



WOOTTON PARK

'Ipsum quod faciendum est diutius'

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1. Aims

The school aims to ensure that:

- We develop an outstanding all-through (4-19) school in Northampton, delivering strong academic achievement, developing strong values and promoting citizenship, community and service.
- Every child will thrive and prosper. Through tried and tested teaching methods and holistic development each of our learners will gain the confidence and skills to positively contribute to local communities and to participate in a global society.
- We will deliver the highest educational standards and our learners will bring pride and joy to Northampton through their good character, active participation and service, and academic achievement.

2. Principals

Our policy strives to meet every child's entitlement to develop a love of learning that will enable them to have the best possible future. This policy will ensure that:

- Learners 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.
- Close partnership working between practitioners and with parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

3. Legislation and Statutory Guidance

This policy is based on requirements set out in the [Statutory framework for the Early Years Foundation Stage \(EYFS\) 2025](#).

4. Curriculum

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 learners' 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

At Wootton Park, we have created our own curriculum by drawing on Development Matters, ensuring clear progression towards the Early Learning Goals, and shaping it through our staff's expertise in child development alongside the unique needs of our community.

5. Planning

We follow the method of 'planning in the moment' which follows the interests of the learners. The EYFS base is set up to cover all areas of the Curriculum. We always ensure that activities are open ended to allow for Characteristics of Effective Learning to be demonstrated and embedded. The adults help learners learn in a range of ways such as; communicating and modelling language, showing, explaining, exploring ideas, encouraging, questioning, recalling, providing a narrative, setting challenges. In the moment the adult observes, checks current level of understanding and gives the learners a next step. We also look carefully at Ferre Leavers Levels of involvement which highlight when learners are fully involved showing high levels of concentration, creativity, energy and persistence.

As adults we then note down key interests that have happened with a group of learners that day and build upon these by adding provision and providing rich experiences. We focus on six key learners per week and gain a snapshot of their current stage of learning focusing on key targets to support them. We also get other observations such as large group interests and WOW moments. However, the majority of our time is spent with the learners rather than evidencing.

We always consider the individual needs, interests, and stage of development of each learner in their care, and use this information to plan (in line with the inclusion policy) a challenging and enjoyable experience. Where a learner may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. We supply opportunities to develop and enhance the skills of gifted and talented learners within the classroom and through specific activities.

6. Assessment

At Wootton Park school ongoing assessment is an integral part of the learning and development process. We make regular assessments of learners and we use this information to target next steps. Assessment in the EYFS is taken through observing learners and providing activities for learners to take part in.

This year, we have implemented the statutory Reception Baseline Assessment (introduced in September 2021) alongside our own baseline assessments across all areas of learning. These have been developed from our bespoke curriculum and long-term plan to ensure children are on track to meet age-related expectations. Our assessments provide insight into both the emotional needs and academic attainment of each child at their point of entry. This information is analysed by the EYFS team and shared with SLT. We then revisit our baseline assessments in December and April, using observations and discussions to check progress and ensure that our curriculum and provision continue to meet the needs of every child.

At the end of the EYFS, we complete the EYFS profile for each child. Learners are assessed against the 17 early learning goals, including whether they have:

- Met expected levels of development ('expected')
- Not yet reaching expected levels ('emerging')

We ensure our end of EYFS assessments are reliable through:

- Our knowledge of the child gained through observation and interaction.
- Our assessment ensures a range of contributors e.g. parents
- Moderation across the EYFS team
- Moderation with other local schools.

7. Working with Parents

We recognise that learners learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and carers are given the opportunity to meet with their child's teacher twice a year in a formal parents meeting and receive a report at the end of term 2, term 4 and term 6 which includes their final achievements within the early learning goals.

We use tapestry to keep parents and carers updated of achievements and observations. More informally we meet with parents throughout the school year as and when necessary to discuss their child's particular needs.

8. Transition to Wootton Park

Planning for a smooth and thorough transition starts as soon as possible and well in advance of the September start date,

To ensure the best possible transition we:

- Value the parent
- Make contact via either phone or visit with every pre-school/nursery feeder within our new intake to discuss essential information on every child.
- Share important information about our school during open mornings and evenings.
- Hold 'stay and play' sessions for parents and learners in either the Summer/September.
- Meet with every parent and child at their home before beginning school to share important information from home and school.
- Share information in a transition meeting with key adults for learners with additional needs.
- Stagger entry of whole cohort in September to enable a calm and quiet and more individualized start to school.
- Hold an information evening to share important information about our school to parents/carers.

