Cinnamon Brow
C of E Primary School

'For I know the plans I have for you… Plans to give you hope and a future.'

Jeremiah 29:11

Early Years Foundation Stage (EYFS) policy

Implemented	Spring 2026
Agreed by Governors	
Due for Review	Spring 2028

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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them a secure foundation for learning, development and good progress through school and life in line with our wider school vision.
- 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.

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

When we succeed in giving every child the best start in the early years, we give then what they need today. We also set them up with every chance of success tomorrow. Development Matters 2021

At Cinnamon Brow CE Primary School, we believe that a child's early years are crucial in establishing the foundation for a positive learning journey, fostering a love of learning and supporting each individual to achieve their full potential.

Our EYFS consists of two nurseries: Little Browsers (also known as Dublin Class) and Pre-School (London Class). We also have two Reception classes (known as Cardiff and Edinburgh) with a maximum intake of 45 children. The settings work closely with each other to effectively support the children as they transition between classes. EYFS is lead by a phase leader, working in partnership with experienced teachers, highly skilled lead practitioners and teaching assistants.

In addition, we work in close partnership with our onsite 0-2 baby room, which is externally lead by Let's Be Kids.

Children may join Little Browsers, our two-year-old provision, from the term following their second birthday. Children may join pre-school once they have turned three years old. We provide both government and self funded 30 hour places.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework. This is carefully sequenced across our provisions to ensure effective progression and to uphold high expectations for all of our children.

The EYFS framework includes 7 areas of learning and development that we must teach. All areas of learning and development are important and interconnected. Three areas, known as the prime areas, are seen as particularly important 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

We also support the children in 4 specific areas which help strengthen and develop the 3 prime areas, and ignite the children's curiosity and enthusiasm:

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

4.1 Planning

Our staff are ambitious for all children, and plan activities and experiences for the children that enable them 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 development of each child in their care, and consider whether the child needs any additional support. They use this information to plan enjoyable and aspirational activities for all children.

Where a child may have a special educational need or disability (SEND), staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. The school has a named Special Educational Needs Co-Ordinator for EYFS and KS1. All children who have been identified as having a special educational need will have a pupil passport, detailing their areas of need, their targets and the support in place to achieve these. Pupil passports will be reviewed and shared with parents twice a year.

Communication and language are central to our curriculum and are planned for and promoted through carefully chosen texts, a vocabulary rich learning environment, high quality adult-led interactions and carefully targeted language interventions, such as Wellcomm.

In planning and guiding activities, staff reflect on how they can support children to use the three characteristics of effective learning. These are:

- Playing and exploring – children investigate and experience things 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.

4.2 Teaching

Practitioners implement each area of learning through a mixture of purposeful play-based, child-initiated and adult supported activities. They respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

High quality learning environments are in place indoors and outdoors, facilitating Early Years pedagogy. They provide opportunities for children to practise, consolidate and apply ongoing and new learning, across all areas of learning and the characteristics of effective teaching and learning.

The role of the Key Person is securely in place in line with the EYFS statutory framework. Each child is assigned a key person who is responsible for:

-fostering a sense of security by building close relationships with the child, ensuring they feel safe, secure and confident

- tailoring each child's care and learning to meet their individual needs

- communicating consistently and effectively with each child's parent/carer

- observing, interacting and assessing each child's development

Practitioners are knowledgeable, supporting children in their adult-led and child-initiated learning. All children in EYFS have access to a wide range of age appropriate enrichment activities.

As the children progress through the EYFS, and as their development allows, the balance gradually shifts towards more focus on teaching essential skills and knowledge in the specific areas of learning, to help the children prepare for Key Stage 1.

4.3 Outdoor Provision

Our outdoor environment is a vital, dynamic classroom that offers unique opportunities for discovery, physical challenge, and emotional well-being. We are committed to providing daily, high-quality outdoor provision that is accessible to all children, regardless of weather. We view the outdoors as an equal partner to our indoor space, ensuring that children have the entitlement to learn in a natural, open-ended environment where they can take risks, collaborate on a larger scale, and connect with the world around them.

How Outdoor Provision Supports our Curriculum

We use our outdoor space strategically to deliver the EYFS Statutory Framework in ways that cannot be replicated indoors:

- **Physical Development (Gross Motor):** The outdoors provides the space for "big movements"—climbing, hanging, balancing, and lifting —which are essential for developing core strength and the stability required for fine motor tasks like writing.
- **Communication and Language:** A natural environment provides a rich stimulus for vocabulary. Children engage in sustained shared thinking as they solve problems together, such as building a water run or constructing a den.
- **Understanding the World:** Through observing the seasons and the natural world, children develop scientific thinking skills, as well as a sense of awe and wonder at the world around them.
- **Literacy and Mathematics:** We provide large-scale mark-making opportunities (chalking, water painting) and active, real-life mathematical scenarios.
- **Personal, Social, and Emotional Development:** The outdoors is crucial for supporting children's self regulation and executive function. It offers space for quiet reflection as well as opportunities for collaborative risk-taking, which builds resilience and self-confidence.

