

THE GLEDDINGS PREPARATORY SCHOOL

Early Years Foundation Stage Policy

This policy takes account of:

- Early Years Foundation Stage Statutory Framework (For group and school-based providers) 2025
- Keeping Children Safe in Education (KCSIE) (DfE) 2025
- ISI Framework for the inspection of association independent schools including registered early years settings 2023
- The Independent School Standards 2019

This policy is to be read in conjunction with all other school policies with particular reference to the EYFS. Please also cross refer to the following:

- Behaviour & Discipline (Rewards and Sanctions)
- Children Learning English as an Additional Language
- Complaints Procedure
- Computing
- Curriculum
- First Aid, Administering Medicines and Supporting Children with Medical Conditions
- Health and Safety
- Safeguarding Children
- Special Educational Needs, Learning Difficulties, Disabilities and Inclusion
- Teaching & Learning

Introduction

At The Gleddings Preparatory School and Little Gleddings Nursery we recognise that every child deserves the best possible start in life and the support necessary to fulfil their full potential. Therefore, a secure, safe and happy childhood is important in its own right and provides the foundation for children to make the most of their abilities and talents as they grow up. The Early Years Foundation Stage (EYFS) sets the standards for learning, development and care for children from birth to the end of the school academic year in which a child has their fifth birthday.

At The Gleddings, the provision for children in the Early Years Foundation Stage begins in our nursery, Little Gleddings. We also have a transition room (that is part of Little Gleddings) located in the Prep building. This transition room, called Pre Prep, is used to support children's learning in a smaller group. The majority of children at Little Gleddings generally progress to The Gleddings Prep class in the September after their third birthday. The Gleddings Early Years education extends from the Prep class to Lower I (Reception). Although we do provide a nursery education (six months to three years) at Little Gleddings, families may decide to enroll their children into the Prep Class at the beginning of the academic school year in which they will have their fourth birthday. Children transfer into Lower I in the following year in which they will have their fifth birthday. At The Gleddings, we consider the Early Years Foundation Stage to be an essential stage of a child's development, which also helps to prepare children for later schooling and their future life.

Little Gleddings Nursery and both Prep and Lower I at The Gleddings, provide an extensive range of learning opportunities to help develop children's independence, concentration and an interest in achievement. Our buildings are in close proximity to each other which supports the children's smooth transition from Little Gleddings to Prep at The Gleddings and then to Lower I. In the Prep classroom

there are clearly defined areas organised to encourage the children's development across each of the seven areas of learning. This arrangement is continued in the Lower I classroom, although with a slightly more formal approach. The reason for this is to support the children as they develop and to help them make good progress towards beginning the Key Stage 1 curriculum. The school grounds are well laid out and provide the children in the Early Years Foundation Stage with a good amount of outdoor play space. The outdoor play space includes both hard and soft surfaced areas, grassed and woodland areas. The children also have access to the school hall and the library.

At The Gleddings we tailor our curriculum to each child's individual needs and build on what our children already know and can do. Through a clear structure for learning we carefully match the needs and abilities of the children in our care and ensure that no child is excluded or disadvantaged. Our curriculum is carefully planned to be both challenging and enjoyable.

Aims of the Early Years Foundation Stage Provision

At Little Gleddings and The Gleddings we aim to create an environment in which the children feel welcomed, happy, safe and secure and are well supported and stimulated. Children will be encouraged to experiment, investigate, observe, problem solve, question and consolidate their learning and to progress socially, emotionally, intellectually and physically. The curriculum of the Early Years Foundation Stage underpins all future learning by supporting, fostering, promoting and developing children's: -

- * personal, social and emotional well-being;
- * social skills;
- * language and communication;
- * positive attitudes and dispositions towards their learning;
- * attention skills and persistence;
- * confidence and self belief;
- * physical development skills;
- * reading and writing;
- * mathematical knowledge;
- * Knowledge and understanding of the world;
- * creative and expressive skills.

