

Flanshaw Junior, Infant and Nursery School

Early Years Foundation Stage Policy

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1. Introduction

Early Years education is the foundation upon which young children build the rest of their schooling. It is a holistic education that encompasses all learning and development. This policy outlines the purpose, nature and leadership of the Early Years Foundation Stage (EYFS) at Flanshaw Junior, Infant and Nursery School.

In this policy the term **'setting'** refers to the Early Years educational provision at Flanshaw Junior, Infant and Nursery School. This encompasses children who enter Nursery on the term following their third birthday or to Reception from September of the academic year in which they will turn five years old. In this policy the term **'practitioner'** refers to the members of staff working with children within the setting.

The implementation of this policy is the responsibility of all 'practitioners' working in the EYFS setting, including both teaching and non-teaching adults.

2. Aims of the Early Years Foundation Stage

School Vision and Ethos:

Education in Mind, Community in Heart, Success in Life

At Flanshaw Junior, Infant and Nursery School, We aim to develop resilient, aspirational learners that are fully prepared for further education and can make a valued contribution to their local community. This ethos is embraced by all stakeholders and is driven through assemblies and a progressive PSHE curriculum that aims to develop self-worth, pride and a determination to be the best that we can be.

School Drivers:

Collaboration

- We work as a team to achieve our goals

Aspirations

- We aspire to be the best that we can be; at school, home and in the community

Respect

- We respect ourselves, our British values and diversity

Pride

- We are proud of our achievements and celebrate the success of others

Well-being

- We recognise the importance of good mental and physical health.

Early Years Vision and Aims

At Flanshaw Junior, Infant and Nursery School we work collaboratively with parents to develop independent, ambitious and resilient pupils who are able to achieve their full potential in a stimulating and nurturing environment.

We work hard as a team to ensure all children in our care feel safe, secure and valued. This enables children's individual needs to be met.

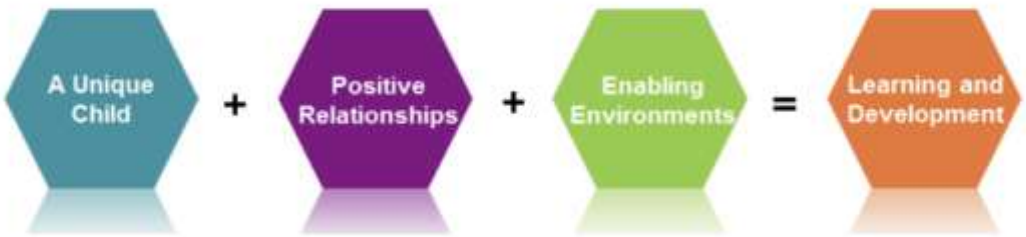
We believe that all children are entitled to the best possible start in their school life, both intellectually and emotionally, in order to enable them to develop to their full potential. We aim to support each child's welfare, learning and developmental needs by:

- Recognising that all children are unique and special.
- Understanding that children develop in individual ways and at varying rates physically, cognitively, linguistically, socially and emotionally.
- Providing safe, secure and caring environments where children feel happy and know that they are valued by the practitioners looking after them.
- Fostering and nurturing children's self-confidence and self-esteem through their developing awareness of their own identity and role within the community.
- Teaching them to express and communicate their needs and feelings in appropriate ways.
- Encouraging children's independence and decision-making, supporting them to learn through their mistakes.

- Developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously.
- Supporting children to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions different to their own.
- Understanding the importance of play in children's learning and development.
- Providing learning experiences in play which reflect children's personal interests and areas of curiosity in order to encourage and develop their natural desire, interest, excitement and motivation to learn.
- Providing experiences which build upon children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development.
- Providing effective learning opportunities in a range of environments, both inside and outside.

