Misterton Primary and Nursery School

EYFS Policy



EYFS Policy Aims and Objectives

At Misterton Primary and Nursery School, we believe that every child deserves an exceptional start to their educational journey. Our Early Years Foundation Stage provides a nurturing, ambitious and inspiring environment where children feel safe, valued and empowered to thrive.

Our whole-school vision of "Belonging to a culture of Extra-Ordinary Opportunities and Ambitions for all to be Exceptional" underpins every aspect of our Early Years provision. Through our shared Take Care ethos, we encourage children to take care of themselves, take care of each other, take care of their learning and take care of our school community. These values create the foundations for lifelong learning, positive wellbeing and responsible citizenship.

At Misterton Primary and Nursery School, wellbeing is central to everything we do. We recognise that children learn best when they feel emotionally secure, physically safe and connected to those around them. We are committed to creating an environment where every child develops confidence, resilience, self-belief and a strong sense of belonging. Our nurturing approach enables children to develop healthy minds, healthy bodies and positive attitudes towards learning and life.

We hold the highest aspirations for every child regardless of background, starting point, need or circumstance. We provide an ambitious curriculum that develops children's knowledge, vocabulary, communication skills, curiosity and independence whilst recognising and celebrating each child's uniqueness. Through meaningful experiences, skilled interactions and carefully planned learning opportunities, children develop the confidence and capabilities required to succeed both within school and beyond.

Partnership with Parents and Families

We recognise that parents and carers are a child's first educators and value the important role they play in their child's development. Strong home-school partnerships are central to our Early Years practice, helping children to thrive academically, socially and emotionally. Through open communication and collaboration, we work closely with families to support each child's learning, wellbeing and individual needs.

Parents are supported through:

- Induction meetings and transition events.
- Home visits and personalised transition arrangements where appropriate.
- Opportunities to meet staff before admission.
- Parent consultations and regular progress updates.
- Open communication with practitioners.
- Curriculum workshops and information sessions.
- Sharing learning achievements from home and school.
- Written reports and ongoing discussions.
- Invitations to school events and celebrations.
- Collaborative planning for children with additional needs.

We believe that children achieve the best outcomes when families and school work together in partnership.

Learning Through Nature and the Outdoors

At Misterton Primary and Nursery School, outdoor learning and Forest School are integral to our curriculum. Regular experiences in nature provide children with opportunities to explore, investigate and solve problems while developing resilience, confidence, independence and emotional wellbeing. Through outdoor learning, children experience awe and curiosity, develop physical skills, learn to assess risk and gain an understanding of the world around them. These rich first-hand experiences encourage collaboration, perseverance and a lifelong appreciation of the natural environment, supporting both learning and wellbeing.

Transition

We recognise that successful transitions support children's emotional wellbeing and future progress. Careful planning ensures that children feel safe, confident and prepared for each new stage of their educational journey.

Starting in EYFS: Children and families are invited to attend induction sessions and stay-and-play opportunities to familiarise themselves with the setting, routines and staff. Information is gathered about children's interests, needs and previous experiences to support a positive start. Children participate in a carefully planned transition programme. This includes opportunities to visit their classroom, spend time with staff and become familiar with routines and expectations before their September start. This starts with a teddy bears picnic to welcome our new starters.

Where children join us from other settings, information is gathered from previous providers to ensure continuity of learning and support.

Transition to Year One

Transition is viewed as a gradual process rather than a single event. Throughout Reception, children are increasingly prepared for Key Stage One through carefully planned experiences that develop independence, resilience and readiness for future learning. Staff work closely with Year One colleagues to ensure a smooth progression in teaching approaches, curriculum expectations and support arrangements. Particular attention is given to vulnerable learners and children with SEND to ensure continuity of provision and successful transitions between classes and phases.

Health, Wellbeing and Personal Care

At Misterton Primary and Nursery School, wellbeing is at the heart of everything we do. We believe that children thrive when their physical, emotional and social needs are met.

Children are supported to develop healthy lifestyles through:

- Daily access to fresh drinking water.
- Healthy eating opportunities.
- Access to school milk where applicable.
- Opportunities for physical activity throughout the day.
- Outdoor learning experiences.
- Development of self-care and independence skills.
- Promotion of positive mental health and emotional wellbeing.
- Promotion of the importance of Oral health.