4.4 Behaviour Expectations

In the EYFS, we believe that positive behaviour is a learned skill rooted in strong relationships and effective self-regulation. We use a proactive approach that prioritises co-regulation, where adults support children to understand and manage their emotions through clear routines, consistent boundaries, and positive reinforcement. By focusing on the Characteristics of Effective Learning, we encourage resilience and empathy, helping children to navigate social interactions with confidence.

For a detailed breakdown of our approach to behaviour, including our core values and statutory procedures regarding sanctions and exclusions, please refer to our Behaviour and Exclusions Policy, which is available on our school website.

5. Assessment

At Cinnamon Brow CE Primary School, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their progress, development and interests. These observations are used to shape future planning. Staff will address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.

Children are assessed on a termly basis against the curriculum skills in order to track progress towards meeting the Early Learning Goals. Assessment takes the form of both formal and informal observations.

Children in reception class are also assessed on their attainment in phonics on a half termly basis, in line with the Little Wandle programme of learning followed by our school.

Within the first 3 weeks of a child starting in Little Browsers or Pre-school, a baseline assessment will be completed using our progression and tracking document.

When a child is aged between 2 and 3, staff review their progress and provide parents/carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Within the first 6 weeks that a child starts in reception class, staff will administer the reception baseline assessment (RBA).

In the last term of reception class, staff complete the EYFS profile for each child. Each child is assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

We share the EYFS profile the child's year 1 teacher. This helps to inform a discussion between reception and year 1 teachers about the child's stage of development and learning needs, and helps with planning activities in year 1.

The school shares the results of each child's progress check and EYFS profile with their parents/carers.

The profile is moderated internally and in partnership with other local schools, to ensure consistent assessment judgements.

6. Working with parents and carers

We recognise that children learn and develop well when there's a strong partnership between our staff and each child's parents/carers. We endeavour to ensure good relationships and strong communication between home and school by:

- Offering at least two parent/teacher consultations per year
- Sharing a yearly report on each child's attainment and progress
- Sharing a termly curriculum newsletter with details of ongoing learning activities
- Phonics and early reading workshops

- Offering regular opportunities throughout the year for parents/carers to engage with their children during the school day (e.g. through reading sessions, sports activities or craft sessions)
- Informal conversations with parents/carers at the start and end of the school day
- Sharing whole class and individual updates on what children are learning via iConnect (Little Browsers and Pre-school) and ClassDojo (Reception Class).

Additionally, the progress check and EYFS profile help to provide parents/carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to make sure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

We have links with local nurseries and preschools in order to support with transitions. EYFS staff meet with external providers to discuss each individual child and their transition process into school. We also hold regular open days across our EYFS provision and the wider school to support with transition and to allow parents to get to know our setting.

Where possible, we ask parents/carers to provide more than 2 emergency contact numbers for their child.

7. Admissions and Attendance

7.1 Admissions

- Little Browsers and Pre-School

We offer nursery places for children aged 2 and 3 years. Children may access the 15 and 30 hour government funded entitlement, depending on their eligibility. Parents/carers may also choose to pay for additional top up sessions where availability allows.

Places are offered flexibly; mornings, afternoons or full days across a choice of five days a week. Morning sessions run from 8.40am – 11.40am. Afternoon sessions run from 12.20pm – 3.20pm.

Parents/carers may register their interest in the first instance by making contact via our school website or the school office. An application form must be completed and returned to school. Places usually run from September, but children may be admitted throughout the school year where places are available.

- Reception

Applications for joining Reception can be made via the Warrington Borough Council Website, and by the agreed deadline each year. This is usually in January. Applicants should also complete a supplementary faith form. In the event of oversubscription, this will allow us to determine the correct oversubscription criteria for your child. For full details of our admissions and oversubscription criteria, please see our Admissions Policy, which is available on our website and linked at the end of this policy.

7.2 Attendance

-Nursery

Although attendance at nursery and pre-school is non-statutory, children who attend regularly are more likely to feel secure, build strong relationships with peers and adults, and make consistent progress across all areas of the Early Years Foundation Stage (EYFS).