9. The EYFS Team

Our EYFS team consists of enthusiastic teachers who are skilled in early years teaching. They understand the needs of the young child and how best to create an environment to enable a love of learning.

Our aim is that it is hard to distinguish between teacher and teaching assistant in our setting. Everyone works towards the same goal; to ensure every child achieves to their highest ability.

10. Safeguarding and Welfare in EYFS

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

Appendix 1. List of statutory policies and procedures for EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions 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



Appendix 2. Risk Assessment for EYFS

EYFS Risk Assessment

General Risks			
What are the Hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?
Insecure entrance door	Children + Adults Personal Safety	Door kept shut/secure at all times and checked regularly	Problems with locks/security to be reported to the site manager
Injury from electric sockets	Children + Adults Electrical shock	Sessions delivered on electrical safety and how to look after yourself.	
Trapping hazard from doors	Children + Adults Physical Injury	Adults to support children in opening and shutting doors. Finger guards in place.	
Inadequate fire signage	Children + Adults Personal Safety	Ensuring adequate signage and regular evacuation practices	Continue with evacuation practices and inform site manager if signage unclear/damaged/needs replacing
Tripping/slipping due to poor flooring and mats	Children + Adults Physical Injury	Daily checks of flooring and issues reported to site manager	Tears, rips or uneven flooring to be reported to site manager.
Ineffective heating/ventilation	Children + Adults unhygienic	Monitoring heating and levels of ventilation	Inform site manager of any problems or concerns. Add ventilation by opening windows as required

Tripping/injury due to trailing wires and cables	Children + Adults Physical Injury	Ensure cables are safely secured and out of reach	Daily checks. Reinforce message that children are not to touch cables.
What are the Hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?
Contractors working on the premises	Children + Adults Physical Injury	Area to be cordoned off, contractors to be signed in and accompanied at all times if not DBS checked.	Prior to visit procedures are put in place with contractors
Sockets Uncovered	Children + Adults Electrical shock	Sessions delivered on electrical safety and how to look after yourself.	
Gates	Children + Adults Personal safety Trapping Hazard	Adults to open and close gates at the beginning and end of sessions	Children made aware that they are not to open and close gates
Sharp edges/corners	Children + Adults Physical Injury	Children made aware of edges and corners	Check to be done daily as part of daily assessment and hazard removed
Bumping into furniture	Children + Adults Physical Injury, Tripping Hazard	Children are made aware of walking in the school building. Reminders are given to move around the classroom with care. Reminders are given to ensure chairs are tucked under.	Continue to remind children of walking inside and tucking chair under.

Bumblebee room (0.07)

What are the Hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?
Sand on wet area floor	Children + Adults Slipping hazard, physical injury	Floor swept regularly, sand not returned to container after spillage.	Change the sand regularly and clean the container. Children to be aware of safety around sand.
Water on wet floor	Children + Adults Slipping hazard, physical injury	Floor mopped as spillage occurs.	Children to be aware of safety around spilt water.
Scissors	Children + Adults Physical Injury	Children are shown safe ways to handle scissors and store scissors. Usually under supervision when in area.	Staff encourage safe storage and tools checked that they are fit for purpose.
Sharp pencils	Children + Adults Physical Injury	Children are shown correct way to handle pencils and with care. Pencil stored correctly.	Staff encourage safe storage and pencils checked that they are fit for purpose.
Staples	Children + Adults Physical injury	Children are shown safe way to handle staplers. Usually under supervision when in area.	Staff encourage safe storage and tools checked that they are fit for purpose.
Tools	Children + Adults Physical Injury	Children are shown safe way to handle tools. Usually under supervision when in area.	Staff encourage safe storage and tools checked that they are fit for purpose.
Glue Guns	Children + Adults Physical Injury	Children are shown safe way to handle glue guns. Usually under supervision when in area. If children burn themselves they are taught to go straight to the sink and count to 20. Adult will then check. Adult turns glue gun on and off in-between sessions.	Staff encourage safe storage and glue guns checked that they are fit for purpose. Children to be supervised at all times.

