



TOP Nursery EYFS Policy

We are committed to safeguarding and ensuring the health, safety and well-being of all pupils in accordance with safeguarding procedures and guidance for staff outlined in the schools' Health and Safety, Child Protection, Security and Safeguarding policies.

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Review by:	Early Years Strategic Lead
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1. Aims

At TOP Nurseries we aim to give all children access to a broad and balanced curriculum that gives them the range of knowledge and skills required for lifelong learning, with high-quality, consistent teaching and learning so that every child makes good progress and no child is left behind. We build a close, respectful working partnership between practitioners and parents/carers. Every child is valued, included, and supported through equity, inclusive practice, and anti-discriminatory approaches. Children are kept safe, healthy, and nurtured emotionally and physically.

2. Legislation and Statutory Responsibilities

This policy is based on the following legislation and statutory guidance in force at the point of update in June 2026:

- Statutory Framework for the Early Years Foundation Stage for group and school-based providers (effective 1 September 2025)
- Children Act 1989 and 2004
- Childcare Act 2006
- Equality Act 2010
- Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2015)
- Keeping Children Safe in Education (2025), as relevant to Trust and school safeguarding arrangements
- Working Together to Safeguard Children (March 2026)
- The Childcare (Early Years Provision Free of Charge) Regulations 2012
- The Data Protection Act 2018 (UK GDPR)
- The Health and Safety at Work etc. Act 1974

This policy also complies with our Trust procedures, local safeguarding arrangements and other related operational policies. Later EYFS changes that came into force after June 2026 are not retrospectively applied within this version.

3. Roles and Responsibilities

The Early Years Strategic Lead will:

- Oversee the implementation of the EYFS curriculum across the nurseries.
- Ensure staff are appropriately qualified, deployed and trained.
- Allocate resources to support high-quality early years provision.
- Monitor safeguarding, welfare and quality assurance procedures.

The Nursery Managers will:

- Coordinate the EYFS curriculum across the setting.
- Support staff with planning, assessment, teaching and professional development.
- Ensure all legal requirements are met in daily practice, including staffing and ratio compliance.
- Lead on assessment, moderation, transition and early intervention referrals.

EYFS Practitioners will:

- Deliver the EYFS curriculum in line with statutory guidance.
- Observe, assess and record children's progress proportionately and meaningfully.
- Maintain communication with parents/carers and contribute to key person responsibilities.
- Promote inclusive practice and provide additional support where needed.
- Follow safeguarding procedures and attend relevant training.

The Designated Safeguarding Lead (DSL) will:

- Oversee child protection procedures, referrals and safeguarding records.
- Ensure all staff are trained in safeguarding and understand reporting routes.
- Liaise with multi-agency partners and families where necessary.

4. Equal Opportunities, SEND and Inclusion

At The Oak Partnership Trust, we are committed to ensuring equality of access and opportunity for all children, staff, parents and carers. We actively challenge discrimination, celebrate diversity and ensure reasonable adjustments are made for disabled children and those with special educational needs.

We are proactive in ensuring our curriculum and provision reflect and celebrate diversity. We foster inclusive learning environments through:

- Differentiated planning and support
- Monitoring outcomes to identify disadvantage or underachievement
- Supporting children with English as an Additional Language (EAL)
- Promoting British Values and inclusive language
- Ensuring all children and families feel welcome, respected and valued
- Early identification of needs and an assess–plan–do–review approach where appropriate

5. Curriculum, Teaching and Learning

We follow the curriculum as outlined in the Statutory EYFS Framework effective in June 2026.

The EYFS framework outlines 7 areas of learning and development. All areas are important and interconnected.

Prime Areas:

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

Specific Areas:

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

Curriculum focus:

- A continued focus on early language development as a key driver of success.
- Meaningful teaching and interactions rather than unnecessary paperwork.
- Promotion of oral health, healthy eating and good hygiene as part of daily routines.
- A curriculum responsive to children's starting points, interests and developmental needs.

