

Tany's Dell Early Years Foundation Stage (EYFS) Policy



Aims

At Tany's Dell we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

As outlined in the EYFS profile handbook, "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."

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of learning and development. Children develop and learn at different rates. (See "the characteristics of effective teaching and learning" at paragraph 1.15). The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

Principles into practice

As part of our practice we:

- Provide a balanced topic based curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support
- Work in partnership with parents and within the wider context
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult
- Provide a secure and safe learning environment indoors and out

Legislation

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

Structure of the EYFS

Our Nursery admits children from three years of age onwards. Children are provided with 15 hours a week during term time, which is either taken up in morning or afternoon sessions. Children are admitted to Nursery at the beginning of each term. Children in Nursery can attend for up to five terms depending on their age.

Children enter Reception the academic year that they turn 5.

Curriculum

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals.

All the seven 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 are the **prime** areas:

Communication and Language

Physical Development

Personal, Social and Emotional Development

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

Staff working with the youngest children will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively and become ready for school. The balance will shift towards a more equal focus on all areas of learning as the children move through the Early Years at Tany's Dell and as they grow in confidence and ability within the three prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice.

Children have whole group and small group times which increase as they progress through the EYFS. These include daily phonics sessions, daily maths meetings as well as teaching aspects of Mathematics and Literacy, including shared reading and writing, and other activities such as rhyme and story times.

The curriculum is delivered using a play-based and topic-based approach as outlined by the EYFS.

'Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.'

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. During children's play, early years practitioners interact to stretch and challenge children further.

We create a stimulating environment to encourage children to free-flow between inside and out.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year 1.

Assessment

At Tany's Dell, ongoing assessment by all staff is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

Significant observations of children's achievements are collated in their own personal Learning Journal, which are shared with parents. In the Autumn and Spring terms, parents are invited to attend a parents evening and reports are written in the Summer Term.

Ongoing assessments are recorded in blue (record) books. In Reception, baseline assessments are carried out on the first half of the Autumn Term and targets are predicted for the end of the year. Teachers carry out pupil progress meetings twice a year.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

Parents as partners

We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways – see our separate Home-school Partnership agreement. We welcome parents into class as often as possible, with regular reading sessions, activity sessions and as helpers. We send home weekly letters in the children's home-school books and also write individual comments for each child. We encourage parents to write in these too. We encourage parents to fill in 'Wow' sheets when their child has learned or achieved something new. They are also encouraged to send in evidence to support the teacher's judgements for the EYFS profile.

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.

We draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting.

Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident.

Please see our separate policies and procedures on Health and Safety and Child Protection.

Inclusion

We value all our children as individuals at Tany's Dell, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and supports them at their own pace so that most of our children achieve the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies. See our separate policies on Equality of Opportunity and Learning Support.

Transitions

Transitions are carefully planned for and time is given to ensure continuity of learning. At any transition, we acknowledge the child's needs and will meet with those involved with the child, including parents, nurseries, pre-schools and child-minders. Children and parents attend introductory sessions to Nursery/Reception to develop familiarity with the setting and practitioners. They are directed to the school website which contains photos of members of staff as well as useful information for parents. They are asked to make a sheet about themselves in order to encourage conversations about their family and interests. All new children in the Foundation Stage are given a home visit before they start so that staff and parents can exchange information and start the partnership process. Parents of Reception children who have been to our Nursery receive an additional home visit in September. Children and their families who are joining our Reception Classes are invited for visits in the Summer Term before they start. Parents of new Reception children attend a meeting where the Reception teachers explain what happens in school and parents are able to ask questions. Children moving from Nursery to Reception, and Reception to Year One are given lots of opportunities to visit and spend time in their new classrooms and with their new teacher and support LSAs.

Any child who is anxious or who has specific needs is given more frequent visits. If these children are coming into our EYFS setting, then the child's parents usually accompany them. Staff meet with the other professionals who are involved with the child when the children have special educational needs.

In the final term, the teachers in Nursery and Reception, and Reception and Year One meet and discuss each child's development against the different areas of learning and the Early Learning Goals in order to support a smooth transition. This discussion helps the next teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children. Support staff also meet in September to discuss the children.

Monitoring arrangements

This policy will be reviewed and approved by Sara Smith, (EYFS Lead) every three years.

At every review, the policy will be shared with the governing board.

This policy was last reviewed on: 5th May 2021

The next review should be by: 4th May 2024

This document should be read in conjunction with the following policies: Admissions, Teaching and Learning, Child Protection, Health and Safety, Equalities; Inclusion; Behaviour and Discipline; Home-school partnership