Playdough (Flour- FSA guidance)	Children + Adults Disease/illness	When making playdough or handling playdough children wash their hands before and after use and an adult supervises this activity. For the self- service playdough area flour is kept in an airtight container and resources are washed with warm soapy water after each busy learning session. Playdough tools are washed regularly and playdough is kept in airtight containers.	Staff encourage learners to wash hands and ensure playdough resources including flour are contained safely and cleaned regularly.
What are the Hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?
Sink area	Children + Adults Slipping hazard, physical injury	Sink area checked regularly throughout session. Floor mopped as spillage occurs.	Children to be aware of safety around spilt water.
Unhygienic surfaces	Children + Adults Disease/illness	Surfaces are cleaned regularly and sprayed with anti-bacterial spray before food activities.	
Exits impeded by toys	Children + Adults Fire Hazard	Keep the exits as clear as possible.	Children made aware of need to keep exits clear and safe.
Toys left on floor	Children + Adults Tripping Hazard	Children are encouraged to put toys they have been using away when they have finished with them.	Adults to regularly check area for toys on floor.
Slipping injury due to sand/water/paint/playdough etc. on the floor.	Children + Adults Physical Injury	All spillages are swept/mopped up as soon as they occur.	Checks to be made regularly to ensure there is no slipping hazard.

Unsuitable storage of equipment accessed by children	Children + Adults Physical Injury	Equipment stored safely in boxes, trays or cupboards.	Checks to make sure equipment is stored safely and not at height.
Poor cleanliness of fabrics, cushions and towels.	Children + Adults	Washed regularly	To be replaced when over worn.
Protruding objects at eye level	Children + Adults Physical Injury	Checks to be made to identify hazards.	Check to be done daily as part of daily assessment and hazard removed.
Safety knives in the snack area	Children + Adults Physical Injury	Children are given training on how to use the knives. If hurt learners to immediately tell a teacher.	Checks to be done by staff to ensure children are using it safely.

Butterfly room (0.06)			
What are the Hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?
Sand on wet area floor	Children + Adults Slipping hazard, physical injury	Floor swept regularly, sand not returned to container after spillage.	Change the sand regularly and clean the container. Children to be aware of safety around sand.
Water on wet floor	Children + Adults Slipping hazard, physical injury	Floor mopped as spillage occurs.	Children to be aware of safety around spilt water.

Scissors	Children + Adults Physical Injury	Children are shown safe ways to handle scissors and store scissors. Usually under supervision when in area.	Staff encourage safe storage and tools checked that they are fit for purpose.
Sharp pencils	Children + Adults Physical Injury	Children are shown correct way to handle pencils and with care. Pencil stored correctly.	Staff encourage safe storage and pencils checked that they are fit for purpose.
Staples	Children + Adults Physical injury	Children are shown safe way to handle staplers. Usually under supervision when in area.	Staff encourage safe storage and tools checked that they are fit for purpose.
Tools	Children + Adults Physical Injury	Children are shown safe way to handle tools. Usually under supervision when in area.	Staff encourage safe storage and tools checked that they are fit for purpose.
What are the Hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?
Sink area	Children + Adults Slipping hazard, physical injury	Sink area checked regularly throughout session. Floor mopped as spillage occurs.	Children to be aware of safety around spilt water.
Unhygienic surfaces	Children + Adults Disease/illness	Surfaces are cleaned regularly and sprayed with anti-bacterial spray before food activities.	
Exits impeded by toys	Children + Adults Fire Hazard	Keep the exits as clear as possible.	Children made aware of need to keep exits clear and safe.

Toys left on floor	Children + Adults Tripping Hazard	Children are encouraged to put toys they have been using away when they have finished with them.	Adults to regularly check area for toys on floor.
Slipping injury due to sand/water/paint/playdough etc. on the floor.	Children + Adults Physical Injury	All spillages are swept/mopped up as soon as they occur.	Checks to be made regularly to ensure there is no slipping hazard.
Unsuitable storage of equipment accessed by children	Children + Adults Physical Injury	Equipment stored safely in boxes, trays or cupboards.	Checks to make sure equipment is stored safely and not at height.
Poor cleanliness of fabrics, cushions and towels.	Children + Adults	Washed regularly	To be replaced when over worn.
Protruding objects at eye level	Children + Adults Physical Injury	Checks to be made to identify hazards.	Check to be done daily as part of daily assessment and hazard removed.
Safety knives in the snack area	Children + Adults Physical Injury	Children are given training on how to use the knives. If hurt learners to immediately tell a teacher.	Checks to be done by staff to ensure children are using it safely.
Hammer, Nails and Saw (Woodwork area)	Children + Adults Physical Injury	Children are to wear a yellow jacket and gloves to show they are using the woodwork bench. Children to be shown the safe way to handle hammer, nails and saw. Usually under supervision when in area. If children hurt themselves small first aid bag to be undercover with adult.	Children to be supervised at all times and continue to be informed of safe way to use tools.

