



**MOSAIC**  
SCHOOLS LEARNING TRUST

**EYFS POLICY**

All schools in Mosaic Schools Learning Trust are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

Staff Responsible:	Executive Head Teachers
Date of Review:	January 2026
Date of Next Review:	January 2028

## SUMMARY OF CHANGES

Date	Change
January 2026	New version created to reflect all updates in the statutory EYFS Framework 2025, covering curriculum, safeguarding, and operational procedures.

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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.

This document also complies with our funding agreement and articles of association.

## **3. Curriculum**

Our early years settings follow the curriculum as outlined in the latest EYFS statutory framework. The Early Years Foundation Stage is based on four themes:

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

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

We ensure that the environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

1. Playing and exploring children will have opportunities to investigate and experience things, and 'have a go'.
2. Active learning: children will have time and space to concentrate and keep on trying if they encounter difficulties and enjoy their achievements.
3. Creating and thinking critically: we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for investigating.

### **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 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 (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.

Each area of learning and development is implemented through planned, purposeful indoor and outdoor experiences, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

### **Teaching**

Each area of learning and development is implemented through planned, purposeful indoor and outdoor experiences, and through a mix of adult-led and child-initiated activities.

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.

## **4. Assessment**

On-going assessment is an integral part of learning and development processes. Staff observe children 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.

For our pre-school / nursery provision with children aged between 2 and 3, staff will 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 is 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 school intends to adopt to address any issues or concerns, involving parents and/or carers and other professionals as appropriate.

Within the first 6 weeks that a child starts reception, staff will administer the reception baseline assessment (RBA).

At the end of the EYFS, staff complete the EYFS profile for each child. Each child is assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

We share the EYFS profile with the child's year 1 teacher. This helps to inform a discussion between reception and year 1 teachers about the child's stage of development and learning needs, and helps with planning activities in year 1.

The school shares the results of each child's 'progress check' and EYFS profile (but not the reception baseline assessment) with their parents and/or carers.

The profile is moderated internally and elements moderated in partnership with other Trust schools, to ensure consistent assessment judgements. We submit EYFS profile data to the local authority on request.

## **5. 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 and EYFS profile help 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 worker who helps ensure that their learning and care is tailored to meet their individual needs. For pre-school and nursery children, this key worker is a nursery practitioner. For Reception children, the child's class teacher acts as their key worker. The key worker supports parents and/or carers in guiding their child's development at home and helps families to engage with more specialist support, if appropriate.

## **6. Staff**

### **Staff training**

We will:

- Train all staff in safeguarding procedures in line the most recent EYFS framework and Keeping Children Safe in Education guidance
- Support all staff to feel supported and confident in implementing our safeguarding policy and procedures
- Renew training every 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

Our designated safeguarding lead (DSL) will:

- Provide ongoing support, advice and guidance to all staff
- Liaise as needed with local statutory children's services agencies and our local safeguarding partners

### **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 a reference 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
- Ensuring that all staff have an up-to-date Disclosure and Barring Service (DBS) check before they begin working in the EYFS setting

## **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 can enjoy learning and grow in confidence.

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

### **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 in nursery/pre-school: we have at least 1 member of staff for every 8 children
- For reception classes, we comply with infant class size legislation and have at least 1 teacher per 30 children

Staff qualifications are a critical factor in determining whether staff can be included in the staff:child ratio. We follow the EYFS expectations that the manager holds a full and relevant Level 3 qualification, and at least 50% of the remaining staff hold an approved, full, and relevant Level 2 or Level 3 qualification.

### **Paediatric first aid (PFA)**

In line with EYFS statutory requirements, at least one member of staff with a current Paediatric First Aid (PFA) certificate is present at all times when children are on the premises, including during outings. In our nursery and pre-school settings, all staff hold up-to-date PFA training, ensuring that children are always cared for by trained personnel. All PFA certificates are renewed every three years as required.

### **The designated safeguarding lead (DSL)**

We have DSLs in each school who have 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 staff on an ongoing basis
- Ensuring all staff receive induction and ongoing safeguarding training
- Ensuring robust record-keeping, monitoring, and reporting of any safeguarding concerns in line with EYFS requirements

### **Absence**

We are required to follow up on all absences as part of our safeguarding responsibilities. All unexplained absences are followed up promptly and on the same day.

For prolonged absences, we maintain contact with parents/carers and follow our safeguarding procedures to ensure the child's wellbeing.

### **Oral health and tooth brushing**

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweets
- The importance of brushing your teeth

### **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. All children will be within sight and hearing of a member of staff while eating, and seated safely in an appropriate chair.

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 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's 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.

### **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

### **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 and hygiene requirements.

### **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 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.

## **8. Monitoring arrangements**

This policy will be reviewed and approved by Trust Board every 2 years.

At every review, the policy will be shared with the Local Governing Body of each school.

## **9. Policy Links**

- Safeguarding Policy
- Health and Safety Policy
- Supporting Children with medical conditions policy
- Complaints Policy
- Attendance Policy
- SEND policy
- Behaviour Policy

