



GENERAL POLICIES

1.8 EARLY YEARS POLICY FOR THE FOUNDATION STAGE

“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) statutory framework provides that assurance.

Philosophy

At Rose Hill Westonbirt we want to demonstrate a whole school commitment to the EYFS statutory framework to achieve quality in early years, giving children the opportunity to fulfil their full potential, providing a place of attainment, not a place of containment.

Rose Hill Westonbirt Aims

Ensure that the transition between home and school is a happy one. We wish to establish a partnership with the home in order to build a foundation for future learning. We aim to foster relationships based on mutual trust, complete confidence and to promote parental involvement and interaction.

- Provide a safe, secure, caring and stimulating environment. We wish to provide an environment which inspires further investigation, one where children can make mistakes without fear, to learn from failure as well as success.
- Value each child as an individual. Each child arrives with their own experiences. We build upon their own personal strengths and experiences. We wish to promote a positive self-image and value a child's ideas and feelings.
- Enable children to learn and develop skills and attitudes for future learning. We wish to deliver a curriculum which is carefully structured to the intellectual, emotional, physical, spiritual, moral, social and cultural development of the children.
- Provide a range of experiences and materials whereby children may learn at first hand about the world around them. We recognise and value play as having a fundamental role in early childhood education.
- To observe and respond appropriately to children to ensure continuity and progression throughout all stages in their development and learning.



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- To provide sensitive, knowledgeable and informed adult involvement and intervention. Through interaction, we encourage them to explore further. We ask why, how and what next?
- Share in the joy of childhood and discovery. A knowledge and understanding of child development is crucial; early learning and teaching is a highly skilled area. There is a right time; we believe in recognising and responding to this accordingly.
- Promote independence. We expect children to take responsibility for themselves and each other. We wish to inspire them to make further enquiries and provide them with the skills to do so.
- Develop self-discipline. We provide a framework where a child will learn the rules of social behaviour and understand why. By example, we encourage consideration and co-operation.
- Acknowledge achievement and success. We encourage perseverance without fear of failure. Competition is recognised but personal improvement is more important.
- Encourage children to be proud of their school community and beyond. We will, by good example, promote high standards of work and behaviour. We will expect them to take responsibility for care of the school and the environment.
- Teach in accordance with the agreed ethos of the school.
- Ensure learning is meaningful, rewarding and FUN.

Children's Development and Learning

Our provision reflects the four key themes of the EYFS:

- A unique child;
- Positive relationships;
- Enabling environments;
- Learning and development

and its 16 commitments, further information on which can be found in the Early Years handbook.

We recognise that a stable and secure environment is established through routines, careful and thoughtful induction process and sharing practice. The organisation and the rooms in both the Nursery and Reception areas are designed to let young children move and be spontaneous, or be quiet and take refuge. We recognise that young children need time, patience and support. The staff in both areas are aware that adult intervention or support may sometimes be needed immediately or it may inappropriately interrupt the flow of a young child's concentration; we will seek to respond appropriately.



Our Provision for Development and Learning

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development. The areas of development and learning are set out by practise guidance:

- Personal, social and emotional development;
- Communication, language and literacy development;
- Problem solving, reasoning and numeracy;
- Knowledge and understanding of the world;
- Physical development;
- Creative development.

For each area the practice guidance sets out the Early Learning Goals that it is expected that that children will know and be able to do by the end of the Reception Year of their education. The practice guidance also sets out the likely stages of progress a child will make along their learning journey towards the Early Learning Goals. Our setting addresses these matters when we assess children and plan for their learning.

We seek to provide a curriculum that matches topics and themes as closely as possible to the child's own experience and use first hand experiences with which to deliver it. We seek to provide a curriculum that meets the learning goals for the Foundation Stage as well as giving the opportunity to extend these where appropriate. We will provide a stimulating environment through the use of displays and resources that will further enhance children's development. Activities designed to engage curiosity and develop language are provided. Care and consideration are given to the safety of the children, while providing activities to develop coordination and motor skills. The children are encouraged to investigate and are given help to talk through experiences in order to extend their learning and understanding. A high emphasis is given to learning through play. Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. In all activities, information from the practise guidance to the EYFS has been used to decide what equipment to provide and how to use it.

