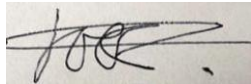





Darell Primary and Nursery School

Early Years Foundation Stage (EYFS) Policy

Governors' Committee Responsible	Full Governing Body
Status	Statutory
Review Cycle	Annual
Date written/last review	November 2025
Date of next review	November 2026
Approved By: Joe Porter Headteacher	
Approved By: - Chair of Governors	

At Darell, our values drive everything that we do. As a school, we value:

- **Equality** - we celebrate our differences and treat everyone equally and fairly.
- **Responsibility** - we take responsibility for our behaviour. We are kind and caring to ourselves and others.
- **Enjoyment** - we are passionate about learning and look for enjoyment in everything we do.
- **Aspiration** - we place no ceiling on what we can achieve. We challenge each other to be the best that we can be.



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1. Early Years Vision

- We recognise that children are **unique individuals**, they develop and learn at different rates, and this is at the heart of everything we do.
- Our **curriculum balances skill development with child development**: the planned, universal approach of the adult combined with the spontaneous, unique, idiosyncratic approach of the child to learning.
- Our **environment enables all children to engage in meaningful play** that develops their sense of self and their surroundings. As Richmond's first primary school, children at Darell benefit from the light, airy spaces of this historic building.
- The children **learn about and learn to be examples of our school values** that will carry them through their formal education and beyond. They routinely hear and start to use the words: **responsibility, equality, enjoyment and aspiration**.
- Our vision demonstrates our **strengths, our ambition** and **how the early years is a priority within our school**.

Read more about our Early Years Vision in Appendix 1, page 12.

2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#), effective from 1 September 2025.

3. Structure of the EYFS

Within this document, the term Early Years Foundation Stage (EYFS) is used to describe children who are in the Nursery and Reception classes. The term 'parents' is used as shorthand but includes other carers responsible for the child.

At Darell, children may join us in Nursery in the term after their 3rd birthday. We have an intake in September and—if there are spaces—again in January. We are a one form entry school. Reception admissions are completed through the Richmond local authority admissions (AFC) for a place starting in the September following a child's fourth birthday. At Darell, we also have a Specialist Resource Provision (SRP) for those children with an EHCP; applications for the SRP are also via the Richmond local authority.

We offer 15 hours per week, 5 half days or 2.5 days (Monday, Tuesday all day and Wednesday morning or Wednesday afternoon, all day Thursday and Friday) for children aged 3 and 4 years old in our Nursery and 30 hours per week, 5 full days, for children of eligible parents. Our Reception children start full-time school from September.

The EYFS framework highlights the three characteristics of effective teaching and learning that guide early years practice. These are:

- **Playing and exploring** – Children investigate, experience and ‘have a go’
- **Active learning** – Children concentrate and 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 doing things

At Darell, learning through play is a very important part of our early years provision and we deliver learning for all the curriculum areas through a balance of child-led play and learning led or guided by adults.

4. Curriculum

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. However, the three *prime* areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning and for expanding their capacity to learn, form relationships and thrive. These are:

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

The three prime areas are strengthened and applied through the four specific areas of:

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

4.1 Implementation

The Reception and Nursery environments—both inside and out—are planned to enable all children to explore and learn effectively. Activities and experiences consider the individual needs, interests and stage of development of each child.

Medium term plans set the learning intentions for each half-term and cover all areas of learning. Weekly plans detail the core text for the week, adult-focus activities, carpet time and the structure of our continuous provision—that is, the ongoing learning environment provided for children to freely access and continue their learning.

Timetables are organised to allow for maximum free-flow—the freedom of movement between the outside and indoor spaces—and the opportunity for children to immerse themselves in play, whether alongside an adult or independently, as we know play-based learning is how young children learn best.

We build on what the children already know and can do, enabling them to make good progress throughout their time in the early years.

In Reception, daily phonics sessions follow the Little Wandle phonics program and daily maths sessions follow the NCETM mastering number program. PE follows the PE Hub curriculum and music, the Kapow Primary Music scheme of work. Adult-led art activities are inspired by AccessArt resources.

