The Lloyd Williamson Nurseries

Early Years Foundation Stage (EYFS) policy

2026-2027

Updated by Ramona Cristea and Lucy Meyer
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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them a secure foundation for learning, development and 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
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS), effective from 1 September 2025.

3. Structure of the EYFS

The nursery is divided into two nurseries, each with their own Ofsted registration.

Manager – Ramona Cristea ramona@lws.org.uk
Director – Lucy Meyer lucy@lws.org.uk
Senior Management Team – Ramona Cristea and Lucy Meyer

PGT 1 – 112 Palace Gardens Terrace London W8 4RT (0207 243 3331) Children aged 4 months to two years (Phoenix Rising class)

PGT2 – 104 Palace Gardens Terrace London W8 4RT (0207 243 6548)

Children automatically move up to PGT2 from PGT1 at around the age of two or two plus once they are ready for a bigger setting.

Please check the website for current fees.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that we must teach. All areas of learning and development are important and interconnected. Three areas, known as the prime areas, are seen as particularly important for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

We also support the children in 4 specific areas which help strengthen and develop the 3 prime areas, and ignite the children's curiosity and enthusiasm:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

4.1 Planning

Our staff are ambitious for all children, and plan activities and experiences for the children that enable them to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests and development of each child in their care, and consider whether the child needs any additional support. They use this information to plan a challenging and enjoyable experience.

Where a child may have a special educational need or disability (SEND), staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding the children's activities, staff reflect on the different rates at which children are developing, and take these into account.

Planning is a team effort – staff add their ideas to bring in next steps for individual children.

Activities are planned for specific topics e.g religious festivals/ to support learning around a specific book etc.

4.2 Teaching

Staff make sure that the children experience the 3 key characteristics of effective teaching and learning: playing and exploring; active learning; and creating and thinking critically.

They respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As the children grow older, and as their development allows, the balance gradually shifts towards more focus on teaching essential skills and knowledge in the specific areas of learning, to help the children prepare for Key Stage 1.

5. Assessment

At Lloyd Williamson Nurseries, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their progress, development and interests. These observations are

used to shape future planning. Staff also take into account observations shared by parents and/or carers and keep them up to date with the child's progress and development. Staff will address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.

When a child is **aged between 2 and 3**, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support may be needed. It also focuses on any areas of possible concern, which may indicate a disability, special educational need or developmental delay. The progress check will describe the activities and strategies that the nursery intends to adopt to address any issues or concerns, involving parents and/or carers and other professionals as appropriate. (Please refer to Accessibility and SEND policies on website)

The nurseries share the results of each child's 'progress check' with their parents and/or carers.

In exceptional circumstances, after discussion and only in agreement with parents and/or carers, a child might stay in EYFS provision beyond the end of the academic year in which they turn 4. In these exceptional cases, we will continue to assess the child throughout their time in EYFS provision.

6. Working with parents and carers

We recognise that children learn and develop well when there's a strong partnership between our staff and each child's parents and/or carers.

We keep parents and/or carers up to date with their child's progress and development. The progress check helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to make sure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

We ask parents/carers to provide more than 2 emergency contact numbers for their child (where possible).

We use the Tapestry system to observe and feedback to parents/carers the nursery activities and each child's progress/interests and engagement.

7. Staff

7.1 Staff training

We will:

- Train all staff in safeguarding procedures in line with Annex C of the most recent EYFS framework and Keeping Children Safe in Education (KCSIE) guidance
- Support all staff to feel supported and confident in implementing our safeguarding policy and procedures
- Renew training regularly, at least twice a year, or more often when it's needed to help maintain skills; keep up to date with any changes to our safeguarding procedures; or because of any safeguarding concerns
- Training is delivered face-to-face, online and with external agencies.
- Our designated safeguarding lead (DSL) (Ramona Cristea and her deputies) will:
- Provide ongoing support, advice and guidance to all staff
- Attend a training course consistent with the criteria set out in Annex C of the most recent EYFS framework
- Liaise as needed with local statutory children's services agencies and our local safeguarding partners

7.2 Safer recruitment

When recruiting staff, we will follow the procedures set out in the latest EYFS framework guidance on checking the suitability of new recruits, including:

- Obtaining references for any member of staff (including students and volunteers) before they are recruited
- Recording information about staff qualifications and identity checks, vetting processes and references

See our Safeguarding policy and our Safer Recruitment Policyon the website. Electronic or hard copies are available on request from Ramona Cristea (manager) at ramona@lws.org.uk

7.3 Whistleblowing

We make sure that all staff are aware of our whistleblowing procedures; feel able to raise concerns about any poor or unsafe practice; and know that such concerns will be taken seriously by the senior leadership team.

