Hampton Court House

Early Years Foundation Stage Policy

Last Updated: September 2026
Next Review: September 2027

Reviewed by IST

Introduction - INTENT

At Hampton Court House School, we follow the Early Years Foundation Stage statutory framework for group and school-based providers, effective from 1 September 2026, and the Forest School approach. This policy covers our provision for children aged two and over, including learning, development, assessment, safeguarding and welfare. We value each child's starting point and create an environment where learning is purposeful, play-based, enjoyable and celebrated.

We create a safe, happy and inclusive environment that aims to develop children's resilience, knowledge, caring, confidence and independence. Through a broad and balanced curriculum, we carefully consider children's interests, needs and individual learning styles. We nurture children's wellbeing and love of learning. Each child is supported to reach their full potential regardless of their background, nationality, gender or ability.

At Hampton Court House School our Early Years Foundation Stage (EYFS) consists of:

- A Nursery class for children aged 2 to 4
- A Reception class for children aged 4 to 5

Age range of our provision
We do not admit or care for children under two years old. Requirements specifically for under-twos, including baby rooms, baby staffing ratios and the detailed infant sleep arrangements, do not apply to our current provision. General safeguarding, safe sleeping, health and welfare requirements continue to apply to all children. Before any change to this age range, the school must review its provision and policies against all applicable EYFS requirements.

The Early Years Foundation Stage - IMPLEMENT

The EYFS is based on 4 principles:

A Unique Child
We recognise every child is a competent learner ready to learn in an individual way and at their own pace. Each child at our school is considered an active learner with an unlimited scope of development and learning. We support children to develop a positive attitude to learning through a child centred approach.

Inclusive Practice
The school has an international character where wellbeing and respect for different people, cultures and ideas are upheld as key values. All children and their diverse needs are equally valued. We consider diversity of needs, interests, background and experience in all areas of the school. We work to promote individual talents, interests and skills by observing strengths, talking to parents and sharing observations to enhance and promote successes. We encourage high levels of motivation and set realistic but challenging expectations. We try to celebrate as many children's and staff home backgrounds and cultural celebrations as possible. These are relevant to the children.

Hampton Court House is a very diverse multicultural and multilingual school. We value the many languages children speak in addition to English. Many children are also well travelled from an early age. Children in EYFS have specialist French lessons from the age of2, which helps to prepare them for the French Immersion Programme.

We meet the varying needs of children through:

- Planning opportunities that build on children's knowledge and experience.
- Using a range of teaching and learning strategies based on children's needs, including "In the Moment Planning" (ItMP) in Nursery and Reception, to extend children's learning through "teachable moments".
- Plan topics to help children to learn about the world around them, considering their individual interests, through observations of children's play and by listening to their questions.
- Provide a stimulating environment to motivate children's learning where the contribution of all children is valued.
- Use resources which reflect diversity and are free from discrimination and stereotyping.
- Valuing the local community of Hampton Court and environment of Bushy Park as a source of learning opportunities.
- Using resources and equipment that reflect the community in which the children live including role-play areas.
- Provide activities relating to a wide range of religious, ethnic and cultural celebrations. (Cultural Capital)
- Planning challenging activities according to children's level of development.
- Monitoring children's progress and take appropriate action to support as necessary. Please also see school SEND Policy.

Keeping Safe
We teach children about boundaries, rules and limits and support them to understand why they exist. Children are enabled to explore their school environment and take safe risks within appropriate limits. This is of particular importance during Forest School, where children have opportunities to learn about identifying risks and being safe. For example, using a saw to cut wood. Children develop an understanding of using tools safely through discussion, presentation, supervision and safe practice.

We use our behaviour policy to encourage good behaviour, focusing on the positive to help children to behave well. We follow the safeguarding policy to report concerns, which are dealt with swiftly.

Please also see school policies: Safeguarding, Child Protection, Health and Safety, Risk Assessments, Uncollected Children, Lost Children

Health and Wellbeing
Hampton Court House School aims to be a 'nut-free and sesame seed-free' environment. Children's medical and dietary needs are made known to the school prior to a child starting and this information is known to staff on iSAMS (School Management Information System). Children have access to drinking water at all times.

At morning snack time, children bring in a healthy snack and fruit is available all through the day.

Children eat lunch in the conservatory from the age of 2 and are provided with healthy hot and cold options, which are in line with DfE Early Years Nutrition Guidance, from the school caterer.

Parents/Carers are advised to provide children with sun hats and sun cream during the summer months.

All staff at Hampton Court House are suitable and hold a DBS check. All staff who work in the Early Years are paediatric first aid trained.