Every child matters so our principles and aims are to: -

- provide a safe, stimulating environment (both indoors and outdoors) to enhance children's social, emotional, intellectual and physical development;
- to provide a balanced range of experiences and activities to enable each child to develop emotionally, socially, physically, creatively, intellectually, spiritually and morally;
- create a welcoming atmosphere in which children and parents feel respected, happy and valued;
- develop warm, trusting relationships between children and staff so that staff can interact at a high level to allow them to assess, challenge and extend each child's development in every area of learning;
- encourage good relationships with parents and enable them to have access to their own child's development records, policies and general information;
- encourage a positive ethos in which children have opportunities to experiment, discover, consolidate and reflect on their learning and new experiences;
- encourage self motivation, independence and confidence in each child;
- identify and provide appropriate support for any children with special educational needs, learning difficulties or disabilities or who have English as an additional language;
- encourage the children to have a healthy approach towards their own lifestyle, for example, to encourage them to make sensible choices;
- ensure that every child is included in the curriculum provision and is not disadvantaged because of ethnicity, culture, religion, gender or ability.

Early Years Foundation Stage Curriculum

The EYFS curriculum is based on the Educational Programmes stated in the Statutory Framework for Early Years Foundation Stage. The Development Matters non-statutory guidance for the EYFS framework is also used to support the school's approach to curriculum and putting the Educational Programmes into practice. The Early Years Foundation Curriculum is planned and organised for our children at Little Gleddings (six months to three years), Prep (aged three to four years) and Lower I (aged four to five years). As a school we are committed to providing an early years provision that is in line with the learning and development and also the welfare requirements. We regularly review and update our curriculum to take account of any new guidance and statutory requirements. In implementing the present framework which had effect from September 2025, the staff support the development, learning and care of the children by building on the Four EYFS Overarching Principles.

Four EYFS Overarching Principles

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through **positive relationships**;
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers;
- **The importance of learning and development**. Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

There are seven areas of learning and development that must shape the Educational Programmes provided in early years settings. All areas of learning and development are important and inter-connected. The Statutory Framework for the Early Years Foundation Stage sets out the different stages of progression to the Early Learning Goals (ELGs) for each of the Seven Areas of Learning and Development. The ELGs establish the expected levels of achievement by the end of the Early Years Foundation Stage.

The Seven Areas of Learning and Development are: -

Prime areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

1. Communication and Language

In this area of learning the children's competence in communicating, speaking and listening will be supported and extended. Children participate in quality conversations with adults and peers in a language-rich environment where modeling and sensitive questioning encourages children to elaborate and develop a rich range of vocabulary and language structures. The children will be provided with opportunities and encouragement to use their skills in a range of situations and for a range of purposes and to develop their confidence and disposition to do so.

2. Physical Development

In this area the children will be encouraged to develop their skills of co-ordination, body control, manipulation and movement. Staff will support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility during play both indoors and outdoors. Children will learn to handle and use both small and large equipment and tools appropriately. They will be taught to hold a pencil effectively and learn how to form letters correctly.

3. Personal, Social and Emotional Development

In this area the children will be provided with experiences to help them develop a positive sense of themselves and others; respect for others; social skills; and a positive disposition to learn. Staff will encourage the children to develop their emotional well-being and to help them know themselves and what they can do. Through supported interaction with others, children will learn how to make good friendships, co-operate and resolve conflicts peaceably. Through adult modelling and guidance, children will learn how to look after their bodies. They will develop an understanding of the importance of physical activity, personal hygiene (including good oral health) and how to make healthy choices to enable them to lead healthy and happy lives. Through supported interactions with other peers, children learn how to make good friendships, co-operate and resolve conflicts peaceably.

Specific areas

4. Literacy

In this area children will learn to link sounds and letters and to begin to read and write. Children will be given access to a wide range of reading and writing materials (books, poems and other written material) to ignite their interest, develop a life-long love of reading and develop phonic and decoding skills. We follow the Read Write Inc Phonics scheme.

5. Mathematics

In this area the children will be supported in developing their understanding of numbers, calculating and shape, space and measures in a broad range of contexts in which they can explore, enjoy, learn, practice and talk about their developing understanding. They will learn about patterns and how to make comparisons.

