WIMBLEDON CHASE PRIMARY SCHOOL

Empowering individuals to thrive and contribute positively in a diverse and ever-changing world

Early Years Foundation Stage (EYFS) Policy

September 2026

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1. Aims

This policy aims to ensure:

That children learn and develop well and are kept healthy and safe

That children access a broad and balanced curriculum that gives them 'school readiness' and a secure foundation for learning, development and 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

A close working partnership between staff and parents and/or carers

Every child is included and supported through equality of opportunity and anti-discriminatory practice

This policy is guided by the following principles:

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 with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between staff and parents and/or carers

The importance of learning and development, with a consideration that children develop and learn at different rates

2. Guidance

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS framework), effective from 1 September 2026, and the latest version of the Department for Education's statutory guidance Keeping Children Safe in Education.

3. Structure of the EYFS

Wimbledon Chase Primary School provides early years education across Nursery (ages 3–4) and Reception (ages 4–5), offering a total of 104 Nursery places and 3 Reception classes.

3.1 Nursery Provision

Our Nursery offers flexible attendance options to support working families while ensuring a high-quality early education:

- Universal Entitlement (15 Hours): All 3- and 4-year-olds are entitled to 15 hours of funded early education per week. Children attend either a morning or an afternoon session for 3 hours daily.
- Government-Funded 30-Hour Place: Eligible working families can access up to 30 funded hours per week (8:30am to 2:45pm, 5 days a week). To cover the final 45 minutes of the school day (2:45pm to 3:30pm), a fixed fee of £35 per week applies for parents who choose for their child to stay until 3:30pm.

- Self-Funded 30-Hour Place: Parents who do not qualify for government extended entitlement may self-fund an additional 15 hours per week. The fee for the additional 15 hours (including the final 45 minutes of each day) is a fixed charge of £165 per week (total attendance 8:30am to 3:30pm daily).
- Application & Capacity: Parents must apply for 30-hour eligibility codes via HMRC's Childcare Service. Nursery spaces (104 total) are allocated to 30-hour provision based on demand and statutory staffing ratios.
- Key Person System: The Nursery operates a Key Person system comprising class teachers and qualified EYFS Practitioners to tailor care and learning to each child's needs.

3.2 Reception Provision

Reception consists of 3 classes for children aged 4 to 5 years. Each class is led by a Qualified Teacher (QTS) supported by a Teaching Assistant (TA) to guide learning and personal care.

4. Curriculum, Planning and Teaching

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework. The framework includes 7 interconnected areas of learning and development. Three areas, known as the prime areas, are seen as particularly important for building children's capacity to learn, form relationships, and thrive:

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

We also support children in 4 specific areas which help strengthen and develop the prime areas, and ignite children's curiosity and enthusiasm: Literacy, Mathematics, Understanding the World, and Expressive Arts and Design.

4.1 Planning

Our planning is grounded in the four overarching EYFS principles that shape all early years practice:

- A Unique Child: Every child is a competent learner who is constantly developing resilience, capability, confidence, and self-assurance.
- Positive Relationships: Children learn to be strong and independent through warm, supportive relationships with staff and peers.
- Enabling Environments: Children thrive in high-quality environments with adult support that responds to individual interests and builds learning over time.
- Learning and Development: Children develop and learn at different rates and in different ways across all areas of education and care.

Staff are ambitious for all children, planning challenging and engaging activities tailored to individual needs, interests, and developmental stages. For our youngest learners, staff focus strongly on establishing a secure foundation in the three prime areas. Where a child may have Special Educational Needs or Disabilities (SEND), staff identify needs early and collaborate with the SENCO, parents, and external specialist agencies to ensure tailored provision is in place.

Planning Framework

- Long-Term Planning: Devised collaboratively across Nursery and Reception to ensure broad, balanced curriculum coverage across all seven areas of learning throughout the foundation stage.
- Medium-Term Planning: Developed at the start of each theme or term to outline the attitudes, skills, concepts, knowledge, and vocabulary to be taught across the seven areas, detailing adaptive provision for SEND and opportunities for greater depth.
- Short-Term Planning: Structured weekly to provide a clear overview of adult-led teaching activities, targeted interventions, and rich child-initiated learning opportunities across indoor and outdoor environments.