We ensure that the premises, environment and equipment is safe and suitable for purpose. Records, policies and procedures are maintained as required for the safe and efficient management of the school.

Please see school policies: First Aid Policy, Medicine Policy, Accident and Incident Policy, Recruitment Policy, Complaints Policy, Health and Safety Policy

Welfare and Safeguarding
Fundamental British Values

Hampton Court House is committed to incorporating and promoting Fundamental British Values within our teaching and the children's learning experiences.

- We take turns and share.
- We are polite.
- We learn about the World around us.
- We practise our table manners.
- We follow rules.
- We visit places in our local community.

Prevent Duty
All staff at Hampton Court House undertake training regarding the Prevent Duty and are aware of procedures that need to take place as necessary.
Please see School Policies: Safeguarding, Child Protection

Positive Relationships
We support children to become strong and independent learners. We value highly the strong collaborative and reciprocal relationships developed between the school, child and the family. We value parent involvement within the school and encourage parents to take an active role whilst their child is in our care. For example, the use of Famly as a 2-way journal, capturing observations of the children's learning experiences. Communication in the reading records, story reading, and cultural talks run by parent volunteers contribute towards our curriculum.

Partnership with Parents
At Hampton Court House School, we have strong partnerships with parents. We particularly promote and encourage parent involvement in activities, sharing their skills and talents with the children.

Successful parent partnerships are built through:

- School tours for prospective parents either in person or by virtual online meeting)
- Taster session for children to visit the school prior to their start at Hampton Court House.
- Parents complete induction forms.
- Weekly school newsletters keep parents informed about the life of the school.
- Class teachers are available at the start and end of each day for informal discussions and for parents to ask any questions.
- Written communication with the class teacher and the school is available through school emails.
- Parent-Teacher meetings are held as often as required.
- A written report is given to parents at the end of each academic year.

- Two Year Progress check is completed at approximately 27 months (or between the age of 2 and 3) and shared with parents.
- Baseline assessments and End of EYFS Profile assessments are shared with parents.
- In Reception, parents communicate through the reading diary regarding their child's reading progress.
- Hampton Court House holds a range of events throughout the year enabling collaboration between parents, staff and the school community. (Ballet Show, Various Concerts, Sports Day, Summer Fair, Fundraisers)

Key Person
We have a diverse and experienced workforce who support the children to achieve their potential, whilst demonstrating sensitivity to children's individual concerns and interests.

A key person is a named member of staff with responsibilities for a group of children who helps those children in the group feel safe and cared for. The role is an important one and an approach set out in the EYFS, which is working successfully in settings and in Reception classes.

The key person helps the child to feel known, understood, cared about, and safe. The key person helps the child feel confident that they are "held in mind" and cared about. This experience of being cared for by reliable adults who meet their physical needs and remain attentive and playful, affectionate and thoughtful allows children to form secure attachments. Such a grounding provides a "secure base" from which children feel confident to explore the world and form other relationships.

The key person role involves a relationship with the child and family. A key person approach is a way to ensure that all children and families have one or more persons within the setting with whom they have a special, nurturing relationship. The presence of a key person helps the child to feel emotionally secure when away from home and provides a reassuring point of contact for parents.

A key person has special responsibilities for supporting a specific group of children and building relationships with them and their families. The role will involve close physical and personal care for a child. It is therefore important that parents feel able to share vital information about their child's intimate care preferences, likes and dislikes, motivations and interests, and how they feel about being away from home. Parents might want to talk about their child's feelings or development.

The key person's role includes, but goes far beyond, administrative and operational activities, such as keeping records or communicating about the child with parents or other professionals. It is an emotional, reciprocal relationship. The key person approach is statutory throughout the Early Years phase, including in Reception. The role may look very different in a large class of children with often only two adults, but the principles remain the same. A teacher can retain overall knowledge of the children in their class and benefit from particular knowledge that other people working with them might have. The stronger the relationships are, the more supported the child (and their family) will feel about subsequent transitions, including to Key Stage 1.

Two-year-olds are supported by key workers/teachers maintaining a 1:5 ratio, which allows regular opportunities for group and individual learning. The key worker strives to bond with all the children to encourage confidence and independence, as well as providing continuity.

Three and four year olds are supported by key workers/teachers maintaining a 1:8 ratio. This encourages socialisation, confidence and independence.

Reception class has a class Teacher working with a class of 16 children (max).

Supporting Learning
Staff work closely with the school SENCO in supporting learning and providing additional provision as appropriate. We value the importance of early identification of children with additional needs in order to give the support they require. We also work with the Early Years Team at Achieving for Children (our local borough support team).
Please also see SEND Policy.

