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Approved by:	Governing Body
Responsibility of:	Jonelle Yeoman
Local Authority or School Policy:	School



Brougham Street Community Nursery School EYFS Policy

Rationale and Vision

At Brougham Street Community Nursery School we are committed to providing exceptional early education and care that places children's well-being, curiosity, and development at the centre of everything we do. Our Local Authority Maintained Nursery School and our Governor-Led all-year-round childcare provision work together to provide a coherent, high-quality early years experiences that enable every child to thrive.

We recognise that the earliest years of a child's life lay the foundation for lifelong learning, health, and success. Our practice reflects the highest expectations for children's learning, behaviour, independence, and personal development. Through warm relationships, expert teaching, and a carefully planned environment, children develop the knowledge, skills, and dispositions they need to flourish both now and in the future.

Our provision is guided by the Early Years Foundation Stage (EYFS) Statutory Framework and informed by the latest research into early childhood development and pedagogy. Leaders, staff, and governors share a collective ambition to provide outstanding experiences that support every child to reach their full potential.

Principles of the EYFS

Our approach is underpinned by the four key principles of the EYFS.

A Unique Child

Every child is recognised as a capable, confident learner with individual strengths, interests, and experiences. We value children's voices and recognise that each child develops at their own pace. Practitioners respond sensitively to children's needs and ensure that every child is supported to succeed.

Positive Relationships

Strong, trusting relationships between children, staff, and families are central to our practice. Practitioners build secure attachments with children through consistent, nurturing interactions. These relationships help children feel safe, valued, and confident to explore and learn.

Enabling Environments

Our indoor and outdoor learning environments are thoughtfully designed to stimulate curiosity, creativity, and deep engagement. Resources are carefully selected to encourage exploration, problem solving, communication, and independence. Environments evolve in response to children's interests and developmental needs.

Learning and Development

Children learn through a balance of child-initiated exploration and purposeful adult interaction. Skilled practitioners observe, question, and extend children's thinking to deepen learning and promote sustained shared thinking.

Curriculum and Learning

Our early years curriculum is ambitious, inclusive, and carefully sequenced to build children's knowledge, skills, and understanding over time. It reflects the expectations of the EYFS framework and ensures that all children develop strong foundations across the seven areas of learning.

Prime Areas

Communication and Language

Personal, Social and Emotional Development

Physical Development

Specific Areas

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Teaching is responsive and intentional. Practitioners use their deep knowledge of child development to provide rich learning experiences that extend children's thinking and language. Play is recognised as a powerful vehicle for learning, and children are supported to explore ideas, test theories, and develop resilience as learners.

Language development is prioritised across the provision. Adults model rich vocabulary, engage children in meaningful conversations, and provide opportunities for storytelling, singing, and imaginative play.

Pedagogy and Teaching

High-quality interactions between adults and children are the cornerstone of our practice. Staff carefully observe children's interests and developmental progress, using this knowledge to plan experiences that build upon prior learning.

Teaching includes a balance of:

child-initiated exploration

adult-led learning opportunities

intentional teaching moments

carefully planned experiences within continuous provision

Practitioners support children's thinking by asking open-ended questions, modelling language, encouraging problem solving, and enabling children to reflect on their learning. Staff promote independence, perseverance, and creativity so that children develop confidence as capable learners.

Assessment

Assessment is integral to high-quality early years practice and is used to ensure that all children make strong progress from their starting points.

Practitioners observe children closely during everyday play and interactions. Observations inform responsive planning and enable staff to tailor learning experiences to individual needs.

Assessment includes:

ongoing formative observations

professional dialogue among staff

monitoring of children's progress over time

identification of any emerging needs or gaps in learning

Information about children's development is shared regularly with parents and carers. Where concerns arise, the setting works closely with families and relevant professionals to ensure children receive timely and appropriate support.

Key Person System

Each child is assigned a key person who takes particular responsibility for their emotional well-being, development, and learning. The key person develops a close partnership with families and acts as a consistent and trusted adult for the child within the setting.

The key person:

- supports children's emotional security and belonging
- observes and monitors development
- shares information with parents
- plans for children's next steps in learning
- ensures individual needs are understood and met

This system supports strong attachments and promotes children's confidence and sense of security.

Partnership with Parents and Families

Parents and carers are valued as children's first and most important educators. We work in genuine partnership with families to ensure that children receive consistent support for their learning and development.

We promote strong partnerships through:

- regular communication with parents
- sharing children's learning and progress
- welcoming parental contributions to learning
- supporting learning at home
- providing opportunities for discussion and feedback

Families are encouraged to share their knowledge of their child's interests, experiences, and achievements so that learning experiences reflect children's lives and cultures.

Inclusion and Equality

Brougham Street Community Nursery School is committed to providing an inclusive environment where every child is respected, valued, and supported to succeed.

We celebrate diversity and ensure that our curriculum reflects a wide range of cultures, families, and experiences. Staff recognise and respond to individual needs so that barriers to learning are removed wherever possible.

Children with Special Educational Needs and Disabilities are supported through early identification, targeted planning, and collaboration with families and external professionals. Our Special Educational Needs Coordinator- Mrs Karen Daggett works closely with staff to ensure inclusive practice and effective support.

Safeguarding and Welfare

Safeguarding children is a fundamental responsibility shared by all staff, leaders, and governors.

Here at Brougham Street Community Nursery School we maintain robust safeguarding procedures that reflect national guidance and local safeguarding partnership expectations. Staff receive regular training to ensure they are confident in recognising and responding to safeguarding concerns.

Safeguarding practice includes:

- clear child protection procedures
- safer recruitment processes
- appropriate staff to child ratios
- robust risk assessments
- effective supervision of children
- secure premises and safe environments
- high standards of health, hygiene, and care

Children are also supported to develop an understanding of personal safety, well-being, and healthy lifestyles through everyday experiences and routines. Our Nursery School children also practise Oral Hygiene as part of our daily curriculum.

Behaviour and Personal Development

Children's personal development and emotional well-being are central to our work. Staff promote positive behaviour through consistent expectations, nurturing relationships, and respectful communication.

Children are supported to:

- develop empathy and kindness
- manage emotions appropriately
- cooperate and work with others
- develop resilience and perseverance

Staff model positive behaviour and help children learn to understand their feelings and the feelings of others. The environment promotes calmness, engagement, and a sense of belonging.

Transitions

Transitions are carefully planned so that children feel secure and confident when moving between stages.

The setting supports transitions by:

- carrying out a home visit for all new children
- providing settling-in sessions for new children
- sharing information with families
- supporting movement between rooms where applicable
- working closely with local schools to support transition to Reception

Children's learning and development information is shared with receiving schools to ensure continuity in learning along with CPOMS information.

Leadership and Governance

Strong leadership ensures the highest standards of care and education across the nursery school and childcare provision.

Leaders maintain a clear vision for excellence and continually evaluate practice to ensure provision remains highly effective. Staff are supported through ongoing professional development, reflective practice, and collaborative working.

Governors provide strategic oversight and challenge, ensuring accountability and continuous improvement. Leaders and governors work closely together to maintain high expectations for children's outcomes, staff development, and safeguarding.

Monitoring and Review

The quality of our EYFS provision is monitored through regular observation of practice, evaluation of children's outcomes, and feedback from staff, parents, and governors.

Leaders use this information to drive continuous improvement and ensure that the provision remains responsive to the needs of children and families.

This policy will be reviewed regularly to ensure that it reflects current legislation, statutory guidance, and best practice in early years education.