We promote healthy bodies and healthy minds through our whole-school wellbeing vision and Take Care ethos, helping children develop strategies for managing emotions, building positive relationships and developing resilience. Children's dignity and privacy are respected at all times. Intimate care procedures are carried out sensitively and in partnership with parents and carers, ensuring children's welfare, safety and wellbeing remain paramount. Please see our intimate care policy.

Learning Environment and the Curriculum

At Misterton Primary and Nursery School, we provide a rich, ambitious and inclusive curriculum that is guided by the EYFS Statutory Framework, the Development Matters curriculum guidance and the Early Learning Goals. Our curriculum is designed to develop children's knowledge, skills, independence and wellbeing whilst fostering a lifelong love of learning.

Our curriculum is planned in cycles and is built around carefully selected, high-quality texts that inspire learning, develop vocabulary and provide meaningful opportunities for children to make connections across all areas of learning. Communication and language are at the heart of our provision, recognising their importance as the foundation for future success.

Children learn through a balance of adult-led teaching, purposeful play and child-initiated exploration. Our indoor and outdoor environments are carefully designed to promote curiosity, creativity, independence and the Characteristics of Effective Learning. Forest School and outdoor learning are integral to our provision, supporting children's wellbeing, resilience, physical development and understanding of the natural world.

Early reading is prioritised through daily teaching of the Read Write Inc. phonics programme, enabling children to develop secure early reading and writing skills. Mathematics is taught through the White Rose Maths scheme, using practical experiences and mathematical talk to develop deep and secure understanding.

We recognise the importance of physical development as a foundation for learning. Opportunities to develop both gross motor and fine motor skills are carefully planned throughout the day. Children participate in activities that strengthen core stability, balance, coordination and movement, alongside opportunities to develop hand strength and dexterity through activities such as drawing, painting, threading, playdough, construction and early writing experiences. These skills are essential in preparing children for successful handwriting and future learning.

Through high-quality interactions, ongoing assessment and responsive planning, we ensure all children are supported and challenged to make excellent progress from their individual starting points, preparing them for a successful transition into Key Stage One.

Our Commitment to Excellence

Our EYFS curriculum is rooted in the principles of the Statutory Framework for the Early Years Foundation Stage and is informed by current research and evidence-based practice. We place particular emphasis on the development of communication and language, early literacy, mathematical understanding, personal development and emotional wellbeing, recognising these as essential foundations for future success.

We are committed to implementing the principles identified within the Education Endowment Foundation's guidance on effective Early Years practice, including:

- High-quality interactions between adults and children.
- A language-rich environment that develops children's vocabulary and communication skills.
- Purposeful play that extends learning and thinking.
- Effective self-regulation and executive function development.
- Strong parental engagement.
- Responsive assessment that informs teaching and next steps.
- Early identification and support for children with additional needs.

We understand that children learn through positive relationships, meaningful experiences and skilful teaching. Therefore, our practitioners carefully balance adult-directed teaching with child-initiated learning, ensuring that children acquire the knowledge, skills and behaviours required to become confident, motivated and successful learners.

We are committed to developing children's cultural capital by providing a wealth of memorable experiences, visits, visitors, stories and opportunities that broaden horizons and deepen understanding of the world. As a rural school, we recognise the importance of widening children's experiences and ensuring that they develop the knowledge, vocabulary and aspirations needed to thrive in modern Britain and beyond.

Above all, we aspire for every child to leave our Early Years setting as a confident communicator, an enthusiastic learner, a resilient problem solver and a valued member of our school community, fully prepared for the next stage of their educational journey and equipped with the foundations for lifelong success.

Key Guidance Informing This Policy

Department for Education: Early Years Foundation Stage Statutory Framework for Group and School-Based Providers (2025).

Ofsted: Education Inspection Framework and Early Years Inspection Toolkit.

Education Endowment Foundation: Evidence-informed approaches to communication and language, self-regulation, parental engagement and high-quality interactions in the Early Years.

Misterton Primary and Nursery School Vision, Values and Wellbeing Ethos.#

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