

# EARLY YEARS FOUNDATION STAGE POLICY

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## **NURSERY EARLY YEARS FOUNDATION STAGE POLICY**

### **INTRODUCTION**

The Early Years Foundation Stage (EYFS) is a framework produced by the DFE and sets the standards for learning and development of children from birth to five.

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It 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.

The EYFS is based upon four guiding principles:

**A Unique Child** - every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured;

**Positive Relationships** - children learn to be strong and independent through positive relationships;

**Enabling Environments** - children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and

**Learning and Development** - children develop and learn in different ways and at different rates. The framework covers the education and care of all children in Early Years provision, including children with special educational needs and disabilities

The EYFS comprises of seven areas of learning and development that must shape educational programmes in Early Years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas, the prime areas, are:

- **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, social, and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- **Literacy development** involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding, and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology, and the environment.
- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas, and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

## **TEACHING AND LEARNING**

Each area of learning and development will be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. Practitioners will respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. We firmly believe that all children have the right to

play and learn alongside their peers and we will actively remove barriers to learning, using alternative approaches, equipment and sensory experiences to allow all of our children to have as many positive experiences as possible, learning through play at their own pace. When planning activities and experiences for our children we plan 'in the moment' based on our observations which means that if a child is interested in learning something we teach it there and then whilst they are still engaged in that interest. This means that we can take a day by day individual approach for our children – recognising that children may have different needs on different days. For our children who may not be able to make independent choices or find too much choice overwhelming, nursery staff will support them through visual aids and sign to make a positive choice about what they would like to do and then support them to access that choice.

## **INCLUSION**

We value the diversity of individuals. All children are treated fairly regardless of race, religion or abilities. All children and their families are valued within our nursery. We believe that all our children matter. We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when planning for their individual learning. We set realistic and challenging expectations that meet the needs of our children.

Children with special educational needs are identified and supported in liaison with the Special Needs Coordinator and /or outside agencies where relevant

We aim to meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary.

It is important to us that all children in the nursery are 'safe'. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

## **OBSERVATION, ASSESSMENT AND PLANNING**

We recognise that the Nursery environment plays a key role in supporting and extending the children's development. We regularly review our provision, changing areas in response to children's needs and interests. At St Rose's Nursery regular ongoing observations are made via Tapestry and / or written short observations as well as from photographs or videos of the children, to document their progress and where this may be leading them. This forms the basis of our assessment. We acknowledge that parents are children's first and most enduring educators and we value the contribution they make. We ask them to contribute to assessment by sharing information about what their children like to do at home and how they as parents are supporting development. We encourage all parents to share WOW achievements that happen at home or when away from nursery.

## **RECORDING AND REPORTING**

We make periodic assessment summaries of children's achievement based on our ongoing development records and observations. We undertake these assessment summaries at regular intervals as well as times of transition, such as when a child moves into a different nursery or when they go on to school which are shared with parents/carers identifying the next steps in the child's learning. We offer parents regular informal opportunities to talk about their child's progress and regularly invite all parents/carers into the nursery/school to attend various events. We make use of home school diaries to share information with parents.

## **MONITORING AND EVALUATION**

The Nursery Manager is responsible for the monitoring and evaluation of planning, assessments, observations, including Tapestry and questioning of children, where appropriate, as part of the nursery self-evaluation process.

All assessment data will be put on Tapestry; this is on-going throughout the year. The Nursery Manager will analyse the data. This analysis will involve looking at progress, and achievements across the different pupil groups such as gender, pupil premium, age and SEND. They are also responsible for reporting this data to the Vice Principal and Principal and providing an action plan for nursery development in agreement with the Vice Principal.

## **TRANSITION TO SCHOOL**

Starting school is a huge transition and the nursery will do all it can to facilitate a smooth move. We have a variety of methods that support this:

- The nursery will provide a variety of resources that relate to the school, e.g. uniform to dress up in, a role play area set up as a school classroom, photographs of all the schools the children may attend. This will help the children to become familiar with this new concept and will aid the transition
- The nursery will invite school representatives into the nursery to introduce them to the children
- The key person will initiate conversations with their key children, who are due to move to school, about the school and discuss what they think may be different and what may be the same. They will talk through any concerns the child may have and initiate activities or group discussions relating to any issues enabling these to be overcome
- The nursery will ensure a comprehensive report is produced on each child starting school to enable teachers to have a good understanding of each child received (following the transition record guidance from Gloucestershire County Council). This will include their interests, strengths and level of understanding and development in key areas. This will support continuity of care and early learning.

**Supporting policies and procedures:**

- SAFEGUARDING CHILDREN AND YOUNG PEOPLE POLICY
- NURSERY SEN POLICY

..... *S. Talwar* Principal

Date ..... *7.11.19* .....

..... *[Signature]* Chair of Governors

Date ..... *7.11.19* .....