

# Bassett House School

## S2aii - EYFS Curriculum Policy

*Revised September 2025*



### Executive Summary

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The EYFS (Early Years Foundation Stage) is a framework designed to ensure that children from birth to age 5 receive high-quality care, learning, and development in their early years. It sets standards for the learning, development, and care of children, including how they are taught and how their progress is assessed.

This policy outlines the way in which our Early Years Department is managed and run, ensuring that we provide the highest quality early education.

### Introduction

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At Bassett House School, we believe that every child is unique, with their own individual needs, interests, and learning styles. The Early Years Foundation Stage is designed to nurture and support each child on their educational journey, fostering a love for learning that will stay with them for life.

We follow the Statutory Framework for the Early Years Foundation Stage, which was revised and came into effect in November 2024 to refine and enhance our teaching, ensuring that our approach is tailored to the developmental needs of every child.

At Bassett House, we integrate the Montessori method and materials into our nursery, embracing its core values to support each child's natural curiosity, independence, and love of learning. We believe that the early years—birth to five, and at Bassett House 2 years to 5 years—are critical in a child's academic journey. This is the time when personalities are formed, independence is developed, and attitudes toward learning are shaped.

Our aim is to cultivate each child's innate thirst for knowledge, helping them become confident, inquisitive, and lifelong learners. By providing a rich, engaging, and child-centred environment, we ensure that every child at Bassett House has the best possible start to their educational journey and is meeting our school aim of each child being the best that they can be.





## Structure & Admissions

URN: 100513  
 DfE number: 207/6095  
 Setting address: The Nursery School (up to age 4) - 73 St Helen's Gardens, W10 6LL  
 Reception – 60 Bassett Road, W10 6JP

Year Group	Age Range	Admission Point
2+ Nursery	2 -3 year olds	Sept, Jan or April after their 2 <sup>nd</sup> birthday
3+ Nursery	3-4 year olds	Sept, Jan or April after their 3 <sup>rd</sup> birthday
Reception	4-5 year olds	Sept (some in-year admissions possible)

Year Group	No of Children in class	Staffing	Hours and sessions	Toilet trained	Sleep facility
<b>2+ Nursery School</b>	8	1 Fully qualified Montessori teacher  1 early years qualified support staff	<b>Morning only</b> 8.30 am – 12.00 noon  <b>Full Day</b> 8.30 am – 3.30 pm	No, but ideally by 3 years old	Yes Supervised within the classroom
<b>3+ Nursery School</b>	16	1 Fully qualified Montessori teacher  1 Montessori qualified support staff	<b>Morning only</b> 8.30 am – 12.00 noon  <b>Morning and lunch</b> 8.30 am – 1.00 pm  <b>Full Day</b> 8.40 am – 3.30 pm	Yes	No
Reception - Two Form Entry - entry in the September following their fourth birthday	Average 16 per class	1 fully qualified teacher  1 early years qualified support staff	<b>Full Day</b> 8.30 am – 3.30 pm  <b>Extended day wraparound care run by school staff for 3 + provision and above:</b> 7.45 am to 8.30 am And 3.30 – 6.00 pm  <b>After school clubs run by</b>	Yes	No



			School and specialist staff for 3+ provision and above 4.00 p.m – 5.00 p.m.		
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## Key Personnel

Head of Nursery – Mrs Manuja Hughes  
Montessori Teaching Assistant – Mrs Ewelina Zablotna  
Nursery Teaching Assistant – Miss Paige Potter

Reception Teachers – Miss Amina Jinova and Miss Maisie McDonald

All staff are employed according to our Safe Recruitment Policy and hold appropriate qualifications for Early Years. The new provision will be accommodating 24 children, facilitated by qualified staff. There will be a 1:5 staff to children ratio for the 2+ pre-nursery cohort and a 1:8 ratio for the 3+ nursery provision.

We follow a vertical learning approach which scaffolds our youngest children’s learning and understanding. We believe in creating leaders for tomorrow and the vertical learning environment promotes this approach for both 2 and 3-year-olds.

At Bassett House we are proud of the personal and academic qualities of our staff and are committed to providing training and professional development to all members of the Early Years Team. We have access to Professional Development opportunities via Dukes Education and the Local Authority, which offers a variety of training specifically designed for Early Years staff.

In line with statutory regulations, line managers hold regular supervision meetings with EYFS staff who have contact with children and families. Such meetings are focused on discussing ideas, identifying solutions to address issues as they arise and receive coaching to improve personal effectiveness. All staff members have sufficient understanding and use of the English language and are able to ensure the well-being of the children in their care.