3. The Early Years Foundation Stage Framework

Teaching in the EYFS setting at Flanshaw Junior, Infant and Nursery is delivered in accordance with the government's document of the 'Statutory framework for the early years foundation stage: Setting the standards for learning, development and care for children from birth to five' (Published 14th July 2025. Effective from 1st September 2025). This document is a principled approach to Early Years education, bringing together children's welfare, learning and development requirements through four key principals: 'A Unique Child', 'Positive Relationships', 'Enabling Environments with Teaching and Support from Adults' and 'The Importance of Learning and Development.'



A Unique Child

At Flanshaw Junior, Infant and Nursery we recognise that every child has the potential to be resilient, capable, confident and self-assured. Children develop in individual ways, at varying rates and their attitudes and dispositions to learning are influenced by feedback from others. We use praise, encouragement, as well as class and assemblies, to celebrate achievement. This encourages children to develop a positive attitude to learning.

Positive Relationships

At Flanshaw Junior, Infant and Nursery we recognise that children learn to be strong and independent through establishing secure relationships. At Flanshaw, we aim to develop caring, respectful and professional relationships with children and their families. A Keyworker system is in place within Nursery. Whilst operating an open-door policy, a range of alternative approaches are also utilised to communicate and engage with parents. This includes the use of social media such as twitter and our Parent hub communication system. Pupils learning is also shared directly with parents via Tapestry Online Learning Journal.

Enabling environments with Teaching and Support from Adults

At Flanshaw Junior, Infant and Nursery we recognise that the environment plays a key role in supporting and extending the children's development. Through observations we assess children's' interests, stages of development and learning needs before responding by planning challenging and achievable experiences to extend earning. We acknowledge that strong partnerships between practitioners and parents benefit children's learning experience. Approaches undertaken across the three key areas of 'A Unique Child, Positive Relationships and Enabling Environments' are progressive to meet the varying developmental needs of Nursery and Reception Pupils.

Learning and development

At Flanshaw Junior, Infant and Nursery School, we recognise that children learn and develop at different rates. Consequently, each classroom environment is organised to allow children

to independently explore to learn safely. There are areas where the children can be active as well as the opportunity for quiet, mindfulness and rest. The classroom is divided into key areas of learning and provision where children are able to locate equipment and resources independently.

Our curriculum is centred on three prime areas of learning that include:

1. Communication and Language.

2. Physical Development

3. Personal, Social and Emotional Development

We also provide activities and experiences through four specific areas, which strengthen the prime areas. These are:

1. Literacy

2. Mathematics

3. Understanding the World

4. Expressive Arts and Design

The aforementioned Areas of Learning and Development address children's physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in isolation from the others as all Areas of Learning and Development are closely interlinked. This ensures the delivery of a holistic, child-centred curriculum, which enables children to make links between learning experiences. All Areas of Learning and Development are given equal weighting and value. However, in order for pupils to first access the specific Areas of learning, an initial focus is placed upon children's learning within the prime areas.

Characteristics of Effective Learning

Consideration is also given to the three **Characteristics of Effective Learning** when planning in The Early Years Foundation Stage.

The Characteristics of Effective Learning describe the process and approach utilised by children during play. Effective learning must be meaningful to children, so that they are able to apply skills within new situations. The Characteristics of Effective Learning are:

1. **Playing and exploring**
2. **Active learning**
3. **Creating and thinking critically**

The Characteristics of Effective Learning are linked directly to the whole school 'Learning Characters':



1. Enquiring Elephant



2. Proud Peacock



3. Creative Chameleon



4. Active Ant



5. Articulate Alligator



6. Problem Solving Penguin



7. Resilient Robin



8. Memory Mole

4. Active Learning through Play

At Flanshaw Junior, Infant and Nursery we recognise that young children learn best when they are active. We understand that active learning involves other people, objects, ideas and events that engage children for sustained periods. Therefore, we believe that Early Years education should be as practical as possible and our EYFS setting has an ethos in which learning through play is valued.

