



# Inspire Education Trust

Together we achieve, individually we grow

## Early Years Foundation Stage (EYFS) Policy

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Policy Date: October 2025

Review Date: October 2027

## Document History

Version	Status		Date	Author	Summary Changes
V1			Dec 21	Sarah Ashworth	Initial Draft
V2			Jan 24	Sarah Ashworth	Changes made in line with update from Statutory framework – safeguarding and welfare Use of devices to capture images
V3			Oct 25	Sarah Ashworth	Changes made in line with update from Statutory framework.  Safeguarding and welfare Paediatric First Aid Ratios and Supervision Environment, toileting and premises Health, Hygiene and safe eating Accident and Incident Procedures Photography and Privacy and data protection Trips and outing Whistle blowing and Escalation Supervision of staff

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In partnership with parents and carers we enable our children to begin the process of becoming active learners for life.

We endeavour to ensure that our children are given “the best possible start in life to enable them to fulfil their potential” (Statutory Framework for the EYFS 2025). Our practice reflects the four overarching principles of the EYFS and ensures compliance with all statutory requirements. We believe that each child is a **unique individual** who is constantly learning and can be resilient, capable, confident, and self-assured. Our children learn to be strong and independent through **positive relationships**. All our children are active, inquisitive, and intelligent and we provide them with a caring, secure **environment** which is also challenging and interesting. Our children **learn and develop** in different ways and at different rates.

## 1 Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills 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
- 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 \(EYFS\) that applies from September 2025](#)

## 3 Structure of the EYFS

The EYFS applies to children from birth to five.

At all Inspire Primary Academy's we offer Nursery and Reception Provision:

Nursery:

- Children start Nursery the September after they turn 3.
- If there are spaces in Nursery, we will be able to offer some children a place at our Nursery after they turn 3 years old.
- We run a morning session – 8.30-11.30 (3 hrs) and an afternoon session 12.30-3.30 (3hrs) – Universal free 15 hours of childcare.
- We also offer children a 30-hour place – 8:30-2:30. There is the option to also add an additional hour on to the day. This comes at an extra cost.

Reception:

Classes of 30 children in line with infant class size ratios.

## 4 Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2025. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and 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

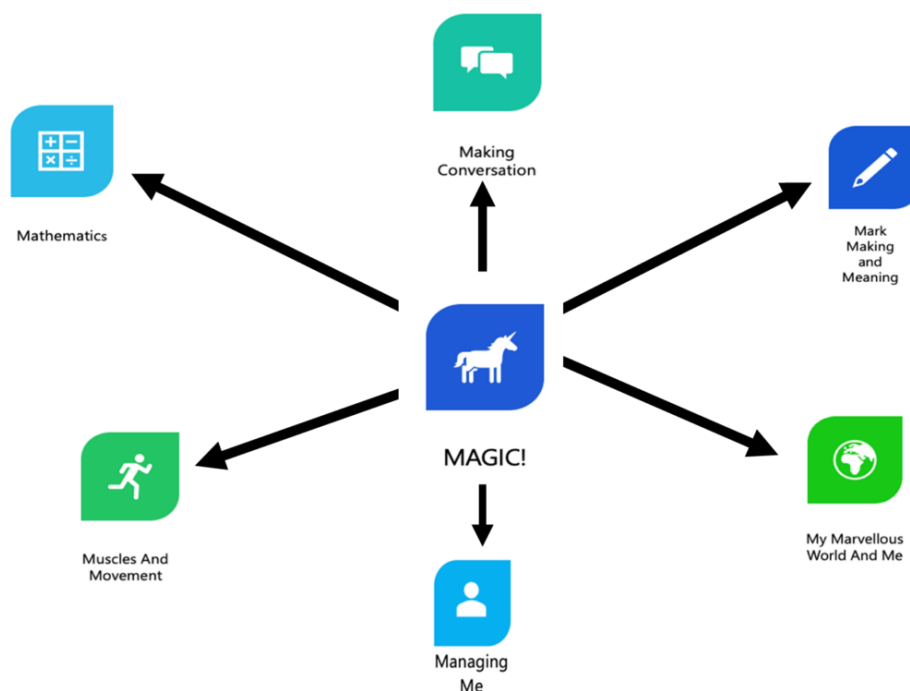
The prime areas are strengthened and applied through 4 specific areas:

