



POLICY FOR EARLY YEARS FOUNDATION STAGE

Written By: Nursery Manager

Date approved by Directors: _____

Signed _____

Date for Review: SEPTEMBER 2018

EARLY YEARS FOUNDATION STAGE POLICY

1. Introduction

This policy informs practice in the Nursery.

During the early years, children develop physically, socially, intellectually and emotionally at a great speed. All children are unique and the time children take to settle into learning routines varies enormously. The Early Years Foundation Stage builds on foundations of learning already made by the child either in Nursery or at home and aims to develop key skills: listening, speaking, concentration, resilience, physical and social skills. Thus communication, social and physical skills and then literacy and numeracy skills are increasingly introduced and practised. We urge parents not to become concerned if their child may appear to be “behind” other children. Profiles of learning in the Early Years are very inconsistent and if the Nursery staff have repeated concerns then the SENCO is informed and parents will be involved at all stages.

At Charters Ancaster our Early Years Foundation Stage begins with the Nursery. Classes are all led by qualified Early Years Teachers or Nursery Practitioners who are supported by mostly qualified Nursery Practitioners and a SENCO. The transition between Nursery and Reception classes of the parents’ choice is calm and happy, well managed and organised (see Transition policy). The Nursery classes have rooms in the main school and increasingly expectations of Reception children are woven into the Nursery day.

All work within the EYFS is designed with ‘The Unique Child’ in mind.

2. Admission

Admission takes place from 6 months years and we accept children in the Nursery at any time for a minimum of 2 sessions. Sessions are built up through consultation with parents and teachers based on assessment of each child and settling in periods.

The school welcomes children into the Nursery from other settings at any stage during the Early Years Foundation Stage. Children are invited to come for taster days in the Nursery as part of our transition programme before joining. We are also happy to liaise with the pupils’ schools of choice to reduce stress at transition to Reception classes. (see Transition from Nursery to Reception documents).

Late waiting is offered.

3. Aims

A happy and welcoming atmosphere is key to the learning at Charters Ancaster Nursery. We believe that children will learn best in a happy and settled environment. We endeavour to enlist parents as partners for the education and development of their children. Parents are informed and involved at all stages of their child’s education.

At Charters Ancaster Nursery our children have fun and through play, they discover the world at their own pace supported and encouraged by staff. We encourage children to be creative,

cooperative and confident as they work towards achievement and mastery of their targets and ultimately, through Reception classes, to Early Learning Goals.

At Charters Ancaster Nursery children learn to be numerate and literate at their own pace and they are challenged to become independent and confident enough to guide their own learning in all areas of the curriculum.

The importance of Play

We expect play to be central to our curriculum and we allow for a high percentage of child led activity.

Opportunities for play are numerous:

- Well equipped classrooms and outdoor areas including our own Forest School. Activities for different age groups are generally separated but they can come together when this is judged to be beneficial to learning.
- Indoor and outdoor play areas include climbing equipment, a mud kitchen, grassy areas and a Forest School. There is a well equipped music room, hall and astro turf. Both indoor and outdoor provision is well planned.
- Our grounds include grass and woodland, an astro turf and the use of a large hall and this offers children plenty of opportunities to explore and investigate the environment. A Forest School was started in September 2016 and Nursery children go to lessons weekly but also take full advantage of our field.
- A varied curriculum offers an appropriate balance of child initiated and teacher led activities.

4. Teaching and Learning

Teaching and learning:

- Our 'Open Door' policy gives parents regular catch up time with staff. Early morning drop off and pick up occasions help staff to make useful connections with parents and appointments can be made at any time should further consultation be necessary. Parents are also requested to add to online Learning Journeys. This partnership with parents is vital to our children's teaching and learning.
- Small classes ensure that the needs of each child are met individually.
- We encourage the children to have respect for the cultures of the world and our little community. We also provide opportunities for children to experience these cultures for instance through Pestalozzi visitors or the celebration of One World week. In addition to this, our curriculum continuously explores and expounds Fundamental British Values.
- Our team of highly qualified, dedicated and caring Early Years teachers and Nursery practitioners plan and work together to provide a high quality curriculum. Time is given within the working week for them to share ideas and plan for the unique child.
- We have specialist staff to teach Forest School and French is taught by a fluent practitioner.
- We aim to provide a huge variety of academic, social, artistic, musical and sporting experiences, including visiting speakers to the school and Forest School.

5. Behaviour Management (see also Behaviour Management Policy)

Behaviour is managed in the following ways:

- Positive and consistent behaviour management is maintained through a clear system rewards. Sanctions are kept to a minimum.
- We offer praise, clear feedback and focus on rewards and rules rather than punishment. We aim to create children who are sensitive to others and can increasingly regulate their own conduct and understand the needs of others.

6. Parental Involvement and Community Links

We provide a happy and supportive environment, forging strong partnerships between home and school.

