

Early Years Foundation Stage Policy

AWAITING UPDATE SEPT 25

The Den is committed supporting the requirements of the Statutory Framework for the Early Years Foundation Stage.

The Early Years Foundation Stage sets standards to enable early years providers (caring for children from birth to five) to reflect the rich and personalised experience that many parents give their children at home. All providers have an important role to play in children's early years experiences – including out of school childcare providers.

The overarching principles of the EYFS:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured - *we use positive encouragement and praise to motivate the children in our care.*
- children learn to be strong and independent through **positive relationships** - *we aim to develop caring, respectful, professional relationships with the children and their families.*
- children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers - *we observe children so we understand their current interests and development before planning appropriate play-based activities for them.*
- Importance of **learning and development**. Children develop and learn at different rates (see “the characteristics of effective teaching and learning” at paragraph 1.15.) The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND) - *we tailor the experiences we offer the children in our care according to their individual needs and abilities.*

Areas of learning:

Children will be taught through games and play. The areas of learning are:

Prime areas:

- communication and language
- physical development
- personal, social and emotional development

Specific areas:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Activity Planning:

In planning and guiding children's activities, we reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Assessments:

Your child's progress will be reviewed when they're between 2 and 3 by an early years' practitioner or health visitor. In Primary school their class teacher will assess them at the end of the school year when they turn 5.

The assessment is based on classroom observation - your child won't be tested. It uses the early learning goals, which can be found in the [early years framework](#).

Your child will not be assessed at The Den and we do not make judgements on your child's progress. We are however always happy to discuss with you, observations of your child at play.

The EYFS states: "Providers offering care exclusively before and after school or during the school holidays for children who normally attend Reception (or older) class during the school day do not need to meet the learning and development requirements. However, providers offering care exclusively before and after school or during the school holidays for children younger than those in the Reception class age range, should continue to be guided by, but do not have to meet, the learning and development requirements. All such providers should discuss with parents and/or carers (and other practitioners/providers as appropriate, including school staff/teachers) the support they intend to offer.

The designated EYFS coordinator at the Club is Anna Griffin who is responsible for:

- Identifying EYFS children when they join the Club, and informing the other staff
- Determining the primary EYFS provider (typically, the school) for each child
- Assigning a key person for each EYFS child (Jackie Stanfield)
- Establishing parent partnership with the parents/carers for each EYFS child
- Liaising with the primary EYFS provider to discuss what support the Club offers to EYFS children
- The Club provides a mix of adult-led and child-initiated activities. The Club follows play principles, allowing children to choose how they occupy their time, and never forces them to participate an activity.

Written in accordance with the Statutory Framework for the Early Years Foundation Stage (2017): Before/after school care and holiday provision [3.40] and Safeguarding and Welfare Requirements: Information for parents and carers [3.73] and The Learning and development requirements, Footnote 5, p7

01/09/2023	Signed: AGriffin