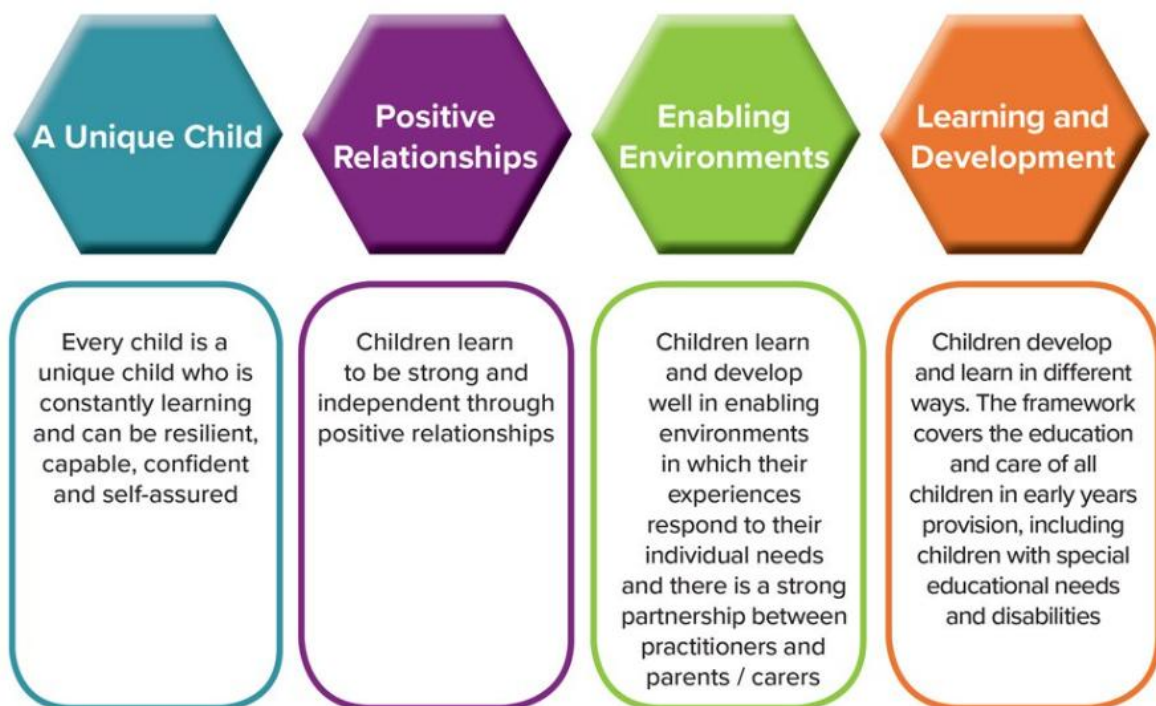
Early Year Foundation Stage policy

Introduction

Our EYFS policy outlines our commitment to delivering high-quality early years education in line with the statutory EYFS Framework (2025). We aim to provide a safe, nurturing and inclusive environment that supports children’s learning and development across all areas.

Key principles of EYFS

- **A unique child** – Every child is unique and develops at their own pace
- **Positive relationships** - Children learn best when they feel secure and supported
- **Enabling environments** - Safe, stimulating environments encourage exploration and learning
- **Learning and development** - Recognising the important of learning and development.



Our curriculum

Our curriculum at MPA, is carefully structured and planned to provide opportunities for children to learn through a range of rich, meaningful and joy filled first-hand experiences. We carefully plan our continuous and enhanced provision to include all areas of learning,

using play as the learning vehicle. Some learning is led by adults e.g. phonics, maths and writing and some child led learning in their learning together time.

Our curriculum enables children to learn and develop skills, attitudes and understanding in the prime and specific areas of learning.

The prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development.

The specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design.

Weaving throughout the EYFS curriculum are the three Characteristics of Effective Learning

Characteristics of Effective Learning	Areas of Learning and Development	Birth to 5 Matters Aspects
<p>Playing and Exploring</p> <p>ENGAGEMENT Finding out and exploring Playing with what they know Being willing to 'have a go'</p>	<p>Prime Areas</p> <p>Personal, Social and Emotional Development</p>	<p>Making Relationships</p> <p>Sense of Self</p> <p>Understanding Feelings</p>
<p>Active Learning</p> <p>MOTIVATION Being involved and concentrating Keep trying Enjoying achieving what they set out to do</p>	<p>Physical Development</p> <p>Communication and Language</p>	<p>Moving and handling</p> <p>Health and Self-care</p> <p>Listening and Attention</p> <p>Understanding</p> <p>Speaking</p>
<p>Creative and Critical Thinking</p> <p>THINKING Having their own ideas Making links Working with ideas</p>	<p>Specific Areas</p> <p>Literacy</p> <p>Mathematics</p> <p>Understanding the World</p> <p>Expressive Arts and Design</p>	<p>Reading</p> <p>Writing</p> <p>Mathematics</p> <p>People and Communities</p> <p>The World</p> <p>Technology</p> <p>Creating with Materials</p> <p>Being Imaginative and Expressive</p>