Our EYFS curriculum is further enriched by:

- Forest school classes for all children in Nursery and Reception
- Visits to the local park (North Sheen Recreation Grounds) in the autumn
- Visit to Kew Gardens at the end of the year
- Visit to the Barn Church and the Fire Station in Reception
- Visits from people in our community, such as the police, vet, members of the medical profession and other sectors to share their experiences

We share our best practice as a host school for training for other Reception teachers in the borough and host first year trainee teachers from Roehampton University to observe maths teaching from Reception onwards.

4.2 Inclusion

We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and supports them at their own pace so that most of our children achieve the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need. In doing so, we work closely with parents and outside agencies. *For further information regarding inclusion, please see:*

- Accessibility Action Plan - <https://www.darell.richmond.sch.uk/attachments/download.asp?file=1944&type=pdf>
- Single Equality Scheme - <https://www.darell.richmond.sch.uk/attachments/download.asp?file=1659&type=pdf>

5. Observation and Assessment

At Darell, ongoing assessment is an integral part of the learning and development process in the early years. Staff observe children to identify their interests, level of understanding, and their learning styles. All observation informs planning, so that we can meet the children where they are and move their learning on from there; either 'in the moment,' or for future planning, such as later that day or week. Some observations are recorded digitally using Tapestry, the online education platform and app, and shared with parents.

In Reception, phonics assessments take place every 6 weeks. These inform staff of those children requiring extra phonics 'catch-up' sessions and of the levelling of reading groups.

Staff administer the Reception Baseline Assessment within the first 6 weeks of all children starting Reception.

At the end of Reception, staff complete the EYFS profile for each child, assessing them against the Early Learning Goals (ELGs) and indicating whether they are at the **expected** or **emerging** level of development. The EYFS profile data is submitted to the local authority.

6. Parent and school partnership

At Darell, we recognise that children learn to be strong and independent through secure relationships and that parents are their child's first and most enduring educators.

We aim therefore to develop caring, respectful, professional partnerships with the children and their parents through:

- Talking to parents about their child before their child starts in our school.
- Attending the transition meeting in June organized by AfC for Reception teachers to discuss children's level of development with staff from previous settings.
- Visiting children in their nursery prior to starting in Reception.
- Holding a 'Welcome' evening for Reception parents in the summer term.
- Offering 'stay and play' sessions in our Nursery and Reception in the summer term for children starting in September.
- Organizing a home visit by Nursery and Reception staff prior to a child's start date.
- Regularly sharing children's learning with parents via Tapestry and inviting and valuing their ongoing contributions to this.
- Offering two parent consultations during their child's year in Nursery and Reception.
- Writing a report on their child's progress at the end of their time in Nursery and/or Reception.
- Providing an induction meeting for Reception parents to discuss how they can best support their child in the year ahead and to introduce the Parent Staff Association (PSA).
- Providing a phonics workshop for parents to discuss the teaching of phonics, reading and spelling.
- Providing the opportunity for Reception parents to observe phonics teaching, in the autumn term.
- Providing the opportunity for Reception parents to attend a maths workshop with their child, in the spring term.
- Inviting parents to whole school events, such as the Christmas singsong in Nursery, the Reception & KS1 Christmas performance, our 'kindness' event in the spring and sports day in the summer term.
- Providing opportunities for parents to volunteer in class and on trips.
- Developing a range of activities throughout the year that encourage collaboration between children, school, and parents such as fundraisers, Eid celebrations, Christmas and summer fairs.

7. Staff

7.1 Staff qualifications and ratios

At Darell, we place a high value on the quality of staff in the early years. Both our Nursery and Reception are led by teachers with a post-graduate certificate in education.

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 3 and over:

- We have at least 1 member of staff for every 13 children.
- At least 1 member of staff is a schoolteacher as defined by section 122 of the Education Act 2002.
- At least 1 other member of staff holds an approved level 3 qualification or has received approval to be included in the ratios at level 3 after attaining experience-based route status.

For reception classes in maintained schools and academies:

- We comply with infant class size legislation and have at least 1 teacher per 30 pupils.

Paediatric first aid (PFA):

- We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises.