4.2 Teaching

Learning across all seven areas is delivered through planned, purposeful play, combining rich independent play-based learning with high-quality, adult-guided instruction. Practitioners respond sensitively to each child's emerging needs and interests, guiding their development through warm, positive interactions.

Our indoor and outdoor learning environments actively foster the Characteristics of Effective Teaching and Learning:

- Playing and Exploring: Children investigate, experience things, and 'have a go'.
- Active Learning: Children concentrate, keep on trying if they encounter difficulties, and enjoy achievements.
- Creating and Thinking Critically: Children have and develop their own ideas, make links between ideas, and develop strategies for learning.

To ensure an inclusive environment where every child can participate and succeed, staff utilize high-quality teaching strategies aligned with the Merton Ordinarily Available Guidance [503–512]. This framework guides setting-based adaptations, communication aids, and sensory adjustments tailored to individual needs [509, 513–530].

As children progress through Reception and their development allows, the balance gradually shifts toward a greater focus on teaching essential skills and knowledge in the specific areas of learning, ensuring a confident transition to Key Stage 1.

5. Assessment

At Wimbledon Chase Primary School, ongoing formative assessment is an integral part of daily learning and development processes. Practitioners observe children regularly to identify their progress, track development, surface interests, and shape future planning.

When evaluating a child's development, staff draw upon their professional knowledge and expert pedagogical judgement. In line with the EYFS framework,

practitioners are not required to generate or retain excessive physical evidence or paperwork. We maintain an active, two-way dialogue with parents and carers, incorporating observations shared from home to address any learning and development needs in partnership with parents and relevant professionals.

Statutory Assessment Milestones

- Reception Baseline Assessment (RBA): Administered individually within the first six weeks of a child starting Reception. The RBA is a short, practical activity assessing early mathematics, literacy, communication, and language. It serves strictly as a national baseline measure for primary school progress through to Key Stage 2 and is not used to label, stream, or judge individual children or early years provision [236–238, 467]. Raw scores are stored confidentially in the National Pupil Database and are not published or shared with parents or external bodies.
- Early Years Foundation Stage Profile (EYFSP): Completed in the final term of Reception (no later than 30 June) for each child. Each child is assessed against the 17 Early Learning Goals (ELGs), indicating whether they are meeting expected levels of development ('Expected') or not yet reaching them ('Emerging').

Transition, Moderation, and Reporting

- Year 1 Transition: EYFS Profile outcomes and commentaries on the Characteristics of Effective Teaching and Learning are shared directly with Year 1 teachers to inform discussions about each child's stage of development and assist with planning Key Stage 1 activities.
- Parental Reporting: Progress is shared during Parent Consultations throughout the year. The final EYFS Profile report is shared with parents/carers in the child's annual end-of-year report.
- SEND Adaptations & Moderation: Reasonable adjustments are made for children with Special Educational Needs or Disabilities (SEND). Judgements are moderated internally and in partnership with local school clusters to ensure consistency, and profile data is submitted to the local authority upon request.

Extended EYFS Provision and Deferred Entry

In exceptional circumstances, and following detailed discussion and formal agreement with parents, carers, and relevant external professionals, a child may remain in EYFS provision beyond the end of the academic year in which they reach age 5.

- At Wimbledon Chase Primary School, this typically involves a child extending their time in Nursery, resulting in them being chronologically a year behind their age cohort for the remainder of their school career.
- In rare and exceptional cases, a child may remain in Reception for an additional year where this is formally agreed to be in their best educational and developmental interests.
- Any decision regarding deferred entry or extended EYFS provision is made on an individual basis, taking into account the child's developmental needs, wellbeing, and long-term outcomes, and is agreed in partnership with parents, relevant professionals, and the Local Authority.

6. Working with Parents and Carers

We recognise that children learn and develop best when there is a strong, collaborative partnership between school staff and parents/carers. In line with the EYFS framework, we maintain an active, two-way flow of information, keeping parents updated on their child's progress and encouraging home observations to build a well-rounded picture of each child's knowledge, understanding, and abilities.

