



## Early Years Foundation Stage Policy

This policy represents the agreed principles for the Early Years Foundation Stage (EYFS) throughout the Nursery. All Nursery staff, representing Jack in the Box have agreed this 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 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 is the framework that provides that assurance.”

Admissions and Induction the Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year.

The Early Years Foundation Stage (EYFS) is delivered in accordance with the Government’s statutory document “The Statutory Framework for the Early Years Foundation Stage” (2017). This document is a principled approach to Early Years education, bringing together children’s welfare, learning and development requirements through three main themes:

- A Unique Child
- Positive Relationships
- Enabling Environments.

### **The curriculum has 3 prime areas of learning:**

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

### **There are also 4 specific areas of learning:**

- Literacy
- Mathematics

- Understanding the World
- Expressive Arts and Design

These areas of Learning and Development address children's physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in isolation from the others as all Areas of Learning and Development are all closely interlinked. This ensures the delivery of a holistic, child-centred curriculum which allows children to make lots of links between what they are learning.

At Jack in the Box 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.

We value the diversity of individuals within the nursery and do not discriminate against children because of 'differences'. All children at Jack in the Box are treated regardless of race, religion or abilities. All children and their families are valued within our setting and 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 and interests when planning for their learning. In the EYFS 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.

**We meet the needs of all our children through:**

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and acting to provide support as necessary.

We recognise the importance of ensuring all children are given opportunity to reach their full potential and that we have a responsibility to 'narrow the gap' in the achievement and attainment of potentially vulnerable children.

It is important to us that all children in the nursery are 'safe'. We aim to educate children on boundaries. 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.

We aim to protect the physical and psychological well-being of all children. (See Safeguarding Policy)

### **Safeguarding and Welfare**

"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."

At Jack in the box we understand that we are legally required to comply with the welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2017. We understand that we are required to:

- 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 and that all staff and volunteers are subject to full vetting and safeguarding procedures.
- 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.
- Report any incidents to the Safeguarding designated person.

At Jack in the Box we recognise that children learn to be strong independent learners from 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 the contribution they make.

We recognise the role that parents have played, and their future role, in educating their children. We do this through:

- talking to parents about their child before their child starts our setting;

- Attending our weekly parent and toddler sessions.
- Open classroom and parent's consultation afternoons

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. At Jack in the Box every child has a 'Key Persons', where children attend other settings in a day, we aim to ensure continuity and coherence by sharing information about the children.

At Jack in the box we recognise that the environment plays a key role in supporting and extending the children's development. Through observation we assess the children's interests, stages of development and learning needs, before planning challenging, achievable activities and experiences to extend the children's learning.

### **The environment is organised in a way to allow a balance of:**

- Child Initiated Activities – children make choices from within the learning environment to meet his / her outcome for learning.
- Adult Initiated Activities – practitioners provide the resources to stimulate and consolidate learning.
- Adult Directed Activities – Children engage in planned activities to meet specific learning outcomes.

The Foundation Stage is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The nursery is set up in learning areas, where children can find and locate equipment and resources independently. The children enjoy an enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers the children further opportunities to explore, use their senses, develop their language skills and be physically active. We plan activities and resources both inside and outside enabling the children to develop in all the areas of learning.

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

The Planning within the nursery is tailored to the needs achievements and interests of the children and is indicated on weekly planning. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves key persons and other adults as appropriate. These observations are recorded in a variety of ways and are used to inform the EYFS assessments in the back of every child's Learning Journal.

### **Learning and Development**

At Jack in the Box we recognise that children learn and develop in different ways and have their own learning styles. We value all areas of learning and development equally and understand that they are often linked these include:

- the partnership between practitioners and parents, so that our children feel secure at nursery and develop a sense of well-being and achievement;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations;
- the relationships between our nursery, the children's centre and the settings that our children experience prior to joining our setting

## **Play**

“Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children’s development.” Through play our children explore and develop learning experiences, which help them make sense of the world. They can practise skills, develop ideas and think creatively alongside other children as well as individually. The children communicate with others as they investigate and solve problems. They have the opportunity to express fears or re-live anxious experiences in controlled and safe situations.

## **Active Learning**

“Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.” Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

## **Creativity and Critical Thinking**

“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.”

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children’s thinking and help them to make

connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.