7.2 Staff training

To ensure excellence in our staff team, we will:

- Train all staff in safeguarding procedures in line with Annex C of the most recent EYFS framework and Keeping Children Safe in Education (KCSIE) guidance.
- Support all staff to feel guided and confident in implementing our safeguarding policy and procedures.
- Renew training every 2 years (or more often when it's needed) to help maintain skills; keep up to date with any changes to our safeguarding procedures; or because of any safeguarding concerns.
- Outline how training is delivered, and how staff are supported to put it in place, see our child protection and safeguarding policy - <https://www.darell.richmond.sch.uk/attachments/download.asp?file=1961&type=pdf>)

Our designated safeguarding lead (DSL) will:

- Provide ongoing support, advice and guidance to all staff.
- Attend a training course consistent with the criteria set out in Annex C of the most recent EYFS framework.
- Liaise as needed with local statutory children's services agencies and our local safeguarding partners.

7.3 Safer recruitment

When recruiting staff, we will follow the procedures set out in the latest EYFS framework guidance on checking the suitability of new recruits, including:

- Obtaining a reference for any member of staff (including students and volunteers) before they are recruited.
- Recording information about staff qualifications and identity checks, vetting processes and references.
- See our child protection and safeguarding policy for details of our safer recruitment procedures.

<https://www.darell.richmond.sch.uk/attachments/download.asp?file=1961&type=pdf>

7.4 Whistleblowing

We make sure that all staff are aware of our whistleblowing procedures; feel able to raise concerns about any poor or unsafe practice; and know that such concerns will be taken seriously by the senior leadership team.

If a member of staff feels that they need to blow the whistle on misconduct, they should report their concerns as outlined in our school's whistleblowing policy

See our whistleblowing policy for details of our safer recruitment procedures and more detail on our procedures for handling whistleblowing -

<https://www.darell.richmond.sch.uk/attachments/download.asp?file=1983&type=pdf>

7.4.1 Malicious or vexatious allegations

If an allegation is made in good faith, but investigation finds no wrongdoing, there will be no disciplinary action against the member of staff who raised the concern.

If, however, an allegation is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate against the person making the allegation.

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 relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children can enjoy learning and grow in confidence.

At Darell, we provide a curriculum that teaches children how to be safe, make choices and assess risks. We promote the good health of the children in our care and follow set procedures when they become ill or have an accident.

Reception children are introduced to the NSPCC PANTS program about personal safety in the summer term.

All practitioners are alert to any issues of concern in children's lives at home or elsewhere.

See our child protection and safeguarding policy for more information - (<https://www.darell.richmond.sch.uk/attachments/download.asp?file=1961&type=pdf>)

8.1 Responding to allegations or concerns

If we have concerns about children's safety or welfare, we will immediately notify our local authority children's social care team, in line with local reporting procedures. In emergencies, we will also inform the police.

If any allegation is made of serious harm or abuse by anyone living, working or looking after children at the premises or elsewhere, e.g. on a visit, we will inform Ofsted [or the CMA with which a provider of CoDP is registered] within 14 days of the allegation being made. We will also inform them of any action we have taken in response to the allegation(s).

8.1.1 Investigating the concern

When a concern is received, the 'recipient' will:

- Meet with the person raising the concern within a reasonable time. The person raising the concern may be joined by a trade union or professional association representative or other accompanying person
- Get as much detail as possible about the concern at this meeting, and record the information
- Establish whether there is sufficient cause for concern to warrant further investigation. If there **is**, then:
 - Arrange a further investigation into the matter, if appropriate. In some cases, the recipient may need to bring in an external, independent body to investigate. In others, they may need to report the matter to the police
 - Inform the person who raised the concern about how the matter is being investigated and give an estimated timeframe for when they will be informed of the next steps
 - Please refer to our Child Protection Policy for further details on raising concerns about a child's safety or welfare - <https://www.darell.richmond.sch.uk/attachments/download.asp?file=1961&type=pdf>.

8.1.2 Outcome of the investigation

Once the investigation – whether this was just the initial investigation of the concern, or whether further investigation was needed – is complete, the investigating person(s) will prepare a report detailing the findings and confirming whether or not any wrongdoing has occurred.

The report will include any recommendations and details on how the matter can be rectified and whether or not a referral is required to an external organisation, such as the local authority in line with local reporting procedure, or police.

