

THE EARLY YEARS FOUNDATION STAGE POLICY

Every child deserves the best possible start in life and support to fulfil their 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 that provision will keep their children safe and help them to thrive. The Early Years Foundation Stage (EYFS) is the framework that provides that assurance.

Statutory Framework for the Early Years Foundation Stage

Statement of intent:

Teston & Wateringbury Preschool is committed to using the EYFS framework to provide a varied, fun and stimulating curriculum for all children in an inclusive way so that every child is stimulated, challenged and, above all, has fun while learning, developing and being cared for at our pre-school.

Aim:

We aim to do this by:

- Ensuring we meet all the legal requirements relating to the learning, development and welfare of our children;
- Using the four themes/principles of the EYFS and the seven areas of learning and development - see *below* – to ensure we provide individualised learning, development and care through planned, purposeful play, with a balance of adult-led and child-initiated activities.
- Encouraging parental involvement through sharing information, involving them in their child's development and learning through an ongoing dialogue and by offering support for extended learning in the home
- Ongoing assessment of children through systematic observations and assessments of children. These are then used to identify learning priorities and plan relevant and motivating learning experiences for each child taking into account their needs, interests and stages of development. The Key Person system is an important part of this process too;
- Regularly reviewing our activities based on feedback from children, parents, staff and external advisers to ensure we are always improving on what we do and how we do it.

The four EYFS themes:

1. A Unique Child

Teston & Wateringbury Preschool recognises that every child is a competent learner from birth who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. We value the diversity of individuals within the pre-school and encourage the children to also value diversity in others.

We are committed to ensuring that all children, irrespective of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability have the chance to experience a challenging and enjoyable programme of play, learning and development.

Please also refer to our EQUALITY, DIVERSITY & EQUAL OPPORTUNITIES POLICY.

2. Positive Relationships

We recognise that children learn to be strong and independent from a base of loving and secure relationships with parents and/or a Key Person and Teston and Wateringbury Preschool is committed to developing good relationships with all children and their families.

We positively encourage parents to visit the setting with their child prior to starting pre-school and to share information with us to help with the settling in process. We also offer parents regular opportunities to talk about their child's progress and hold a formal meeting with parents every year to discuss Learning Journeys and other matters plus we also make sure the children's folders are available too for parents to view throughout the year. We also aim to provide a smoother transition to primary education by arranging visits to the local primary school and inviting the primary school reception teacher to our pre-school. In line with new guidance (2012) we also work with parents and Health Visitors (where appropriate) in completing a two year check to ensure that any concerns are highlighted at an early stage.

**Please also refer to:
SETTLING IN POLICY
PARENTAL INVOLVEMENT POLICY.**

3. Enabling Environments

Teston & Wateringbury Preschool recognises that the environment plays a key role in supporting and extending children's development and learning. This begins by observing and assessing their interests, development and learning and then using this information to ensure that future planning reflects identified needs. Assessment takes the form of observation which are recorded in the children's individual Learning Journey folders.

The hall is organised in such a way as to allow the children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. We also developed the outdoor area to incorporate an all-weather artificial surface for all year round outdoor play. We also had the main grassed area re-turfed to make outdoor play safer and more suitable. We use these outdoor areas as much as possible enabling the children to do things in different ways and on different scales than when indoors. Outdoor play offers them the opportunity to explore, use their senses and be physically active and exuberant and also to appreciate wildlife and the natural environment.

We offer 'free flow' sessions where children can choose to play indoors or outdoors when they want to. Parents/carers are asked to send their children to pre-school in shoes suitable for both indoor and outdoor play.

4. Learning and Development

We appreciate that children develop and learn in different ways and at different rates and that all areas of learning and development are equally important and inter-connected.

Through play the children explore and develop learning experiences which help them to make sense of the world. They practise and build up ideas and learn 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 also encourage active learning through physical and mental challenges involving other people, objects, ideas and events that engage and involve children for sustained periods. Children learn to make decisions which also gives them a sense of satisfaction.

We give the children the opportunity to be creative through all areas of learning, not just through the arts and the staff support their learning by helping them to make connections. They do this through encouragement, showing genuine interest, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around to extend their learning.

The seven areas of learning and development consist of three Prime Areas:

1. Personal, Social and Emotional Development (PSED)
2. Physical Development
3. Communication and Language (CL)

Plus three Specific Areas:

4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

None of these areas of learning can be delivered in isolation from the others. They are equally important to ensure a rounded approach to child development. Teston & Wateringbury Preschool aims to deliver all seven areas through planned, purposeful play, with a balance of adult-led and child-initiated activities.

Additional information

We provide a factsheet for parents wanting to find out more about the EYFS see **Appendix 1** - and we are also happy to lend a copy of the EYFS Statutory Framework to parents.

We also provide an information sheet for parents when their children join in our small group activities. This outlines in more detail some of the activities we provide and how they relate to areas of learning within the EYFS guidance. **See Appendix 2**

Parents are also informed that they can find out more about the EYFS from the Preschool Supervisor.

Appendix 1

DAILY ROUTINE

The following is an example of our daily routine. The times mentioned are NOT strictly adhered to as we run a flexible session based around children's individual needs.

