Early Years Policy

St George's CE Infant and Preschool

Date of policy: December 2025
Review date: December 2028

Signed (Headteacher)

Signed (Chair of Governors)

Inspire, Believe, Achieve- Let Your Light Shine Matthew 5v16.

Be inspired with all our mind, believe in ourselves to achieve and flourish

The 6 Principles of Nurture:

The nurturing approach offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, develop their resilience and capacity to deal more confidently with the trials and tribulations of life, for life.

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

Aims

Our aim is to create a happy and welcoming environment where the children feel secure and are provided with the necessary knowledge and skills to thrive. We value our parent partnerships and develop a relationship where the parents trust our care and commitment. We recognise that children bring with them a wide range of social experience and seek to provide a smooth transition from the home/nursery to school, considering the needs of the children at whatever age or stage in their development they might be. We aim to provide well trained and qualified practitioners, and a broad and balanced curriculum to take the children's learning forwards and to provide opportunities for all children to succeed in an atmosphere of care and security. We prioritise the nurture of our pupils and opportunities for personal development, holistic wellbeing and spirituality. We strive for every child at St George's to be equipped with the knowledge and skills to be able to **"Let their light Shine**".

This policy aims to ensure:

- That children access a broad and balanced curriculum that builds strong foundations filled with **inspiring** experiences, spiritual and personal development that enables them to **believe** in themselves as well as lifelong learning traits that enable them to **achieve** their full potential.
- 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 based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) for 2023.

Management

Joining our Preschool starts with arranging a viewing with the Preschool team and filling in our online application form. We admit children at the start of each half term following their 3rd birthday. Once the application is received the Preschool team will arrange a home visit, the deposit will be taken and the necessary paperwork completed. Following this the Preschool team will work with families to arrange settling visits to our Preschool with their parents so that children can have a smooth transition to our setting.

The Preschool currently operates on 5 morning and 5 afternoon sessions per week as well as a payable extra 30 minutes in the morning. To provide continuity parents are encouraged to register for a minimum of 5 sessions.

For our Reception children, they are admitted annually in September following their fourth birthday. Parents are initially given the opportunity to meet the school's senior leadership team at our open days ahead of the admissions deadline. Prior to admission a Reception teacher will endeavour to visit all feeder settings during the Summer term to become acquainted with the new children and to discuss their needs

with their Nursery Key Workers. Children attending St George's Preschool also receive an enhanced transition throughout their time with us. We also offer all children and parents 3 after school stay and plays during the Summer Term to allow families to meet each other and children to become familiar with the environment and their resources. This is in addition to the county wide transition day where your child will attend school for half a day. Each child is also provided with a transition booklet to help them build recognition of the staff and environment over the summer. We will also gather additional information on their child's interests and abilities through the 'All About Me' document. Parents also are invited to attend a meeting with the Early Years Lead, during the Summer Term, to discuss daily school routines, values and expectations.

To provide a smooth transition into school, both classes operate a staggered, part-time intake for the first week in September. Each child is invited to attend 5 morning. The Nursery and Reception teacher will hold meet the teacher meetings during Autumn 1 to discuss the Early Years Curriculum, expectations for the year ahead.

Reception children may attend full- time from September if their parents wish them to. We would encourage all children to transfer to full-time attendance by the term of their fifth birthday at the latest. Parents do have the right to delay their child's entry to school until the term after their 5th birthday but this is not generally recommended.

Teaching and Learning

We value and prioritise time for meaningful play, where young children learn through spontaneous interactions with their environment and are provided with stimuli that ignites curiosity and exploration. We aim to provide a balance of planned, purposeful activities, direct teaching and child-initiated play-based learning. Children will have the opportunity to work in large groups, small groups and individually. We provide exciting opportunities regularly throughout the year that brings learning beyond the classroom through trips, workshops, visitors, wow days, topic launches and community partnerships.

All children follow the St George's curriculum that is based on the Early Years Framework but includes bespoke elements based on our context, locality and values. During their time in Early Years, children work towards building a solid foundation for their educational journey by meeting age related expectations in the seven areas of development. The seven Areas of Learning and Development are the Prime Areas: **Communication and Language, Physical Development and Personal, Social and Emotional Development**; and the four Specific Areas being: Literacy, Maths, Understanding the World, and Expressive Arts and Design.

As well as our academic curriculum we are committed to delivering a personal, moral, spiritual curriculum centred around our core values of – compassion, commitment, courage, love and community. We ground ourselves in the Christian values of Agape and whilst this is a Christian teaching it is just a good human value. Through these

joint curriculums we are preparing them for the opportunities, responsibilities and experiences in an ever-changing world. We understand the vital role secure attachments play in enabling children to truly thrive. All staff build positive nurturing relationships with our children and truly relish the opportunity to help them grow and flourish. We value the starting point and individual needs of every child and aim to foster a love of learning as they succeed at each step. All children will have opportunities and enriched experiences to foster their ability to grow emotionally, physically, cognitively and verbally.

We aim to work collaboratively with parents and carers to encourage independent, resilient, respectful children who thrive and reach their full potential as they begin their lifelong learning journey. Building and maintaining a good working relationship with parents and keeping parents fully informed is a key priority for our team. Wherever possible, we seek to involve the parents and encourage parental support for our work in school.

The Learning Environment

The learning environment will be well planned and well organised. When designing our learning environment, we consider the visual and mental load of our pupils and endeavour to make them inviting and purposeful spaces that do not cause an overload of visual and sensory input. Resources will be stored and labelled in such a way that promotes ease of access for young children. Consideration will be encouraged in independence and to adopt a sense of responsibility and respect for resources and for their learning environment. Consideration will also be given to the outdoors as an extension of the indoor learning environment, using available space and resources as fully as possible in all weather conditions.

Assessment

Where applicable, Nursery records accompany the child into school. During the first six weeks all children in Reception are assessed using the statutory Baseline Assessment. A reception baseline assessment is **an assessment of children's skills as they begin their reception year**. As of September 2021, it became a statutory assessment as part of the EYFS framework.

Information from these assessment activities, along with that from the child's Nursery records provides a base-line assessment showing basic skills. Thereafter children are assessed through regular observations of social behaviour and performance in child initiated and teacher-directed activities and through discussions and consultations with parents. The children's progress is tracked and monitored on INSIGHT software and is used to show the impact of children's learning by capturing learners' experiences, monitoring their development and celebrating small step learning to share their progress. Regular opportunities exist for parents to meet with both the Preschool and Reception teacher to discuss progress and set targets. An annual report will be sent to parents in the summer term.

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 (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.

Monitoring and Early Identification of Additional Needs

Children's progress will be monitored to ensure that all are making progress and that particular difficulties in any area of learning are identified as early as possible and addressed. Any children with Special Education Needs or Disabilities will receive specialist teaching, adapted equipment, support and planning from an adult as appropriate in consultation with the school's SENCO.

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:

- 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

All Early Years staff hold paediatric first aid (PFA) certificate, and available at all times when children are present, including on outings.
The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

We promote healthy food relationships and understand the importance of a healthy diet. We comply with the Early Years Nutrition Guidance published in 2025

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.

Approved by the Pupils Committee of the Governing Body of St George's Infant and Preschool. The policy is reviewed by governors every three years in the Autumn term.