Observation, Assessment and Planning

Good planning is the key to making children's learning effective, exciting, purposeful and progressive. Effective learning builds on and extends what children know and already can do, always looking to move the learning forward. Our planning shows how the principles of EYFS are put into practice and is informed by observations we have made of the children, to understand and consider their current interests, development and learning needs.

We make regular assessments of children's learning through observations, interactions and using our focused child approach. We use this information to ensure that future planning reflects identified needs and specific targets. Within the first 6 weeks that a child starts Reception, staff will administer the Statutory Reception Baseline Assessment (RBA). At the

end of EYFS, the team will 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
- Not yet reaching expected levels (emerging)

The profile reflects ongoing observations, and discussions with parents and/or carers. The result of the profile is shared with parents and/or carers for their child.

Each child has a learning diary which is a record of their learning through their Pre-school and Reception year.

Parental engagement

At MPA, we are committed to building strong, respectful partnerships with families to support every child's learning and development. We maintain open and regular communication through parents' evenings, focus child meetings, EYFS team being visible and available at drop off and pick up, newsletters, good news messages and EYFS WOW Wednesdays. We value parental input and encourage collaboration in planning, activities and decision making.

Environment and organisation

Our learning environment is designed to be stimulating, supportive and progressive. We have carefully designed our indoor and outdoor learning environments to allow children to explore and learn securely and safely. Children are encouraged to find and locate resources independently. Each class has regular access to our EYFS outdoor area. Children also have weekly Forest School sessions in our nature area.

Transitions and starting school

Transition to preschool

- The Pre-school team will complete home visits for children starting Pre-school. This is an opportunity to get to know the child and the family and share key information. Home visits will usually take 20 minutes.
- Children and families will be invited to attend settling in sessions. The timings of these will be discussed with the Pre-School team and parents and/or carers to support a transition that is right for the individual child.

Transition to reception

- Children and families are invited to attend four stay and play sessions in the summer term before they start. This is an opportunity to meet the EYFS team, explore the environment and meet other children who will be starting in the September.
- Children who are new to MPA are visited in their current setting by a member of the EYFS team.
- Parents and/or carers are invited to attend a 'Welcome to Minerva – information presentation' where key information is shared
- In Term 6, the EYFS team will complete home visits for children who are at MPA pre-school and transitioning to reception.

- In September, the EYFS team will complete home visits for children who are new to MPA. This usually takes place the first week of September and will take around 20 minutes.
- For the first two weeks, children will attend school on a reduced timetable e.g. morning groups or afternoon groups. During this time, children will have the opportunity to stay for lunch. This transition process helps support children in smaller groups, to become familiar with the environment, adults and other children.
- After the first two weeks, most children then attend full time (8:45am – 3:15pm). Some children may need a longer transition, and this will be a discussion between the parent/carer and class teacher.

What does a day look like in EYFS?

Preschool	Reception
9:00 – Drop off and welcome time	8:45 – Drop off
9:30 – 11:20 – Learning together time	9:00 – 9:30 – Phonics
11:30 – Group time (Key worker groups)	9:30 – 11:15 – Learning together time
12:00 – 1:00 – Lunch	11:15 – 11:45 – Adult led learning
1:00 – 1:20 – Adult led group time (Key worker groups)	12:00 – 1:00 – Lunch
1:20 – 2:45 – Learning together time/forest school	1:00 – 1:30 – Adult led learning
2:45 – 3:00 – Story time and signing	1:30 – 2:45 – Learning together time or forest school
3:00 – Pick up	2:45 – 3:15 – Singing, review of learning and Story time/MPA book club
	3:15 – Pick up

Safeguarding and Welfare Requirements

Safeguarding is a priority. We follow safer recruitment procedures, maintain emergency contact records, and ensure privacy during personal care routines. Staff hold up-to-date Paediatric First Aid (PFA) certification, are present when children in EYFS eat and receive regular safeguarding training.

Nutrition and health

We comply with the latest nutrition guidance and promote healthy eating, hygiene, and oral health. We take part in the NHS 'daily brush scheme' so children are supported with oral hygiene after lunch every day. We have staff who are trained to administer medication, following strict protocols.

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