



# STREATHAM & CLAPHAM PREP SCHOOL

## EYFS Policy

<b>Person(s) responsible for this policy</b>		<b>Head of EYFS</b>	
		<b>Head of Prep</b>	
<b>Last review by</b>	<b>S Dowler</b> <b>H Loach</b>	<b>Review date</b>	<b>Sep 2025</b>
<b>Date of next review</b>		<b>Sep 2026</b>	

### Aims

At Streatham and Clapham Prep School we aim to provide an Early Years education that meets the individual needs of every child in our care. We offer a safe and secure environment that will encourage each child to take fullest advantage of a wide range of presented opportunities and experiences through an extensive and sensitively introduced curriculum.

Whilst our provision is merged so our Nursery and Reception girls are together, our aim in the Nursery, is to provide activities that will challenge children to achieve the level the Curriculum Guidance sets or above for children before they are Reception aged and make the learning experience an enjoyable one for the children.

Once the children are of Reception age, they will work towards achieving and, where appropriate, exceeding the “Early Learning Goals”.

The EYFS at Streatham and Clapham Prep School is delivered in accordance with the DfE EYFS statutory framework for group and school-based providers (DfE, 2025). We meet the learning and development, assessment, and safeguarding and welfare requirements in full.

### Accommodation

Girls can be admitted to Nursery from when they are 3 years old and remain in the Nursery until the September following their 4th birthday. It is a full-time offer. All children stay for school lunch which is eaten in the main dining room.

Girls are admitted to Reception in the September following their 4<sup>th</sup> birthday and remain there until the September following their 5<sup>th</sup> birthday.

Our EYFS provision is merged and girls of both Nursery and Reception age share the same space. A folding partition separates the two when required, allowing for open plan access. There is access to a sink and there are toilets with hand basins nearby. The EYFS room has a sand and a water tray. There is easy access to the

outdoor area. Access to the rest of the school is through a keypad door. EYFS girls also use the facilities of the main school, the gymnasium, library, main hall, and ICT suite.

EYFS is part of the Pre-Prep and as such the girls may on occasions attend assemblies in line with the rest of the Prep school (Reception aged girls do this ahead of the Nursery aged girls and we only integrate them when they are emotionally ready).

### **Settling in**

Once a child is accepted into Nursery, arrangements will be made for a short visit to the Nursery for a play session. The Nursery staff work in partnership with the parents to settle the children into the Nursery environment. Each child will be very different when being settled into the nursery environment. Some children will settle in more quickly than others. The key message is that the staff and the parents will know when each child is ready to take further steps within the settling in process. Each child is assigned to a key worker.

Girls from other nursery settings are invited to make at least one morning visit to the school in the summer term with their parents to see their new classroom and meet their teacher and classmates.

### **Curriculum**

We will promote the intellectual, emotional, physical, spiritual, moral, social and cultural development of each child through a well-planned and managed curriculum. The curriculum will take account of the child's aptitude to learn through different forms of activity, in particular through active involvement and play. Playing and exploring is how young children learn best. Through play they will develop social interaction and key communication skills.

EYFS girls work towards the Early Learning Goals and the Foundation Stage Statutory framework (January 2024) and use this to plan and provide a range of learning activities which help children to make progress in each of the areas of development. In most of these play-based activities, the children initiate their own play, in others, an adult takes the lead in helping the children to take part fully in the activity. The continuous provision enables the environment to be engaging for each child, follows individual interests and enhances topic related activities.

The EYFS curriculum divides children's learning and development into seven areas. *The three prime areas are:*

#### **Personal, Social and Emotional Development**

This area of children's development focuses on children learning how to work, play, co-operate with others and function in a group beyond the family. The learning outcomes cover important aspects of personal, social, moral and spiritual development including the development of personal values and an understanding of self and others.

#### **Physical Development**

This area is focused on children's developing physical control, mobility, awareness of space and manipulative skills in both indoor and outdoor environments. This includes establishing positive attitudes towards a healthy and active way of life.