They will inform the person who raised the concern of the outcome of the investigation, though certain details may need to be restricted due to confidentiality.

Beyond the immediate actions, the headteacher, governors and other staff, if necessary, will review the relevant policies and procedures to prevent future occurrences of the same wrongdoing.

While we cannot always guarantee the outcome sought, we will try to deal with concerns fairly and in an appropriate way.

8.2 The designated safeguarding lead (DSL)

Our early years DSL who has the main responsibility for safeguarding children. They are also responsible for:

- Liaising with local statutory children's services agencies, and with the LSPs (local safeguarding partners).
- Providing support, advice and guidance to all other staff on an ongoing basis, and on any specific safeguarding issue as required.
- Attending a safeguarding training course that complies with the criteria set out in annex C of the latest EYFS framework.

8.3 Absence

We're required to promptly follow up on absences.

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

See our attendance policy

(<https://www.darell.richmond.sch.uk/attachments/download.asp?file=1903&type=pdf>) for more on this, including our expectations of parents/carers to report child absences.

8.4 Oral health and tooth brushing

We promote good oral health, as well as good health in general, in the early years by routinely discussing healthy food and drink choices, the effects of eating too many sweet things and the importance of brushing your teeth. A member of the NHS oral health team visits the early years to talk to children about looking after their teeth.

8.5 Safer eating

While children are eating, there will always be at least 1 member of staff in the room with a valid Paediatric First Aid certificate (from a course consistent with the criteria set out in Annex A of the latest EYFS framework). All children will be within sight and hearing of a member of staff while eating and seated safely in an appropriate chair or highchair and, where possible, in a designated eating space.

Before a child joins our setting, we will get information on their:

- Dietary requirements and preferences
- Food allergies and intolerances
- Health requirements

8.6 Accident or injury

We keep a first aid box (which contains appropriate items for children) always accessible.

We keep an electronic record of any accident or injuries and any first aid treatment.

We will inform parents or carers the same day as, or as soon as reasonably practicable after, of any:

- Accident or injury sustained by the child
- First aid treatment given

We will notify the relevant authority of any serious accident, illness, or injury to, or death of any child while in our care and inform them of the action taken, as soon as reasonably practicable.

8.7 Toileting and privacy

During nappy changes and toileting, we will balance children's privacy with their safeguarding and support needs.

9. Early Years Outcome

At the end of their time in our early years, children at Darell will have learnt to communicate, negotiate and manage their own behaviour within agreed rules and boundaries. They will have spent their time pursuing their own interests and learning new skills supported by enthusiastic, caring adults in an enabling environment. They will have become confident, independent learners ready to take on new challenges and be excited about school.

10. Transition into Key Stage 1

Throughout the Reception year, the children will begin to be involved in school life. Many of the Key Stage 1 teaching and support staff will become familiar to them through sharing the hall at lunchtime, the playground at playtime after lunch and when practising for the Christmas performance.

Towards the end of the summer term, Reception children will attend two 'stay and play' sessions in the Year 1 classroom. The Year 1 and Reception teachers will also meet to discuss each child's development to support a smooth transition to Year 1.

Our Year 1 environment reflects the need for young children to continue their learning through play and exploration of the world around them as well as following the national curriculum. Children have the opportunity to access the outdoors, to innovate and create through construction, art and sensory play, when not engaged in group or whole class teaching. This approach ensures happy, motivated children as they leave the early years and enter the next stage of their education.

11. Monitoring arrangements

This policy will be reviewed and approved by Hannah Jones, Parent Governor and Link Governor for EYFS on a yearly basis. At every review, the policy will be shared with the governing board.

Appendix 1: Early Years Vision Statement

OUR EARLY YEARS VISION REFLECTS WHAT WE'VE ALREADY ACHIEVED AND IS A STATEMENT OF HOW WE WOULD LIKE TO CONTINUE TO DEVELOP. IT IS OUR START AND OUR END AND SETS OUT WHAT WE DO FOR HIGHLY EFFECTIVE TEACHING AND LEARNING AT DARELL.