We recognise the importance of children's play. It is an essential and rich part of their learning process, supporting them in all areas of development. Play is a powerful motivator

encouraging children to be creative and to develop their ideas, understanding and language. Play is also flexible and able to suit the preferred learning style of the child. It can provide multiple ways for children to learn a variety of different skills and concepts. At Flanshaw Junior, Infant and Nursery practitioners provide structured and unstructured play opportunities in both the indoor and outdoor environments. These experiences are designed to support children to explore and investigate in order to develop their curiosity and interests. Play based activities are also explicitly planned to provide children with opportunities to apply newly acquired knowledge, demonstrating their skills and level of understanding. In providing these active learning opportunities through play, we understand the central position of play within the EYFS framework.

Alongside this, the children take part in whole class teaching inputs, where new learning is introduced. These direct teaching times are centred around Phonics, Mathematics, Literacy or Topic. The timings of these sessions are built up as the children progress through each phase of the Early Years as developmentally appropriate for Nursery and Reception pupils. Leading on from the direct whole class inputs, pupils engage in adult-directed activities which are differentiated to meet children's 'Next Steps' in Learning. This includes weekly 'Guided Write' and daily 'Handwriting'.

5. Outdoor Play

At Flanshaw Junior, Infant and Nursery we value outdoor play as an intrinsic part of the Early Years Curriculum. The Curriculum Guidance for the Early Years Foundation Stage actively promotes the provision of outdoor play. By ensuring outdoor play is an integral part of the school routine we # seek to transmit a positive attitude to the outdoors and enrich the child's understanding of the world around them,

Active learning experiences outdoors are essential for young children. They give children opportunities to practise their developing skills, to explore their world and promote their wellbeing. It is also important for children's physical, mental and emotional development. We believe that children should begin to take risks and face challenges outdoors.

"The best kept classroom and the richest cupboard are roofed only by the sky"

Margaret McMillan

(c1925) Nursery Schools and the Pre-school Child NSA Publication

Flanshaw Junior, Infant and Nursery will make provision for young children to be active and interactive, and to improve their skills of coordination, control, manipulation and movement. This will be achieved by:

- Staff support child development by encouraging the use all their senses to learn about the world in which they live, and to make connections between new information and what they already know.
- Support children in developing an understanding of the importance of physical activity and making healthy choices about their bodies.
- Provide planned meaningful experiences which enable children to grow in confidence and be able to manage risks in their play.
- Engage in meaningful interactions to engage children's understanding of how the effects of exercise, affect our bodies and what we do in response to it.

Pupil Supervision

When accessing the outdoor provision, all children will be supervised by staff from the EYFS in accordance with statutory ratios stated within the Early Years Foundation Stage Framework (Published 14th July 2025. Effective from 1st September 2025). A thorough risk assessment is carried out to ensure that the outdoor environment is safe and fit for purpose. Adults ensure that health and safety issues are a priority when outside and remain vigilant. Staff interact with children and lead activities to develop all areas of the EYFS Curriculum.

6. Assessment and Record Keeping

On-going assessment is an essential aspect of the effective operation of the EYFS setting at Flanshaw Junior, Infant and Nursery School. Regular, planned and focused assessments are made of children's learning and individual needs. The primary assessment method utilised within the EYFS setting is practitioner observations of children. Observations take place

across various teaching and learning contexts, including both adult focused activities and child-initiated play. Practitioners record spontaneous observations in order to capture significant moments of children's learning. Observations are recorded using the Tapestry Online Learning Journal. Additional methods of pupil assessment within the EYFS setting include adult engagement and interactions with children during their play as well as annotation of children's independent written work. All practitioners are involved in conducting observations of children which take place both formally and informally.

Practitioners use observations to support their developing knowledge of individual children. It informs them of children's abilities, needs and interests. Observations are evaluated, children's learning priorities are identified and relevant learning opportunities are planned to support children in achieving targeted 'Next Steps' in learning. Observational assessment evidence is collated in the form of individual pupils 'Learning Journeys'.

Learning Journeys record children's progress across the academic year throughout each phase of the Early Years including Nursery and Reception. Whilst an initial focus is placed upon the Prime Areas of Learning opportunity for progress across all Areas of Learning and Development, as outlined within EYFS framework is provided. Samples of children's work are gathered, along with photographic evidence and observations. Focused Adult-Led work is also recorded via Tapestry and presented within Pupils' individual 'Learning Journeys' to demonstrate learning across different contexts.