6.1 The Key Person System

Each child is assigned a named Key Person upon entry:

- Nursery: Class Teacher or EYFS Practitioner.
- Reception: Class Teacher.

The Key Person plays a central role in tailoring learning and care to the child's individual needs, helping them feel secure and settled. They act as the primary point of contact for parents, guiding home learning and assisting families in accessing specialist external support when needed.

6.2 Parental Engagement, Workshops, and Home Learning

To empower parents as key partners in their child's education, we provide structured support and learning opportunities:

- Progress Reporting: Ongoing dialogue during Parent Consultations, the Age 2–3 Progress Check (where applicable), and the final EYFS Profile report.
- Parent Workshops: Practical sessions covering Transition, Phonics, Early Reading Skills, Reading for Pleasure, and Maths Mastery.
- Home-School Links: Guidance on supporting learning at home in line with our school Homework Policy.

6.3 Digital Partnership and Early Reading (Tapestry)

We use the Tapestry online learning journal across Nursery and Reception to capture, celebrate, and share children's ongoing learning experiences with parents and carers.

- Online Learning Journals: Practitioners upload regular photos and observations, allowing parents to view their child's school experiences and contribute home learning observations.
- Phonics & Home Learning: In Reception, weekly home activities consolidating previously taught phonics are shared via Tapestry. Parents are encouraged to upload photos of their child completing these activities to foster a strong two-way learning link.
- Decodable Reading Books: After the first half-term in Reception, children take home an individual decodable reading book closely matched to their stage of phonological awareness, encouraging regular shared reading at home.

6.4 Emergency Contacts and Communication

To ensure child safety and effective welfare management:

- Emergency Contact Numbers: Parents/carers are requested to provide more than two emergency contact numbers for each child where possible.

- Information Sharing: Parents are kept fully informed regarding setting routines, food and drink provision, allergy action plans, and key school policies

7. Staffing, Training and Recruitment

7.1 Staff Training

All staff working in the EYFS receive comprehensive induction training and regular safeguarding and child protection training in line with Annex C of the statutory EYFS framework and Keeping Children Safe in Education (KCSIE).

- Safeguarding Training Cycle: Safeguarding training is renewed at least every two years for all practitioners (or more frequently as required) to ensure staff remain confident in recognising, recording, and escalating concerns without delay.
- Designated Safeguarding Lead (DSL): The DSL provides ongoing support, advice, and guidance to all staff, attending specialist DSL training consistent with Annex C criteria every two years and liaising directly with statutory local safeguarding partners.
- Policy Alignment: Further details of safeguarding training delivery and support arrangements are set out in the school's Child Protection and Safeguarding Policy.

7.2 Safer Recruitment and Vetting

The school follows robust safer recruitment procedures in line with KCSIE, the Crime and Policing Act 2026, and the EYFS statutory framework to ensure that all adults working or volunteering with children are suitable to do so.

- Pre-Employment Checks & References: Prior to appointment, the school obtains an Enhanced DBS check with Barred List information, verifies identity and qualifications, and secures at least one written reference directly from the applicant's current or most recent employer (open "*to whom it may concern*" or family references are strictly prohibited).
- Single Central Record (SCR): Information regarding staff qualifications, identity checks, vetting processes, references, and DBS check reference numbers is securely recorded on the school Single Central Record (SCR).
- Policy Alignment: Full details of safer recruitment procedures are set out in the school's Child Protection and Safeguarding Policy.

7.3 Whistleblowing

We promote an open, transparent, and supportive culture in which all staff, students, and volunteers feel confident to raise concerns about poor, inappropriate, or unsafe practice.