We aim to provide a smooth transition for children throughout the EYFS and into Year 1. A smooth transition is supported by:

- Effective communication between class teachers
- Transition meetings between relevant staff at the start of each academic year to share
- information about each child's learning and development.
- Visits to their new classrooms in the term prior to them moving to a new class.
- Discussions with the children about their new class.

When children enter the school, parents are encouraged to complete an application questionnaire to support transition and inform planning. Parents are sent information from both HCH and the Head of The Little Courtyard to welcome them and provide necessary details for starting at their new school.

Enabling Environments
The school environment plays a key role in supporting and extending a child's development. Hampton Court House offers a diverse and imaginative learning environment with stimulating indoor and outdoor learning opportunities, engaging children's knowledge, skills, attitudes and actions.

IMPACT - Observation, Planning and Assessment
A range of methods are adopted to record children's progress in different learning contexts, both adult led and child initiated. Observations of children include written and verbal discussions amongst the EY team. We use Famly to write short and anecdotal observations, photographs, video recording as well as samples of children's work. This provides an ongoing assessment tool, giving a picture of the developing child whilst also monitoring achievement.

Observations demonstrate children's abilities, needs, interests, play schemas and learning styles and are linked to the Development Matters Guidance within Famly. Interactions are made between adults and children to extend knowledge and understanding, providing "teachable moments" – taking children into the Zone of Proximal Development (ZPD). Observations are evaluated and instant and ongoing learning opportunities are planned to support children to continue to make the next steps and progress. (ItMP)

The Curriculum is planned around observations of children, their strengths, interests and needs, as well as the teachers' understanding of what necessary knowledge and skills will help each child to achieve their objectives. Indoor and outdoor play-based activities encourage child-initiated as well as adult-led activities. This is supported by the Development Matters Guidance.

The Nursery classes plan using the ItMP technique, supported by observations on Famly to inform free play activities and classroom provision. The children start their day with a relevant circle time followed by free play. In Nursery, the balance shifts from main emphasis on the Prime Areas to offer a balance across the 7 Areas of Learning.

Specialist lessons include Ballet, Art, Forest School, French, Swimming (from three years old) and Music.

In Reception, the curriculum is organised through long, medium- and short-term plans as well as ItMP. Long term plans ensure the commitment we have to all children gaining their expected level of development, according to their age and ability. This provides observational evidence and assessment against age related expectations and evidence towards the Early Years Foundation Stage Profile (EYFSP). The school day becomes increasingly structured in the Summer term, in preparation for transition into Year 1.

We are required to complete 3 assessments within the Early Years Foundation Stage:

The Progress Check at 2 years is completed for children gives a clear picture of individual children's development. A short-written summary of each child's development in the Prime Areas is shared with parents. The progress check is formulated from ongoing assessment and observations, describing strengths, areas for development and identifying significant emerging concerns where the SENCO and parents would be notified.

The Reception Baseline Assessment (RBA) is completed for all children in Reception. It is a short assessment completed in the first 6 weeks of the Reception school year or when a child starts with us.

At the end of the year, we will complete the Early Years Foundation Stage Profile (EYFSP) in Reception. The Profile indicates whether children are meeting the expected levels of development or working towards them (emerging). Assessments are done reviewing all observations and using professional judgements. This information is communicated to parents in the first instance and then to Year 1 teachers to aid a seamless transition to KS1.

The Learning Environment
The Early Years classrooms are arranged to provide children with experiences and activities in all areas of learning. Areas of the classroom include role play, construction, creative area, small world, Literacy and Mathematics. Activities are planned to meet the needs and interests of children. We aim to make learning as active and practical as possible and recognise the importance of play. Enabling environments encourage independence so all activities are accessible, providing children with the freedom to choose and with teachers providing learning opportunities.

The outdoors is an important aspect at Hampton Court House. We value the opportunity to play outside in all weather throughout the year, and children have access to play outdoors every day. Children go to Bushy Park for outings a minimum of once a term.
Forest School is a big part of our curriculum, and the children attend for a minimum of 2 hrs, once a week. We follow the principles as set out on the Forest School Association website. We take the children to a section of the garden, which is a natural and wooded area. We foster holistic learning to help children to gain resilience, independent, confident and creative learners. We offer opportunities for children to take supported risks. Teachers attend regular training.

Children's screen use

We must have regard to the DfE Help for early years providers screen use guidance. Screen-free play, conversation, stories, movement and outdoor experiences are prioritised. Any use of screens must be brief, intentional and linked to a specific learning aim, with an adult actively engaging alongside the children. It must not replace responsive relationships, physical activity, outdoor play, stories or sleep.