## **Communication and Language**

This area covers the development of communication skills, including speaking and listening. We place a very strong emphasis on children's developing competence in listening and paying attention, understanding and speaking, plus a current focus on acquiring a range of vocabulary through all other areas of learning.

*The four specific areas are:*

### **Literacy**

Phonics taught systematically and discretely, is used as the prime approach in the teaching of early reading. Through use of phonics, children are confident to write simple words correctly and have a go at sounding out and writing more complex words. Girls learn Literacy skills through key story books throughout the year.

### **Mathematics**

This area covers important aspects of mathematical understanding. A great emphasis is placed on mental maths, understanding number and developing the use of mathematical language.

### **Understanding the World**

This area focuses on children's developing knowledge and understanding of their environment, themselves, other people in their lives and features of the natural and made world. It provides a foundation for scientific, technological, historical and geographical learning.

### **Expressive Art and Design**

This area of the curriculum focuses on the development of the children's imagination and their ability to communicate and express ideas and feelings in creative ways.

### **Outdoor Learning**

Outdoor learning and outdoor play time is an excellent opportunity to extend a child's gross motor skills. During this time there will be a lot of staff interaction to ensure each child is getting the best out of this time. It also allows staff to assess and record the children's development. Outdoor play should allow the children freedom to express themselves, but it also needs to have some meaning to the play.

Preparation and supervision of outdoor play is of utmost importance to ensure the safety of the children at all times.

### **Planning**

There are frameworks in place for long, medium and short-term planning. Our long-term planning takes the form of an overview of the themes covered by Nursery aged and Reception aged girls. On this plan each of the seven areas of learning is identified. Parents are given an outline of the themes for the term and are kept informed about activities and visits through welcome evenings, curriculum talks, displays, notices and letters. A copy of the curriculum letter and the class timetable is also on Firefly for parents and shared via: Tapestry.

Medium term planning is completed each term. The medium-term plan identifies the broad learning objectives in all areas and suggests outcomes to show that the objectives have been achieved.

Short term planning is completed weekly. It builds on the medium-term planning by identifying detailed learning objectives. It takes into account the needs of the children in various groups and identifies the way in which the activity will be delivered. The Teaching Assistants are included in the weekly planning. The EYFS teacher meets regularly with the Head of Pre-Prep to discuss ideas and share any issues or concerns. These meetings are also used to discuss observations and assessments of the children, thus feeding future planning.

The Early Learning Goals provide the basis for planning throughout the Foundation Stage. Initially we address the requirements in a flexible way suited to each girl's needs. They are then prepared in the summer term to effectively transition up to Key Stage 1.

### **Assessment**

For Nursery aged children, progress is measured by their varying, unique stages of development. All Early Years staff contribute to the girls' Learning Journal on Tapestry. Observations may be logged and progress tracked in all areas of learning, next steps for individuals are also identified and communicated to families each term.

For Reception aged children, a Baseline Assessment is carried out on every child within six weeks of starting school. We currently use the CEM Baseline Assessment. The Baseline gives a "view" of that child – of where they are and what they need to do next to take their learning forward. It also helps to group the girls for specific areas of Literacy and Numeracy.

All early years staff carry out observations as part of the child's everyday activities in class. We follow a "look, listen and note" routine, observing the child and sometimes talking with them about the activity and their response to it. We build a Learning Journal of each child using Tapestry to log key moments of development, a tool to assess and monitor progress, with a profile app on iPads. Each member of staff has an iPad. We use the app to record a photos, videos and sometimes captions of an activity or child-initiated play, make notes on attainment and plan the next steps for learning. A Learning Journal can be generated at the end of the school year and shared with parents via a PDF. Parents can also contribute to their child's profile by adding their own observations. We also use the tracking software SONAR to highlight areas of achievement and areas of development.

Children's work is also collected at various times to provide evidence of learning and progress. Photographs may also be included as evidence. All EYFS children have a scrapbook with key samples of work to demonstrate progression throughout the year. Reception begin a writing assessment book, with key pieces of writing each term.

