

Vita et Pax Preparatory School

6A Priory Close, Green Road, Southgate, London N14 4AT

Early Years Foundation Stage Policy

Date of Policy	February 2027
Review Date	February 2026
Headteacher	Mr Darren May
Chair of Proprietorial Body	Mr Pushkar Acharya

1. Introduction and EYFS Provision at Vita et Pax

1.1 At Vita et Pax Preparatory School, we are committed to providing the highest quality education and care for children in their early years. We recognise that these formative years are crucial in laying the foundations for future learning, development, and wellbeing.

1.2 Our Early Years Foundation Stage provision comprises:

- **Little Vitas:** Our nursery provision for our youngest children
- **Nursery:** For children typically aged 3-4 years
- **Reception:** For children typically aged 4-5 years

1.3 This policy applies to all children, parents, staff, and governors involved in our EYFS provision.

2. Statutory Framework

2.1 This policy is based on the statutory **Early Years Foundation Stage (EYFS) Framework 2024** which sets the standards that all early years providers must meet to ensure children learn and develop well and are kept healthy and safe.

2.2 The EYFS Framework specifies requirements for:

- Learning and development
- Assessment arrangements
- Safeguarding and welfare requirements

2.3 Our EYFS practice at Vita et Pax fully complies with these statutory requirements and is regularly reviewed to ensure ongoing compliance.

3. The Seven Areas of Learning and Development

3.1 The EYFS Framework organises children's learning and development into seven areas. All areas are important and interconnected.

3.2 Three Prime Areas

These are fundamental and provide the foundation for learning in all other areas:

Communication and Language

- Listening, attention and understanding
- Speaking
- Developing vocabulary and communication skills

Physical Development

- Gross motor skills
- Fine motor skills
- Health and self-care

Personal, Social and Emotional Development

- Self-regulation
- Managing self
- Building relationships

3.3 Four Specific Areas

These grow out of the prime areas and provide important contexts for learning:

Literacy

- Comprehension

- Word reading
- Writing

Mathematics

- Number
- Numerical patterns
- Shape, space and measures

Understanding the World

- Past and present
- People, culture and communities
- The natural world

Expressive Arts and Design

- Creating with materials
- Being imaginative and expressive

3.4 We plan a balanced curriculum that addresses all seven areas, with particular emphasis on the prime areas for our youngest children.

4. Characteristics of Effective Learning

4.1 The EYFS recognises that children learn in different ways and at different rates. The characteristics of effective learning describe how children learn, rather than what they learn.

4.2 The three characteristics are:

Playing and Exploring - Children investigate and experience things, and "have a go"

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active Learning - Children concentrate, keep on trying when things are difficult, and enjoy their achievements

- Being involved and concentrating

- Keeping trying
- Enjoying achieving what they set out to do

Creating and Thinking Critically – Children have and develop their own ideas, make links between ideas, and develop strategies for doing things

- Having their own ideas
- Making links
- Choosing ways to do things

4.3 Our teaching approach supports children in developing these characteristics through play-based learning, exploration, and purposeful teaching.

5. Planning and Assessment

5.1 Planning

Our curriculum planning:

- Builds on what children already know and can do
- Provides a balance of adult-led and child-initiated activities
- Includes indoor and outdoor learning experiences
- Is flexible and responsive to children's interests and developmental needs
- Ensures progression across the EYFS
- Incorporates opportunities for sustained shared thinking

5.2 Assessment

5.2.1 Assessment in the EYFS is primarily through observation of children's spontaneous and planned activities.

5.2.2 Our assessment practices include:

- **Ongoing observation:** Staff observe children regularly and record significant learning
- **Learning journeys:** Individual records documenting each child's progress through photographs, observations, and examples of work
- **Assessment for learning:** Using observations to inform planning and next steps

- **Parental contributions:** Involving parents in sharing observations from home

5.2.3 Baseline Assessment: Within the first six weeks of Reception, we conduct baseline assessments to establish starting points for each child.

5.2.4 Progress Review at Age Two: For children in Little Vitas, we provide parents with a short written summary of their child's development in the three prime areas between the ages of two and three.

5.2.5 EYFS Profile: At the end of Reception, we complete the EYFS Profile for each child. This summarises and describes children's attainment at the end of the EYFS against the Early Learning Goals. We report whether children are meeting expected levels of development or if they are exceeding or not yet reaching expected levels ('emerging').

6. The Learning Environment

6.1 Indoor Environment

Our indoor spaces provide:

- Well-resourced areas supporting all seven areas of learning
- A balance of adult-led and child-initiated activities
- Opportunities for both individual and collaborative work
- Rich language environments with quality texts and writing materials
- Mathematical resources integrated across provision
- Creative materials and spaces for artistic expression
- Role-play areas reflecting children's interests and experiences
- Quiet spaces for reflection and concentration

6.2 Outdoor Environment

We recognise the vital importance of outdoor learning. Our outdoor provision offers:

- Daily access to outdoor learning for all EYFS children
- Opportunities for large-scale physical activity and risk-taking
- Natural materials and growing areas
- Spaces for construction and creative play

- Areas for quiet observation and reflection
- All-weather clothing to enable outdoor learning in all seasons

6.3 Both indoor and outdoor environments are regularly reviewed and enhanced based on children's interests and developmental needs.

7. The Role of the Key Person

7.1 Each child in our EYFS is assigned a key person who takes a lead role in:

- Building secure, trusting relationships with the child and family
- Supporting the child's emotional wellbeing and sense of belonging
- Tracking and supporting the child's learning and development
- Liaising with parents about the child's progress and wellbeing
- Coordinating the child's care and learning across the setting
- Planning next steps in learning based on observations

7.2 The key person approach helps children feel secure and confident, enabling them to develop and learn effectively.

7.3 Parents are informed of their child's key person during the settling-in process and have regular opportunities to discuss their child's progress.

