



EMMAUS

CATHOLIC MAC

Early Years Foundation Stage (EYFS) Policy

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Post holder responsible	MAC School Improvement Lead



Commitment to Equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

This Early Years Foundation Stage (EYFS) Policy has been approved and adopted by Emmaus Catholic Multi Academy Company on 29th July 2026 and will be reviewed in September 2027.

Signed by Director of Emmaus Catholic MAC: *J Griffin*

Signed by CEO for Central Team: *S Horan*

This policy relates to all Emmaus schools.

Mission:

Forming Christ-centred pilgrims of hope with kind hearts, questioning minds, a thirst for knowledge and a hunger for justice.

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

1. Aims

This policy aims to ensure:

- That children 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.
- 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 latest statutory framework for the Early Years Foundation Stage (EYFS), effective from 1 September 2026. This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS – Nursery

Fees and Funding

Early Years funding can be used flexibly across all the sessions in preschool. Sessions are only paid for when parents request more hours than their 15 hours or 30 hours funding. Invoices are emailed monthly.

For example: If your child has 30 hours funding and you would like your child to attend from Monday to Friday 8.45am to 3.15pm this would be 32.5 hours per week. You would be invoiced for 5 x Midday sessions = £20 per week.

However: If your child has 30 hours funding and you choose to book Monday to Thursday 8.45am to 3.15pm and Friday morning 8.45am to 11.45am, this is 29 hours per week, all the sessions would be free as the 30 hours funding is used for all the sessions.

Preschool Fees: (subject to change)

	Morning Session 8.45am – 11.45am	Midday Session 11.45am – 12.15pm <i>Only available for full days</i>	Afternoon Session 12.15pm – 3.15pm
Acorn Room (2 year olds)	£20.50 or 3 hours funding	£4 or 30 minutes funding	£20.50 or 3 hours funding
Oak Room (3 & 4 year olds)	£16.50 or 3 hours funding	£4 or 30 minutes funding	£16.50 or 3 hours funding

Wraparound Care – St Joseph’s School offers Wraparound care for children from 2 years old – 11 years, Breakfast Club from 7.30am and After School Club to 6pm.

Meals and Snacks are provided by parents	Preschool provide milk (free) Parents provide a water bottle to be brought in each day. Snacks are provided by parents If your child stays for lunch, you are required to send them with a lunch box.
Consumables	If your child is in nappies, we ask that you send a pack of nappies, wipes and nappy sacks to store in your child’s basket. We will remind you when stocks are getting low.

	Sun cream – We ask parents to apply sun cream before sending their child into preschool.
Additional voluntary services	Parents would be asked for a voluntary contribution towards the cost of a trip or outing.

Safer Sleep

Although our setting only cares for children aged 2 years and over, we recognise the importance of providing a safe sleep and rest environment in line with DfE and Lullaby Trust guidance. We follow the steps below to ensure that we provide a safe sleep environment for every child in our care:

- Children sleep on individual sleep mats with a fitted sheet and are encouraged to adopt a comfortable sleeping position.
- Sleeping areas are clean, well ventilated, and maintained at a comfortable temperature. Children are checked regularly to ensure they do not become too hot or too cold and additional layers of clothing are removed or added as required.
- Children are always within sight and hearing of staff while sleeping or resting.
- Staff carry out regular checks on sleeping children and record these on a sleep chart.
- Sleep mats and sleeping areas are kept free from hazards and excessive bedding, cushions, toys, cords, or any other items that could pose a risk to a sleeping child.
- Parents are consulted regarding their child's sleep needs and preferences, and any medical conditions or individual requirements are considered when planning rest and sleep arrangements.
- If a child falls asleep unexpectedly, staff will ensure they are moved to a safe sleep area where they can be appropriately supervised.
- All staff are aware of safer sleep practices and follow the setting's procedures for supervising sleeping children.

