



## Early Years Policy

**Approved by:**

Rebecca Bell

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## **A Unique Child**

### **Child Development**

We aim to provide children in the Foundation Stage at Burleyfields positive early experiences that will build upon what children already know through being sensitive to their needs, communication and learning style interests and individual stage of development.

### **Inclusive Practice**

We recognise that children and their families have a right to be treated equally and fairly, adults promote equal opportunities and anti-discriminatory practice.

### **Keeping Safe**

When parents entrust their child into our care they must feel that their child is safe. We involve children in developing the boundaries which will help them to keep safe. We have secure grounds, entrances and exits. Parents are requested to let us know who will be collecting their child at the end of the day; children are only released to that person. Staff have been assessed as being 'suitable' to work with children and staff to children ratios are being met.

### **Health and Well-being**

We actively promote good health and oral hygiene, through offering healthy school meals. Children have access to fresh drinking water, milk and fruit each day. We offer a balance of activities - to be quiet and rest and to have space for large physical activity. We enable children to become aware of their bodies, personal hygiene and to make healthy choices.

## **Positive Relationships**

### **Respecting Each Other**

We have a caring professional team of staff who show respect towards each other and the children and their families.

### **Parents as Partners**

We recognise and value the role of the parents -

We aim to provide a welcoming atmosphere, right from the family's first visit to Burleyfields. Our induction programme offers a tour of the school, an opportunity to meet the Foundation Stage team and Head Teacher. Information about first days at school, the routine and arrangements made for small group visits for parents and children. Opportunities are arranged to share information about their child with the team. Parents are invited into our setting for sessions in the classroom for workshops and to discuss their child's progress.

## **Supporting Learning**

We aim to build up relationships with the children through listening and observing them to be able to support, encourage and extend their learning further. Staff are suitably qualified and access training to update their professional development.

## **Key Person**

Parents and children need to have continuity; each child is assigned a key person. In Reception the class teacher will be the key person as they are the constant member of staff in the team. This continuity helps to meet individual need whilst building relationships with parents and children.

## **Enabling Environments**

### **Observation, Assessment and Planning**

Assessment provides staff with a knowledge of the child in order to plan appropriate learning experiences. Practitioners will use their professional judgement to assess children's progress. When a child is between two and three, practitioners will review their development against the prime areas and will provide a brief summary of their strengths and needs beyond the prime areas. Reception teachers will complete the EYFS Profile at the end of the Reception year and is shared with parents and the Year 1 teacher will indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels.

### **Supporting Every Child**

We recognise that children are on a learning journey which starts well before they enter the Reception class. They will build upon the things they have experienced at home and in previous settings. The transition process enables the Reception class teacher to liaise with nursery practitioners to discuss the children as individuals, celebrate their interests and talents whilst gaining knowledge about individual need.

### **The Learning Environment**

We aim to provide a learning environment which welcomes children and provides them with the confidence to explore and learn both inside and outside. Children are expected to be able to access equipment and materials they need independently and to take responsibility for returning them when they have finished. The outdoor learning environment promotes the development of our children's gross motor skills whilst encouraging pupils to take measured risks and challenge themselves. Our outdoor area enables children to have first-hand experiences of The Natural World in all four-seasons of the year. We are an all-weather school where outdoor provision allows our children to extend and enhance their learning whilst being within their local environment.

## **The Wider Context**

In order to achieve the 'Every Child Matters' outcomes for children – being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic wellbeing, staff communicate with any agencies that the children and their families may be involved with. This begins with transition and the induction programme which brings together information from practitioners at the child's previous setting, listening to and supporting parents. Looking at the provision for the before and after school care, discussing trips to local places of interest and involvement of local people who visit the school from the community. At the end of the Foundation Stage, children will start the transition process into Year 1 (key stage 1). The children will have opportunities to become familiar with the Year 1 teacher.

## **Learning and Development**

### **Playing and Exploring**

We value the importance of play for children's development; play and exploration are the ways in which children make sense of the world in which they live. We strive to provide a stimulating environment for our pupils. Skilled practitioners support and develop children's learning through play.

### **Active Learning**

We want children to become resilient and independent learners who have control over their own knowledge; children will be encouraged to develop their interests and fascinations through challenges, learning activities and questioning which will extend their ability to make decisions and develop their thinking.

### **Creating and Thinking Critically**

We encourage our children to extend their thoughts and ask questions by providing them with opportunities to extend their play and make connections between their learning. We do this by providing high-quality, stimulating resources and experiences.

## **Areas of Learning and Development**

The Early Years Foundation Stage learning and development comprises of seven areas of learning and development. All areas are connected to one another and are equally important.

The three prime areas are "particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving..." (Statutory Framework for the EYFS, 2021)

**Prime Areas**

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

The prime areas are strengthened and applied through the four **specific areas**

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

This policy is specific to the Early Years Foundation Stage. The whole school policies are also relevant to children in the Foundation Stage.