The guidance recommends no more than one hour of screen time a day for children aged two to five, less where possible; this is across the child's day, not an allowance for school use. We work with parents to understand screen use at home and share our approach. Screen-based assistive technology for children with SEND is exempt from these time limits and is considered according to individual needs.

Content is checked in advance, age appropriate, slow paced, predictable and free of advertising, scrolling and autoplay. Screens are not left on in the background or used to occupy children, manage behaviour or calm them routinely. Screen use is avoided at meals and within an hour before sleep. Children's use of AI, including toys with inbuilt AI features, is avoided in line with the guidance. Staff use of devices for assessment must not reduce supervision or adult interaction and must follow safeguarding and data protection procedures.

Safe sleep and rest for children aged two and over
Children who need to rest or sleep must be settled safely in a suitable, clean, age-appropriate space, with individual needs discussed with parents. Staff must supervise resting children and check them frequently. As a school safety arrangement, sleeping children remain within sight and hearing of staff. Bedding and the environment are checked for hazards, hygiene and comfort. The detailed under-two requirements in paragraph 3.86 are outside our current age range; this does not remove the general duty to place children down to sleep safely.

Food preparation allergies and choking

Mealtimes and snack times will always have adequate supervision, requiring 1:5 ratio for 2-year-olds, 1:8 ratio for 3- and 4-year-olds not yet in Reception and 1:18 for Reception age children. Staffing must reflect children's needs and the risks at each meal. All members of staff will have a valid full-course paediatric first aid certificate. Staff should sit facing the children where possible, remain alert to silent choking and allergic reactions, and prevent food sharing. Children are seated safely on appropriately sized chairs in an eating area with distractions minimised.

Before admission, we obtain each child's dietary requirements, preferences, allergies, intolerances and health needs. We keep these up to date, share them with staff preparing and handling food, and identify who checks each child's food and drink at every meal and snack. Allergy action plans are developed with parents and, where appropriate, health professionals, with reference to BSACI plans. All staff must understand allergy and anaphylaxis symptoms and treatment, and the distinction between allergies and intolerances. All staff have completed allergy training.

Food must be prepared to reduce choking risks and suit each child's individual development and familiarity with textures; age alone must not be used to assume readiness. This applies to children aged two and over as well as younger children. Staff must have regard to EYFS nutrition guidance and use the DfE food safety and relevant NHS guidance.

Choking incidents requiring intervention should be recorded, parents informed, and records reviewed periodically for patterns so preventative action can be taken. Accidents, injuries and first aid treatment must be recorded and parents informed the same day or as soon as

reasonably practicable on the Famly app. Required notifications of serious incidents and food poisoning must be made under the school's safeguarding and accident procedures.

Learning and Development
We value all areas of learning and aim to provide a broad, balanced and differentiated curriculum. The seven areas of learning and development are divided into three Prime Areas and four Specific Areas.

The Prime Areas are:
- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

The Specific Areas are:
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Personal Social and Emotional Development (PSED)
Children's personal, social and emotional development is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, children learn to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Communication and Language
The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become more comfortable using a rich range of vocabulary and language structures.

Physical Development
Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength,

co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.

By creating games and providing opportunities to play both indoors and outdoors, adults can support children to develop their core strength, stability balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Mathematics
Developing a strong grounding in numbers is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers by the time they finish Reception.

By providing frequent and varied opportunities to build and apply this understanding, children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Literacy
It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together.

Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. This also includes comprehension and fluency. We use Read Write Inc to help children excel in this area, spending an hour a day on literacy development by the time they finish Reception. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Understanding the World
Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increase their knowledge and sense of the world around them – from visiting parks and going on outings, as well as meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. Celebrating home backgrounds as well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Art and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

The characteristics of effective learning in the Prime and Specific areas are interconnected as follows:

- Playing and Exploring – Children investigate and experience things and "have a go."
- Active Learning – Children concentrate and keep on trying if they encounter difficulties. They enjoy their achievements.
- Creating and Thinking Critically – Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Play and Exploration

The EYFS at Hampton Court House has a play-based child-centred approach to learning and development. Well-planned and purposeful play, both indoors and outdoors, is a key way in which young children learn with enjoyment and challenge. Through play, children explore and develop learning experiences, which help them make sense of the world. They develop thinking skills, independence and self-discipline. Children have opportunities to be creative, experiment and test ideas.

Teaching and Learning

Teaching and learning opportunities ensure children develop physically, linguistically, intellectually and emotionally. It builds on what children already know and can do and inspires a confident disposition to learning through meaningful, imaginative, challenging and enjoyable experiences. We value the development of the whole child and children at Hampton Court House are highly resilient.

Reviewed By	Imogen Stone
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