In the event of a child's absence from nursery, parents/carers must:

- Notify school via telephone call or email, by 9.20am where this is reasonably practicable
- Where an absence will be prolonged, keep nursery well informed
- Work with us to identify any barriers to attendance, including medical or SEND needs, so reasonable adjustments can be put in place.

We re required to promptly follow up on absence. In line with our safeguarding duty, where absence is persistent or unexplained, the setting will:

- Attempt to contact parents/carers or emergency contacts

- Send a written communication (e.g., email or letter) to the parent/carer.
- Consider a home visit, if appropriate and following internal procedures.
- Consult with our safeguarding lead if there are concerns about the child's welfare.
- Where appropriate, notify the local authority in line with Children Missing Education guidance.

Parents/carers must ensure that their contact details, and those of any additional emergency contacts, are kept up to date.

8. SEND in the EYFS

At Cinnamon Brow CE Primary School, we are committed to being an inclusive setting and believe that every child has a right to a broad, balanced, and high-quality early years education. In line with the SEND Code of Practice (2015), we ensure that all children, regardless of their specific needs or disabilities, are supported to reach their full potential and are fully included in the wider life and experiences of the Early Years Foundation Stage. For additional information, please see our SEND policy and Accessibility Plan, available on our school website.

Key Principles:

- **Early Identification:** We recognise that early identification is vital. We utilise regular observations and assessments, alongside a graduated approach, to ensure that any child who is making less than expected progress is identified early and provided with targeted support. This is done in close partnership with our SENCO and the child's parents.
- **Removing Barriers to Learning:** We are proactive in making reasonable adjustments to our environment, pedagogy, and curriculum. Our continuous provision is carefully curated to be communication-friendly and accessible, ensuring that all children can engage with the Prime and Specific areas of learning.
- **High Aspirations:** We hold high aspirations for all children with SEND. We focus on what a child can do, building on their strengths while providing specific scaffolds to support areas of difficulty.
- **Partnership with Parents:** We believe that parents know their children best. We work collaboratively with families to develop and review Pupil Passports on a termly basis, ensuring that the child's voice, and that of their parents/carers, are at the heart of our decision-making.
- **Specialist Collaboration:** Where appropriate, we work closely with external agencies (such as Speech and Language Therapy, Educational Psychology, and the Local Authority SEND team) to ensure that specialist advice is integrated into the child's daily experience.

9. Staff

9.1 Staff training

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 supported 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 action this, in our child protection and safeguarding policy which can be found on our school website.

Our designated safeguarding lead (DSL) will:

- Provide ongoing support, advice and guidance to all staff.

- Attend an EYFS specific safeguarding update meeting, with key representatives from the EYFS team and the wider school safeguarding team, each half term.
- 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

9.2 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 safeguarding policy, available on our school website and linked at the end of this document, for details of our safer recruitment procedures.

9.3 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.

In the event that a member of staff feels that they need to blow the whistle on misconduct, they should report their concern to the headteacher. If the concern is about the headteacher, or it is believed they may be involved in the wrongdoing in some way, the staff member should report their concern to the chair of governors.

See our whistleblowing policy for details of our safer recruitment procedures and more detail on our procedures for handling whistleblowing. This can be found on our school website.

10. 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.

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

See our child protection and safeguarding policy, available on our school website, for detailed information on our wider safeguarding and welfare procedures, including how we respond to allegations or concerns.

10.1 Staffing ratios

We always ensure that the appropriate statutory staff:child ratios are maintained in our setting. This allows us to effectively meet the needs of all children and ensure their safety:

- In Little Browsers, for children aged 2, we have at least 1 member of staff for every 5 children.
- In Little Browsers, for children aged 3, we have at least 1 member of staff for every 8 children.
- In Pre-School, for children aged 3 and over, we have at least 1 member of staff for every 8 children. 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. At least half of all other staff hold an approved level 2 qualification.
- In Reception Class, we comply with infant class size legislation and have at least 1 member of staff for every 30 children.

10.2 Arrival and Collection Procedures

Children are expected to arrive promptly in time for the start of their session. Parents/carers should drop their children by entering through the gate for the respective setting. In the event that a child arrives late and the gate is locked, please enter the school premises via the main office.

Children should be collected, on time, from their respective setting. Late collection fees may apply if your child is not collected at the end of their session. Please see our Charging and Remissions Policy, available on our school website, for more information.

Parents/carers should provide up to date contact details, including at least two emergency contacts where possible. They should also set a unique passcode which will be kept on record. On occasions where your child may need to be collected by a non-named contact, please contact the school in advance and ask the adult collecting your child to provide your unique passcode.