6. Assessments and Transition

Assessment is used to inform teaching and identify next steps in learning. Our approach is formative, meaningful and minimal in workload.

Our process includes:

- Ongoing observations by staff to assess development and inform planning.
- Observations from parents and carers are actively included.
- Use of Tapestry, our online learning journey platform, to track and communicate key aspects of progress with families.

Statutory assessments:

- Progress Check at Age 2: a summary of a child's progress in the 3 prime areas, shared with parents/carers.
- Reception Baseline Assessment (RBA): conducted within the first 6 weeks of Reception (school-based, not a nursery assessment).
- Early Years Foundation Stage Profile (EYFSP): completed at the end of Reception and shared with parents and Year 1 staff to support transition.

7. Working with Parents

We understand the vital role parents and carers play in a child's learning and development. We aim to:

- Develop a strong, respectful relationship with families built on trust and mutual understanding.

- Ensure every child has a key person who is responsible for their care and development.
- Support parents in understanding their child's progress, both informally and through regular meetings.
- Encourage home learning and offer advice, workshops and resources to support parents.
- Work in partnership with families to access additional or specialist support if required.

8. Safeguarding and Welfare Procedures

We follow the safeguarding and welfare requirements outlined in the statutory EYFS and our Safeguarding Policy. Key points include:

- Designated Safeguarding Leads (DSLs) and trained deputies in each setting.
- Staff trained in recognising signs of abuse, understanding statutory guidance and knowing how to report concerns.
- Whistleblowing and escalation routes where concerns are not addressed appropriately.
- Employment and suitability checks, including enhanced DBS and barred list checks where required.
- Clear procedures for mobile phones, cameras, allegations against adults and appropriate information sharing.
- Appropriate staff supervision to support safe practice, reflective discussion and wellbeing.

9. Staffing, Qualifications and Deployment

- The manager ensures that staffing ratios, qualification requirements and deployment meet EYFS requirements at all times.
- Qualification status is checked against current DfE criteria and not assumed from similar job titles or qualifications.
- Staff are deployed to meet children's needs across indoor and outdoor provision, rest times, meals and outings.
- At least one person with a current full paediatric first aid certificate is on the premises and available whenever children are present, and accompanies children on outings.

10. Health, Safety and Welfare

- Risk assessment is embedded in everyday practice, including indoor and outdoor environments, supervision, fire safety, arrivals and departures and outings.
- Sleeping children are monitored in line with safer sleep guidance and any individual risk assessments.
- Medicines are administered only under appropriate EYFS conditions with permissions, training and accurate records.
- Meals, snacks and drinks are healthy, balanced and nutritious. Fresh drinking water is always available.
- Oral health is promoted through the curriculum and daily routines.
- Allergy, infection control, first aid, accident and incident procedures are followed consistently.

11. Records, Information and Complaints

The settings maintain the records required by the EYFS, including children's details, emergency contacts, attendance, incidents, injuries, medicines, complaints and staff suitability information. Personal data is held securely and processed in line with data protection requirements.

Parents and carers can access the settings' complaints procedures. Required notifications to Ofsted and other agencies are made within statutory timescales.

12. Monitoring and Review

Nursery managers and the Early Years Strategic Lead monitor the application of this policy through professional discussion, supervision, review of practice, audits, safeguarding oversight, family feedback and improvement planning.

This policy will be reviewed at least annually, and sooner where legislation or guidance changes, safeguarding learning indicates improvement is required, or significant changes affect the settings.

References and associated documents

TOP Nursery EYFS Policy

- Department for Education, EYFS statutory framework for group and school-based providers (effective 1 September 2025)
- Department for Education, Working Together to Safeguard Children (March 2026)
- Department for Education, EYFS nutrition guidance (2025)
- Trust Safeguarding and Child Protection, Staff Code of Conduct, Whistleblowing, Safer Recruitment, SEND, Equality, Health and Safety, Safer Sleep, Medication, Food and Allergies, Data Protection and Complaints policies.

Updated June 2026