6. Understanding the World

In this area the children will develop their knowledge, skills and understanding to help them make sense of the world and their community. The children will attend a weekly Forest School lesson and be offered opportunities to find out about people, plants and objects in their natural environments and in real life situations. Children will increase their knowledge and sense of the world around them by meeting important members of society and taking part in educational trips. Children will undertake practical experiments, learn to investigate and work with a range of materials. They will learn to develop a sense of place and a sense of the past and the present. Children will also learn about a range of technology.

7. Expressive Arts and Design

In this area the children's creativity will be extended by providing them with opportunities to develop their curiosity, to explore, share their thoughts, feelings and ideas. They will do this, for example, through art, construction, music, movement, dance, imaginative role play activities and through design technology.

Long term planning provides information about the topics to be covered. It also outlines a framework showing which aspects of children's learning/stages of progression will be catered for within each of the topics. The framework has been planned and organised to ensure we provide a broad and balanced curriculum and comprehensive coverage of all the 7 areas of learning over time.

Medium term planning is completed half-termly. The plans include information about the learning objectives and how they are to be achieved and they also outline the main activities to be provided.

Short term planning our daily planning provides more detail in relation to the learning objectives and of the activities to be presented to the children. It explains how children will be grouped, staff deployment and the individual needs and abilities of the children catered for. Assessment opportunities are also identified. At the end of each week, an evaluation of each child's learning is made. This enables staff to incorporate the next steps of learning in the following weeks planning.

In the moment planning allows staff to extend children's learning and follow their interests. Staff will use their observations and interactions with children to move the learning on in that moment. In the moment planning encourages children to make progress in areas that are relevant and of interest to them.

Characteristics of Effective Learning

When planning and guiding children's learning we consider different styles of learning and reflect on the different rates at which children are developing and adjust our practice accordingly. The three 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; and
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Our ongoing observations of children reflect these characteristics which are recorded in each child's All About Me book (Prep and Lower I) or online Blossom learning journey (Little Gleddings). They are considered when planning children's next steps.

Little Gleddings, Prep and Lower I work closely together to ensure continuity and progression towards the Early Learning Goals and beyond. We consider the EYFS to be an important Key Stage in which the foundations are laid for commencing the National Curriculum. Children in Prep and Lower I have a daily numeracy and literacy session where the individual needs and abilities of the children are appropriately catered for.

Play in the Early Years Foundation Stage

Using a wide range of topics and play, the children at Little Gleddings and The Gleddings will be encouraged to explore and develop their learning experiences to help them make sense of the world. Activities, indoors and outdoors, will be planned around each individual child's needs and interests, informed by a close relationship with parents. Children will practice and build up their ideas and learn how to control themselves, play and socialise with others and understand the need for rules. Appropriate opportunities will be provided for them to think creatively alongside other children as well as individually. They will be encouraged to communicate with their peers and adults as they investigate and solve problems and express their ideas and feelings. The named topics covered by the children may sometimes be repeated but always at a higher level and in more depth than experienced initially in order to build on their first-hand experiences and ability to play and co-operate with others.

Staff

At Little Gleddings our staffing ratio is one member of staff to three children in Very Little Gleddings (our under-two's room) and one member of staff to five children in Little Gleddings (our over two's room). In Prep and Lower I our staffing ratio is one member of staff to eight children. Specialist teachers, alongside the EYFS teams, teach Forest School, Music and Movement, PE, French, Mandarin,

Spanish and Music. All of the EYFS team hold a PFA certificate.

Key Person

When joining Little Gleddings children are assigned their own key person. On entry to the Early Years Foundation Stage at The Gleddings children are also assigned key workers alongside the main class teacher (the key person) who is responsible for helping children to settle into school and for building up a strong partnership with parents. The name of each child's key person and key worker and their role is given to parents and also displayed in Little Gleddings and the Prep classroom. In Lower I the class teacher is the key person. Close observations will be made of the children which will form part of their Learning Profile. These observations are recorded in each child's All About Me book/Blossom learning journey. During staff meetings, information gained by key persons/workers will be shared with the EYFS/Nursery manager and other relevant members of staff to ensure that the individual needs and abilities of all children are effectively catered for. Additionally, regular supervision meetings are held for EYFS staff which include discussions in relation to their own personal wellbeing and development and children's development and wellbeing, alongside any child protection concerns.

