



# Epsom Primary & Nursery School

Early Years Foundation Stage  
(EYFS) Offer for 0-5 year olds.



## Statutory framework for the early years foundation stage

‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.’

*Statutory Framework for the Early Years Foundation Stage April 2017*



# Statutory framework for the early years foundation stage

The EYFS seeks to provide:

- **quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind;
- **a secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- **partnership working** between practitioners and with parents and/or carers;
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.



## Our aims for our EYFS offer at Epsom Primary and Nursery School

- To provide excellent practice that ensures that all pupils develop secure foundations across all areas of learning and development.
- To provide exciting and creative opportunities incorporating children's interests and a breadth of topics that will engage children in learning.
- To provide excellent policies which underpin practice and statutory frameworks.
- To ensure all children entering year 1 show 'school readiness'.
- To provide high quality wrap around care that ensures continuity of care to accommodate working parents.



# Four over arching principles

These principles underpin all of our EYFS provisions.



Themes

**A Unique Child**

**Positive Relationships**

**Enabling Environments**

**Learning and Development**

Principles

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

**Practitioners**

- understand and observe each child's development and learning, assess progress, plan for next steps
- support babies and children to develop a positive sense of their own identity and culture
- identify any need for additional support
- keep children safe
- value and respect all children and families equally

Children learn to be strong and independent through positive relationships.

**Positive relationships are**

- warm and loving, and foster a sense of belonging
- sensitive and responsive to the child's needs, feelings and interests
- supportive of the child's own efforts and independence
- consistent in setting clear boundaries
- stimulating
- built on key person relationships in early years settings

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.

**Enabling Environments**

- value all people
- value learning

**They offer**

- stimulating resources, relevant to all the children's cultures and communities
- rich learning opportunities through play and playful teaching
- support for children to take risks and explore

Children develop and learn in different ways. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.

**They foster the characteristics of effective early learning**

- Playing and exploring
- Active learning
- Creating and thinking critically

Practice



## Our EYFS offer

- First Steps – A maintained nursery provision for 2 year olds welcoming both FEET (Free Early Education for 2 Year olds) funded or fee paying families.
- EPS Nursery – A maintained nursery for children aged 3-4.
- EPS Reception classes for children aged 4-5.
- Extended school provision for children aged 3-5 who attend our Nursery or Reception classes operating between 7.30 and 6pm.



## Epsom Primary First Steps for 2 year olds

We welcome 2 year olds into our nursery across five sessional models in line with the maintained nursery offer. Places are allocated to families receiving Government Funding FEET (Free Early Education for Two year olds) and private paid for places. Children are eligible to start after their 2<sup>nd</sup> birthday. In the term after they turn three they may be able to transfer into the maintained nursery if a place is available. Families are able to pay for an additional 15 hours to top up the place to a full school day place (8.45am-3.15pm)

<http://www.epsomprimaryschool.co.uk/admissions>



## Maintained Nursery for 3 and 4 year olds.

We offer high quality, teacher led grant maintained nursery places for children 3 and 4 year olds. In our purpose built nursery, we are able to offer 38 places at any one time. The total number of places offered will depend on the number of parents choosing to take advantage of our full time offer.

A number of full-time places are available for parents eligible for 30 hours free childcare or for parents who wish to pay for the additional sessions over the 15 hours universal government funding.

School lunch is available in the full day provision when paid for by parents. Alternatively children may bring a packed lunch. Those attending a morning or afternoon only model can attend lunch club from 11.45am - 12.45pm. Lunch club includes time for eating and planned activities. Lunch club places are limited and subject to availability.

<http://www.epsomprimaryschool.co.uk/admissions>



# First Steps and Maintained Nursery session times

Attendance Options are:

- 2 1/2 days - All day Monday and Tuesday (8.45am - 3.15pm) and Wednesday morning (8.45am - 11.45am).
- 2 1/2 days - Wednesday afternoon (12.15pm - 3.15pm) and all day Thursday and Friday (8.45am - 3.15pm).
- Mornings - Monday to Friday 8.45am - 11.45am
- Afternoons - Monday - Friday 12.15pm - 3.15pm
- Full-time - Monday to Friday 08.45am - 3.15pm, with parents paying for the additional sessions on top of the funded 15 hours.
- Extended hours (from the day of their third birthday) 7.30am-8.45am, 3.15pm-4.30pm, 3.15pm-6pm, with parents paying for the these sessions.



## Reception for 4 and 5 year olds.

Epsom Primary and Nursery School is a two from entry Primary School offering two classes and 60 places in Reception in a purpose built environment with a large outdoor classroom.

Extended hours are available in our Extended Schools provision. The following options are available, 7.30am-8.45am, 3.15pm-4.30pm, 3.15pm-6pm, with parents paying for the these sessions.

If your child was born between **1 September 2016** and **31 August 2017** they will be due to start school at either an infant or primary school in September 2021. Applications for Reception places are made directly to Surrey County Council from 2nd November 2020 to 15<sup>th</sup> January 2021.

<https://www.surreycc.gov.uk/schools-and-learning/schools/admissions/primary-junior-and-infant/apply>



## Extended School provision

Led and managed by highly qualified staff Epsom Primary and Nursery school is proud to offer a thriving extended schools provision.