In the event that a member of staff feels that they need to blow the whistle on misconduct, they should report their concern to the SLT If the concern is about a member of the SLT or it is believed they may be involved in the wrongdoing in some way, the staff member should report their concern to the Local Designated Officer at the borough.

See our Whistleblowing Policy for more details.

7.3.1 Malicious or vexatious allegations

If an allegation is made in good faith, but investigation finds no wrongdoing, there will be no disciplinary action against the member of staff who raised the concern.

If, however, an allegation is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate against the person making the allegation.

8. Safeguarding and welfare procedures

We recognise that children learn best when they are healthy, safe and secure; when their individual needs are met; and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children can enjoy learning and grow in confidence.

All practitioners are alert to any issues of concern in children's lives at home or elsewhere.

See our Safeguarding Policy on our website for more information.

8.1 Responding to allegations or concerns

If we have concerns about children's safety or welfare, we will immediately notify our local authority children's social care team, in line with local reporting procedures. In emergencies, we will also inform the police.

If any allegation is made of serious harm or abuse by anyone living, working or looking after children at the premises or elsewhere, e.g. on a visit, we will inform Ofsted within 14 days of the allegation being made. We will also inform them of any action we have taken in response to the allegation(s).

8.1.1 Investigating the concern

When a concern is received by the SLT referred to from here as the 'recipient' – they will:

- Meet with the person raising the concern within a reasonable time and as soon as practicably possible The person raising the concern may be joined by a trade union or professional association representative or other accompanying person
- Get as much detail as possible about the concern at this meeting, and record the information
- Establish whether there is sufficient cause for concern to warrant further investigation. If there **is**, then:

- Arrange a further investigation into the matter, involving the director, if appropriate. In some cases, the recipient may need to bring in an external, independent body to investigate. In others, they may need to report the matter to the police
- Inform the person who raised the concern about how the matter is being investigated and give an estimated timeframe for when they will be informed of the next steps

8.1.2 Outcome of the investigation

Once the investigation – whether this was just the initial investigation of the concern, or whether further investigation was needed – is complete, the investigating person(s) will prepare a report detailing the findings and confirming whether or not any wrongdoing has occurred.

The report will include any recommendations and details on how the matter can be rectified and whether or not a referral is required to an external organisation, such as the local authority in line with local reporting procedure, or police.

They will inform the person who raised the concern of the outcome of the investigation, though certain details may need to be restricted due to confidentiality.

Beyond the immediate actions, the SLT if necessary, will review the relevant policies and procedures to prevent future occurrences of the same wrongdoing.

While we cannot always guarantee the outcome sought, we will try to deal with concerns fairly and in an appropriate way.

8.2 Staffing ratios

We make sure that the appropriate statutory staff:child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged under 2, we have at least 1 member of staff for every 3 children.
- For children aged 2, we have at least 1 member of staff for every 5 children
  - For children aged 3 and over we have at least one member of staff for every 8 children
  - Where a person with qualified teacher status (QTS), Early Years Professional Status or Early Years teacher status is working directly with the children, we have at least one member of staff for every 13 children.
  - Where a person with the above qualifications is not working directly with the children we have at least one member of staff for every 8 children.an approved level 3 qualification, or has received approval to be included in the ratios at level 3 after attaining experience-based route status. At least half of all other staff hold an approved level 2 qualification
    - At least 1 member of staff must hold an approved level 3 qualification, or has received approval to be included in the ratios at level 3 after attaining experience-based route status
    - At least half of all other staff hold an approved level 2 qualification

8.3 Paediatric first aid (PFA)

All staff hold a current paediatric first aid (PFA) certificate on the premises and are available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required. New staff who are not yet qualified, are trained as soon as is practicable and usually within six months of joining.