We may record the key "Characteristics of Learning". We are particularly interested in how the children learn. We will record if they are "playing and exploring", noting how children play with what they know and how they are "willing to have a go". We note any "active learning" looking at how the child is involved in the activity, whether they can concentrate, keep on trying and how they enjoy achieving what they set out to do. We also notice where the child is "creating and thinking critically", for example, do they have their own ideas? Can they make links? Also noting how they choose ways to do things.

After each observation, we consider what has just been observed and we will state the area of development that will be a future focus of learning for each child. “Next steps” often relate to the child’s current interest in life or what they love doing the most and can be a great way to extend activities or interests and even introduce something new.

At the end of the Summer Term, Reception teachers complete the CEM end of year assessment and the Foundation Stage Profiles for each child on Tapestry, showing where the early learning goals have been met or exceeded.

## **Parents**

Parents and families are central to the progress and well-being of the child. Whilst most parents drop their children at the gate (and handover to a member of the team), parents can bring their children into the classrooms each morning and a quick informal discussion can sometimes take place. Parents can make an appointment to meet with the class teacher at any point in the term to discuss any concerns they might have.

We meet with parents within the first two weeks of the Autumn term to discuss the settling in period and to give details of the curriculum and ways in which they can support their children’s learning. Later in the term we hold individual meetings to discuss progress. We are also keen to involve parents as they know their children best. Their own observations of what their child is doing at home are an important part of the complete picture of the child’s development and achievements, upon which we can build.

In the Spring term parents are invited to see their children’s scrap book and to discuss progress and targets with the class teacher. In the Summer term parents receive a written EYFS report that offers comments on their child’s progress in each area of learning and targets for literacy and numeracy.

## **Resources**

A specific budget is designated for the EYFS. Orders are given to the Head of Pre-Prep to put on Complot (or added by the EYFS teacher themselves once approved by the Head of Pre-Prep). Resources within the classrooms are well ordered, clearly visible and accessible to all children, helping to lead towards independence and the children taking responsibility for their own learning.

## **Equal Opportunities - [EYFS Equal Opportunities Policy \(P\) Sept 2025 \(SD\).docx](#)**

All children are valued whatever their gender, race, religion, ability or disability. Support is given to children who need it “for whatever reason” (see separate policy document)

## **Additional Learning Needs**

Children in Nursery and Reception are monitored and teachers plan for the individual learning requirements of those children who need additional support or have particular needs using Individual Educational Plans. The school SEN coordinator meets with teachers frequently to ensure that individual children make the best possible progress.

**Staff conduct - [School Staff Code of Conduct \(WS\) - Sept 2025- GDST \(ASM\).docx](#)**

The use of mobile phones in the classroom environment is prohibited. Staff must keep phones in the office and use during their non-contact times or break times only ([EYFS Mobile Phone Policy \(P\) Sept 2025 \(SD\).docx](#))

**Ratios**

Our EYFS staff:child ratios in Nursery and Reception, meet or exceed the statutory minima, our staff are appropriately qualified, and that sufficient staff (and any students counted in ratios) hold full paediatric first aid as per 2025 changes.

**Health and Safety - [EYFS Health and Safety Statement Policy \(P\) Sept 2025 \(HL\).docx](#)**

A separate EYFS Health and Safety statement and policy is in place.

At all times the EYFS staff will cooperate fully in implementing health and safety initiatives. They will do everything possible to make sure injuries do not occur to themselves, the children and others. Staff complete risk assessments for all areas where Nursery and Reception children go.

To ensure a safe environment the toys and materials used by the children are cleaned and tidied every week.

The classrooms and outdoor area are checked each morning and constantly throughout the day for any possible hazards.

We follow EYFS requirements on monitoring child attendance and following up on prolonged or unexplained absence, and we hold at least two emergency contacts for each child.

EYFS girls bring their own afternoon snack and water bottle. They are given school fruit for morning snack and their lunch provided on plates on the dining room. Food, snacks and mealtimes comply with EYFS safer-eating guidance and promote healthy eating. Tables are cleaned before and after eating.