## Admission to the Early Years:

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For more information, see the school’s Admissions Policy, located on the school’s website.

Bassett House is committed to Equal Opportunities irrespective of race, colour, creed or specific needs. The admissions procedure can be adapted as necessary to take account of pupils’ known level of ability and each year group offers a unique ‘settling in’ system designed to support the individual child.



## Our Curriculum Visions and Values

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We refer to the EYFS November 2024 and the Development Matters 2023 document as a basis for ensuring consistency and quality.

We aim to support and nurture the holistic development of each pupil by:

- Recruiting highly qualified staff with unique skills - and from a variety of cultural backgrounds, including Montessori accredited teachers.
- Employing several specialist teachers who are uniquely qualified to deliver weekly lessons in Music, French, Art and PE to all Early Years children.
- Ensuring that children are safe and healthy. Early Years staff are trained in Paediatric First aid.
- Helping children to develop executive functioning skills. This includes providing opportunities to improve working memory, cognitive flexibility (attention), and impulse control.
- Focussing on the development of language and communication skills as appropriate to each pupil and with due regard to their home language. We recognise that communication and understanding directly underpin academic success.
- Prioritising the children's well-being by ensuring that our systems and strategies support personal and emotional needs. All children take part in 'Mindfulness' sessions, including yoga tailored to each child and/or the group: integrated during the daily routine.
- Imparting the essential knowledge that children need to prepare them for their future success (Cultural Capital). Children in the Early Years learn to value their own culture, language and religion, but also to understand and respect diversity. They become agents of the community.
- Modelling how we care for our planet and teaching children about recycling and sustainability
- Developing pupils understanding of social skills and acceptable behaviour.
- Providing continuous provision (Child Initiated Learning) via hands-on activities to challenge and encourage social interaction. Giving thoughtful Montessori method set-up and arrangement of classroom furniture and quality resources to enable children to explore freely. We recognise that this environment allows them to discover and experiment both inside and out, and that staff play an active role within the continuous provision, building language, and extending learning opportunities. Participation during continuous provision enables staff to determine children's abilities, skills and understanding providing accurate Assessment for Learning (AFL), so that we can plan tailored 'next steps'. Our provision ensures quality learning and development for the children with SEND and other learning disabilities.
- Ensuring that alongside expertly supported child-initiated play, children benefit from teacher-led sessions. Carefully planned sessions take place in small groups or as a whole class and cater for the developmental stage, interests and needs of the children.
- In addition to our medium-term lesson planning, a system of 'Planning in the Moment' is used to maximise opportunities for development by scaffolding learning quickly and efficiently while the child is fully engaged.
- Providing a Montessori curriculum which promotes and integrates the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Fostering a love of learning and a self-confidence that will prepare our children not only for their next steps within the school, but also in the wider world.
- Creating partnerships with parents to support and enhance the development of pupils.
- Valuing and promoting outdoor learning. Both the Nursery Classroom and Reception Classrooms have direct access to outdoor space. The playgrounds provide opportunities to develop a variety of gross motor skills, sensory exploration, gardening skills, and large-scale sand and water play. Children in our Early Years are outside as much as possible and experience



many different weather conditions. A Forest School Approach is led in a designated area on the Church Garden.

## **The EYFS Framework: *Prime Areas and Specific Areas***

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The EYFS framework focuses on promoting children's welfare and development across several key areas:

### **Prime Areas:**

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving.

The Prime Areas form the basis for all learning in our youngest children. The Prime areas are:

#### **Communication and Language:**

*Encouraging listening, understanding, and speaking skills.*

#### **Physical Development:**

*Supporting motor skills, coordination, and health.*

#### **Personal, Social, and Emotional Development:**

*Helping children develop self-confidence, form relationships, and manage emotions.*

### **Specific Areas:**

There are four Specific Areas. Through these specific areas Prime Areas are strengthened and applied. The Specific Areas are:

#### **Literacy:**

*Developing reading and writing skills.*

#### **Mathematics:**

*Building numeracy, understanding shapes, space, and measures.*

#### **Understanding the World:**

*Encouraging exploration, understanding of nature, technology, and people.*

#### **Expressive Arts and Design:**

*Fostering creativity through art, music, and movement.*

The EYFS also includes specific guidelines for the safety and welfare of children, ensuring that they are cared for in an environment that promotes their physical and emotional well-being.

The framework is regularly updated to align with current research and educational practices to best support the developmental needs of young children.



## Early Learning Goals (ELGs):

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It is our aim to enable all children to meet the expected levels of development within each of the ELG's.

At the end of Reception, teachers use their professional judgment, along with their knowledge of the individual children and of child development to state whether they are meeting 'emerging' or 'expected' levels.