Assessment

At The Gleddings we make regular assessments of the children's learning and we use the information gained to ensure that future planning meets the individual needs and abilities of the children. Assessment throughout the Early Years Foundation Stage takes the form of: -

Formative Assessments - close observations (informal and written), information from parents, photographs, and the collection of samples of the children's work.

Summative Assessments - which comprise a summary of all the formative assessments done over a longer period and makes statements of the children's achievements.

At Little Gleddings (including Pre Prep) parents/carers are asked to fill in a parental assessment just before their child starts at the nursery, this is called an 'All about Me' form. The 'All About Me' form provides the nursery team with essential information which enables staff to provide learning opportunities catered to each individual need and ensures that every child feels safe and secure. Children will also have a formal two-year-old progress check if they are attending Little Gleddings at this age. Assessment also takes place in the form of observations, which are carried out as part of daily practice. Staff observe and assess children's development and learning to inform future planning. Observations of children's achievements are collated in their own personal online 'Blossom' Learning Journal and are regularly shared with parents. Children's 'Next Steps in Learning' are added to observations, where appropriate, so that parents/carers know how to help their children with their learning at home.

In Prep formative assessments are made by all staff and are ongoing. Initially the children's progress is measured on entry (Baseline Assessment) to help staff organise appropriate activities and guide the initial grouping of the children. The baseline assessment is completed on Blossom during the first half term in which a child enters the Prep Class and forms the first summative assessment. Once this has been completed the staff begin to compile The Gleddings Profile Book for each child which illustrates their progress through the different stages of the EYFS Educational Programmes (this will include close observations, examination of completed tasks, information from Key Workers and assessment records). Formative assessments take place regularly on Blossom throughout the academic year. All teaching and support staff in the Early Years Foundation Stage are trained in how to assess the children accurately and they work as a team to share information and support children and their individual needs. The EYFS team regularly meet to discuss the children's progress in both

Prep and Lower I and also to examine and analyse samples of children's work to ensure a consistent approach to assessment. In this way our staff can measure the children's progress during their time spent in Prep and to help them reach their true potential. The results of these assessments are analysed and used to identify patterns of attainment within the cohort of children. The information is then used to inform and modify the teaching programme for both individual children and groups of children. All the information is then passed on to the Lower I Class teacher and used in the same way.

In Lower I ongoing formative assessments are completed in the same way as in the Prep Class. During the first half term the children are assessed using a Baseline Assessment on Blossom. The staff also continue to use Blossom throughout the academic year to complete formative assessments. The Early Years Foundation Stage Profile is completed to collate detail describing each child's attainment in seven areas of learning and whether they have met the Early Learning Goals. At the end of the year this data is submitted to the Local Education Authority. All Assessment Records are transferred to the Form I teacher at the end of each academic year so that the teacher can use this information to make appropriate plans to cater for each child's individual needs and abilities for the year ahead.

Informal consultations take place with parents on a daily basis and a good two-way dialogue and partnership with parents is positively encouraged. Where more time is needed to discuss individual children's progress the Nursery Manager, Prep and Lower I Class teachers or the Headteacher are always happy to arrange meetings at times to suit parents.

Parents with children in both the Prep or Lower I Class receive two written reports during the year. Reports are completed in the Spring Term and towards the end of the Summer Term. The reports provide comments about their child's progress through the different stages of development and towards the Early Learning Goals in each of the Seven Areas of Learning. Where appropriate, children's progress, which exceeds the Early Learning Goals, will also be reported upon. An opportunity is provided for parents to discuss their child's report with the relevant class teacher and if necessary with the Headteacher. They are also asked to add their comments to the child's school report. A parent's information evening is held each year prior to new children beginning their Prep education and prior to the transition into Lower I. Parents are provided with clear information and photographic evidence about the Early Years Foundation Stage Curriculum. They are informed about the purpose and structure of the EYFS classrooms and curriculum provision and about the stages of development towards the Early Learning Goals. In addition, parents are informed as to how they will receive information about their own child's progress during their time in the Early Years Foundation Stage.