Safer Eating

- We are committed to promoting safe and healthy eating practices in line with the EYFS Statutory Framework. Children are always supervised whilst eating and drinking and are encouraged to sit appropriately, eat at a safe pace and develop independence during mealtimes. Staff ensure that food is prepared according to current safer eating guidance to reduce the risk of choking, taking account of children's age, stage of development and individual needs. We maintain robust procedures for managing allergies, dietary requirements and food hygiene to ensure the safety and wellbeing of all children. Mealtimes are viewed as positive social experiences that support children's health, learning and development.

4. Curriculum

Our early years setting follows the curriculum outlined in the latest EYFS statutory framework. The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. 3 areas, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and 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

The prime areas are strengthened and applied through 4 specific areas:

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

Planning

Staff plan activities and experiences for children that enable children 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 stage of development of each child in their care and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

5. Assessment

At St Joseph's, ongoing assessment is an integral part of the learning and development process. Staff continually observe children to identify their level of achievement, interests and learning characteristics. These observations are used to inform assessment and shape future planning, ensuring that all children are supported and challenged through a sequential and progressive curriculum that builds on what they already know, can do and understand. Staff also value and

consider observations and information shared by parents and/or carers as part of their holistic assessment of each child.

Assessment is used to monitor children's progress across all areas of learning and to ensure that teaching and learning opportunities are carefully sequenced to support the development of knowledge, skills and understanding over time. Regular assessments enable practitioners to identify next steps in learning, provide appropriate support and ensure that children make good progress from their individual starting points.

When a child is aged between **2 and 3 years**, staff complete the **statutory EYFS Progress Check**. This assessment reviews the child's development in the three prime areas of learning:

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

Parents and/or carers receive a written summary of their child's development, highlighting strengths, achievements and any areas where additional support may be needed. The progress check helps practitioners and families work together to support children's ongoing development and informs future planning.

Within the first six weeks of a child starting Reception, staff administer the **Reception Baseline Assessment (RBA)** in accordance with statutory requirements.

At the end of the EYFS, staff complete the **EYFS Profile** for each child. Children are assessed against the 17 Early Learning Goals and outcomes are recorded as:

- **Expected** – meeting the expected level of development
- **Emerging** – not yet reaching the expected level of development

The EYFS Profile is informed by ongoing teacher assessment, observations, interactions and discussions with parents and/or carers. The results are shared with parents and/or carers and provide a summary of each child's attainment at the end of the EYFS.

To ensure assessments are accurate, robust and consistent, judgements are moderated internally and, where appropriate, with colleagues from other schools and local networks, with reference to current EYFS statutory guidance and Development Matters. EYFS Profile data is submitted to the local authority as required.

Transition A smooth transition is achieved by having the following in place:

- Nursery to Reception (Transition sessions / professional meetings)
- Reception to Year One (Transition sessions / professional meetings)

6. Working with parents and carers

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. At [School Name] we aim to build strong relationships with our parents by giving open communication, support and offering time in school through workshops, prayer and liturgy, performances, celebration assemblies and many more special events throughout the year.

Parents and/or carers are kept up to date with their child's progress and development through parents' evenings and meetings throughout the school year. We offer an open-door policy where parents are able to communicate with the class teacher on a daily basis.

Teacher assessments and the EYFS profile help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. We ask parents to contribute to their child's learning journey by sharing progress from home and participating in classroom activities such as learning workshops to build their knowledge and support their child/ren from home.

7. 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 are able to enjoy learning and grow in confidence.

Mandatory 2026 Safeguarding Updates:

- **Safer Recruitment & Volunteers:**
We mandate the obtaining and verifying of professional references for all new staff, with our procedures clearly detailed in our safeguarding policies to ensure only suitable individuals are recruited. Furthermore, an enhanced criminal records check and barred list check must be obtained for all staff and volunteers working directly with children.
- **Reporting Harm:**
We ensure that Ofsted is informed of any allegations of harm or abuse by anyone living, working, or looking after children at the premises.
- **Child Absences & Emergency Contacts:**
We maintain at least two emergency contact details for each child. We actively follow up on any prolonged or unexplained absences to ensure the ongoing welfare of the child.
- **Safer Sleep:**
For children under two years old, children must be placed down on their backs in their own separate sleep space on a firm, flat surface. Babies under six months of age must always have an adult with them in the same room for every sleep, and all children must always be within sight and hearing of staff when sleeping.
- **Safer Eating:**
Where possible, a member of staff sits facing the children while they eat to prevent choking, prevent food sharing, and monitor for unexpected allergic reactions. Additionally, a qualified paediatric first aider is present in the room during all meal and snack times.
- **Intimate Care:**