- Each year begins with a parent meeting to inform parents of what goes on throughout the year and as their child progresses through the Nursery. Parents can meet staff on a daily basis.
- Parents' evenings are held in the Autumn, Spring and Summer terms.
- Information boards are used to keep parents up to date.
- Cheese and Wine or other social evenings for parents are held.
- Expertise of parents is used to enhance curriculum work when applicable (e.g. dentist visit).
- Home/school communication is through Tapestry and weekly and half termly news sheets. Nursery important dates are issued regularly and in good time to inform parents of all forthcoming events.
- The Nursery supports charities, both local and abroad, through different events throughout the year, which all children have the opportunity to be involved in.

7. Personal, Social and Emotional Education and the Pupil Voice

The Nursery's commitment to involving and consulting children stems from the "Listening to Children" provisions in Articles 12 and 13 of the United Nations Convention on the Rights of the child. These state that: A child's opinion will be taken into account in anything that affects them and children will have information disseminated to them in a way that enables them to make choices and decisions.

For children, involvement and consultation helps them to develop new skills such as negotiating, sharing and understanding the perspectives of others. It helps them understand how decisions are made and recognises that their opinions are important.

Each child has the opportunity to visit the nursery or school of choice prior to starting. There is a transitional programme for all children transferring from Nursery to Reception classes in external settings.

The children are encouraged to participate in a wide range of resources and facilities, enabling them to enjoy a variety of exciting activities. At all times, children are encouraged to share, take turns and act in an increasingly socially aware manner. The consistent expectations allow children to develop social competence and appropriate behaviour in a sensitive and supportive manner.

8. Equal Opportunities, Inclusion and Special Needs

The Curriculum will be taught in accordance with the “Special Educational Needs and Disabilities (SEND) Policy”, “Accessibility Plan Policy”, and “English as an Additional Language Policy.” All children will be encouraged to develop a positive attitude towards all people of our society.

We aim to make ‘reasonable adjustments’ for any child with learning difficulties and disabilities:

- Ramps and a disabled toilet are available within the school to cater for children with physical disabilities. Toilets within the nursery are also “accessible.”
- Our curriculum reflects a variety of ethnic faiths and cultures. Differences are explored in circle time and through planned and spontaneous activities.
- We have a SENCO on our staff, who works within the rooms and gets to know the Nursery children very closely. She is therefore well placed to advise on individual plans and is the point of contact for any local authority intervention. The SENCO also advises on “able” children and plans provision for them.
- It is the responsibility of the Nursery to ensure that we identify and help those children with special educational needs, including able children.

9. Curriculum

The curriculum should:

- Cover all aspects of the seven areas of learning at a level appropriate to a child’s age.
- Allow progress towards or hopefully beyond the early learning goals by the end of Reception .class of the chosen school
- Enrich children’s interests and cultural understanding.
- Be accessible to children with SEND or EAL.
- Promote children’s safety, self esteem, independence and well being.
- Encourage other people, e.g. parents, visitors etc., to contribute to the work of the setting.

10. Teaching and Learning Styles

All children are unique and we therefore plan for each child through a series of next steps.

We recognise that children have different learning styles:

- Experiences be adapted to challenge or suit individual children and teachers have been trained to recognise different learning modalities. The rooms therefore offer a range of multi sensory activities. Activities are well planned to allow access through all senses.

11. Independence and self esteem

We encourage self esteem and independence through:

- Child accessible indoor and outdoor areas where children can manage independently. This includes covered verandahs in the under two's building which are open at all times to allow for fresh air circulation and free flow activities.
- Manageable, purpose built child friendly doors and taps etc.
- Labelled pegs to find shoes, coats, etc. and clearly labelled classrooms with visual prompts. Children are encouraged to self register from a very early age.
- Routines are established and repeated so that children begin to feel the security and begin to preempt what will happen.
- We encourage table manners and correct use of cutlery to make eating a happy and sociable experience and aim to increasingly include some self service. At all times, children are encouraged to choose healthy options.
- We value and celebrate independence and work closely with parents to help children achieve independence at home with dressing etc. We ask parents to tell us when these WOW moments occur and contribute these moments to their child's Learning Journey.

12. Assessment, Recording and Reporting

We track children's achievements and progress through planned and spontaneous observation, focused assessment, listening and talking to the children and parents.

- A combination of summative and formative assessment informs planning and teaching to take each child forward in their learning. Next steps are given to parents in a regular and timely manner.

At Charters Ancaster Nursery we assess, record and report in the following ways:

- Daily communication between teachers, key workers and parents.
- Twice yearly parent evenings and open door policy.
- On line recording in the Nursery which can be accessed by parents. Some paper assessment is also carried out.
- Individual children's records are completed half termly, later to be passed on to the child's next teacher and reports are completed annually in the Reception class. A "Moving on" summative assessment is filled in for all children when they leave the nursery and visits are made to receiving schools.
- Assessment follows the two year check and all children are assessed on entry, mid year and exit of the subsequent years. Next steps are constantly in use.

13. Policy Owner The policy owner is the Nursery Manager

14. Issue Date: Issue date: September 2017.

15. Review Date

16. This policy will be reviewed annually. The next review is due in September 2018.