N.B. If a child moves to a new nursery or school the Early Years Foundation Stage Assessment records will be sent to the new setting.

Partnerships with Parents

At Little Gleddings and The Gleddings we acknowledge that we have a key role to play in working with parents to support their young children. We place strong emphasis on developing good communication links and relationships with our parents. Before children join the nursery/school, parents are encouraged to share as much information as possible regarding children's needs and abilities with the Little Gleddings staff and EYFS Manager. Parents are asked to complete an 'All About Me' and 'Pupil Detail' form which provides staff with essential information about each individual child. We prioritise the sharing of information and identifying the learning needs of the children and responding quickly to any difficulties. Regular information, including half termly topic information, is provided by the school for parents about the activities undertaken by the children, school events and school meals. The children's individual learning information is regularly shared with parents so that they are aware of their child's progress throughout their time in EYFS. Parents are also encouraged to view our school displays, photographs and examples of the children's work.

All policies and procedures are available to parents. From time to time information days and evenings are organised for parents to illustrate some of our provision and explain how they can support the school in their child's learning and development.

Parents sometimes take part in lessons if they have relevant skills, experience and interests to enhance learning.

Teaching and learning style

At The Gleddings Teaching and Learning Policy defines the features of effective teaching and learning within our school as outlined in the Statutory Framework for the Early Years Foundation Stage and as applied to the other Key Stages within our school.

The more general features of good practice at The Gleddings Preparatory School that relate to the Early Years Foundation Stage are:

- * the partnership between teachers and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- * the understanding that the staff have of how children develop and learn, and how this affects their teaching;
- * the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- * the carefully planned curriculum that helps children achieve or exceed the Early Learning Goals by the end of the Early Years Foundation Stage;
- * the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- * the encouragement for children to communicate and talk about their learning, and to develop independence and self management;
- * the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- * the identification of the progress and future learning needs of children through close observations, which are regularly shared with parents;
- * the good relationships between our school and the settings which our children experience prior to joining our school;
- * the clear aims for our work and the regular monitoring to evaluate and improve what we do;
- * the regular identification of training needs of all adults working within the Early Years Foundation Stage.

Transition from Little Gleddings to Prep at The Gleddings

Throughout the year Little Gleddings children may access the Pre Prep room in the Prep building to support learning, development and transitions. This is used as and when necessary to support progress ensure a smooth transition to school. During the summer term before the children move up to Prep the Little Gleddings team provide a range of resources that relate to school. This helps the children to become familiar with the new concept of moving up to Prep at The Gleddings. Key workers initiate conversations with their key children who are due to move up to Prep and provide a range of activities to enable children to feel comfortable with their transition. Key workers also provide the Prep teachers with all relevant information, including a child's interests, strengths and level of understanding and development in each area of learning. This enables a smooth transition and ensures continuity of care and learning. The Prep team make regular visits to spend time with Little Gleddings children, particularly in the Summer Term to introduce themselves to the children. This helps the children at Little Gleddings to become familiar with The Gleddings staff and begin to build safe and secure relationships. The children at Little Gleddings also spend lots of time visiting the Prep

Classroom in the Summer Term before their transfer to the Prep class in September.

Transition from the Prep Class to the Lower I Class

When children transfer from Prep into Lower I each September, they will have experienced several afternoon visits to what is to be their new classroom, during the previous Summer Term. This helps them to become familiar with their new environment, the different teachers and the classroom routines. The transition, therefore, is made much easier and children generally settle very well in Lower I each September. Some of them who may have not attended a full day session, will need time to adjust to the full day in school and the changing routines and to the different staff. These needs are recognised at The Gleddings and they are dealt with in a sensitive manner. In the Summer Term prior to their child starting Prep or Lower I, parents/carers will have a number of opportunities to come and meet the teachers and other members of staff. Parents/carers will also be invited to attend a Parents Information Evening in the Summer Term where they will find out more information about the class that their child will be joining.