We ensure that children's privacy during nappy changing and toileting is respected and properly balanced with safeguarding requirements.

- **Whistleblowing & Training:**
Our policies include whistleblowing procedures to support and protect staff who raise concerns about unsafe practices. We also explicitly detail how our safeguarding training is delivered and how practitioners are supported to implement these practices.
- **Children's Screen Use:**
Our settings have regard to the government's guidance on children's screen use in early years settings.
- **Banned Dog Breeds:**
Banned dog breeds (under section 1 of the Dangerous Dogs Act 1991) must not be kept or present on the premises at any time.

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 2, we have at least 1 member of staff for every 5 children

For Children Aged 3 and Over

Our staffing ratios and qualification requirements are as follows:

- **Where a member of staff working directly with children holds one of the following qualifications:**
 - Qualified Teacher Status (QTS)
 - Early Years Professional Status (EYPS)
 - Early Years Teacher Status (EYTS)
 - Another approved Level 6 qualification
 - Instructor status
 - Suitable overseas-trained teacher status
 - For all classes (excluding Reception), there is at least **1 member of staff for every 13 children.**
 - At least **50% of the remaining staff** must hold a **full and relevant Level 3 qualification.**
 - Other staff must hold at least a **full and relevant Level 2 qualification.**
- **Where a suitably qualified member of staff (listed above) is not working directly with the children:**
 - There is at least **1 member of staff for every 8 children.**
 - At least **one member of staff** must hold a **full and relevant Level 3 qualification.**
 - At least **50% of all other staff** must hold a **full and relevant Level 2 qualification.**
- **In Pre-School:**
 - There is at least **1 member of staff for every 13 children.**
 - At least **50% of staff** must hold a **full and relevant Level 3 qualification.**
 - Other staff must hold at least a **full and relevant Level 2 qualification.**
- **In Reception:**
 - We comply with infant class size legislation.

- For classes where the majority of children will reach the age of 5 or older during the school year, there is at least **1 teacher for every 30 pupils**.
- As a matter of good practice, we also aim to provide **Teaching Assistant support within Reception classes wherever possible**, to enhance children's learning, wellbeing and individual support.

Paediatric First Aid (PFA):

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required. Early years students and trainees must have PFA training in order to be included in staff-to-child ratios at the level below their qualification level.

Health and Oral Care:

We promote good oral health, as well as good health in general, in the early years by *(insert your approach here, for example by talking to children about)*:

- The effects of eating too many sweet things
- The importance of brushing your teeth
- We follow Public Health England guidance on supervised toothbrushing to make sure that it is evidence-based and safe.

The rest of our safeguarding and welfare procedures are outlined in our school's Safeguarding (Including Child Protection) Policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the Board of Directors every year or sooner if subject to changes.

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

Statutory policy or procedure for the EYFS	Where can it be found?
All EYFS statutory guidance inc. ratios	EYFS statutory framework 2026
Safeguarding policy and procedures	Safeguarding and Child Protection Policy
Procedure for responding to illness	Attendance Policy; Supporting Pupils with Medical Conditions Policy
Administering medicines	Supporting Pupils with Medical Conditions Policy
Emergency evacuation procedure	Health and Safety Policy
Procedure for checking the identity of visitors	Safeguarding and Child Protection Policy
Procedures for a parent failing to collect a child and for missing children	Attendance Policy and Safeguarding and Child Protection Policy
Procedure for dealing with concerns and complaints	Complaints Policy