8. Safeguarding and Welfare Requirements

8.1 The safeguarding and welfare of children in the EYFS is our paramount concern. We follow comprehensive safeguarding procedures as outlined in our Safeguarding Policy.

8.2 Designated Safeguarding Lead: Mr Darren May

Deputy Designated Safeguarding Lead: Mrs Kate Newton

Safeguarding Governor: Mrs Maria Poulos

8.3 All EYFS staff receive regular safeguarding training and understand their responsibilities to identify and respond to signs of abuse or neglect.

8.4 Our welfare requirements include:

- **Health:** We promote good health through nutritious snacks, physical activity, and hygiene routines

- **Safety:** Regular risk assessments ensure children can explore safely
- **Suitable people:** All staff are DBS checked and appropriately qualified
- **Premises:** Our facilities are maintained to high standards
- **Documentation:** We maintain all required records and documentation

9. Ratios and Staffing

9.1 We maintain statutory staff-to-child ratios at all times:

- **Children aged 2:** 1 adult to 4 children
- **Children aged 3-4 (Nursery):** 1 adult to 8 children (minimum of 1 qualified teacher or person with a level 6 qualification)
- **Reception:** 1 adult to 30 children (qualified teacher with support from appropriately qualified staff)

9.2 In practice, we often exceed these minimum requirements to ensure high-quality interactions and individual attention.

9.3 All EYFS staff hold appropriate qualifications and undergo continuous professional development to enhance their practice.

10. Transitions

10.1 Transition into School

We recognise that starting school is a significant milestone. Our transition arrangements include:

- Pre-admission visits for children and parents
- Home visits where appropriate
- Gradual settling-in sessions
- Information sharing with previous settings
- Baseline assessments to understand starting points
- Clear communication with parents about routines and expectations

10.2 Transitions Within the EYFS

As children move between Little Vitas, Nursery, and Reception:

- Assessment information is shared between key persons
- Children visit their new environment
- Parents receive information about the next stage
- Continuity in approach and ethos is maintained

10.3 Transition to Year 1

The transition from Reception to Year 1 is carefully managed:

- EYFS Profile data is shared with Year 1 teachers
- Children visit Year 1 classrooms
- Year 1 planning reflects EYFS principles in the autumn term
- Play-based learning continues to feature in Year 1
- Parents are informed about Year 1 expectations and curriculum
- A settling-in period allows gradual adjustment to Year 1 routines

11. Partnership with Parents

11.1 We recognise parents as children's first and most enduring educators. Strong partnerships between home and school are essential for children's learning and development.

11.2 We support partnership working through:

- Regular communication via learning journeys and online platforms
- Parent consultations each term
- Open-door policy for informal discussions
- Workshops and information sessions about EYFS practice
- Sharing observations and inviting parents' contributions
- Welcoming parents as partners in their child's learning
- Responding sensitively to parents' concerns and questions

11.3 We value the diverse knowledge, skills, and experiences that parents bring and actively seek their involvement in school life.

12. SEND in the Early Years

12.1 We are committed to early identification and support for children with Special Educational Needs and Disabilities (SEND).

12.2 Our approach includes:

- Close observation and assessment to identify developmental concerns early
- Working closely with parents to understand children's needs
- Adapting provision and teaching approaches to meet individual needs
- Targeted support from key persons and specialist staff
- Liaison with external agencies and health professionals
- Individual Education Plans (IEPs) where appropriate
- Regular review of progress and effectiveness of support

12.3 We follow our school SEND Policy and work within the SEND Code of Practice to ensure all children receive appropriate support to reach their potential.

13. Equal Opportunities

13.1 At Vita et Pax, we value diversity and are committed to providing equal opportunities for all children, regardless of gender, ethnicity, religion, ability, or background.

13.2 We promote equality through:

- Inclusive curriculum content reflecting diverse cultures and families
- Resources that challenge stereotypes
- Celebrating diversity through stories, festivals, and experiences
- High expectations for all children
- Addressing discriminatory behaviour immediately
- Adapting provision to meet individual needs
- Ensuring all children can access the full curriculum

14. British Values in the EYFS

14.1 We actively promote fundamental British Values in age-appropriate ways throughout the EYFS:

Democracy

- Children make choices about activities and resources
- Voting and decision-making in circle time
- Listening to and valuing all children's voices

Rule of Law

- Understanding and following class rules
- Learning about consequences of behaviour
- Developing understanding of right and wrong

Individual Liberty

- Encouraging children to make choices
- Developing self-confidence and self-awareness
- Understanding that we can have different opinions

Mutual Respect and Tolerance

- Learning to respect and value differences
- Celebrating diversity through curriculum and experiences
- Developing empathy and understanding
- Learning about different faiths and cultures

15. Monitoring and Review

15.1 The quality of our EYFS provision is monitored through:

- Regular observations and monitoring by the EYFS lead and senior leadership
- Analysis of assessment data and progress tracking
- Staff meetings and professional development
- Feedback from parents and external agencies
- Self-evaluation against EYFS requirements
- Governor visits and scrutiny

15.2 This policy will be reviewed annually to ensure it remains consistent with statutory requirements and reflects best practice in early years education.

15.3 We are committed to continuous improvement in our EYFS provision and regularly update our practice in line with current research and guidance.

16. Conclusion

16.1 At Vita et Pax Preparatory School, we are proud of our Early Years Foundation Stage provision. We strive to create a nurturing, stimulating environment where every child can flourish, develop a love of learning, and build strong foundations for their future education.

16.2 Through adherence to the EYFS Framework and our commitment to excellence, we ensure that children in our care receive the best possible start to their educational journey.
