

Early Years Foundation Stage

Nemo's Nursery & Pre-School

EYFS Policy and Practice

The Early Years Foundation Stage (EYFS) sets the standard that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

Quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind;

A secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly.

Partnership working between practitioners and with parents and/or carers;

Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

There are four guiding principles that should shape good practice in nurseries. These are;

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through **positive relationships**;
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- **Children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

The staff teach children by ensuring challenging, playful opportunities across the Prime and Specific areas of learning and development.

The Areas of Learning and Development are split into **3 Prime Areas** which are-

Personal, social and emotional development which involves helping children to develop a sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Physical development which involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations

The specific areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning.

The **4 Specific Areas** are-

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics which involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

Understanding the world which involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive arts and design which involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

On-going formative assessment is at the heart of effective early years practice. Staff begin by observing each child. They then assess and analyse to see what the observations tell us about the child. Then they plan future experiences, opportunities, learning environments, resources and routines to help support each child's learning

and progress. We are also now taking an in-depth look at each child's Characteristics of Effective Learning, observing how they learn through their engagement, motivation and thinking.

We use the Development Matters guidance material throughout the EYFS as a guide to making best fit judgements about whether a child is showing typical development for their age, who may be at risk of delay or is ahead for their age. Two yearly progress reports, and progress checks at age two, supports information sharing with parents, colleagues and other settings.

Information for Parents and Carers

If you would like any further information you can order the 'Development Matters in the Early Years Foundation Stage' document by visiting their website or address at www.early-education.org.uk

Early Education, 136 Cavell Street, London, E1 2JA

The EYFS statutory framework is available on the Foundation Years website as well as the Department for Education website:

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Selecting Play Equipment and Toys

The toys and equipment in the nursery provide opportunities for children, with adult help, to develop new skills and concepts in the course of their play and exploration, which support learning through play and the following areas of development:

Physical Motor Skills

Hand and Eye Co-ordination

Language and Speech Development

Creative Development

Social and Emotional Development

The equipment we provide:

Is appropriate for the ages and stages of the children in our care. Offers challenges to developing physical, social, personal and intellectual skills. Features positive images of people both male and female, from a range of ethnic and cultural groups, with and without disabilities. Includes a raw range of materials which can be used in a variety of ways and encourage an open-ended approach to creativity and problem-solving. Will enable children, with adult support, to develop individual potential and move towards required learning goals. Conforms to all relevant safety regulations and is sound and well-made.