1. **A safe and secure environment** —Staff and children have mutual respect, staff know their cohort well and respond to their individual needs. Children trust staff to take care of them and are happy.
2. **An exciting and relevant curriculum** —Seven areas of learning: recognising that children develop and learn at different rates, balances skill development with child development and balances the planned, universal approach of the adult and the spontaneous, unique, idiosyncratic approach of the child to learning. Some aspects of each area of learning can be taught in a logical, sequential way but an overly adult-imposed curriculum can be meaningless. Hence a substantial part of **ALL** learning in the EYFS is in the children's control so that they make their own meaning and develop, deepen and consolidate their understanding. This is how children learn best, it's how meaningful learning is made.
3. **Equality of opportunity** —Every child, whatever their starting point, can access the curriculum—making choices and taking decisions in their play and setting their own goals (organised, labelled, visual stimuli).
4. **Secure foundations** —Staff are ambitious for the children in their cohort to know and remember more. Through quality of teaching (balancing sequenced or logical and spontaneous 'in the moment') knowledge in the seven areas of learning is secured, giving children the necessary foundations for the rest of their schooling.
5. **Partnership with parents** —Securing positive relationships – parents are a child's first and most enduring educator, a collaborative approach is vital for them to flourish.
6. **Cultural capital**— Each child is a source of knowledge and experience, bringing their own unique story to be shared and built on within our early years community.
7. **An enabling environment** —A wide variety of stimulating, open-ended resources that enable children to be challenged—to take risks, problem-solve, think critically and creatively for themselves, use their imagination and physical dexterity and engage in collaborative play. The level of challenge is set according to what we know about the children.
8. **Time and space** —To engage in and repeat activities, to make links between experiences, share sustained thinking, persevere, consolidate and deepen learning.
9. **Skilled adult support** —To scaffold a child's learning, extend their ideas, articulate their thinking, make links and further their learning. Adults need to **FIND THE TEACHABLE MOMENT**, reflect on: How will I encourage the children to do it? What can I provide for the children to demonstrate they've understood the learning in their own play? It might be commenting on play, it might be observing and enhancing with props.
10. **Language** — To see every interaction as an opportunity to develop children's language and extend their vocabulary with the appropriate level of talk

The above ten points build upon the Characteristics of Effective Learning (COEL): Playing and Exploring (engagement), Active Learning (motivation), Creating and Thinking Critically. This is how we can measure the depth of knowledge and understanding and the impact of our provision.

Appendix 2. 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 - <https://www.darell.richmond.sch.uk/page/?title=Policies&pid=380>

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See Child Protection and Safeguarding Policy - https://www.darell.richmond.sch.uk/attachments/download.asp?file=1961&type=pdf
Procedure for responding to illness	See Health and Safety Policy - https://www.darell.richmond.sch.uk/attachments/download.asp?file=1964&type=pdf
Administering medicines policy	See First Aid Policy – Available to download from - https://www.darell.richmond.sch.uk/page/?title=Policies&pid=380
Emergency evacuation procedure	See Health and Safety Policy - https://www.darell.richmond.sch.uk/attachments/download.asp?file=1964&type=pdf
Procedure for checking the identity of visitors	See Child Protection and Safeguarding Policy - https://www.darell.richmond.sch.uk/attachments/download.asp?file=1961&type=pdf
Procedures for a parent/carer failing to collect a child and for missing children	See Child Protection and Safeguarding Policy - https://www.darell.richmond.sch.uk/attachments/download.asp?file=1961&type=pdf
Procedure for dealing with concerns and complaints	See Complaints Policy - https://www.darell.richmond.sch.uk/attachments/download.asp?file=1917&type=pdf

Procedure for dealing with attendance issues	See Attendance Policy - https://www.darell.richmond.sch.uk/attachments/download.asp?file=1903&type=pdf
	Supporting Pupils with Medical Needs in School Policy - https://www.darell.richmond.sch.uk/attachments/download.asp?file=1911&type=pdf
For information regarding SEND	Accessibility Action Plan - https://www.darell.richmond.sch.uk/attachments/download.asp?file=1944&type=pdf
For information regarding SEND	Single Equality Scheme - https://www.darell.richmond.sch.uk/attachments/download.asp?file=1659&type=pdf
For information regarding whistleblowing	Whistleblowing Policy - https://www.darell.richmond.sch.uk/attachments/download.asp?file=1983&type=pdf