- Internal Reporting: Whistleblowing procedures, detailed in our Whistleblowing Policy on the school website, outline how concerns should be reported to the Headteacher or Chair of Governors and managed by the Senior Leadership Team.
- External Advice Channels (NSPCC): Where a staff member feels unable to raise an issue internally or feels that genuine concerns remain unaddressed, they are supported to contact external reporting channels, specifically

including the NSPCC Whistleblowing Advice Line (0800 0280285 / help@nspcc.org.uk) or Ofsted.
- Malicious or Vexatious Allegations: Allegations made in good faith will not result in disciplinary action. However, if an allegation is proven to be deliberately false or malicious, appropriate disciplinary action will be considered.

8. 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, trusting relationships with the adults caring for them. We rigorously implement all statutory safeguarding and welfare requirements to provide a welcoming, protective, and stimulating environment where every child can enjoy learning and grow in confidence.

All practitioners are vigilant and alert to any indicators of concern in children's lives at home or elsewhere. Safeguarding is embedded across all daily routines, and any concern is escalated immediately to the Designated Safeguarding Lead (DSL) or Deputy DSLs in accordance with our Child Protection and Safeguarding Policy

8.1 Responding to Allegations or Concerns

If staff have concerns about a child's safety or welfare, immediate action is taken in line with local statutory safeguarding procedures, notifying Local Authority Children's Social Care and, in emergencies, the Police without delay.

- Allegations Against Staff: Reported immediately to the Headteacher. Allegations against the Headteacher are reported to the Chair of Governors. Where a conflict of interest exists in reporting to the Headteacher, concerns are escalated directly to the Local Authority Designated Officer (LADO)
- Statutory Ofsted Notification: In accordance with EYFS requirements, the school will notify Ofsted of any allegation of harm or abuse by anyone working or looking after children on the premises as soon as reasonably practicable, and strictly within 14 days of the allegation being made
- Investigations & Low-Level Concerns: Safeguarding concerns, low-level concerns, and staff allegations are investigated promptly and fairly under our Child Protection and Safeguarding Policy, Low Level Concerns Policy, and Whistleblowing Policy. Strict confidentiality is maintained at all times in accordance with data protection requirements

8.2 Staffing Ratios

We maintain statutory staff:child ratios across our setting at all times to meet individual children's needs and ensure safety. Staffing organization is shared transparently with parents and carers.

Nursery Provision (Maintained School)

For children aged 3 and over in Nursery, staffing arrangements comply with maintained nursery class regulations:

- Staff:Child Ratio: At least 1 member of staff for every 13 children.

- Teacher Requirement: At least 1 member of staff is a qualified school teacher as defined by Section 122 of the Education Act 2002.
- Level 3 Qualification: At least 1 other member of staff holds an approved Level 3 qualification or has attained approved Level 3 experience-based route status.

Reception Classes (Infant Class Size Legislation)

In Reception classes, staffing arrangements follow statutory primary school regulations:

- Class Size Limit: We comply with infant class size legislation, maintaining a ratio of at least 1 school teacher per 30 pupils during ordinary teaching sessions.

Ratios apply to the total number of staff working directly with children across the provision.

8.3 Paediatric first aid (PFA)

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.

8.4 Absence

We're required to promptly follow up on absences.

If a child is absent for a prolonged time or if their parents haven't told us about the absence, we will attempt to contact the parents and alternative emergency contacts.

See our Attendance Policy for more on this, including our expectations of parents to report child absences.

8.5 Oral Health and Tooth Brushing

We promote good oral health, as well as good health and personal hygiene in general, through our Personal, Social and Emotional Development (PSED) curriculum and physical development learning experiences.

- Curriculum Focus: Children are taught the importance of regular tooth brushing, good oral hygiene routines, and the health effects of consuming sugary foods and drinks.
- Setting Provision: Wimbledon Chase Primary School does not operate a supervised tooth brushing scheme on school premises; oral health education is embedded theoretically and practically through curriculum activities, health workshops, and guidance shared with parents and carers to encourage healthy routines at home

8.6 Safer Eating

While children are eating, at least one member of staff in the room holds a valid Paediatric First Aid certificate (consistent with Annex A criteria in EYFS Framework). All children remain within sight and hearing of staff while eating,

seated safely in an appropriate chair or highchair in a designated eating space.

