

Low Road and Windmill Music Federation and Windmill Daycare



**Low Road and Windmill
Music Federation**

Early Years Foundation Stage (EYFS) Policy

September 2026

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

We believe that every child deserves the best possible start to their school life with the support that enables them to reach their full 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. 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

Legislation

This policy is based on requirements set out in the [2023 Statutory Framework for the Early Years Foundation Stage \(EYFS\)](#)

Structure of the EYFS

EYFS across Low Road and Windmill Music Federation consists of:

Low Road:

- One 30 place Reception class.

Windmill:

- 105 places (am and pm) Daycare setting offering childcare for children from 3 months to 4 years. Children attend a range of sessions and parents can either pay for these sessions at a rate of £58 per full day (8-6) or £30 per half day. Government funded places are also available for parents who qualify for either the 2YR FEE, 15 hours or 30 hour entitlement. Additional hours to top up after funding are charged at £8.00 per hour.
- Two 30 place Reception classes.

Curriculum

Our early years setting follows the curriculum as outlined in the 2023 EYFS statutory framework.

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

We weave the **Characteristics of Effective Teaching and Learning** throughout everything we do, teaching our children the key skills and learning behaviours which will facilitate their future success.

The Characteristics of Effective Teaching and Learning 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

At Low Road and Windmill Music Federation we aim to create attractive and stimulating learning environments where children feel confident and secure and challenged. The children have daily access to indoor and outdoor environments that are set up in discrete areas of learning with planned continuous provision. Effective learning builds and extends upon prior learning, following children's interest. Effective planning is informed by observations of the children to ensure we follow their current interests and experiences. Play based learning is paramount and children direct their own learning from carefully planned opportunities provided by staff. Staff will enhance play and extend as needed to further individual learning.

Our curriculum has been designed around the strengths and needs of our children and has a strong communication and language focus. Communication and language underpins children's thinking, learning and development across all areas of learning. Staff introduce children to new vocabulary and repeatedly use this in daily practice to ensure children learn, understand and are able to use the new words when explaining their thoughts and ideas. Stories are used as the facilitators to introduce and embed a broad and rich vocabulary. The curriculum is centred around the unique child, their

interests, fascinations and individual starting points, ensuring there is no cap on their learning potential and no ceiling put on the progress they can make. Practitioners have a strong subject knowledge of each area of learning and use a progression framework of crucial skills and knowledge children need to provide the foundations for success in the next stage of their learning journey.

“Children benefit from an ambitious curriculum that helps them to prepare well for future learning.” Windmill Daycare Ofsted May 2022

We intend to develop curious, creative, resilient, independent learners who show high levels of well-being and engagement. This will result in deeper level learning and higher rates of progress across all seven areas of learning. We know our children make the most progress when fully immersed and absorbed in self-directed play, skilfully supported by practitioners who have developed warm, caring and nurturing relationships with each unique child.

We know that our children make the most progress in their learning and development when they are interested, engaged and actively involved in their learning. For this reason, we aim to use children’s interests and individual needs as a starting point for their learning and development. Practitioners know the children well and plan responsively for each child when supporting and guiding their play within provision. Whilst the children take the lead in the outcomes of their play, practitioners are mindful of the knowledge and skills we want our children to achieve.

“Staff plan activities according to what children need to learn next. They follow their interests during play.” Windmill Daycare Ofsted May 2022

We recognise the need for a blended approach to our curriculum and compliment this with a number of adult directed sessions and activities. These sessions are carefully planned and sequenced to ensure pace and progression for all and to provide children with the solid foundation skills they need to access the next stage of their learning journeys.

Practitioners carefully plan high quality learning environments that ensure children can continue to make progress even in the absence of a responsive practitioner. Environments support the progression in skills across all seven areas of learning throughout the year and progression can be seen as you transition through each of the rooms from Babies to Reception. Within Reception challenges are available in every area to embed prior learning and to enable children to extend and challenge themselves. There are also weekly challenges set to allow children to build up and develop their independence in order to aid with smooth transition to Year 1. These are set in the form of Rainbow Challenges.

Adult Guided Sessions

- **Phonics** – Children in Nursery begin the early stages of phonics by singing a wide range of Nursery rhymes and songs as part of their daily practice. Practitioners support children in developing their speaking and listening skills and broadening their vocabulary. Children in our pre-school provision begin to access short, adult directed, daily phonics sessions focusing on crucial early reading skills, providing the foundations needed to access phonics when they begin Reception. As children move into Reception, they access daily phonics sessions following the Little Wandle phonics scheme that they continue in KS1. There will then be linked activities to phonics throughout every session to help children embed and deepen their knowledge.