9.30 – Doors open. We welcome children and their families into the setting. Items the children have brought in go on to the interest table and the children help to hang up their coats and bags on their named pegs, change their shoes, place their 'little person' on the self registration board and put their 'home bags' in the box. The activities at this time allow for children's choice although our five daily staff are always available to encourage and/or support any child who may be unsure.

10.00 – Circle time. The children gather around the interest table on their chairs, we say our good mornings and call the register. One of the children - the 'heads' monitor - helps staff to count all the children. At this time we talk about the other monitor jobs. The children take turns taking on roles such as giving out drinks and biscuits at snack time and opening the door at home time. We have a brief look at the interest table and discuss any visitors and/or events happening that morning.

The children are then given a few choices to decide what they would like to do next. For example they can stay at the interest table with a staff member and 'show and tell' about all their treasures. They could go to the book corner where a member of staff will either be singing or reading stories. They could go to the craft table to participate in the planned activity of the day, or they could go and play – inside or out.

10.10 – The children go and find their chosen activity. They can change at any time and have really embraced the chance to choose what they can do and when. On occasions when we have the computer and/or cooking activities available we ask the children who would like to take part to put their 'little person' from the self registration board in a pot (Help is available for those who are unsure). We can then aim to ensure that all the children have a chance to participate in all the activities of their choice.

10.45 – The children sit down at tables with books and staff encourage the children to participate in some singing. During this time the children take it in turns to wash their hands. When all the children have clean hands we choose 'book ' monitors to put the books from each table back in the book corner and the other monitors hand out the drinks and biscuits. Once all the drinks are given out we open the 'fruit bar' and the children can come up, take a bowl and help themselves to a selection of the fruit available. All empty cups and bowls are returned to the tray and the children sit in the book corner for a story. During this time the 'table' monitors help staff clean the tables.

11.15 –The children are able to participate in activities of their choice. A craft activity is always available and more often than not we allow a free choice of inside or outside play. At this time the older 'preschoolers' - our 'Acorns' group - gather together to participate in some slightly more structured activities.

11.45 – The children are involved in starting to tidy away some activities. We arrange the chairs in a semicircle and the children are given their coats, bags and home bags. Just before home time we all stand hold hands and sing our little prayer.

12.00 – The 'door' monitor opens the door and we welcome back everyone's families. On a Tuesday, Wednesday and Friday this is the opportunity for 'Acorns' parents to find out what they have been doing.

For children who do all day sessions on a Monday and/or Thursday the day continues as follows:

12.00 – The all day children wash their hands and sit at a table with a staff member and look at some book.

12.00/12.15 – The children are given their lunch boxes and staff sit with the children whilst they have their lunch. We discuss issues such as why we do not share food and eating healthily.

12.35 - After lunch we have a 'quiet time'. This involves staff sitting in the book corner with the children and reading a story and/or quiet play such as puzzles.

12.50/1.00 - We now provide a children's choice time. Many of the activities available will have been changed from the morning session and we always try to have inside and outside activities available. We do have craft activities available at this time; these are either a continuation of the planned activity or something the children have asked for, for example the painting easel.

Around 2.00 pm - We come into the hall for a snack which consists of the child's own drink, water and fresh fruit.

The last part of the pm session is slightly more structured, we introduce games, some table top ones and other physical ones such as the parachute.

We always end with a music and movement session. We use props such as instruments and ribbons to enhance the children's enjoyment.

2.40 – The children sit down and are given their bags, coats, lunchboxes and home bags. We stand, hold hands and sing our little prayer.

2.45 – We open the door to welcome all the families in to collect their children.

We aim to run to this routine every day. However, there are many times when certain periods over run and/or we have a guest in the preschool. On some occasions when the children are happy and enjoying themselves we do delay other things so that they may have more time.

Appendix 2

Main Aims	Area	Activities	Main Aims	Area	Activities
Pencil Control	CLL	Tracing Skribi Sand trays	Scissor control	PD	Fine motor skills activities using pegs etc. Cutting and sticking messy play.
Group Work	PSED	Team Games – row the boat Ball games Solving problems/tasks.	Growing Imaginations	CD	Own creations Puppet show. Making books. Stories.
Concentration	PSED	'What am I' Game Kim's Game Puppet shows.	Computer Skills	K&U	Use Laptop Remote control car Camera.
Confidence Building	PSED	Lunch Club Show & Tell Small group & partner work.	Talk about Family	K&U	All about me discussions Circle time Show and tell
Listening skills	CLL	Circle time Show and tell Story time Story stone.	Colour Recognition	PSRN	Sooperdooper Sorting Colour games. I spy!
Memory Skills	PSED	Story and puppets. Kim's game. Small group discussions.	Phonics	CLL	Jolly phonics – tape Phonics Kim's game Snap.
Turn Taking	PSED	In & Outdoor Games Magnetic board Cooking	Name recognition /Writing	CLL	Writing/copying name. Monitor board. Self registration board.
Basic Reading	CLL	Books – big books Making books Story CD's and books.	Shape Recognition	PSRN	Pyramis Shape threading I spy games.
Number recognition	PSRN	Sooperdooper sorting Dice Games Labelling and matching numbers	Sequencing	PSRN	Sooperdooper sorting Humpty game Little bears set. Threading
Counting Skills	PSRN	Dice games Bean bags Number rhymes Cooking	Independence	PSED	Planning own activities. Risk assessing activities. Lunch club.