- Silent Choking Awareness & Supervision: Recognising that choking can be completely silent, staff sit facing children while eating where possible to ensure safe eating, prevent food sharing, and observe for unexpected allergic reactions.
- Dietary Requirements & Allergies: Before admission, staff obtain detailed information on dietary preferences, health needs, and food allergies or intolerances, sharing this with all food preparation staff. At each meal and snack time, a designated staff member checks that food meets individual requirements.
- Allergy Action Plans & Weaning: Staff consult with parents/carers and health professionals to create and update BSACI Allergy Action Plans. Staff receive training in allergy/anaphylaxis symptoms and treatments. Ongoing discussions are held with parents regarding weaning progress and familiar food textures without making assumptions based on age.
- Choking Prevention & Incident Logging: Food is prepared strictly to prevent choking in line with DfE early years nutrition guidance, and fresh drinking water is available at all times. In the event of a choking incident requiring intervention, details are logged, parents are informed, and records are reviewed periodically to identify preventive trends.
- Food Poisoning Notification: The school will notify Ofsted of any food poisoning outbreak affecting two or more children as soon as reasonably practicable and within 14 days.

8.7 Accident or Injury

We keep a fully stocked paediatric first aid box (containing appropriate items for children) permanently accessible. Written records are maintained for all accidents, injuries, and first aid treatments administered. Parents and carers are informed of any accident, injury, or first aid treatment on the same day, or as soon as reasonably practicable in line with WCPS *First Aid Policy*

- Statutory Incident Reporting: In accordance with EYFS statutory requirements, the school will notify Local Authority Child Protection Agencies and Ofsted of any serious accident, illness, or injury to, or death of, any child while in our care, alongside actions taken. Notification will be made as soon as reasonably practicable, and strictly within 14 days of the incident occurring.

8.8 Safety of Premises

We ensure that our premises, including overall indoor floor space and outdoor play areas, are fit for purpose, hygienic, and suitable for the age and developmental needs of the children we care for, fully complying with health and safety legislation.

- Emergency Preparedness & Fire Safety: The school maintains written emergency evacuation procedures and regularly tested fire detection and control equipment (fire alarms, smoke detectors, fire blankets, and extinguishers). Fire exits are clearly marked, unobstructed, and easily opened from the inside at all times.

- Banned Dog Breeds Prohibition: In accordance with Section 3.82 of the EYFS Statutory Framework, banned dog breeds under Section 1 of the Dangerous Dogs Act 1991 (including the XL Bully type) must not be kept or present on school premises under any circumstances.
- Smoking and Vaping Ban: Smoking, vaping, and e-cigarette use are strictly prohibited everywhere on school premises when children are present or about to be present.

8.9 Toileting and Privacy
We ensure that there are:

- An adequate number of clean, age-appropriate toilets and hand basins available for children.
- Suitable, hygienic changing facilities for changing children in nappies.
- An adequate supply of clean bedding, towels, spare clothes, and necessary personal hygiene items.
- Separate toilet facilities for adults.

During nappy changes and toileting, practitioners balance children's privacy and dignity with their safeguarding, hygiene, and developmental support needs aliens with *WCPS Intimate Care and Toileting Policy*.

9. Monitoring arrangements

This policy will be reviewed and approved by the Assistant Headteacher for Phase 1, every 2 years. At every review, the policy will be shared with the Governing Body.

School Development Area Leader:	Jo Ruffle (Assistant Headteacher Phase 1)
Linked Governor:	Sharon Furlong Beaumont
Date Agreed:	September 2026
Review Date:	September 2028

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

This isn't an exhaustive list of policies and only includes policies specific to the EYFS. For a full list of our policies, see the school website.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See Child Protection and Safeguarding Policy, Intimate Care and Toileting Policy
Procedure for responding to illness	See Health and Safety Policy
Administering medicines policy	See Supporting Pupils With Medical Conditions Policy
Emergency evacuation procedure	School Emergency Plan Policy And Procedures
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
Procedure for dealing with concerns and complaints	See Complaints Policy
Procedure for applying to Nursery universal place and extended entitlement.	See Admissions Policy
Procedure for deferring entry to Reception	See Admissions Policy