Continuous monitoring and assessment of each child's development is carried out using the Development Matters non- statutory curriculum guidance for the Early Years Foundation Stage (September 2020/ Revised July 2021). This is also supplemented by the expectations outlined within the schools Foundational Knowledge and Skills Progression Document. Pupils' assessment profiles are updated once each term to track individual progress. A summary of every child's development and learning achievements is provided at the end of each academic year.

Baseline assessments are carried out within each phase of the Early Years including Nursery and Reception using the EYFS Profile and Development Matters Statements. Judgments

made on children's development in the Profile are based upon practitioners' knowledge of children's learning and behaviour that has been observed independently and consistently in their self-initiated activities across all Areas of Learning and Development.

The Reception Baseline Assessment (RBA) is carried out within the first six weeks of pupils' starting their Reception year at Flanshaw Junior, Infant and Nursery School. This is delivered by practitioners in accordance with the guidance provided within the 'Reception baseline assessment and reporting arrangements' (1st April 2025) document.

At the end of a child's Reception year, pupils are assessed in each area of learning against the corresponding 17 Early Learning Goals (ELG). This is in accordance with the Early Years Foundation Stage Profile Handbook (Published 9th September 2025).

When completing the Early Years Foundation Stage Profile teachers will use their professional knowledge to indicate if pupils are meeting the level of development expected at the end of the EYFS (expected); or not yet reaching this level (emerging). This is completed no later than the 30th June of the final term of pupils' Reception year. This information is shared with parents/carers and is also submitted to the government as part of the Early Years Foundation Stage Profile.

To achieve a Good Level of Development (GLD) children must achieve the Early Learning Goals (ELG) in each strand of the three Prime Areas of Learning:

1. **Communication and Language**
    - Listening Attention and Understanding
    - Speaking

2. **Personal, Social and Emotional Development**
    - Self- Regulation
    - Managing Self
    - Building Relationships

3. **Physical Development**
    - Gross Motor Skills
    - Fine Motor Skills

The ELG within the following five strands of the Specific Areas of Learning must also be achieved:

1. **Literacy**
    - Comprehension
    - Word Reading
    - Writing

2. **Mathematics**
    - Number
    - Numerical Patterns

7. Planning

The learning and development requirements outlined within the EYFS Framework is followed to ensure that all Early Learning Goals are covered throughout the Reception academic year. Coverage of the Early Years Curriculum is achieved through the settings Foundational Knowledge and Skills Progression document. This document supports practitioners to plan experiences that enable pupils to acquire the necessary knowledge and skills to effectively transition between the Early Years Foundation Stage in preparation for the National Curriculum.

All Areas of Learning and Development are planned for and available to access within the setting. The learning opportunities provided include a balance of adult directed and child-initiated activities both indoors and outdoors.

Assessment information and observations are used to inform planning and ensure that any gaps in learning are addressed. Weekly plans are created in advance for direct, whole class, teaching inputs. Adult -directed focus activities including 'Guided Write' and 'Handwriting' are also planned and delivered. Alongside this, observations are used to inform practitioners of children's individual 'Next Steps' and interests. Children's interests are paramount to their learning and are used to engage children in learning experiences. 'Skills Based Planning' is developed to ensure that enhancements to the continuous provision enable practitioners to respond to 'Next Steps' in learning, pupil interests and expectations identified within the Foundational Knowledge and Skills progression document.

The continuous provision areas within the learning environment are carefully planned for to provide rich learning opportunities and ensure the consolidation and progression of the skills needed for pupils to achieve their 'Next Steps' in learning. Each resource must 'earn it's place' and support the aims of the Foundational Knowledge and Skills documentation. 'Skills Based Planning' supports practitioners to enhance the continuous provision and scaffold learning experiences in order to support the individual needs of pupils.

