



# SOUTH CAMBERLEY PRIMARY AND NURSERY SCHOOL

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## Early Years Policy

### 2026-2027

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March 2026	March 2027
Status and Review Cycle	Statutory, every year



## 1. Introduction

At South Camberley Primary and Nursery School, we believe that the Early Years is a unique, crucial stage of education that lays the foundations for lifelong learning, wellbeing, and positive relationships. Our Early Years provision includes Nursery and Reception. We follow the Early Years Foundation Stage (EYFS) Statutory Framework (Department for Education) and the guidance within Birth to 5 Matters (Early Education) to ensure high-quality practice, inclusive opportunities, and meaningful progress for all children.

Our aim is to create a safe, stimulating, and caring environment where children thrive through play, exploration, and purposeful interaction with skilled adults. Children are recognised as capable, active learners with individual interests, strengths, and needs.

## 2. EYFS Overarching Principles

We commit to the four principles that underpin the EYFS Statutory Framework:

### 2.1 Every Child is Unique

- Children develop at different rates and in their own ways.
- We value each child's personal experiences, strengths, cultures, and identities.
- We recognise that children learn best when they feel safe, respected, and understood.

### 2.2 Positive Relationships

- Strong relationships between staff, children, and families are central to effective learning.
- Key staff ensure every pupil's care is tailored to their individual needs, helps them become familiar with the setting, and builds a stable relationship with their parents or carers.
- We ensure families have opportunities to meet key staff members and understand their role in supporting the child's development, wellbeing, and emotional security.
- We prioritise warm, sensitive interactions to build mutual trust and a shared understanding of each child's journey

### 2.3 Enabling Environments

- Children learn through rich environments that support curiosity, independence, and exploration.
- Indoor and outdoor areas are thoughtfully planned to offer varied opportunities for investigation, problem-solving, creativity, physical development, and social play.
- Resources are accessible, open-ended, and adapted to meet diverse needs.

### 2.4 Learning and Development

- Learning is holistic, interconnected, and best supported through play.
- Adults use observation, high-quality interactions, modelling, and open questions to extend understanding and introduce new skills.
- We recognise the importance of early language, communication, and physical health as the foundations of all later learning.

## 3. Aims of Our Early Years Provision

At South Camberley Primary and Nursery School:

- Provide a safe, nurturing environment that supports children's emotional wellbeing.
- Build confidence, independence, and resilience through purposeful play and interactions.
- Develop strong communication and language skills across all activities.
- Promote inclusive practice where all children feel valued and supported.
- Prepare children for Key Stage 1 with strong foundations in early literacy, maths, social development, and self-care.
- Work closely with parents and carers to share learning, milestones, and next steps.
- Ensure that assessment is meaningful, proportionate, and used to inform high-quality teaching.

## 4. Areas of Learning and Development

The EYFS includes **seven areas of learning**, which are delivered through a balanced blend of child-initiated activity, adult-guided learning, and high-quality interactions.

#### **4.1 Prime Areas (fundamental to all learning):**

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

- Developing understanding, listening skills, turn-taking, conversational confidence, and a growing vocabulary.
- Staff provide language-rich environments and model clear, expressive speech.

##### **Physical Development**

- Supporting both fine and gross motor skills, coordination, strength, and control.
- Encouraging healthy choices, self-care, and independence in daily routines.

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

- Building self-confidence, self-regulation, cooperation, empathy, and resilience.
- Helping children understand their feelings and develop positive relationships.

#### **4.2 Specific Areas (strengthened through the prime areas):**

##### **Literacy**

- Introducing sounds and letters, phonics teaching, mark-making, early reading behaviours, and enjoyment of stories.

##### **Mathematics**

- Exploring number, pattern, spatial awareness, shape, measures, comparison, and problem-solving.

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

- Supporting curiosity about the natural world, people, communities, technology, and cultural diversity.

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

- Encouraging imaginative play, music, movement, art, design, roleplay, and creative expression.