10.3 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. All staff working in our EYFS hold a valid PFA qualification, including lunch time supervisors. This PFA certificate is renewed every 3 years as required. Staff who are new to working in EYFS are trained as soon as practicably possible.

10.4 The designated safeguarding lead (DSL)

We also have a DSL who has lead 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.

10.5 Oral health and tooth brushing

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

- how to make healthy food choices
- the impact of eating too many sweet things
- the importance of brushing your teeth

Our approach is supported by our daily, enhanced healthy snack offer, our PSHE curriculum and visits from professional (e.g. dental nurse).

10.6 Safer eating

While children are eating, there will always be at least 1 member of staff in the room, and with direct line of sight of the children, with a valid Paediatric First Aid (PFA) certificate. All staff who work within our EYFS have a valid PFA certificate. All children will be within sight and hearing of a member of staff while eating, and seated safely in an appropriate chair.

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

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

We will share this information with all staff involved in food preparation and handling.

We will make sure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis; the differences between allergies and intolerances; and that children can develop allergies at any time.

We will consult with parents/carers to:

- Create allergy action plans for their child – with the help of health professionals, where appropriate
    - We will also keep this information up to date and share it with all staff

We will prepare food in a way that:

- Prevents choking
- Meets each child's individual developmental needs
- Is in line with the DfE's Early Years Foundation Stage nutrition guidance

In the event of a choking incident that requires intervention, we will record details of the incident and make the child's parents/carers aware. We will periodically review the records to identify whether we can change anything in our practice to make eating safer, and then take action as appropriate.

10.7 Accident or injury

We keep a fully stocked first aid box always accessible.

We keep a written record of 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.

10.8 Administering Medicines

Where there is a short term or ongoing medical need, staff may safely store and administer prescribed medicines in school. They must be provided in their original container, be within the expiry date, and include the prescriber's instructions for administration and dosage. We require written parental consent for every medication, and a formal record is kept of every dose administered.

For full details on our procedures, including the management of long-term medical conditions and emergencies, please refer to our Medical Needs Policy, which is available on our school website and linked at the end of this policy.

10.9 Safety of premises

We make sure that our premises, including overall floor space and outdoor space, are fit for purpose and suitable for the age of children we care for and the activities provided on the premises. Outdoor learning spaces are checked on a regular basis.

We comply with requirements of health and safety legislation, including fire safety and hygiene requirements.

10.10 Toileting and privacy

We make sure that there are:

- Enough toilets and hand basins available for the children
- Suitable and hygienic nappy changing facilities
- An adequate supply of necessary items such as spare clothes
- Separate toilet facilities for adults

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

10.11 Safer Sleep

We work in close partnership with parents to mirror home routines as far as possible, while always adhering to statutory safety requirements. We respect that while some children require a scheduled nap, others need a quiet space to rest and recharge in the busyness of the day. In line with the EYFS Statutory Framework (2025) and Lullaby Trust guidance, we ensure all sleep spaces are safe and that children are closely supervised and frequently monitored during periods of sleep. For further information, please see our safer sleep policy which is available on our school website.

10.12 Use of mobile phones and other devices able to record images and videos

In accordance with the Statutory Framework for the Early Years Foundation Stage, our setting maintains a rigorous policy regarding the use of mobile phones and image recording devices.

To safeguard the children in our care, the use of personal mobile phones is strictly prohibited in the EYFS environment. Only school-approved devices may be used to record images or videos for the purpose of assessment and documentation. These images must be stored securely on protected school systems. Visitors and staff are required to store personal devices in a secure designated area during contact time with children. For additional information, please view sections 23-25 of our code of conduct, available on our school website and linked at the end of this policy.

11. Monitoring arrangements

This policy will be reviewed and approved by the early years lead on an annual basis.

At every review, the policy will be shared with the governing board.

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

This isn't an exhaustive list of policies. For a full list of our policies, please visit our school website:

https://cinnamonbrow-warrington.secure-dbprimary.com/warrington/primary/cinnamonbrow/site/pages/schoolinformation/statutorypolicies

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	https://shorturl.at/nDjCF
Procedure for responding to illness	https://shorturl.at/LuiM8
Medical Needs Policy	https://shorturl.at/yXlCd
Emergency evacuation procedure	https://shorturl.at/LuiM8
Procedure for checking the identity of visitors	https://shorturl.at/nDjCF
Attendance Policy	https://shorturl.at/qfUFi
Procedure for dealing with concerns and complaints	https://shorturl.at/F1E9x
Code of Conduct	https://tinyurl.com/zwhmmcy8