Educational visits within the local community and further afield are also planned to support children's learning within the classroom. Internal Visitors to the setting also support pupils to contextualise learning in a meaningful way.

8. Parents as Partners

At Flanshaw Junior, Infant and Nursery we recognise the importance of establishing positive relationships with parents, as highlighted by the EYFS framework. We understand that an effective partnership between school and home has a positive impact on children's learning and development. Practitioners endeavour to regularly share information with parents related to pupil's progress and attainment.

We value the role of parents as children's primary educators. Through Tapestry observation, and direct communication, practitioners encourage parents to share their unique knowledge of their child. This provides further insight into the child as an individual (e.g., characteristics, interests, experiences, likes, dislikes). This also supports practitioners in

establishing interesting and stimulating learning experiences, responding to individual children's needs and interests.
Parents are informed of events within the setting through regular communication. The school website, Parent Hub and X provide suggestions of how parents can support their children's learning at home.

Parents are invited to attend parents' evenings during the course of the academic year. The first of these takes place during the autumn term to allow practitioners and parents to discuss how children have settled into the setting. Another parent's evening takes place during the spring term where practitioners will feedback on children's learning and development progress. A final report is sent out in the summer term, where practitioners share the child's progress with parents. Other opportunities for practitioners to share children's learning, development and well-being with parents include Learning Journeys and special assemblies. Parents are invited into the setting half termly Stay and Play sessions focusing upon specific aspects of the Early Years Curriculum. The setting has a friendly, open-door ethos and practitioners are available to talk to parents at the beginning and end of the day. Parents are always welcomed and encouraged to discuss any concerns they might have.

9. Admissions to the Early Years

Flanshaw Junior, Infant and Nursery provides full-time Early Years education for children in the Reception Year. The school also provides part time Early years education consisting of 15 hours government funded places within the Nursery setting. 30 hours funded places are also available to children in Nursery for working parents who meet the necessary government requirements.

Further information can be found in the **Early Years Part Time Admissions Policy**

10. Transitions

At Flanshaw Junior, Infant and Nursery we ensure all transitions are planned carefully to support children's individual needs.

Children who are new to the Nursery setting receive a home visit from the Nursery Practitioner. This provides a valuable opportunity for staff to establish secure relationships with children in a familiar environment whilst gaining necessary information to support transition.

After applications to school are published, children that have not attended the Nursery setting at Flanshaw Junior, Infant and Nursery School receive a visit to their current setting from their prospective Reception class teacher. Parents are invited to an open evening/ new parent meeting with the EYFS staff and Headteacher. Transition meetings are held between Reception and Nursery to ensure that key information is exchanged.

All children entering Year 1 take part in a transition day. Early Years and Key Stage One staff also hold transition meetings to exchange vital information to support pupils transition from the Early Years to the National Curriculum. The dialogue between practitioners are also informed by pupil's

11. Equal Opportunities

All practitioners at Flanshaw Junior, Infant and Nursery have a responsibility to maintain positive attitudes to diversity and difference, ensuring that inclusive practice is delivered in the EYFS setting. All children, irrespective of gender, ability, ethnicity, culture or religion, and social circumstances, have the opportunity to experience a challenging and enjoyable programme of learning and development within the EYFS setting at Flanshaw Junior, Infant and Nursery.

Please see the **Single Equalities Policy** for more information.

12. Special Educational Needs

At Flanshaw Junior, Infant and Nursery we understand that all children will progress at different rates. During the Early Years Foundation Stage, assessments and teacher observations are used to identify children who may have special educational needs. Children with additional educational needs will be given support as appropriate to enable them to benefit from the curriculum. This includes children that are more able, and those with specific learning difficulties and disabilities. Additional adult support may be provided for children with special needs, thus increasing the adult/pupil ratio. The school's Special Educational Needs Coordinator is responsible for providing additional information and advice to practitioners and parents, and for arranging external intervention and support where necessary. The Special Educational Needs Co-ordinator at Flanshaw Junior, Infant and Nursery School is Mrs Danielle Wilkinson.

Please see the schools **Special Educational Needs and Disability Policy** for more information.