The ELGs help each child's Reception teacher to make a holistic, best-fit judgement about a child's development and their readiness for Year 1. This process is moderated and discussed with the Head of Reception, Head of Nursery and Deputy Head Academic. Teachers are mindful when planning, not to limit learning experiences to facilitate the ELGs. Instead, a diverse curriculum is planned, ensuring all needs, interests and particular strengths are supported.

### **Communication and Language ELG:**

*Listening, Attention and Understanding*

*Speaking*

### **Personal, Social and Emotional Development ELG:**

*Self-Regulation*

*Managing Self*

*Building Relationships*

### **Physical Development ELG:**

*Gross Motor Skills*

*Fine Motor Skills*

### **Literacy ELG:**

*Comprehension*

*Word Reading*

*Writing*

### **Mathematics ELG:**

*Number*

*Numerical Patterns*

### **Understanding the World ELG:**

*Past and Present*

*People, Culture and Communities*

*The Natural*

### **World Expressive Arts and Design ELG:**

*Creating with Materials*

*Being Imaginative and Expressive*



## Assessment, Record Keeping and Reporting

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Assessment plays a critical role in supporting practitioners to identify children's progress and 'next steps'. Where our assessments indicate that there may be a cause for concern, or a child is not meeting age related expectations, teacher will talk to parents along the Deputy Head – Teaching & Learning in order to determine how best to support the child.

For children with a first language other than English, we ensure that this is not a barrier to our understanding of the child's abilities and stage of development.

The Head of Nursery monitors the curriculum plans, children's learning and the overall effectiveness of teaching and learning through learning walks and teaching observations.

Teachers receive feedback across a range of areas to aid them in determining their own strengths and areas for development. Staff Supervision meetings are held with the Head of Nursery – see Supervision Policy. During these meetings, staff members discuss children who are not making expected progress and together we determine the best course of action for the children. Through these meetings, interventions are planned and evaluated, and further action is considered if needed.

The meetings also provide support and guidance for staff members.

## Nursery Tracking and Assessment

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Teachers are continually assessing the children throughout each day so as to gain a clear picture of the child's interests, abilities and next steps in each area of learning. If there are any concerns regarding overall development, these are discussed with the Head of Nursery and with parents.

Staff use a variety of techniques to ensure that children are progressing through the seven areas of learning. We reference the Development Matters Curriculum Guidance for the Early Years. This outlines age related expectations and details next steps so that we can ensure that all children (from every starting point) are moving onwards towards their full potential.

Staff record children's progress on Tapestry and cause for concern reports are produced if needed and the teacher will work in collaboration with the inclusion team to implement interventions if needed.



## Reception Tracking and Assessment

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Two recorded assessments are completed – one at the beginning of the reception year, BASE and one at the end. This assessment helps the school to understand more about each cohort, identify if there are any gaps in learning, plan next steps and help with transition to the Key Stage 1 curriculum.

Teachers track phonics at the end of each half term with the Read Write Inc phonics scheme and plan each child's 'next steps' in accordance with the results. Reception teachers track areas of concern and liaise with the Learning Support Staff in the same way as Nursery.

At the end of a child's time in the Foundation Stage (Reception), the teachers make an assessment of the child's development for each one of the Early Learning Goals. In addition to the summer report, parents are provided with the child's results for the EYFS profile.

For each of the seventeen early learning goals, the teacher provides one of two outcomes: either 'emerging' or 'expected'. The reception teachers also provide EYFS profile assessment results for RBKC. Results are shared with the Head of Nursery, Deputy Head – Teaching & Learning and the Year 1 teacher for the following academic year.

## Communication With parents

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Parents are partners in children's learning. We value their opinions and the information they can give us, and we involve them whenever we can. When parents and practitioners work together in an early year setting, the results have a positive impact on the child's development and learning. Research supports the view that parental involvement has a positive impact on children's learning. We encourage the informal exchange of information between staff and parents. Whenever possible, staff are available to the parents every day to give brief feedback or answer questions regarding their child's development and overall wellbeing.

## Discussions

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Parents are encouraged to talk first to their child's teacher. This may take the form of an informal chat, or an appointment may be made. If further discussion is required, parents may set up a meeting with the Head of Nursery.

## Parents' Evenings

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Nursery and Reception parents are invited to attend a formal Parents' Evenings in the Autumn and Spring terms where they meet to discuss their child's progress. In the Summer term the parents are provided with an end of year report. Parents are, however, encouraged to arrange a meeting with their child's teacher at any point in the academic year if they would like to discuss their child's needs at any point.