Undercover Play Area

What are the Hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?
Sand on floor	Children + Adults Slipping hazard, physical injury	Floor swept regularly, sand not returned to container after spillage.	Change the sand regularly and clean the container. Children to be aware of safety around sand.
Sand Area	Children + Adults Hygiene Personal Injury	Sand changed on a regular basis and checked for sharp/foreign objects before use. Children encourage to wash hands after using the sand.	Children to be supervised at all times and continue to be informed of hygiene procedures.
Water Containers	Children + Adults Hygiene Personal injury	Water in container to be changed regularly and checked for sharp/foreign objects before use.	Children to be supervised at all times and continue to be informed of hygiene procedures.
Use of outside tools and equipment	Children + Adults Physical Injury	Tools and equipment to be stored safely and children to supervised when using them.	Ensure children are shown and reminded about correct use of tools and equipment to prevent injury and accidents.
Large Construction Area	Children + Adults Physical Injury	Equipment to be stored safely and children supervised when using them.	Ensure children are shown and reminded about correct use of equipment to prevent injury and accidents.

Construction Play- Bricks	Children + Adults Physical Injury	Safety talks with all learners. Purchased shoes and gloves for when using the bricks.	Ensure children wear protective shoes and gloves when using the bricks.
Cardboard Tubes on arms/legs.	Children + Adults Physical Injury	Safety talk with all learners that tubes are not to go on arms/legs.	Remind learners of this requirement. Adult undercover to monitor the use of cardboard tubes and suggest ideas of what they could be used for. EYFS Lead to remind staff of expectations.

Outdoor Play Area			
What are the Hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?
Sand on floor	Children + Adults Slipping hazard, physical injury	Floor swept regularly, sand not returned to container after spillage.	Change the sand regularly and clean the container. Children to be aware of safety around sand.
Gates, locks and hinges	Children + Adults Trapping hazard, physical injury	Gates, hinges and locks checked daily by site manager.	Children to be supervised at all times and encouraged to stay away from gates.
Poor condition of tarmac surface	Children + Adults Trapping hazard	Surfaces regularly checked	Surfaces to be cleared and checked and issues reported

Grass area swept for unwanted objects, broken glass, animal faeces, small holes etc.	Children + Adults Trapping hazard, physical injury	Checks of grass area checked daily.	Children to be supervised at all times and grasses area maintained in good condition.
Use of outside tools and equipment	Children + Adults Physical Injury	Tools and equipment to be stored safely and children to supervised when using them.	Ensure children are shown and reminded about correct use of tools and equipment to prevent injury and accidents.
Gardening Area	Children + Adults Physical Injury	Tools to be stored safely and children supervised when using them.	Ensure children are shown and reminded about correct use of tools and equipment to prevent injury and accidents.
Plants	Children + Adults Physical Injury	Children to be made aware of plants growing in and around the area.	Ensure children do not touch plants.
Tyres balancing Equipment	Children + Adults Physical Injury	Safety talks. Modelled appropriate way to walk along.	Ensure children are reminded about the correct way to walk along the equipment.

Snack Area			
What are the Hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?
Chocking on Snack/Allergens New Guidance in Statutory Framework 2025	Children	Staff have first aid training and 4/5 members of the EYFS team are pediatric trained. Staff member is always in sight and hearing of children eating fruit. Member of staff continuously checks in on children who are eating snack. Allergy information is added to each snack area so all staff are aware.	
Tripping/Slipping due to spillages	Children + Adults Physical Injury	Flooring checked regularly and wiped/swept up immediately.	Children to be informed they must report spillages to a member of staff.
Unhygienic/dirty equipment	Children + Adults Unhygienic	Children informed of correct use of equipment and it is changed/cleaned regularly	Equipment to be replaced when damaged
Milk in fridge out of date	Children + Adults Physical injury	Check to be done daily	
Fruit stored in cool area	Children + Adults Physical injury	Check to be done daily. Fruit placed in snack shack. Bought into classroom each morning.	
Fruit	Children + Adults Unhygienic	Fruit to be checked regularly	Fruit out of date, disposed.

