



Early Years Foundation Stage Policy

School Division: Nursery

Policy Division: EYFS

Policy Owner: Head of Nursery

Date: September 2023

Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the 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.
- A close working partnership between staff and parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

Introduction

Every child deserves the best possible start in life and the support that enables them to fulfill 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.

(Statutory Framework for The Early Years Foundation Stage, 2021)

The Early Years Foundation Stage (EYFS) applies to children from birth until the end of the Reception year. Children can join us from 1 year old in our Nursery School and enter our Reception class at the beginning of the school year in which they are five.

The Principles of the Early Years Foundation Stage

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

At Claremont, we aim to provide motivating first-hand experiences whilst encouraging

children to build resilience, ambition and a lifelong love of learning. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as displays, rewards and celebration / sharing assemblies (Reception), to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals and do not discriminate against children because of 'differences. All children and families at Claremont are treated equally regardless of race, religion or abilities.

We believe that all our children matter and we give our children every opportunity to achieve their best.

We 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; •
- using a wide range of teaching strategies based on children's learning needs;
- 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.

Welfare

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.

(Statutory Framework for EYFS 2021)

At Claremont we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021. We understand that we are required to:

- promote the welfare of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- ensure that the premises, furniture and equipment is safe and suitable for purpose
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- maintain records, policies and procedures required for safe efficient

management of the setting and to meet the needs of the children.

We promote the wellbeing of both the children and staff through the HALO project. This highlights Healthy eating , Dental health, Physical activities, Speech and Language and mental wellbeing.

Positive Relationships

At Claremont we recognise that children learn to be resilient, confident and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. Children have the opportunity to spend time with their new room leaders / teachers prior to changing classes.

Where children attend additional pre school provision, we aim to ensure continuity and coherence by sharing information about the children's achievements. All children in the Nursery are assigned a key person who is responsible for monitoring their learning and development and can advise and support parents in terms of guiding children's learning at home.

Parents as Partners

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. Parent's and/or carers are kept up to date with their child's progress and development. We use Tapestry to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

We develop our relationships with parents by

- talking to them about their child before their child starts in the Nursery or in Reception;
- inviting all parents to an induction meeting during the term before their child starts in Reception;
- offering parents regular opportunities to talk about their child's progress, sharing Tapestry as appropriate to help parents be more aware of the next steps in their child's learning;
- operating an open 'door policy' where parents can discuss any concerns and share any successes when they drop their child off in the morning. Meetings can be arranged with staff as required.
- There are formal meetings for all parents where they have the opportunity to discuss the child's progress privately.
- arranging activities throughout the year that encourage collaboration between child, school and parents: Grandparents Day, Nativity Performances , Graduation Day (Damselflies and Dragonflies, Sports Day (All classes from Ladybirds upwards) and Claremont Day for example.
- encouraging them to contribute their observations of their children at home

and to become involved in the assessment process, via Tapestry.

Enabling Environments

At Claremont we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning

The planning within the EYFS follows the Development Matters document and the birth to five document. Staff plan activities and experiences for children that enable them to develop and learn effectively. In order to do this, staff are expected to focus strongly on the 3 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, require a healthcare plan or have a disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

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

Ongoing assessment 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. Staff also take into account observations shared by parents and/or carers.

When a child is aged between 2 and 3, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the Early Learning Goals, indicating whether they are:

- Meeting expected levels of development - on track or
- Working towards expected levels - not on track

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child. The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

The room leaders in Damselflies and Dragonflies complete the East Sussex EYFS Summative Assessment Record on transfer to a Reception Class outside of Claremont. Moderation of children's work throughout the EYFS is carried out on a termly basis. Targets are reviewed regularly in the nursery and termly in Reception. New targets are shared with parents via Tapestry. The quality and quantity of the Tapestry observations

are monitored prior to publishing.

The Learning Environment

The EYFS is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. Children are encouraged to find and locate equipment and resources independently. Each class has regular access to the outdoors. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children opportunities to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help them to develop in all 6 areas of learning. Children in Butterflies, Ladybirds, Damselflies, Dragonflies and Reception also have weekly Forest School sessions in our woodlands. All classes make use of our extensive grounds.

Learning and Development

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. 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.

Areas of Learning

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

Prime areas of learning:

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

The Specific Areas of Learning

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

In planning and guiding activities, the characteristics of effective teaching and learning are considered. These are:

- **Playing and exploring** – children investigate and experience things and 'have a go'.
- **Active learning** – children concentrate and keep on trying if they encounter difficulties and enjoy their achievements
- **Creating and thinking critically** – children have and develop their own ideas, make links between ideas and develop strategies.

Play

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

Adults will specifically support play by:

- planning and resourcing a stimulating environment.
- supporting and developing children's learning through planned play.
- extending and supporting children's spontaneous play
- extending and developing children's language and communication in their play.
- listening to all forms of children's communication and their ideas and taking these into account when developing play and planning.
- asking children questions about their play.

Before and After School Care

Arrival and Departure

Nursery children may do mornings from 8am-1pm, afternoons from 1pm-6pm, or an extended day from 8am-6pm.

Reception children may arrive between 8.15-8.30am. The school day finishes for them at 3.15pm unless they are staying for Late Stay, where they can be collected at 4.30pm or at any time after that, until 5.50pm. Children are not permitted on site without supervision. At least one member of the Pre-Prep staff is always present on duty in order to supervise children whenever they are in the school outside of normal school hours.

Late Stay (Reception)

This is supervised by Pre-Prep staff daily from 3.30pm until 5.50pm. Checkout boards record the time each child is collected. If any child is not collected by 5.50pm, staff will follow the guidelines set out in the Uncollected Child Policy for the EYFS.

Transition

Transition in the Nursery

- The adults in the Nursery all work very closely together and children from different classes come together when appropriate.
- Children in the Nursery have transition visits into the next class at different times during the day.
- The key worker discusses each child's routine and needs with their new key worker before they move up.

Transition to Reception

- Children have multiple short visits to spend time with their teacher.
- Children in Damselflies, Dragonflies and in Reception take part in a teddy bears

picnic altogether at the end of the summer term.

- Children who are new to Claremont are visited in their current setting by the Reception teacher.
- Damselflies and Dragonflies have their lunch in the O'Byrne on the table next to the Reception children.
- Joint Sports Day and Nativity production
- Sharing stories about starting school such as 'I am too absolutely small for school' by Lauren Child or 'Starting School' by Janet and Allan Ahlberg
- Nursery staff encourage greater independence in terms of children putting their own coats, welly boots, shoes and water-proofs on and independent use of the toilet and hand washing facilities.
- Children receive specialist teaching with the same teachers they will have in Reception.
- A Graduation Ceremony takes place for all children moving on to school and is attended by the Reception teacher and the Head Teacher.
- Summative data is shared between nursery and Reception teachers and there is time to share any other vital information that will support the child's transition. Baseline Assessment is carried out.
- Children receive a booklet all about life in Reception to share with their family.
 - Children and their families are encouraged to make a scrapbook all about themselves to share with their new class.

Transition from Reception to Year 1

- Sharing of the EYFS end of year data.
- Children are able to continue learning through play-based activities during the Michaelmas Term.
- Children have opportunities to visit their next class and time is given for them to share their feelings about transition.

Written by: (Head of Nursery)

Date: September 2023

Renewal Date: September 2024