13. Safeguarding

At Flanshaw Junior, Infant and Nursery all necessary steps are taken to keep the children in our care healthy, safe and secure. Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy, and all members of staff in the EYFS are required to read this policy as part of their induction training.

Designated Safeguarding Lead

The Designated Safeguarding Lead for the Early Years Foundation Stage at Flanshaw Junior Infant and Nursery School is Mr Richard Myers (Early Years Foundation Stage Leader).

The EYFS DSL is a member of the whole school safeguarding team. The safeguarding team at Flanshaw Junior Infant and Nursery School also consists of the Mr Michael Woodburn (Headteacher/DSL), Mrs Samantha Smith (Deputy Headteacher/ DDSL), Miss Sally Pattrik (Learning Mentor/DDSL), Mrs Sonia Redfern (Parent Support Advisor/DDSL). The DSL and

DDSL are responsible for safeguarding children and liaising with local children's services as appropriate.

Staff receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

In the EYFS we follow whole school procedures for monitoring and recording any safeguarding issues. All issues or concerns are recorded on CPOMs.

See whole school **Safeguarding and Child Protection Policy** for more details.

Whistleblowing

Appropriate whistleblowing procedures are in place for all staff to ensure concerns related to unsafe practise can be raised. Whistleblowing procedures are shared with staff with further details available within the whole school **Safeguarding and Child Protection Policy**.

Smoking and Vaping

Smoking and the use of electronic cigarettes or vaping are not permitted on school premises.

Child Attendance and Absence

At Flanshaw Junior, Infant and Nursery School we recognise the impact that regular attendance and punctuality has upon pupils learning and development. The current school attendance target is 97%. Expectations related to pupil attendance including reporting procedures are shared directly with parents. It is the responsibility of all stakeholders including practitioners within the Early Years setting to model and uphold a pattern of regular attendance.

The whole school absence procedures as outlined within the Attendance Policy are therefore followed for pupils within the Early Years.

Further information can be found in the whole school **Attendance Policy**

14. Health Hygiene and Safety

Setting and Premises

Risk assessments are in place for both the indoor and outdoor provision in Early Years. Daily checklists are conducted in the classroom, shared area and outdoor provision to ensure any concerns are dealt with promptly. A cleaning rota is in place within each phase of the EYFS to ensure that resources are sterilised regularly.

The school has a Fire Evacuation Plan in place and regular fire drills are planned. Fire marshals are identified and displayed in the entrance to the school building.

Medication

Medication is stored and administered in accordance within the schools **'Administering Medication Policy'**. As such, medication prescribed to a child by a doctor, dentist, nurse or pharmacist will be administered and it must be needed more than 3 times daily for staff to administer it.

First Aid

Staff within the Early Years setting at Flanshaw Junior, Infant and Nursery School hold a Paediatric First Aid Certificate as outlined within the Early Years Foundation Stage Framework. A comprehensive list of named qualified First Aiders is also displayed within the Early Years setting.

The EYFS practitioner will report any accident or injury involving a child to their parents on the day it occurs, and any first-aid treatment administered to a child will also be reported to their parents using Medical Tracker. These records are kept. A first-aid box is located in both the Nursery and Reception Classroom.

Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded. Pupils with specific requirements have a Health Care Plan to outline individual needs.

Further information can be found in the school's **First Aid Policy.**

Intimate Care

Practitioners at Flanshaw Junior, Infant and Nursery School ensure that intimate care procedures support staff to maintain the safety, respect and dignity of pupils within the Early Years setting.

A record of intimate care is completed by staff and kept within the Early Years setting.

'Intimate Care Plans' are created for individual children that require regular intimate care. Plans are created collaboratively with parents.

Intimate care within the Early Years Foundation Stage setting is carried out in accordance with the school's **Intimate Care Policy.**

Food and Drink

Practitioners at Flanshaw Junior and Infant School have regard for the guidance identified within 'Early Years Foundation Stage nutrition guidance for group and school-based providers and childminders in England (Published May2025)'

Healthy, balanced and nutritious meals are provided for school lunches. Parents are able to access and pre-select meals via 'Feeding Hungry Minds'.
Fresh drinking water is available at all times to pupils within the Early Years. Milk is safely stored within a designated fridge. This is located within the Early Years Staffroom.