## Parent Representatives

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Each class has a parent representative to help aid communication between school and parents.

## Pupil Voice

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Children are encouraged to share their views and ideas freely and actively encouraged to be the “best they can be”.

We regularly discuss areas of learning and development during circle time, and all children have a voice. The children take pride in their environment and achievements. We encourage children to make a positive contribution to the school, and the wider environment. We teach them to take pride in their environment through their contributions to attractive displays and make sure that the classroom and playground are tidy and safe. We use a variety of techniques to help children to express their emotions and learn to self-regulate – including Emotion dolls, timers for sharing, and emotion cups, etc. We expect the children to select resources and activities for themselves and have an active role in the decision to participate in activities. This develops their ability to make appropriate choices and decisions. We expect and encourage appropriate and empathetic behaviour at Bassett House and use circle time to encourage sharing and taking turns through discussion and games.

## Health and Safety

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We encourage the children to adopt healthy lifestyles by providing a broad range of physical activities, and music and movement, both indoors and outdoors (fine and gross motor skills) to allow them to enjoy and achieve in the physical development field. We promote healthy eating within Early Years, ensuring that the children are provided with healthy snacks and bring in their own water bottles. Children have a healthy, balanced and nutritious menu of School lunches which allow them to make choices about what they eat. The catering team are always very willing to offer alternatives to children with allergies and the Catering Manager can meet with parents to discuss any dietary concerns.

The children have outdoor play daily and healthy living choices are actively encouraged. The children are supervised during all self-care activities but are encouraged to be as independent as possible in these areas. We believe this gives them a sense of responsibility towards taking care of themselves. We recognise that children’s health is a vital part of their well-being and encourage a healthy lifestyle through discussion and role-play, story-time, etc.

Staff will contact parents if children are ill, and they may need to be picked up and taken home. If a child is sent home early due to sickness or diarrhoea, parents are informed as to when their child can return.

We promote regular hand washing and good hygiene practice within Early Years (posters, circle time, etc.) to prevent the spread of infection. There are hand washing facilities in every classroom.



## Medication

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Staff ensure that their own medication is locked away or stored in a room that children never access. If children need to take medication (prescription or non-prescription) during the school day, parents complete, date and sign a medical form. Prescription medicines must not be administered unless they have been prescribed for a child by a doctor, dentist, nurse, or pharmacist.

Medication must be in the original packaging, labelled with the child's name and, if required have the correct spoon or oral syringe. If needed, medication is kept in the staffroom fridge until required. It is administered by a member of the EYFS team, and the time, dosage and staff signature are recorded on the original parental form.

All staff complete online Allergy training as part of their Paediatric First Aid training. Care plans must be developed for children with known food allergies or children with medical conditions (e.g. asthma) who may need medication during the school day. Medication is kept in a labelled container in the child's classroom and is taken by the teacher on all school trips.

## First Aid

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Early Years staff assigned to a classroom are Paediatric first aid trained. This means there is always a member of staff in the building with a first aid qualification as well as on school visits. Further training for existing staff is revised annually and Paediatric First Aid training renewed every three years. First Aid equipment is available at school. There is a first aid box and carry bag located in each classroom and a portable First Aid kit is carried on every outing or playground break.

## Reporting Accidents

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All accidents, whether or not these result in an injury, should be reported to the School Office Manager. The School Office Manager will complete an entry in the Accident Book. This will also be recorded on CPOMS and the Deputy Head and Head will be alerted automatically.

Staff involved in or witnessing an accident will be asked to write a full report and this placed on CPOMS.

The Health & Safety policy should be consulted for further information on how the school reports accidents.

## Individual risk assessment

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This may be drawn up if a child returns to nursery/ school following a sustained injury, such as a fracture or break. Background information will be obtained during a meeting with parents to discuss how the child can be supported at school and what measures should be put into place, allowing for inclusion to happen at nursery/ school. Risks are measured against each situation and the action taken is determined. Once the risk assessment has been finalised parents will then be asked to sign a disclaimer to state that they are happy for their child to return to nursery/ school.



## Sun cream and hats

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When the weather is warm, parents are asked to ensure that their child wears a hat and some sun cream before he/she leaves home. Parents are asked to provide a name labelled tube of sun cream to be left in school for use as needed. Nursery and Reception children have school sun hats to provide some protection and protect their eyes from the glare of the sun. Sunglasses are not appropriate or practical. When it is hot, staff endeavour to keep the children in the shade as much as possible and encourage them to stay hydrated.

<b>Policy reviewed</b>	September 2025
<b>Policy agreed and adopted by governors</b>	September 2025
<b>Next policy review</b>	August 2026