- **Maths** – Children in Nursery begin to build the foundational skills they need through the carefully planned areas of provision that support early maths skills. Practitioners focus on developing the understanding of early mathematical vocabulary so that they can succeed at the next stage in their learning journeys. Children in our pre-school provision begin to access short, adult directed, daily maths sessions focusing on the crucial early maths skills, providing them with the foundations needed to access maths when they begin Reception. As children move into Reception they access daily phonics sessions, following the White Rose maths scheme which they continue in KS1 and KS2. After these sessions children are able to go into provision to apply their knowledge, this is done by carefully set up activities and on going provision enhancements.
- **Daily story sessions** - For each stage of the EYFS, we have carefully selected a story spine consisting of 12 books that provide the core reading experiences across the EYFS. Each of these story spines provide opportunities to develop knowledge and skills across all seven areas of learning of the EYFS curriculum at a developmentally appropriate level. These books have been carefully selected to meet the needs of each age and stage of their development. Each story is focused on for a minimum of one week and enhancements to provision to support and develop cross curricular links are provided for all. In addition to this, there are many opportunities both in provision and in story sessions to explore a wide range of other books linked to children's own interests and fascinations. (See Story Spine progression document.)
- **PE** – When the children begin Reception they access weekly PE sessions following the 'Get Set for PE' scheme. This compliments the skills learnt and practiced in daily provision both inside and outside during their child led play.
- **Music Sessions** – Children in Nursery and Reception have the opportunity to participate in a weekly music session led by a specialist music teacher. Each term the children develop a repertoire of action songs and make music with instruments such as shakers. In the spring or summer term families are invited in to listen to the children perform their songs.

We recognise that our children do not all have the same access to many first hand experiences. We seek to provide our children with a broad range of first hand experiences to allow them the opportunity to succeed and achieve in all areas of the curriculum. Planting seeds, caring for plants, caring for animals, observing life cycles, visits from members of the community and trips to the farm are the key opportunities our children will experience in the EYFS. In addition to this, there will be many more that are guided by the children's interests or planned for by practitioners to ensure there are no gaps in their learning.

We celebrate the diversity in our children and families at Low Road and Windmill Music Federation and always join in with any festivals the children are celebrating at home. We encourage parents and carers to support us with developing a greater knowledge and understanding of the similarities and differences within our local community. We also plan for events to support a greater awareness of being a responsible citizen, such as mental health awareness week, charity events and Earth day.

The balance between child led learning, guided and supported by the practitioner, and the adult planned sessions, ensures that the children are exposed to many new experiences. This broadens their knowledge, skills and understanding across all seven areas of learning and provides them with the necessary foundation for learning and progress in the next stage of their journey. Strong

relationships and knowledge of each child combined with focused assessment ensures children leave each stage of their learning journey knowing more and being able to do more from their individual starting points. We have a fully inclusive curriculum, and all children are provided with the same opportunities and experiences, tailored to meet their individual needs. We work with our children, families and outside agencies to work towards removing any barriers faced by learning ensuring progress for all.

Assessment

At Low Road and Windmill Music Federation, 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. All assessment in the EYFS supports children's learning and development and ensures progress for all. Ongoing daily observations give us an accurate picture into the strengths, needs and interests of our babies, toddlers and children, which feeds into our responsive planning.

“Staff know children well. They are able to explain their key children's progress and the impact that their teaching has on children.” Windmill Daycare Ofsted May 2022

In daycare to ensure there are no gaps in children's learning, once a term, every child has a week of additional, intense focus from their key worker. In this time, practitioners work closely with the child and their families, gathering a holistic picture of their learning, development and progress. After this week, the child's key person facilitates a discussion with parents/carers to ensure they have a current and accurate picture of their child's progress and next steps. Staff complete summative assessment termly and practitioners analyse this data, planning for areas of strength, gaps and interests for the ever changing cohorts.

When a child is **aged between 2 and 3**, staff review their progress and provide parents and/or 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 reception**, staff will complete the Reception Baseline Assessment (RBA). The children progress is then monitored and recorded every term to ensure that all children are making progress.

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.

Working with parents

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We know that children learn and develop best when there is a strong partnership between staff and parents and/or carers. In Daycare 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. The key person develops strong relationships with each family, providing support for both the child and their family when needed.