Safer Eating

Information about any dietary requirements, preferences, food allergies and any special health requirements a child has is recorded and shared with all staff in the setting. Pupils with specific requirements have a Health Care Plan to outline individual needs.

Foods in the Early Years setting are prepared in accordance with the Guidance outlined within the Food Standards Agency. Early Years practitioners responsible for the preparation of food, meals and snacks hold a relevant Level 2 Food Hygiene Qualification.

Foods are therefore prepared in order to prevent choking, taking pupils individual developmental needs into consideration. Practitioners recognise that choking can be silent. A qualified paediatric first aider is always present whilst children in the setting consume foods. Practitioners sit facing pupils whilst food is eaten to ensure staff remain alert during supervision.

Early years food choking hazards

Food Standards Agency
food.gov.uk

Below is a table of advice on key foods for care givers who are involved with preparing and serving food for babies and young children (under 5 years old)

Vegetable and fruits	Advice
Pips or stones in fruit	Always check beforehand and remove hard pips or stones from fruit.
Small fruits	Cut small round fruits like grapes, cherries, berries, strawberries and cherry tomatoes, into small pieces: cut lengthways and then again cut them in halves (quarters).
Large fruits and firm fruits	Cut large fruits like melon and firm fruits like apple into slices instead of small chunks. For very young children, consider grating or mashing firm fruits, or softening them up by steaming or simmering.
Vegetables	Cut vegetables like carrots, cucumber and celery into narrow batons. For very young children consider grating or mashing firm vegetables and legumes like butter beans, chickpeas and tofu, or softening them up by steaming or simmering.
Skin on fruit and vegetables	Consider removing the skin from fruit and vegetables, especially for very young children. Peeled fruit and vegetables can be swallowed more easily.
Cooking fruit and vegetables	Consider softening firm fruit and vegetables (such as carrots, broccoli, yam and apples) by steaming or simmering until soft. Serve cut into slices or narrow batons.
Meat and fish	**Advice**
Sausages and hot dogs	Cut sausages and hot dogs into short strips. Cut them in half and then lengthways or as thinly as possible. Peeling the skin off the sausages helps them to be swallowed more easily.
Meat or fish	Remove bones from meat or fish. Cut meat into strips as thinly as possible. Remove skin and fat from meat and fish, it will help the food pass smoothly down the throat.
Cheese	**Advice**
Grate or cut cheese	Grate or cut cheese into short strips. Cut lumps of cheese as narrow as possible.
Nuts and seeds	**Advice**
Chop or flake whole nuts	Chop or flake whole nuts, peanuts and seeds. Whole nuts should not be given to children under five years old.
Bread	**Advice**
White bread and other breads	White bread can form a ball shape with a dough-like texture at the back of a child's throat, if not chewed properly. Brown bread or toasted white bread are good alternatives. Cut bread, chapatis, naan bread and other breads into narrow strips.
Snacks and other foods	**Advice**
Popcorn	Do not give babies and young children popcorn.
Chewing gum and marshmallows	Do not give babies and young children chewing gum or marshmallows.
Peanut butter	Do not give babies and young children peanut butter on its own, only use as a spread.
Jelly cubes	Do not give babies and young children raw jelly cubes.
Boiled sweets and ice cubes	Do not give babies and young children boiled, hard, gooey, sticky or cough sweets, or ice cubes.
Raisins and other dried fruits	Do not give babies under the age of 1 whole raisins or dried fruits. Cut them into small pieces.

All foods that are brought to the setting, including those for the purpose of celebrations such as birthdays, are checked rigorously for potential allergens.

15. Review

This policy is reviewed annually by the Early Years Foundation Stage Leader

This policy has been reviewed: 29 April 2026

The next review is due: April 2027