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

The Trust aims to support all children to become independent and collaborative learners. We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

- To provide engaging, challenging, and exciting play-based learning opportunities for all
- To develop children's communication skills
- To develop children's abilities to manage emotions and build a positive sense of self
- To provide high quality phonics and early reading teaching so become confident mark makers and readers
- To develop and improve children's skills in counting, understanding, and using numbers as well as exploring shape, space, and measure
- To provide opportunities for children to explore the world around them
- To develop enthusiastic risk takers who set their own challenges and follow their own interests and lines of enquiry

At Inspire, we have designed our own bespoke curriculum that encompasses the 7 areas of learning and the characteristics of learning in an engaging and exciting curriculum that we call **The Ms.**



We prioritise **making conversations** and learning to communicate, supporting children to **manage** themselves, **mark making** and understanding the **meaning** of marks, developing secure early **mathematical** skills, exploring the **marvellous world** around them, and giving children the opportunities to use and develop their **muscles and movement**.

**Magic** is at the heart of all we do, making sure that our children are engaged and excited in all their learning.

#### 4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. Staff also take into account the individual needs, interests, and stage of development of each child in their care and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

#### 4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. All children's progress is recorded on Tapestry.

## 5 Assessment

At Inspire, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA). The **RBA** is a short, age-appropriate activity that all children take part in during their first few weeks in Reception. It helps teachers understand what each child can do when they start school and provides a baseline for measuring the progress they make by the end of primary school. Teachers use what they learn from the activities to **plan learning and support** tailored to each child's needs. The Department for Education (DfE) will use the information to track national progress from Reception to Year 6.

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

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 and in partnership with all Inspire schools. EYFS profile data is submitted to the local authority.

## 6 Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. Parents and/or carers are kept up to date with their child's progress and development. Progress checks and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. Each child is assigned a key person who helps to ensure 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.

## 7 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.

- Safeguarding is central to all aspects of our provision. All staff follow the school's Safeguarding and Child Protection Policy, which incorporates safer recruitment and whistleblowing procedures (EYFS 3.4–3.7).
- **Safer Recruitment:** References are obtained prior to appointment, and all recruitment decisions are made in line with safer recruitment guidance (EYFS 3.5–3.6).

- **Supervision:** Children are usually within sight *and* hearing, and always within sight or hearing of staff (EYFS 3.43, 3.63).
- **Key Person:** Each child is assigned a key person who ensures that learning and care are tailored to their individual needs and who builds effective relationships with parents and carers (EYFS 3.41).
- **English Language Competence:** Staff have sufficient understanding and use of English to keep children safe and well, including maintaining records, communicating with agencies, and responding in emergencies (EYFS 3.40). This applies to both written and spoken English.
- **Whistleblowing:** Staff are aware of and can use the school's whistleblowing procedures to report concerns about unsafe practice or misconduct.
- **Children's absences:** Absences are monitored closely by the Senior Leadership team. Prolonged or unexplained absences are followed up, and emergency contacts are used if parents cannot be reached (EYFS 3.69–3.70).

## 8 Ratios and Supervision

We maintain appropriate statutory staff: child ratios at all times. Ratios are maintained during outings, lunchtimes, and outdoor play.

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:
  - 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
  - All staff working in the EYFS hold appropriate qualifications and receive ongoing training to ensure compliance with EYFS and safeguarding requirements (EYFS 3.28–3.30)
  - For classes where the majority of children will reach the age of 5 or older within the school year, we have at least 1 member of staff for every 30 children. We comply with infant class size legislation and have at least 1 teacher per 30 pupils
  - We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group

## 9. Supervision of staff

In line with the EYFS Statutory Framework, the setting provides regular, effective supervision for all staff working with children. Supervision sessions offer opportunities for practitioners to discuss the children's development and well-being, reflect on their practice, and identify any training or support needs. Supervisors ensure that staff understand their roles and responsibilities, support them in maintaining safe and high-quality provision, and promote a culture of professional accountability. Supervision records are maintained securely, and the frequency and format of supervision are consistent with EYFS requirements and the needs of individual staff members.