8.4 The designated safeguarding lead (DSL)

We have a DSL (Ramona Cristea ramona@lws.org.uk)who has lead responsibility for safeguarding children. They are also responsible for:

- Liaising with local statutory children's services agencies, and with the LSPs (local safeguarding partners)
- Providing support, advice and guidance to all other staff on an ongoing basis, and on any specific safeguarding issue as required

- Attending a safeguarding training course that complies with the criteria set out in annex C of the latest EYFS framework
- The DSL has a deputy (DDSL) Rosanna Torres rosanna@lws.org.uk and an advisor Lucy Meyer lucy@lws.org.uk

8.5 Absence

We are required to promptly follow up on absences.

If a child is absent for a prolonged time or if their parents/carers haven't told us about the absence, we will attempt to contact the parents/carers and alternative emergency contacts.

See our attendance policy on our website for more information, including our expectations of parents/carers to report child absences.

8.6 Oral health and tooth brushing

We promote good oral health, as well as good health in general, in the early years by, for example…

Teaching children about healthy eating and reduction of sugary foods.

The importance of brushing your teeth.

As necessary, we will follow government guidance on supervised toothbrushing to make sure that it is evidence-based and safe.

The rest of our safeguarding procedures are outlined in our nursery's Safeguarding and Child Protection policy on the nursery website

8.7 Safer eating

While children are eating, there will always be at least 1 member of staff in the room with a valid Paediatric First Aid certificate (from a course consistent with the criteria set out in Annex A of the latest EYFS framework). All children will be within sight and hearing of a member of staff while eating, and seated safely in an appropriate chair or highchair and, where possible, in a designated eating space.

Before a child joins our setting, we will get information on their:

- Dietary requirements and preferences
- Food allergies and intolerances
- Health requirements

We will share this information with all staff involved in food preparation and handling. At each mealtime and snack time it will be clear which staff member is responsible for checking that the food meets all the requirements for each child.

We will make sure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis; the differences between allergies and intolerances; and that children can develop allergies at any time, especially during the introduction of solid foods.

We will consult with parents/carers to:

- Create allergy action plans for their child – with the help of health professionals, where appropriate
    - We will also keep this information up to date and share it with all staff
- Discuss their child's progress with solid foods
- Work with them to move on to the next stage at a pace that is right for their child

We will prepare food in a way that:

- Prevents choking
- Meets each child's individual developmental needs
- Is in line with the DfE's Early Years Foundation Stage nutrition guidance

In the event of a choking incident that requires intervention, we will record details of the incident and make the child's parents/carers aware. We will periodically review the records to identify whether we can change anything in our practice to make eating safer and then take action as appropriate.

8.8 Accident or injury

We keep a first aid box (which contains appropriate items for children) always accessible.

We keep a written record of accident or injuries and any first aid treatment.

We will inform parents or carers the same day as, or as soon as reasonably practicable after, of any:

- Accident or injury sustained by the child
- First aid treatment given

We will notify the relevant authority of any serious accident, illness, or injury to, or death of any child while in our care and inform them of the action taken, as soon as reasonably practicable.

8.9 Safety of premises

We make sure that our premises, including overall floor space and outdoor space, are fit for purpose and suitable for the age of children we care for and the activities provided on the premises.

We comply with requirements of health and safety legislation, including fire safety requirements.

8.10 Toileting and privacy

We make sure that there are:

- Enough toilets and hand basins available for the children
- Suitable and hygienic nappy changing facilities
- An adequate supply of necessary items such as clean bedding, towels and spare clothes
- Separate toilet facilities for adults

During nappy changes and toileting, we will balance children's privacy with their safeguarding and support needs.

9. Monitoring arrangements

This policy will be reviewed and approved by the SLT annually.

Lucy Meyer 14.10.2026

Appendix 1. List of statutory policies and procedures for the EYFS

This isn't an exhaustive list of policies and only includes policies specific to the EYFS. For a full list of our policies, see www.lloydwilliamsonnurseries.co.uk/policies

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See Safeguarding and Child Protection Policy
Procedure for responding to illness	See Health and Safety Policy
Administering medicines policy	See Supporting Children with Medical Needs Policy
Emergency evacuation procedure	See Health and Safety Policy
Procedure for checking the identity of visitors	See Safeguarding and Child Protection Policy
Procedures for a parent/carer failing to collect a child and for missing children	See Safeguarding and Child Protection Policy
Procedure for dealing with concerns and complaints	See Complaints Policy