

# Early Years Foundation Stage (EYFS) Policy

Every child deserves the best possible start in life and support to their full potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage (EYFS) is the framework that provides that assurance.

EYFS applies to children from birth to the end of the reception year. In our pre-school, children are welcome to join us from the age of 2.

EYFS is based upon four themes:

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

This policy explains how our pre-school is underpinned by these four themes.

## 1. A Unique Child

At Kingfisher we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

### Inclusion

We value the diversity of individuals within the pre-school. All children are treated fairly regardless of race, gender, religion or abilities. All children and their families are valued within our pre-school. In our setting we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

### Welfare

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 this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We understand that we are

legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage.

In our setting we:

- promote the welfare of 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 is 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.

## **2. Positive Relationships**

We recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

### **Parents as Partners**

We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents about their child before their child starts in our pre-school.
- Offering both parents and children the opportunity to spend time in the pre-school before starting.
- Operating an open door policy for parents with any queries.
- Sharing regularly the children's 'Learning Journey' with parents and valuing the on-going contributions to this from parents.
- Offering a parent/keyworker consultation once per term.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

## **3. Enabling Environments**

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.

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

Staff are skilled at observing children to identify their achievements, interests and next steps for learning. We go by 'Planning in the Moment' in our setting where we encourage child led activities. Observations are based on activities and play that is led by the child. The staff use the children's interests to plan for any specific themes or activities. We have a termly plan of daily activities to offer the children. This fostering of the children's interests develops a high level of motivation for the children's learning.

The Planning objectives within the Foundation Stage are from the Development Matters Statements from the EYFS document. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations.

### **The Learning Environment**

The pre-school room is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet, creative etc. The pre-school has an outdoor play area. Enabling times of free flow between the inside and the outside 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. The children can explore, use their senses and be physically active and exuberant.

## **4. Learning and Development**

There are seven areas of learning and development that must shape educational provision in early years settings.

All areas of learning and development are important and inter-connected. 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.

3 Prime Areas:

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

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

4 Specific Areas:

- Literacy
- Mathematics
- Knowledge of the world
- Expressive arts and design

We deliver learning for all of the areas through, purposeful play and learning experiences, with a balance of adult-led and child-initiated activities. Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Through play



our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for 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 solve problems.

We adhere to the Early Years Foundation Stage Statutory Framework guidelines and requirements.

This policy was reviewed by Kingfisher Kindergarten Ltd

Date to be reviewed

Annually

Signed on behalf of the provider

La-Ryne van der Westhuizen

Role of signatory

Owner