

The Wembley Schools Federation

Wembley Primary School and Lyon Park Primary School

Early Years Foundation Stage (EYFS) Policy

Reviewed	Approved by	Date of next review
January 2026	Full Governing Board	January 2027



'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.'

(Statutory framework for the early years foundation stage: Setting the standards for learning, development and care for children from birth to five 2025)

Contents

1. Aims	Error! Bookmark not defined.
2. Legislation.....	Error! Bookmark not defined.
3. Structure of the EYFS	3
4. Curriculum.....	3
5. Planning, Observation and Assessment	4
6. The Learning Environment.....	4
7. Key Person and Parent/Carer Links.....	5
8. Admission Arrangements	5
9. Induction	5
10. Intimate Care	6
11. Transitions	6
12. Safeguarding and Welfare Procedures	6



1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge, skills and understanding needed for 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.
- Close partnership working between practitioners and with 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 September 2025 statutory framework for the Early Years Foundation Stage (EYFS). The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

3. Structure of the EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year.

Both schools consist of four 30 place Reception classes.

At Lyon Park Primary: The Nursery offers 78 part-time places, 39 in the morning and 39 in the afternoon.

4. Curriculum

The Foundation Stage has its own framework and is therefore treated as a separate Key Stage. Our EYFS follows the curriculum as outlined in the 2025 statutory framework of the EYFS.

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These are known as the prime areas.

The Foundation Stage has its own framework and is therefore treated as a separate Key Stage.

The prime areas are:

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

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

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

In addition to the EYFS curriculum, our curriculum intent is to provide children with opportunities to build and develop; life experiences, cultural capital, creative thinking, social skills, language, ambition, an inquisitive mind and independence.

5. Planning, Observation and Assessment

The planning of a variety of adult-led and child-initiated activities within the EYFS is based on the age related 'Development Matters' guidance and '. These plans are flexible so that teachers can respond to the needs, achievements and interests of the children. This fostering of the children's interests develops a high level of motivation for the children's learning. At LP the Nursery Team focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas.

Staff make regular assessments of children's learning, and they use this information to ensure that future planning reflects identified needs.

At the end of the Reception year in school, the child's progress is recorded on to the Early Years Foundation Stage Profile (EYFSP). Each child's level of development is recorded against the 17 Early Learning Goals and results are submitted to the local authority (Brent).

In addition to the EYFS curriculum, our curriculum intent is to provide children with opportunities to build and develop; life experiences, cultural capital, creative thinking, social skills, language, ambition, an inquisitive mind, and independence.

6. The Learning Environment

The Foundation Stage classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, quiet and creative etc. Each classroom has defined learning areas, where children are able to find and locate equipment and resources independently.

The Foundation Stage has covered and uncovered outdoor areas, so the children are able to access indoor and outdoor spaces whatever the weather conditions. Being outdoors offers the children opportunities for doing things in different ways and on different scales than when indoors. They are able to explore, use their senses, develop their language skills and be physically active. We plan activities and resource both inside and outside, enabling the children to develop in all the areas of learning.

7. Key Person and Parent/Carer links

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents/ carers. We welcome parents/ carers into our school community and ensure they have the knowledge they need to help their child make a smooth transition to nursery or reception. Parents are invited to open days and induction meetings. Parents new to Reception and Nursery are invited to a meeting with the class teacher at school. The purpose of these is to share information and build relationships

Each child is assigned a key person and their role is to help ensure that every child's care is tailored to meet their individual needs. They help the child become familiar with the setting and offer a settled relationship for the child. Through regular interaction and termly parent meetings, we discuss each pupil's progress, they build a relationship with their parents and child. We will conduct workshops for parents and carers to enable them to be familiar with the teaching methods used in school to make it easier to emulate them at home.

8. Admission Arrangements

Children enter Nursery the September after their third birthday, subject to availability. Children enter the Reception classes in September of the school year in which they are five. Places in Nursery are offered in accordance with the school's admissions policy and Reception classes are offered in accordance with Brent Local Authority.

9. The Induction Process

During the Autumn Term the following visits are conducted:

- Parents and children are invited to a Stay and Play at Lyon Park's Nursery and an open morning or afternoon in Reception at Wembley Primary School.
- Reception staff conduct parent interviews within the first 2 weeks of school and Nursery staff conduct meetings before the child starts at Lyon Park Primary.

When children join the school in September the following procedures will apply in order that they can gradually adjust to their new surroundings:

- At Wembley Primary, there is a staggered entry for Reception children in two groups of 15. And at Lyon Park a staggered entry for Nursery pupils and Reception children attend for half day sessions for the first two weeks, either morning or afternoon.
- At Wembley Primary, all Reception children are in school by the end of the second week but finish at 1 pm for the first two weeks. During the third week the school day increases gradually, with all pupils in full time by the end of the week. At Lyon Park all Reception children are in school by the end of the third week.
- Nursery children start in week two and all children are in school by the end of the fourth week. Each child's 'settling in' period can differ according to need. We believe it is important to work with parents/carers to ensure that this first experience of school is a positive one and so some children may take longer than others to attend full time.

10. Intimate Care

“Intimate” care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child’s age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. Please refer to the Intimate Care Policy.

11. Transitions

We prepare our children for the next phase in their learning journey by planning for smooth transitions. Pupils entering our Nursery are given opportunities to visit before they start and meet their key person. Pupils entering Reception are also given opportunities to visit their class and meet practitioners before they start school. Entry to Nursery and Reception is staggered to support small groups of children to settle into their new environment. Nursery visits and teacher meetings aid transitions as knowledge about the child is shared with practitioners. At the end of nursery, practitioners meet to handover key information to the reception practitioners at Lyon Park and at Wembley the AHT will visit or speak with each nursery for the handover of key information, which is then shared with reception practitioners.

In the Summer term, Reception pupils are prepared for the more formal structure of Year 1. Reception teachers meet with the children’s new teacher to share their knowledge of the child as well as the EYFSP.

12. Safeguarding and welfare procedures

Staff Ratios

We ensure that staff ratios are compliant with statutory guidance to keep children safe.

In our Nursery.

- At least 1 member of staff is a schoolteacher or has another approved level 6 qualification
- There is at least 1 member of staff for every 13 children
- At least 1 other member of staff holds a full and relevant level 3 qualification

In reception classes there are never more than 30 children per teacher. In addition to this, we have one member of support staff.

Pediatric First Aid

The welfare officer has received pediatric first aid training which is updated regularly and in line with statutory guidance. In addition to this, all permanent nursery nurses/early years practitioners and the majority of EYFS class teachers are also trained. Within the school, there are also a number of other support staff who hold this certification.

Medication

All parents/carers have to complete a form to give consent for children who require medication to be administered during the school day. Medication is kept in a locked cupboard in the welfare room for reception children and in the nursery for the nursery children. If a child requires more complex medication or medical assistance to be administered, a meeting will be held with the welfare officer, the School Nurse or relevant medical professional and parents/carers to complete a risk assessment. This will also identify if additional training is required. This risk assessment is then shared with relevant members of staff and a copy is kept in the welfare room.

More detailed information relating to our safeguarding procedures and welfare procedures are outlined in our safeguarding policy.

Linked to Admissions Policy, Behaviour Policy, Equalities Policy, Health and Safety Policy, SEND Inclusion Policy, Intimate Care Policy

This policy will be reviewed and approved by the governing body every two years.