



# LEADING STRINGS PRE-SCHOOL

## EARLY YEARS FOUNDATION STAGE POLICY

*"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. 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". (EYFS 2017)*

At Leading Strings Pre-school we recognise that every child is a competent learner who can be resilient, capable confident and self-assured. (One of the principles of the EYFS). We recognise that children develop in individual ways, and varying rates. Children's attitudes to learning and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/sharing assemblies and rewards, to encourage children develop a positive attitude to learning.

### Inclusion

We value the diversity of individuals within the setting and do not discriminate against children because of 'differences'. All children at Leading Strings Pre-school are treated fairly regardless of race, religion or abilities. All children and their families are valued within our setting.

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

In the EYFS we set realistic and challenging expectations that meet the needs of all our children. We achieve this by planning to meet the needs of boys and girls, children with additional needs, children who are more able, children from all social and cultural backgrounds, of different ethnic groups.

We meet the needs of all our children through;

- Planning opportunities that upon and extend children's knowledge, experience and interest and develop their self-esteem and confidence.
- Providing a wide range of opportunities to motivate and support children and help them to learn effectively.
- Providing a safe and supportive learning environment in which of all the 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.

It is important to us that all children in the pre-school are safe, we aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop important life skill. Children should be allowed to take risks, but need to be taught how to recognise how to recognise and avoid hazards.

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

At Leading Strings Pre-school we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for the Early Years Foundation Stage 2017. We understand that we are required to:

- Promote the welfare of the 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 are 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 endeavour to meet all these requirements.

### Positive relationships

At Leading String's Pre-school we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

### Parents as Partners

We recognise that parents are the children's parents first and most enduring educators and we value the contribution they make.

We recognise the role that parents have played and their future role in educating their children. We do this through:

- Talking to parents about their children before they start the nursery.
- Parents and children are offered an opportunity to spend time at the pre-school before they start.
- Parents have the opportunity in the morning or noon to talk to the manager or their child's key worker if there are concerns.

There is a parent's morning once a year to discuss their child's progress in private with the key worker; parents have an opportunity to take their child's Memory book home.

Parents receive a report for the child's 2 year progress check and when child leaves the setting - transition report.

The learning journals which go home with the children every few weeks are a way for parents to feedback any suggestions or queries.

## Enabling Environments

At Leading Strings Pre-school 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

These plans are used by the staff as a guide for weekly planning; however the staff may alter these, in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the forms of observations and this involves all staff appropriate. These observations are recorded in children's individual "Learning Journal booklets and Memory Books". They also contain information provided by parents and other settings.

## The Learning Environment

The EYFS classroom is organized to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The room is set up in learning areas, where children are able to find and locate equipment and resources independently. The pre-school has a small outdoor area. This has a positive effect on the children's development, being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers children to explore, use their senses of being physically active and exuberant. We plan activities and resources for the children to access outdoors that helps the children to explore in all areas of learning.

### Learning and Development

At Leading Strings Pre-school we recognise that children learn in different ways and at different rates. We value all areas of learning and development equally.

- The partnership between staff and parents, so that our children feel secure at the pre-school and develop a sense of well-being and achievement;
- The understanding that staff have of how children develop and learn, and how this affects their learning;
- The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate and extend and develop play and talk or other means of communication;
- The planning to help children to work towards the Early Learning Goals throughout EYFS;
- The provision for children to take part in activities that build on and extend their interest and develop their intellectual, physical, social and emotional abilities;
- The encouragement for children to communicate and talk about their learning to develop independence and self-management;
- The support for learning with appropriate and accessible indoor and small outdoor space, facilities and equipment;
- The identification of the progress and future learning needs of children through observations which are shared with parents.
- The good relationships between the pre-school and the settings that our children experience at the nursery.

### Playing & Exploring

'Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development'.

Through play our children explore and develop learning experiences' which help them make sense of the world. They practice and build up ideas and learn how to control themselves and understand the idea of 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 problem solve. They express fears or relieve anxious experiences in control and safe situations.

### Active Learning

"Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods".

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their own learning.

### Creating & Thinking Critically

"When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understanding and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions".

Children should be given opportunities to be creative through all areas in learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interests, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the room to extend their learning.

### Areas of Learning

The EYFS is made up of seven areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematical
- Understanding the World
- Expressive Arts and Design

None of these areas can be delivered in isolation. They are equally important and depend on each other. All areas are delivered through a balance of adult led and children initiated activities.

This policy was agreed at a meeting on .....

Present:                   Kirsty Evensen .....

                                  Debbie Franklin .....

Review by: July 2018