



## **Early Years Foundation Stage Policy**

### **Policy Statement**

We believe that children are social beings and that they are competent learners from birth. We feel that learning is a shared process that parents and families are central to. The well-being of the child and relationships with other people (both adults and children) are of crucial importance. Children learn most effectively when, with the support of more knowledgeable and trusted adults, they are actively involved and interested. They learn to be independent by having someone they can depend on.

In all aspects of our delivery of the EYFS, extra support is given and adaptations made for children with additional needs and disabilities. Modifications are also made according to children's ages and developmental needs and consideration is given to children with additional needs.

### **Procedures**

All children at our nursery follow The Early Years Foundation stage 2014/2017 (EYFS); a framework created by the Department for Education, to support children's development and learning from birth to age five.

The EYFS consists of four themes and overarching principles, which if starting with the Unique Child and adding Positive Relationships and Enabling Environments will lead to Learning and Development.

### **Observation and Planning**

We believe that all planning starts by observing children in order to gain an understanding and to consider their current and individual interests. These take place in the format of narrative observations and photographs which are uploaded to Tapestry and shared with parents, as well as allowing us to ensure children are developing across all areas of learning. At the first settling in session we begin to take notes through observations, we also ask parents to complete the 'What to expect booklet', they can highlight their child's developments. This will give us a baseline on the child's current starting points and highlight areas to develop with next steps.

To record these observations, we use an online learning journal called 'Tapestry', which is created, in partnership with parents, for each child when they join nursery. Once parental permission has been received; observations which are published regularly; are available online for parents to see at all times. The learning journal then follows the learning and development of each child for the duration of their time with us.

### **Assessment**

Between the age of two and three we carry out a formal 2 year old progress check and compile a written summary which highlights areas in which a child is progressing well and areas in which additional support may be needed. This check will also be shared with the child's Health Visitor.

However, on an on-going basis we monitor the progress of all children and three times a year we summarise this to highlight current interests, achievements and characteristics of learning and set them Termly Targets. These summative assessments are then shared with parents to share information and add any interests and learning they are showing at home. Regular parents evenings also enable staff and parents to further discuss progress and ways in which learning can be carried out both in the setting as well as at home. With parental permission, if a child attends another setting



or transfers, for example to school we share the information with them in order to ensure best care is provided.

## Learning Environment

We provide rich and stimulating experiences and active learning in a challenging and positive environment both indoors and out. We follow a flexible timetable, which allows for large and small group times throughout the day when children can play alone or in groups dependent on their preference as well as regular outdoor play too. On a daily/ weekly basis staff evaluate the effectiveness of the environment and experiences provided so that they may enhance provision for the following week across all areas of learning, which meets both individual and group needs.

Within the EYFS there are seven areas of learning and development that shape our educational programme. Three of these are referred to as the Prime Areas and four are known as the Specific Areas. Although they are all important and are interconnected, the three Prime Areas are particularly crucial for igniting children's curiosity and interest for learning and for building their capacity to learn, form relationships and thrive. We therefore focus strongly on the three Prime Areas when working with our youngest children.

Within our setting we follow 'In the moment planning'; this essentially means that the children's interests and the activity is led by the child and done in the moment. This will be recorded on the Planning board which is a white board, then photographed and put on to Tapestry to be shared with the parents. It is also printed and kept in the room planning folders to be shared with other professionals and external auditing bodies such as Ofsted or consultants.

Our setting also incorporates the Montessori Approach into our ethos, values and aims.

The "[prepared environment](#)" is Maria Montessori's concept that the environment can be designed to facilitate maximum independent learning and exploration by the child.

In the calm, ordered space of the Montessori prepared environment, children work on activities of their own choice at their own pace. They experience a blend of freedom and self-discipline in a place especially designed to meet their developmental needs

Walking into our setting especially in our Pre-school room, you will see children completely engaged in their work. This is due to the fact that the heart of a Montessori program is **the three-hour work cycle**. The [early childhood environment](#) focuses on concentration, coordination, order, and independence. Therefore, children must be given the time they need to fully submerge themselves in the work in order for these traits to manifest themselves.

Dr. Montessori designed her materials so that while working with the material, the child receives instant feedback on his progress. In addition to developing independence, working with self-correcting materials helps the child learn to recognize, understand, correct, and learn from any mistakes that he makes. Having a control of error in the materials liberates the child to take control of his learning and not rely on adult judgment. As well, it boosts his self-esteem and motivation. Rather than being reluctant to try something new and make mistakes, the child feels free to take risks, knowing there is a control in place.

In the Montessori 3–6 environment, control of error is readily visible. Spills happen in practical life and need to be cleaned up. Many sensorial works — the Cylinder Blocks, Red Rods, Brown Stair, and Pink Tower to name a few — just do not 'fit' if they are built incorrectly. Once the child is shown how to use the materials, he is left free to work with them on his own, without teacher intervention.



Whether to offer approval or correction, the teacher should not intervene in the work of a child. “She can destroy the good impulse of children by intervening; or at least her intervention will cause the real ‘ego’ of the child to withdraw within himself as a snail into its shell.” ([Montessori, 2005](#))

## **The Prime Areas**

### **Personal, Social and Emotional (PSE)**

We believe that at all times children’s emotional well-being should be supported- allowing them to develop a positive sense of themselves and others, to form positive relationships and develop respect for others, to learn how to manage their feelings, understand appropriate behaviour in groups and to have confidence in their own abilities.

### **Communication and Language**

We feel that children’s learning and competence when communicating, speaking and listening must be supported and extended. We believe that they must be provided with opportunities to experience a language rich environment and encouraged to develop their confidence and skills in expressing themselves and speaking and listening in a range of situations and for a range of purposes.

### **Physical**

We feel it is important to enable children to be healthy, active and develop skills such as physical control, co-ordination, mobility, social awareness, movement and manipulation. Outdoor play is crucial when promoting this and we therefore always aim to provide children with the opportunity to play outside every session. We also help them to understand the importance of physical activity and making healthy choices, especially in relation to food.

## **The Specific Areas**

### **Literacy**

We feel that children’s learning, competence and enjoyment when beginning to read and write must be supported and extended. We believe that they must be given access to a wide range of materials such as books to ignite their interest and encourage them to link sounds and letters and begin to read and write.

### **Mathematics**

We feel it is important to ensure mathematics is fun and, enjoyable and actively promoted through play and incorporated in all aspects of the daily routine. We believe that children should be given opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and describing shapes, spaces and measures.

### **Understanding the World**

In this area of learning children are developing crucial knowledge, skills and understanding that help them to make sense of their physical world and their community. We believe that their learning should be supported by providing opportunities for them to explore, observe and find out about people, places, technology and the environment. Through encouraging these things, we are forming foundations for later work in science, history, geography and ICT.



## **Expressive Arts and Design**

We feel children's creativity develops most productively within a rich and stimulating environment; where children are able to explore and play with a range of materials and where curiosity and exploration are supported and extended by supportive practitioners, who encourage them to share their thoughts, ideas and emotions.

**This Policy was last reviewed on 25/06/20**

**Signed: Lorraine Doyle (Nursery Manager)**