The goals for communication, language, literacy, problem solving, reasoning and numeracy are in line with the objectives in the respective National literacy and numeracy strategy frameworks. Oral and mental development feature strongly in numeracy work, which is predominantly of a practical nature, working towards recording in accordance with the child's stage of development.



Assessment

Assessment is seen as crucial to the planning and development of the young child, and will be used to plan for progression.

In Nursery this is achieved and recorded through:

- Observation/photographs - a record of achievement;
- Parental input-“wow” vouchers, parents’ evenings and informal discussion;
- Transitional records.

In Reception this is achieved and recorded through:

- Observation/photographs - a record of achievement;
- Parental input - wow vouchers, parents evenings and informal discussion;
- The Early Years Profile.

The Role of Parents/Carers and Community Involvement

We aim to achieve good communication with our parents; we aim to listen and respond with a professional attitude. We value the role of parents and seek to promote a parent-friendly environment. We recognise parents as the first and most important educators of their children. All of the staff see themselves as partners with parents in providing care and education for their child. Further details about the ways in which we encourage the parents to play a part will be found in the EYFS handbook.

Links with Other Settings

We strive to maintain a good relationship with our feeder pre-schools by making visits to them and encouraging visits to us throughout the year. We meet at cluster, moderation and training meetings, giving us the opportunity to develop best practice throughout our setting and ensure smooth transition from one setting to another.

Admission to Nursery and Reception

A thorough induction programme has been set up for those starting the Nursery when they are 3 and for those starting Reception in the academic year in which they are 5. Further details will be found in the EYFS handbook and admissions policy.

Special Educational Needs

Children are offered the opportunity to develop a variety of skills and concepts, and practise these regularly in different contexts. We recognise that children have different starting points, work at different levels and paces, and require different challenges. These are met through differentiation, our SEN policy and working within the appropriate curriculum. The setting works to the requirements of the 1993 Education Act and the Special Educational Needs code of Practise (2001). Our Special Educational needs Co-



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ordinator is Sara Price for Nursery and Moira KIELTY for Reception, Key Stages 1, 2 and 3. Both coordinators work closely together.

Safeguarding Children

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Our employment practices protect children against the likelihood of abuse in our setting and we have a procedure for managing complaints or allegations against a member of staff. Our ways of working with children and their parents ensures we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty. More detail will be found in policies on safeguarding children.

Equal Opportunities

- We value each child's contribution.
- We will respect and value cultural diversity.
- We will aim to change stereotypes.
- We will not tolerate any form of discrimination.

Equality of opportunity is also covered in other policies.

Other Policies

Copies of Rose Hill Westonbirt policies and procedures specific to Early Years are attached to this policy. Further information about the organisation and opportunities for development and learning provided for the children within Early Years may be found in the Early Years handbook. The setting's policies help us to make sure that the service provided by the setting is of high quality and that being a member of the setting will be an enjoyable and beneficial experience for each child and her/his parents.

Resources

Children's independence is encouraged through a well organised environment where resources are easily accessible and suitably stored; a child-friendly environment is provided in order for this to be achieved. We aim to continue to improve our facilities for outdoor play in safe and secure surroundings.

Children are encouraged to work together, negotiating rules for learning areas and care of resources. Children will be given opportunities to make choices; they will be encouraged to consider each other's needs and to start developing empathy with the world around them.



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Staffing

It is the aim of Rose Hill Westonbirt to maintain a ratio of staff to children in accordance with the practise guidance. We currently operate a generous ratio of 6 children to one adult in the Nursery. In Reception there is 1 full-time Teacher and 1 full time classroom assistant. A key person approach is used in the Nursery, where each member of staff has a group of children for whom she/he is responsible. In Reception, the Teacher and classroom assistant work together with responsibility for the Reception group as a whole. Further detail will be found in policy on child care practise and suitable people.

Date for Review of Policy

This policy will be reviewed and updated when necessary in accordance with the school development plan. We will continue to review our practice and provide adult training and development where possible; each child deserves the very best for their education in the Foundation Stage.

Signed.....

Date.....

To be reviewed by