### **5. Teaching and Learning in the Early Years**

#### **5.1 Role of the Adult**

Teachers and Early Years practitioners:

- Observe children's play to understand their interests, thinking, and next steps.
- Plan environments and experiences that deepen learning and encourage challenge.
- Model language, social skills, and problem-solving.
- Observe sensitively and intervene purposefully to extend learning without interrupting exploration.
- Use high-quality interactions to develop vocabulary, reasoning, storytelling, and reflection.
- Ensure every child is included and supported, making adaptations where needed.
- Promote independence in routines such as dressing, toileting, snack preparation, and choosing resources.
- Build strong partnerships with families through regular communication.

#### **5.2 Firsthand, Exploratory Approach**

- Exploration and hands-on experiences underpin all areas of learning in Nursery and Reception.
- Children learn through investigating, collaborating, imagining, and making decisions.
- Adults balance child-led play with focused teaching sessions, including phonics, maths, and shared reading.

#### **5.3 Outdoor Learning**

- The outdoor environment is used daily for exploration, movement, creativity, and social interaction.
- Activities outside mirror the teaching focuses and extend indoor learning, offering space for risk-taking and sensory experiences.

## **6. Assessment and Progress**

Assessment is ongoing, purposeful, and used to understand each child's learning journey.

Tapestry is used to record progress and achievements, and this can also be seen and used by parents creating a big picture of each child's progress.

### **6.1 Observation and Recording**

- Staff observe children during excellent learning time and teacher-led activities.
- Observations support planning, identifying needs, and informing next steps.
- Written evidence is minimal, to ensure that adults remain focused on meaningful interactions with the children.

### **6.2 Baseline Assessment**

- In addition to the statutory RBA, the school carries out its own baseline to inform teaching and identify individual starting points.

### **6.3 Tracking Progress**

- Staff monitor progress in all areas of learning on a day to day and week by week basis. Data is recorded on Arbor at least termly and aspirational targets are set for each child.
- Children who need additional support are identified early and targets are set and reviewed on a regular basis.

### **6.4 End-of-Year Assessment**

- At the end of Reception, teachers make a judgement against the Early Learning Goals (ELGs).
- This is shared with parents and the Year 1 team to support transition.

## **7. Inclusion and SEND**

South Camberley Primary and Nursery School is committed to inclusive practice.

- All children, including those with SEND, EAL, or additional vulnerabilities, access a broad and ambitious Early Years curriculum.
- Staff work with the SENDCo, families, and external agencies where appropriate.
- Adaptations are made to the environment, routines, and communication systems to ensure equitable access.
- Early identification and targeted support are prioritised.

## **8. Safeguarding and Welfare**

We follow all safeguarding requirements under the EYFS Statutory Framework.

- Staff ensure the environment is safe, secure, and regularly risk-assessed.
- Paediatric First Aid requirements are met in line with EYFS statutory guidance.
- All staff follow school safeguarding policies and procedures.
- Ratios and supervision meet statutory requirements.
- Personal care routines respect children's dignity and independence.

## **9. Working with Parents and Carers**

We recognise parents as children's first educators.

We engage families through:

- Regular communication including coffee mornings, parent consultations, parent workshops,
- Stay-and-play opportunities
- Information about learning and routines displayed weekly and on the website
- Support for home learning
- Early intervention conversations where concerns arise

We strive for open, honest, and positive relationships with all families.

## **10. Transition into Nursery, Reception, and Year 1**

- Transition into Nursery and Reception is planned carefully with visits, meetings, and gradual settling when required.
- Children moving from Reception to Year 1 experience a thoughtful transition that considers pupils' individual needs.
- Staff share detailed assessment information and next steps with receiving teachers.

## **11. Monitoring and Evaluation**

Senior leaders monitor Early Years provision through:

- Learning walks
- Environment reviews
- Planning and assessment meetings
- Pupil voice
- Moderation
- Teaching and learning observations
- Monitoring of Tapestry and Boom Reader

Findings inform professional development, planning, and improvement priorities.