## 10 Paediatric First Aid (PFA) and medicines

- At least one member of staff with a current full *Paediatric First Aid (PFA)* certificate is on the premises and available at all times children are present and accompanies children on outings (EYFS 3.36–3.37, 3.63).
- Staff with level 2 or 3 qualifications awarded on or after 30 June 2016 must obtain a full PFA certificate within three months of starting work to be included in ratios. Staff qualifying through the experience-based route must hold PFA before counting in ratio at Level 3. From September 2025, **students, apprentices, and volunteers aged 16 or 17 must hold a full PFA certificate** to count in ratios.
- Certificates are renewed every three years. A list of current PFA holders is displayed for parents.
- Whilst children are eating, a staff member with a valid full PFA certificate is always present in the room (EYFS 3.63).
- We have and implement policies for administering medicines. Written parental consent is obtained before any medication is administered, and all medication is stored securely. Only trained staff administer medication

## 11 Health, Hygiene and Safe Eating

- We promote good health, including oral health, hygiene, and nutrition (EYFS 3.47).
- We also provide children with the opportunity to explore good dental health in their play and provision, for example, playing with the giant model teeth and toothbrush
- Food is prepared hygienically, and children are always seated and supervised by staff while eating (EYFS 3.63). Staff are trained to reduce choking risks and follow the DfE safe eating guidance.
- Fresh drinking water is available at all times. Meals and snacks are nutritious and balanced, accommodating medical, dietary, and cultural needs.

## 12 Health, Hygiene and Premises

- The learning environment is safe, stimulating, and inclusive. Indoor space standards (EYFS 3.81–3.82) are adhered to:
  - 3–5-year-olds: 2.3 m<sup>2</sup> per child
- **Toileting and Nappy Changing:** These routines are carried out sensitively and privately, with due regard to children's dignity and safeguarding requirements (EYFS 3.47).
- If needed two members of staff are present during intimate care to ensure that we are in line with safeguarding guidance and the intimate care principles document.

## 13 Accident and Incident Procedures

- All accidents, incidents, and first aid treatments are recorded on the day they occur.
- Parents are informed of any injury or illness.
- Ofsted is notified of any serious accident, injury, illness, or the death of a child within 14 days (EYFS 3.77–3.78).

## 14 Photography and Data Protection



- Only school-owned devices (such as iPads) are used to take photographs or video recordings of children.
- 'Clear guidelines are provided on the use of mobile phones, cameras and other electronic devices with imaging and sharing capabilities that are used in the setting. No personal devices are to be used in the learning environment or on external visits/learning opportunities.'
- Images are stored securely in accordance with the school's Data Protection Policy and deleted when no longer required.

## **15 Trips and Visits**

- Risk assessments are completed for all outings.
- Staffing ratios for outings meet or exceed statutory EYFS ratios.
- A PFA-qualified staff member always accompanies children off-site.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

## **16 Whistleblowing and Escalation**

- Staff must report any concerns about unsafe or inappropriate behaviour using the school's whistleblowing procedures.
- Concerns about safeguarding practice or leadership can be escalated directly to the Local Authority Designated Officer (LADO) or Ofsted.

## **17 Monitoring arrangements and Continuous Improvements:**

This policy will be reviewed annually or sooner if statutory requirements change. It reflects the EYFS (DfE, 2025) and aligns with our school's safeguarding, health and safety, and behaviour policies.

This policy will be reviewed the Inspire Early Years Leader every 2 years.

### **Responsibility**

The Inspire Education Trust Board of Directors have a responsibility for the oversight of this and all policies within the Trust's academies and may delegate the implementation and review of this policy in accordance with our Scheme of Delegation.

Reviewed by:	Sarah Ashworth Sarah Ashworth	January 2024 September 2025
Senior Lead Review:	Helen Hastilow	October 2025
Next Review Date:		October 2027
Approved by Directors:		1 December 2025

Signed:



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Lois Whitehouse  
CEO



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Nicky Aston  
Chair of Standards