Spreading of germs	Children + Adults Unhygienic	Children to wash hands before touching fruit and having snack.	Children reminded of correct hygiene procedures.
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Toilets/Bathrooms			
What are the Hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?
Injury from unregulated water temperature when hot water tapes are on for a length of time.	Children + Adults Scalding/Burning	Automatic push taps that turn off after time. Children made aware of need for taps to go off. Staff check water temperature daily and inform site manager of any risks	Checks to be made that water temperature is low and taps are off
Burns from excessive radiator/pipe temperature	Children + Adults Scalding/Burning	Children warned to stay away from pipes and radiator. Monitored when its toilets	Regular checks to be made to ensure pipes and radiator are not too hot. Radiator/pipe covers to be fitted if necessary.
Use and storage of cleaning materials/ other substances	Children + Adults Poisoning, eye contamination, skin irritation	All cleaning materials stored in locked cupboards	Ensure children are informed not to touch any that have been accidentally left out and inform adult.
Soap/water spills	Children + Adults Slipping	Soap on sinks picked up as soon as on floor. Excessive water spills mopped up.	Regular checks of toilet areas and large groups of children to be supervised when in there.

Hand drier	Children + Adults Scalding/Burning	Hand drier on a timer and children shown the correct way of using it.	Regular check of temperature of drier and any issues reported to site manager.
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Risk Assessment for Giant African Land Snails

Benefits:

Having pets encourages learners to have shared ownership over the care and attention given to another living creature, which teaches them how to respect and treat animals and in turn passes over to interactions with humans. It encourages them to respond to something other than their own needs, this is often something that learners may not have been exposed to thinking about before.

Learners often talk with pets, or about pets promoting communication and language skills. They will often draw pictures of the pets in the setting using and developing their art skills. The learners will also find out lots of information about the pet linking to the eyfs curriculum area understanding the world.

Stroking pets or handling pets helps to release chemicals in the brain which in turn makes the learner feel relaxed and happy. However, some learners are fearful of pets as they might be worried, by observing their peer's interaction this will help learners overcome their anxieties and find strategies to cope.

What are the Hazards?	Who might be harmed and how?	What are you already doing?	What further action is necessary?
Hygiene	Children + Adults Unhygienic	Learners will wash their hands before and after handling the GALS. Before handling the GALS, learners will ensure all soap residue is gone and to leave hands slightly damp ad this will make their skin more comfortable for the GALS.	Adult to always check learners have washed their hands.
Handling the Giant African Land Snails	Children + Adults Safety of the Giant African Land Snails	Snail shells are fragile and needs to be handled carefully therefore an adult will always be present when the GALS is being handled. Learners will listen to the	Adult to supervise all handling of the GALS.

		<p>safety talk and reminders each time the snail is handled.</p> <p>Snails can be picked up gently by their shell, learners to only pick up the snail from the bottom of the tank. If the snail is on the side of the tank, do not try to pull it off. An adult will spray warm water on the side of the tank and support to slide the snail of the tank gently.</p> <p>All learners will be seated when handling the snail to ensure they do not drop the GALS from a great height.</p>	
<p>Cleaning of the Tank</p> <p>Giant African Land Snails Health</p> <p>Hygiene</p>	<p>Children + Adults</p> <p>Unhygienic</p>	<p>An adult will complete daily removal of debris and waste food and flies and check for unwanted eggs.</p> <p>Each month the tank will be emptied, cleaned and new coconut soil added.</p> <p>Ensure that hands are thoroughly washed before and after cleaning the tank.</p>	<p>Ensure hands are washed and soil is immediately thrown into the outdoor bins.</p>
<p>Giant African Land Snails Health</p>	<p>Giant African Land Snails</p>	<p>Adult to check the GALS regularly to ensure it has a clean unbroken shell and no unusual lumps, bumps and patches on the body. Also ensure that the GALS does come out of his shell when it is not hibernating as this could be a sign of dehydration.</p>	<p>Regular checks by adults.</p> <p>Contact an exotic vet if needed.</p>
<p>Feeding</p> <p>Hygiene</p>	<p>Children + Adults</p> <p>Unhygienic</p>	<p>Feed fresh salad, fruit and vegetables given to the GALS ensuring it has been washed first. Avoid highly acidic foods such as onions and oranges.</p>	<p>Regular checks by adults.</p>

		Cuttlefish bone is essential to ensure supply of calcium for healthy shell growth.	
Deconstruction of Eggs Illegal Activity	Business Continuity	It is illegal to release the snails or eggs into the wild. They are a destructive invasive species. Adults to remove unwanted eggs from tank and place them in plastic bags. Freeze for 48 hours and then dispose into your composter.	Adults to regularly check for eggs and follow the freezing guidelines.
Mites Hygiene	Giant African Land Snails	Sometimes tiny mites can be seen on the GALS- Use a cotton bud dipped in warm water to remove them if the population gets too many. They are harmless.	Regular checks by adults.

