



Early Years Policy

September 2018

1 Terminology

- 1.1 The Early Years age group defines children aged from birth until the 31st August following their fifth birthday who go to an early years setting that delivers the Early Years Foundation Stage.
- Age 4 – 5 Reception (Red Room)
 - Age 3 – 4 Nursery (Green Room)
- 1.2 EYFS refers to Early Years Foundation Stage.

2 Aim

- 2.1 We aim to provide the highest quality care and education for all of 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 learners. We value the individual child and work alongside parents and others to meet their needs in order for children to make good progress.

3 Statutory Framework




- 3.1 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**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
 - **Children develop and learn in different ways and at different rates.**





4 Principles into Practice

- 4.1 As part of our practice we:
- Provide a balanced 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, assessment and the child's interest;
 - Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult;
 - Have a key person approach to develop close relationships with individual children; and
 - Provide a secure and safe learning environment, indoors and out.

5 The Early Years Curriculum

- 5.1 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.
- 5.2 All of the seven areas of learning and development are important and inter-connected. The Prime Areas of Learning are the essential foundations for children to work with and master before progressing to the Specific Areas of Learning.

Prime Areas of Learning		
Personal, Social and Emotional Development	Physical Development	Communication and Language
<ul style="list-style-type: none"> • Making relationships • Self-confidence and self-awareness • Managing feelings and behaviour 	<ul style="list-style-type: none"> • Moving and handling • Health and self-care 	<ul style="list-style-type: none"> • Listening and attention • Understanding • Speaking 

Specific Areas of Learning			
Literacy	Mathematics	Understanding the world	Expressive Arts and Design
<ul style="list-style-type: none"> • Reading • Writing 	<ul style="list-style-type: none"> • Numbers • Shape, space and measures 	<ul style="list-style-type: none"> • People and communities • The world • Technology 	<ul style="list-style-type: none"> • Exploring and using media and materials • Being imaginative 

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

5.4 In the Early Years we write medium term plans using the EYFS, based on a series of topics, each of which offers experiences in all seven areas, in both the inside and outside learning areas. We also follow the children's interests where appropriate. Please see our plans for more details. These plans then inform our short-term weekly planning, alongside our observations, which remain flexible for unplanned circumstances or children's responses.

5.5 Practitioners working with the youngest children in nursery 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 and grow in confidence and ability within the three prime areas.

- 5.6 Children have whole group and small group teaching and learning times which increase as they progress through the EYFS, including a daily phonics session using 'Letters and Sounds', teaching aspects of Mathematics and Literacy, including shared reading and writing. The curriculum is delivered using a play-based approach, as outlined by the EYFS. Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities. 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. During children's play, Early Years practitioners interact to stretch and challenge children further and develop their language skills for communicating.
- 5.7 In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice. We create a stimulating environment to encourage children to free-flow between inside and out.

6 Regulatory Requirements

- 6.1 We ensure that we implement the Statutory Framework for the Early Years Foundation Stage (April 2017) and meet the associated regulatory requirements. Early Years Leaders will attend training in the regulatory requirements.

7 Observation and Assessment

- 7.1 As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways and are currently trialling Tapestry. All Early Years practitioners are encouraged to contribute and discussions take place. Writing-based activities are collated to create a learning journey for each child every term. These are then shared with parents.
- 7.2 In the Nursery, we regularly assess the children through formative and summative assessments. To ensure progress is tracked effectively, practitioners carry out base-line assessments upon entry to the Green Room and children's progress is then reviewed termly, using the Early Years Foundation Stage criteria. In the Red Room, this assessment continues. Additionally, termly Literacy and Mathematics assessments take place.
- 7.3 Targets for each child are given to update parents in the autumn and spring terms. Reports are also written at the end of the autumn and summer terms, based on their child's development against each of the Early Learning Goals, including strengths and next steps in learning. Parents are given the opportunity to discuss their child's progress at two Parent Days, in February and July.

8 Safety

- 8.1 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.

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

9 Inclusion

- 9.1 We value all of our children as individuals, 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 and even exceed 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 Equal Opportunities and Learning Support.

10 Partners

- 10.1 We strive to create and maintain partnerships 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.
- 10.2 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.
- 10.3 We draw on our links with the community to enrich children's experiences by taking them on visits and inviting members of the community into our setting.

11 Transitions

- 11.1 Transitions are carefully planned for and time is given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and childminders. Children attend introductory sessions to Nursery/Reception to develop familiarity with the setting and practitioners.
- 11.2 In the final term of Reception, the Year 1 teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

12 Supervision

- 12.1 Please see school supervision policy.

Early Years Policy

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