Transition from Lower I to Form I

Children in the Lower I class visit the Form I Classroom for half a day at the end of the Summer Term on 'Transition Day'. This day is carefully planned between the two class teachers and appropriate assessment information is passed on from the Lower I to Form I teacher. This helps ensure a smooth transition from the end of the Early Years Foundation Stage to the beginning of Key Stage 1. The Form I teacher receives a copy of the Early Years Foundation Stage Profile report for each child which includes a short commentary on skills and abilities in relation to the characteristics of effective learning. Good use is also made of the assessment information to carefully plan teaching and learning for the new class.

The following points are used to assist the children in making their transfer as smooth as possible:

- * Providing staff with all relevant information about each individual child (All About Me and Pupil Detail forms and the sharing of essential information/assessments);
- * Visits from the Prep staff to Little Gleddings;
- * Visits from the Lower I staff into the Prep Class;
- * Visits with Prep staff to the Lower I Class;
- * Transition afternoons and time spent in each of the different environments
- * Continued involvement with the parents;
- * Continued encouragement for parents to maintain a regular dialogue with the staff;
- * A calm start to the day which continues to recognise the needs of young children for consistency and security;
- * An appropriate and purposeful curriculum which remains sufficiently flexible to respond to individual interests and experiences whilst taking account of the Educational Programmes, Early Learning Goals and also the National Curriculum;

Inclusion and Equal Opportunities in the Early Years Foundation Stage

At Little Gleddings and The Gleddings we believe that we have a responsibility to ensure positive attitudes to diversity and difference so that all children are included and value diversity and grow up making a positive contribution to society. All children are given every opportunity to achieve their very best. In order to do this, we take account of the children's range of life experiences when planning for their learning and the information that parents provide for us. Realistic and challenging experiences are set to meet the needs of the children so that most of them are able to achieve the Early Learning Goals by the end of the Early Years Foundation Stage. Some children are able to progress beyond this point. We achieve this by planning to meet the needs of all genders, children with special educational

needs or learning difficulties, children who are more able, children with disabilities, children from all social and cultural backgrounds and ethnic groups as well as those from diverse linguistic backgrounds.

EVERY CHILD A LEARNER AND NO FEAR OF FAILURE

We meet the needs of all the children through:

- * planning opportunities that build on and extend children's knowledge, experience and interests and by developing 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 cultural 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 of children's progress and taking appropriate action to provide support as necessary;
- * ensuring the Code of Practice for special educational needs and learning difficulties, adopted by the school, is met and the skills of the SENCO (special needs co-ordinator) support staff and teachers are used effectively.

IMPROVEMENT

Curriculum review will constitute a significant part of the whole school annual improvement and development process, based on the Gladdings 4 'E's:

Empathy	~ understanding children's individual learning needs;
Expectations	~ setting accessible, realistic and stretching aims and targets; ~ promoting independence and autonomy in learning;
Engagement	~ personalized learning which engages all children all of the time; ~ making effective use of feedback, marking and assessment;
Entertainment	~ ensuring children enjoy learning through fun and varied lessons

This framework will be used as the basis for reviewing the quality of the early years curriculum and assessing how far it meets the needs of all learners, including those with learning difficulties who need tailored support and those who require additional challenge to ensure they fulfil their potential. Staff will work together to plan, teach and reflect upon the quality of the curriculum, through a programme of peer observations based upon the 4 'E's of empathy, expectations, engagement and entertainment, which will be coordinated by the Curriculum Manager.

Resources

We plan a stimulating learning environment, both indoors and outdoors, that effectively motivates the children and encourages them to develop a positive attitude to learning. We use only good quality and carefully chosen equipment to cater for a wide range of children's individual needs. Our resources also reflect the community the children have come from as well as the wider world. The resources are well organised and labeled so that we can encourage the children to develop their independence, make choices and take responsibility for the equipment they use. Staff rotate the resources regularly to help maintain the children's interest and make them relevant to the topics being studied. Effective use

is made of the outside Early Years Foundation Stage enclosed play area, the upper play surface and woodland area to provide opportunities for a wide range of first-hand experience in an outdoor environment.

Outside visits into the community and visitors who are invited into the Early Years Foundation Stage classrooms, support the children's learning and provide appropriate first-hand experiences.

This policy was rewritten in January 2026

Next review date: September 2026