



# Gidea Park

PREPARATORY SCHOOL AND NURSERY

## **Early Years Foundation Stage Framework**

May 2025

## What is EYFS?

### The EYFS framework:

- sets the standards that all early year's providers must meet to ensure that children learn and develop well
- ensures children are kept healthy and safe
- ensures that children have the knowledge and skills they need to start school

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

#### *The EYFS seeks to provide:*

- quality and consistency in all early year's settings, so that every child makes good progress and no child gets left behind
- a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

#### *The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The learning and development requirements cover:*

- the areas of learning and development which must shape activities and experiences (educational programmes) for children in all early years settings. The early years framework has 7 areas of learning and 3 of them being prime areas (see bold below);

- **Personal, social and emotional**
- **Communication and language**
- **Physical development**
- Maths
- Literacy
- Understanding the world
- Expressive arts and design

- the early learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)
- assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers)

#### *The safeguarding and welfare requirements cover the steps that providers must take to keep children safe and promote their welfare.*

## **Assessments and report writing**

In line with the statutory EYFS, Gidea Park Preparatory School and Nursery produce termly reports summarising each area of the EYFS for their key-children. Parents will be notified of the reports and will be given an opportunity to have their input into their child's learning during parent/staff meeting.

## **Progress check at Two**

When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short-written summary of their child's development in the prime areas. This will be done on our Family app. This progress check must identify the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child's future learning and development involving parents and/or carers and other professionals (for example, the provider's Special Educational Needs Co-ordinator (SENCO) or health professionals) as appropriate.

If a child moves settings between the ages of two and three it is expected that the progress check would usually be undertaken by the setting where the child has spent most time. Practitioners must discuss with parents and/or carers how the summary of development can be used to support learning at home.

Practitioners should encourage parents and/or carers to share information from the progress check with other relevant professionals, including their health visitor and the staff of any new provision the child may transfer to. Practitioners must agree with parents and/or carers when will be the most useful point to provide a summary. Where possible, the progress check and the Healthy Child Programme health and development review at age two (when health visitors gather information on a child's health and development) should inform each other and support integrated working. This will allow health and education professionals to identify strengths as well as any developmental delay and any particular support from which they think the child/family might benefit. Providers must have the consent of parents and/or carers to share information directly with other relevant professionals.

## **Changes to the Framework from 2025**

The new EYFS framework that all schools and settings have to follow from September 2025. These national changes have been made to better support all young children's learning and development. It is also the aim that the new framework will better prepare children for the transition into Key Stage 1. There are some elements of the EYFS that have not significantly changed and some that have.

Some of the key points from the new EYFS reforms include relevant changes which parents, carers and children may notice or experience:

- Staff will be spending less time on large amounts of written observations and assessments for evidence collection. This means they can spend more time supporting and engaging with the children and their learning and development needs.

- Key changes focusing on strengthening safeguarding and welfare requirements, particularly in areas like allergy management and nutrition. These updates aim to provide clearer guidance to practitioners and improve child safety and well-being.
- Staff child ratios; the statutory minimum staff child ratios for 2-year-olds in England has changed from 1:4 to 1:5.
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There is an emphasis on improving children's language and vocabulary through increasing opportunities for conversations, reading a wide range of books and holding discussions around activities in other areas of learning. Literacy and numeracy skills focused on in the EYFS have been adapted to better match up with the national curriculum that starts in Year 1. There is no longer an exceeding judgement at the end of Reception. Children will instead be challenged to have a greater depth and understanding of ideas.

Safeguarding and welfare of children is still a priority, with the added mention of teaching children about the importance of good oral health and how to keep teeth clean and healthy.

## **Our Curriculum**

At Gidea Park Preparatory School and Nursery, our Early Years curriculum is thoughtfully designed to nurture curiosity, creativity, and a lifelong love of learning. We believe that young children learn best when they are engaged, inspired, and having fun—so our planning is rooted in their unique likes, interests, and fascinations.

Our experienced Early Years team closely observes and listens to the children, using their passions as a springboard for meaningful learning experiences across all areas of development. Whether it's dinosaurs, building, role play, or the natural world, we build rich, purposeful activities around what excites them most.

Key learning moments are carefully captured and shared by our practitioners, who reflect on each child's progress and development. These observations help us celebrate achievements, identify next steps, and ensure that every child receives the individual support they need to flourish—socially, emotionally, and academically.

At Gidea Park Preparatory School and Nursery, every child is seen, heard, and valued—and their learning journey is as unique as they are.