



Early Years Foundation Stage Policy

Introduction

The Early Years Foundation Stage (EYFS, 2017) refers to children from birth to five years of age. At Playbox Day Nursery, children are admitted from the age of 2 years and remain until they are 4/5.

The early years experiences we offer our children are based on the following principles:

Achieve Believe Care

- **Believing** they can reach their full potential; Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured,
- **Care** and nurturing through a strong key group system children learn to be strong and independent through positive relationships;
- **Achieve** -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;
- Children develop and learn in different ways and at different rates.

The framework covers (Early Years Inspection Framework, 2019) the education and care of all children in early years provision, including children with special educational needs and disabilities.

Learning and Development

There are seven areas of learning and development in the early year's curriculum. All areas of learning and development are important and interconnected. 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, the prime areas, are:

- communication and language;
- physical development; and
- personal, social and emotional development.

Children are also supported in 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.

All of the areas are delivered through planned, purposeful play, with a balance of adult-led (child working with the adult), adult supported (adult supports child in self chosen activity) and child-initiated (child chosen) activities, both indoors and outdoors.

• **Communication and language development** involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

• **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children are also helped to understand the importance of physical activity, and to make healthy choices in relation to food.

• **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

• **Literacy development** involves giving children a wide range of reading materials (books, poems, and other written materials) to ignite their interest. Children are encouraged to develop their auditory and visual discrimination skills which leads into linking sounds and letters and begin to read and write.

• **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Children entering Playbox Day Nursery are invited to visit the nursery with their parents this forms the beginning of a positive partnership between nursery and parents or carers in working together to ensure the best possible start for each individual child.

At Playbox Day Nursery, we consider the individual needs, interests, and stage of development of each child in our care, and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

At Playbox Day Nursery, we ensure that the requirements of the EYFS are met through all seven areas of learning and development, in order for children to make progress towards the early learning goals, which are the established expectations for most children to reach by the end of the EYFS. Adults working with the youngest children 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 children need to develop and learn effectively, and become ready for school. Throughout the early years, if a child's progress in any prime area gives cause for concern, we discuss this with the child's parents and/or carers and agree how to support the child.

For children whose home language is not English, we take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. We also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS.

At Playbox Day Nursery, we recognise that play underpins all learning and development for young children. Children learn by leading their own play, and by taking part in play which is guided by adults. It is through play that children develop intellectually, creatively, physically, socially and emotionally. By providing well planned experiences based on children's spontaneous play, both indoors and outside we support our children to learn with enjoyment and challenge. They have the opportunity to think creatively alongside and with other children

and adults as well as on their own. They communicate with others as they investigate and solve problems. As children grow older, and as their development allows, the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning.

At Playbox Day Nursery, we recognise children learn in different ways, three characteristics of effective teaching and learning 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 achievements; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Continuing Professional Development

In order to keep up to date, broaden our understanding and learn new skills, all practitioners at Playbox Day Nursery receive regular training. The identification of training needs of all adults is part of an on-going process and forms part of the settings staff supervisions /annual plan/audit.

This policy was adopted at a meeting on 18th March 2020

The policy will be reviewed on 1st April 2021