



Early Years Foundation Stage (EYFS) policy

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Our Vision and Ethos

Nishkam Schools Multi-Academy Trust (NSMAT) are Sikh ethos multi-faith or faith ethos schools that take a distinctive approach to many traditional faith or faith ethos schools. The Trust's education model is led by virtues such as, compassion, humility, service, contentment, optimism, trust and forgiveness. Virtues are prevalent throughout our teaching and learning model and are modelled by our pupils, staff and teachers. Our pupils explore the divine context of humanity and wonder of all creation and also learn from the wisdom of all religions and in doing so explore the infinite human potential to do good unconditionally. We support all pupils and staff to develop aspects of their own religious, spiritual or human identities. In service of God, we pray for guidance in this endeavour and forgiveness for the errors we may make.

1. Aims

This policy aims to ensure:

- That children 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 strong progress and no child gets left behind
- A close working partnership between staff, parents/ carers and stakeholders
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the [Statutory Framework for the Early Years Foundation Stage \(EYFS\)](#) for 2025.

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

EYFS Reception class settings are based on one to four form entry Reception classes across NSMAT. Classes range from 30 to 120 pupils with children that are 4-5 years of age. Reception pupils attend school full time.

Primley Wood Primary School has a 30 place Nursery accommodating pupils ages 2-4 years. The Nursery is open term time only and has available sessions between 8.00am and 6.00pm including wrap-around facilities. A qualified teacher oversees the teaching and learning within the Nursery, assisted by teaching assistants.

Akaal Primary School has a 46 place Nursery accommodating pupils ages 2-4 years. The Nursery is open term time only and has available sessions between 7.30am and 5.30pm including wrap-around facilities. A qualified teacher oversees the teaching and learning within the Nursery, assisted by teaching assistants.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 3 areas, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

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

4.1 Planning

Our staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year 1.

5. Assessment

At our schools ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

Within the first 6 weeks that a child **starts Reception**, staff will administer the Reception Baseline Assessment (RBA). Additional baseline assessments are adopted, such as the NSMAT Baselines, WELLCOMM Screening and Phonics Little Wandle checks.

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
- 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 as well as at Trust level (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

6. Working with parents and carers

We recognise that children learn and develop well when there's a strong partnership between staff and parents and/or carers. Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

7. Safeguarding and welfare procedures

We recognise that 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. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff: child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged 2, we have at least 1 member of staff for every 5 children
- For children aged 3 and over:
 - Where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification is working directly with the children, we have at least 1 member of staff for every 13 children
 - Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children
 - Where there is a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification, an instructor or another suitably qualified overseas trained teacher:
 - For classes where the majority of children will reach the age of 5 or older within the school year, we have at least 1 member of staff for every 30 children
 - For all other classes, we have at least 1 member of staff for every 13 children
 - Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children
 - We comply with infant class size legislation and have at least 1 teacher per 30 pupils
 - We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

We follow [Public Health England guidance on supervised toothbrushing](#) to make sure that it is evidence-based and safe.

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

8. Intimate Care

At **Nishkam Primary School & Nursery**, we are committed to safeguarding the dignity, rights, and wellbeing of all children. We recognise that some pupils, particularly in the Early Years, may require support with intimate care such as toileting, changing, and personal hygiene.

Our Approach

- We **strongly encourage children to be toilet trained by the age of 3**, and before moving into Reception, to support their independence and readiness for the next stage of school life.
- We understand that every child develops at their own pace. Where a child is not yet toilet trained, staff will work closely with parents/carers to provide encouragement and support.
- Children will never be excluded or treated unfairly if they are not yet toilet trained, in line with the **SEND Code of Practice (2015)**. Reasonable adjustments will always be made for children with medical or developmental needs.
- Our aim is always to help children build confidence and independence in a sensitive, supportive, and respectful way.

Intimate Care Procedures

- Intimate care will only be carried out by members of staff who are familiar to the child and who have received safeguarding training.
- Whenever possible, children will be encouraged to manage their own toileting and changing independently, with staff providing verbal guidance and reassurance.
- If staff need to assist, this will be done discreetly and in a designated area to maintain privacy.
- Protective equipment (gloves, aprons) will always be worn, and changing areas will be cleaned after each use.
- A record of nappy changes, toileting accidents, or other intimate care will be kept and shared with parents/carers through Blossom (EYFS).
- Two members of staff will be within sight/earshot where possible, or other staff will be informed when intimate care is being provided.

Partnership with Parents/Carers

- Parents/carers are expected to begin toilet training at home when their child is ready, ideally before starting nursery.
- Parents/carers must provide spare clothes, nappies/pull-ups, wipes, and creams as required, all clearly labelled with the child's name.
- Staff will inform parents when supplies are running low and will share any concerns (e.g. rash, soreness, unusual marks).
- Open communication is encouraged so that strategies used at home and nursery are consistent.

9. Food safety

At Nishkam Primary School & Nursery, we are committed to ensuring the highest standards of food safety and reducing the risk of choking for our youngest children. In line with updated Government guidance, we have reviewed our food preparation and serving procedures for all children under the age of 5.

Key Practices:

- Certain foods will be cut into smaller, safer pieces (e.g. Vegetarian sausages sliced lengthways into thin strips, grapes, olives and cherry tomatoes quartered).
- Foods considered higher risk for choking will not be served to children under 5.
- We are a pure vegetarian and nut free Trust
- All meals are carefully prepared by trained kitchen staff in accordance with food safety and hygiene standards.
- Staff supervise children closely during all meal and snack times.
- A **paediatric first aid trained member of staff** is always present when food is being served, in line with statutory EYFS requirements.

For further detail, please refer to the Government's guidance:

<https://www.gov.uk/government/publications/food-safety-for-children-under-5-years/food-safety-for-children-under-5-years>

10. Monitoring arrangements

This policy will be reviewed and approved by Trust EYFS Lead every two years. At every review, the policy will be shared with the Trust Board for approval.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See first aid policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See BCP and CIP
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy and attendance policy
Procedure for dealing with concerns and complaints	See complaints policy