Parents and/or carers are kept up to date with their child's progress and development through termly meetings. Parents/carers are encouraged to regularly share information about their child, their interests, their progress and the experiences they have at home. At these meetings the child's key person will facilitate discussion about the child's progress and work in partnership with parents/carers to set next steps and offer support and advice of how everyone can work together to support these both at Nursery/school and at home.

The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities at key points in the EYFS.

We warmly welcome our families into our settings regularly across the year:

- Information sharing events, to provide parents/carers with the knowledge and confidence of how they can support their child's learning at home.
- Regular posts on Class Dojo to inform parents on learning taking place in school
- Regular posts on Class Dojo celebrating key events, lessons or learning
- Stay and play sessions for Daycare
- Student showcase for Reception
- Celebration events, such as Bonfire Night, Mother's Day, Father's Day
- Workshops and support meetings for parents linked to a variety of topics
- Operating an open door policy where parents/carers are able to discuss their child with the key workers and teachers.
- Inviting all parents to a welcome meeting or individual induction meetings before their child starts nursery or Reception in order to detail how we aim to work with their child.

Behaviour

Low Road and Windmill Music Federation has clear policies and procedures in relation to expectations and management of the behaviour of its children. Refer the Early Years Behaviour Policy or the school behaviour policy.

Transition

Low Road and Windmill Music Federation has an EYFS specific Policy to cover Transition between Home, Nursery, Reception and Year One. Refer the Early Years Transition Policy.

Inclusion/Special Educational Needs (SEN)

All children and their families are valued at Low Road and Windmill Music Federation. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Assessments take into account contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the schools Special Educational Needs Coordinator (SENCO) is called upon for further information and advice. Appropriate steps are taken in accordance with the school's SEND Policy.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress using a range of assessment techniques and taking action to provide support as necessary.

We are skilled at identifying pupils with additional needs and quickly implement effective strategies to support these pupils. External agencies are involved as required, and over time, we have worked collaboratively to create a bespoke provision for our pupils with significant SEND in EYFS. The learning environment has been carefully planned to mitigate any barriers to learning. We have high expectations of our SEND pupils and continue to raise achievement by prioritising the development of fundamental social and communication skills, whilst allowing the pupils to access a broad and balanced curriculum rich in new learning opportunities and experiences. Early intervention at this stage helps to narrow gaps in learning effectively and allows pupils the opportunity for a successful transition into either provision with their peers or specialist setting

Equal Opportunities

All children have an equal entitlement to a good Early Years curriculum regardless of gender, race, culture, Religion, disability and special or medical needs.

Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by:

- Talking about the effects of eating too many sweet things
- Talking about the importance of brushing your teeth
- Sharing stories about looking after your teeth
- Ensuring children are eating a healthy school dinner or packed lunch

The rest of our safeguarding and welfare procedures are outlined in our whole school safeguarding policy and our intimate care policy.

Safer Working Practice – Physical contact

We understand that babies and children become attached to significant adults within reliable, respectful, warm and loving relationships which are essential in order to thrive. Babies and children experience wellbeing and contentment when their physical and emotional needs are met and their feelings are accepted. The key person approach, reflecting relationships within families, helps serve to meet these conditions. Early experiences of love and attachment have lifelong benefits. (Birth to Five Matters, Early Education, 2021).

In order to meet children's wellbeing needs and in accordance with Safer Working Practice (2022) we recognise there are occasions when it is entirely appropriate and proper for staff to have physical contact with children. In this respect, we define appropriate forms of physical contact in EYFS as:

- a 'cuddle' / 'hug'
- holding hands
- sitting on a practitioner's knee

However, any physical contact should be in response to the child's physical and emotional needs at the time and appropriate to their age and stage of development. For instance, as children grow older they would be encouraged to sit next to a practitioner rather than on a knee. Staff should be aware of and respectful of children's right to consent to any form of physical contact.

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

Statutory policy or procedure for the EYFS	Where can it be found? https://www.musicfederation.co.uk/statutory-information
Safeguarding policy and procedures	See child protection and safeguarding policy Safer Working Practice 2022
Procedure for responding to illness	See health and safety policy

Statutory policy or procedure for the EYFS	Where can it be found? https://www.musicfederation.co.uk/statutory-information
Administering medicines policy	See 'First Aid' - safe administration of medication to pupils policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy

A .Swan – EYFS Leader
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