



THE EARLY YEARS FOUNDATION STAGE POLICY

Introduction

'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...promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.'

(Statutory Framework for the Early Years Foundation Stage, 2017, DfE).

Our aims and principles

'Learning Together, Having Fun!'

We aim to provide high quality, child centered education which will maximise every child's potential. We are dedicated to whole-child development and want to inspire our children to be actively engaged in their learning, to be as independent as possible, to take risks, to learn from and with others and to believe in themselves. We want to give our children the best start – to lay the foundations for later learning.

A Unique Child

- We look at the whole child and consider all of their needs.
- We believe ALL child CAN learn and therefore all activities are viewed as learning opportunities.
- Children are encouraged to be active, independent learners who develop the ability to problem-solve and apply skills
- The experiences will build on what the children already can do.
- Our curriculum will be carefully structured, following the EYFS Development Matters Guidance Material, recognising children's different starting points and relevancy to their different levels of need.

Positive Relationships

- No child will be excluded or disadvantaged.
- Staff will model practice and promote positive relationships with all
- Children will have opportunities to work in a range of groups and develop their social skills.
- We will forge strong links with parents and carers.

Enabling Environments

- We will ensure the learning environment is attractive and well organised.



- We will provide opportunities for children to engage in indoor and outdoor activities planned and directed by adults as well as activities that offer opportunities for child choice and free play.
- We will provide support to enable the children to succeed. Experiencing success is crucial.
- We will observe and respond appropriately to children, informed by our knowledge of how children learn and develop.

Learning and Development

- Children develop and learn in different ways and at different rates. They will all enter the setting at different starting points. Activities and resources are differentiated to meet individual children's needs.
- We seek to address the needs of the whole child
- Learning is active. Developing the child across the prime areas will be considered in all activities.

Induction

Little Learners has an individualised induction programme which aims to make the transition into nursery life as smooth as possible for all children and their parents. Hence we arrange:

- A visit and tour of the setting and an opportunity to meet with staff working in the Nursery
- A home visit (if parents would like this to happen)
- A meeting to discuss the child's needs, likes, interests and skills
- Opportunities for children to spend time in nursery, both with and without their parents.

The manner in which children are introduced to the nursery depends on their individual needs. Some children visit over a period of time with and without their parents. Other children build up from half days without their parents. Once children are attending without their parents, contact is maintained through the home –setting diary, conversations during hand-over periods and telephone conversations.

Organisation

Little Learners caters for children aged 3 months – 5 years of age and all children follow the Early Years Foundation Stage. This is organised into times in which the children take part in adult-led activities, and provision times where the children can choose what they would like to do and explore a carefully planned learning environment, full of invitations / provocations for learning.

Curriculum

The curriculum is well planned to ensure children can select a wide variety of activities and explore independently, learning to take risks and engage in investigative play.

The environment is organised to be accessible to all. We provide our children with a broad and stimulating range of experiences appropriate to their stage of development, and we plan opportunities and activities for the children to develop



across the seven areas of learning and development in the Early Years Foundation Stage.

Prime areas

These areas are fundamental, work together and move through to support development in all other areas

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas

These 'include essential skills and knowledge for children to participate successfully in society.'

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

ICT is recognised as being an integral part of the curriculum. It is imbedded into all areas of learning and adapted for children's individual needs.

Home-school partnership

We believe that parents and carers are our partners in children's learning. We try to develop a close working relationship between home and school involving parents in their child's development as much as possible. Some of the ways we encourage this are;

- Adopting an 'open door policy' so that parents and staff have the opportunity to chat informally at the beginning and end of the day and during hand-over times.
- Involving parents and carers as helpers for special events such as educational visits within the local area.
- Welcoming parents to informative 'coffee mornings' where parents and carers are invited to come, meet and chat with each other.
- Communication via the home-setting diary
- Parents evenings
- Newsletters
- Website
- Proud clouds

Links with community

We use opportunities offered by the local community in the following ways:

- Explore local environment through educational visits related to specific topics
- Visits from the people in the local community who come to talk to the children (police, fire service, nurses, etc...)
- Link days with local primary schools
- Opportunities to play with the children of Greenhall



Equal opportunities

We seek to develop inclusive practices that promote and value diversity and difference. Inappropriate attitudes and practices are challenged and children are encouraged to value and respect others (see Equal Opportunities Policy).

Assessment, Recording and Reporting

We use 'Development Matters' and 'Early Learning Goals' (from the EYFS). Our assessment procedures are:

- Each child has a 'Learning Journey', where positive achievements, observations, annotated photographic evidence, samples of work are kept across all seven areas of learning and development.
- Baselining the children in their first weeks with us
- All assessment systems are used throughout the year and provide a basis for reporting to parents and inform future attainment and to set targets.
- In line with the EYFS Statutory Framework, we complete a two year old progress check on children (between their 2nd and 3rd birthday)

Monitoring and Evaluation

The Headteacher and Assistant Head have the responsibility for the leadership of our overall provision. They work with staff to;

- Ensure the provision of appropriate, comprehensive and stimulating curriculum.
- Provide opportunities for child-led activities as well as adult-led activities, taking into account the children's individual abilities and needs.
- Develop the staff team and support them in ensuring the setting's policies and practices are delivered to a high standard.
- Co-ordinate planning, assessment, recording, reporting.
- Maintain good liaisons with parents and the community.
- Report on standards and on teaching and learning to the governors.

We are also monitored by external agencies such as Entrust and Ofsted.

Policy approved: 24/11/19

Review due: Autumn 2020

Signed.....Date.....
(Headteacher)

Signed.....Date.....
(Chair of Curriculum Committee)

Signed.....Date.....
(Chair of Governors)