

## Shireland Collegiate Academy Trust Policy

# EYFS Policy – First Steps Nursery

<b>Committee and Date Approved</b>	Trust Board – January 2018
<b>Category</b>	Statutory - DfE
<b>Next Review Date</b>	Every three years unless change in legislation – <b>Autumn 2021</b>
<b>Policy Availability</b>	Trust Website
<b>Officer Responsible</b>	Principal

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## **1. Aims**

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

## **2. Legislation**

This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

This document also complies with our funding agreement and articles of association.

## **3. Structure of the EYFS**

First Steps Nursery & Pre-school operates Monday- Friday over 51 weeks of the year, closing for 1 week over the Christmas period. Babies and Toddlers up to 2 years of age are in one room while children aged 2-5 years are in a separate area. There is a separate kitchen area where the children are able to engage in cooking activities with age appropriate resources as well as where the food is prepared for the children's meals during the day. Children are able to access First Steps Nursery via government funding and fee paying places. Fee paying Parents/carers are charged a daily rate, while parents/carers whose children access via the funding pay fees to cover meals and additional extra-curricular workshops, experiences and resources.

## **4. Curriculum**

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

#### **4.1 Planning**

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas. There is focus on all 7 areas of learning for older children.

It is the role of the key worker to take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, the key worker considers whether specialist support is required, linking with relevant services from other agencies, where appropriate, i.e. Area SENDco, SALT. Planning is completed on a weekly basis and key staff members plan for each age group. They plan for learning outcomes as per the children's interests as well as to meet individual and group needs i.e. Data collation information.

In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. Staff pay particular attention to the Characteristics of Effective Learning and assess ways in which the children learn, process information and learn new skills.

#### **4.2 Teaching**

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1. To enable a more focussed curriculum for key groups of children, they are split into cohorts and teaching is adapted to suit the needs and understanding of the children within that specific group. Parents/carers are encouraged to understand teaching methods and to understand the meaning of 'school readiness' in accordance to their chosen school. Our Teaching & Learning Co-ordinator oversees the teaching methods used within the setting and works closely with staff to ensure they can adapt methods as necessary.

Staff attend regular training to enhance their knowledge and understanding of the changing curriculum and methods used within early years. We liaise with Sandwell Early

Years Inclusion and QTS to ensure staff are kept up to date with relevant information and can seek support as necessary.

## 5. Assessment

At First Steps Nursery, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

When a child is aged between 2 and 3, practitioners review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' or '2 year old check' highlights the areas in which a child is progressing well and the areas in which additional support is needed. Information is gathered from parents/carers, and health visitor where possible.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Emerging within a specific age group
- Developing within a specific age group
- Secure in a specific age group

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

Their key worker completes termly Progress Checks for each child and areas of development are rated to show development and progress. This information is collated by nursery management and evaluated to gain findings on overall development within the setting. Specific groups are evaluated to identify gaps in learning and identify how gaps can be narrowed. Specific groups include:

- Boys (this is also divided into age groups)
- Girls (this is also divided into age groups)
- EAL
- SEND
- ELT
- EYFE
- Pupil Premium

From Spring '18, data will be collated for each key group to identify how key workers can work even more closely with specific children and narrow gaps further.

## **6. Working with parents**

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person upon induction who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate. Upon the initial induction, an 'All About Me' form is completed on Tapestry to gather as much information on the child prior to their start date so that the key person can plan for their first day i.e. dietary requirements/ medical needs. Parents are expected to complete information forms as part of the registration/ induction process, including 'What I Can Do' form. This is to ensure that the key person has a brief idea of what the child can do prior to starting at nursery so they can then observe for 2 weeks before completing their Baseline Summary.

Parents/carers are given password protected access to their child's tapestry account which enables them to upload observations/ interests from home as well as view learning that has taken place within the setting.

We hold regular events throughout the year to improve our parent relationships. Events may include: Mothers/ Fathers / Grandparent Events, Religious Celebrations, Sports Day. Questionnaires are sent out to parents on a termly basis to gain feedback to seek information on how we could improve our overall service.

Parents have access to a closed group on Facebook with nursery management authorising members. This is a valuable source of information sharing such as key dates, relevant information regarding nursery and/or childcare information.

## **7. Safeguarding and welfare procedures**

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

## **8. Monitoring arrangements**

This policy will be reviewed and approved by Emma Bryant, Nursery Manager on an annual basis.

At every review, the policy will be shared with the governing board.

EYFS