All children in our maintained Nursery and Reception classes are eligible to attend and the hours offered are 7.30am-8.45am, 3.15pm-4.30pm, 3.15pm-6pm, with parents paying for these sessions.

As a school we are committed to ensuring enough places are available to meet parental demand, however there may be times due to a high need for places where we are full. Should there be demand for further places the school will consider the feasibility of increasing the number of places offered.

Please see the wrap around care section of the school website for more information.



## Transition for children in First Steps

At EPNS we recognise that our very youngest children may take longer to settle and form attachments with their key person. All families will be offered a home visit before their child starts First Steps where a bespoke transition and settling routine can be discussed. Our aim is for this to be as smooth and as quick as possible with the child at the centre of what we do. It is important for the child that home and school work in partnership during the settling process. Many of the strategies we have established for our nursery and reception children are also effective for our two year olds. Where a home visit is not able to take place, staff will contact parents to arrange a telephone appointment or other suitable alternative.

For children moving on into our maintained nursery, opportunities will be given to attend play sessions accompanied by their key person in addition to visits with their parents. Parents will be allocated a ten minute appointment in Nursery during their visit so that they can meet the new key person, discuss their child and ask any questions they may have. Where this is not able to take place, staff will contact parents to arrange a telephone appointment or other suitable alternative.



## Transition – Nursery and Reception

The transition from home, pre-school or nursery to any setting is an important step for both children and parents. We hope to ease the process in the following ways.

- First Steps, Nursery and Reception induction meetings for parents in the term before the children start school.
- An opportunity for children to visit their new class during school time with their parents.
- A home visit (or other suitable alternative) by the child's teacher and teaching assistant prior to starting.
- Staff liaison with the local playgroups, pre-schools and nurseries in order to develop continuity and enhance our knowledge of the children and assess their needs.
- Careful allocation to classes.



## Transition (continued)

- A staggered entry in the first week enabling each child to settle in gradually.
- By reassuring and supporting parents/carers, providing daily, verbal updates on how their child is settling in. A telephone call will be made to reassure a parent/carer if their child was upset when separating from them.
- Lunchtime arrangements take into account the needs of the youngest children who may feel nervous at first. All early years staff assist children during the lunch hour in the first week whilst they get to know their designated lunchtime support staff.
- Offering bespoke settling arrangements based on the needs of individual children to ensure a calm start to school life for both parent and child.



# The seven areas of learning

There are seven areas of learning and development in the EYFS.

Prime Areas:

- Personal, Social and Emotional Development
- Communication and Literacy
- Physical Development

Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led, adult framed and child initiated activities. In each area there are Early Learning Goals (ELGs) that define the expectations for most children to reach by the end of the EYFS.



## Assessment

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs.

Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. Photos, observations and work are recorded Tapestry. Each child has an electronic learning journal. Parents have access to these through an online login and are encouraged to add information and photos to the journal. Alongside this EYFS teachers maintain other relevant records to demonstrate children's achievements e.g. written observations, reading records and focus teaching assessment sheets.

We record judgements for the 7 areas of learning against the ages and stages using 'Pupil Asset' to track attainment and progress. At the end of Reception each child's level of development is recorded against the 17 Early Learning Goals found within the 7 areas of learning.



## Topics and themes

At Epsom Primary and Nursery School we promote a thematic approach to learning. Topics and themes are chosen based on children's interests, learning and development needs identified through careful observations and assessments. We also ensure the topics and themes expose children to vocabulary and knowledge that they will then build upon when they move into Key Stage 1.

Examples of themes covered are:

Traditional tales, patterns, celebrations, Christmas, Chinese New Year, Diwali, animals, treasure, under the sea, pirates, flowers and insects, growing, dinosaurs, transport, holidays, shopping and bears.



## Inclusion

- Throughout the EYFS and the school we value the diversity of individuals and do not discriminate against children because of 'differences'. All children are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.
- We believe that all our children matter. We give them every opportunity to achieve their best by taking account of their range of life experiences and interests when planning for their learning.
- In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.
- There is a designated EYFS SENCO who works closely with EYFS staff and under the direction of the school Inclusion Leader.

Please see the School SEND offer and the First steps SEND offer for further information.



## Further Information

Epsom Primary and Nursery School aims to provide parents with the information they need to understand what and how the children learn. We do this through a variety of means including parent workshops, themed teaching and learning days and through the information available on our school website.

<http://epsomprimaryschool.co.uk/>

Please visit the website to find out more about our values, who's who, learning across the school, policies, childcare, admissions and our PTA – FFoEPS (Family and Friends of Epsom Primary and Nursery School).



## EYFS Publications

- Statutory framework for the Early Years Foundation Stage - Setting the standards for learning, development and care for children from birth to five  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/596629/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf)
- Early years outcomes - A non-statutory guide for practitioners and inspectors to help inform understanding of child development through the early years  
[https://www.foundationyears.org.uk/files/2012/03/Early\\_Years\\_Outcomes.pdf](https://www.foundationyears.org.uk/files/2012/03/Early_Years_Outcomes.pdf)
- Development Matters in the Early Years Foundation Stage (EYFS) – This non-statutory guidance material supports practitioners in implementing the statutory requirements of the EYFS.  
<http://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>