

EARLY YEARS FOUNDATION STAGE POLICY

Aims and Objectives

In our Foundation Stage at Carlton Colville Primary School we aim:-

1. To provide a happy, safe and caring environment that is both stimulating and challenging.
2. To value each child as an individual. Building on children's successes and previous experiences as a starting point for learning.
3. To develop respect for one another and the environment by promoting tolerance, understanding, independence and co-operation in both work and play.
4. To provide a broad and balanced curriculum with first hand experiences which encompass each of the 7 areas of learning.
5. To enable children to communicate effectively with adults and peers by providing opportunities to talk, listen, review and reflect.
6. To give children the opportunities to make choices, work independently and alongside others.
7. To develop children's physical skills by valuing structured outdoor play.
8. To work in partnership with parents, encouraging home - school links.
9. To provide challenging activities which require the children to make links and think creatively.

Admissions Procedure

Parents wishing to register their children for Nursery should see Mrs Hodge in our school office.

Our Nursery offers places to children in our locality and also those out of locality. A place in our Nursery does not guarantee a full-time place at our school.

The local authority recognises that all three and four year olds have a right to a quality pre-school provision.

The criteria are set by the school and follows Local Authority Guidelines. Children are admitted in chronological order, according to the criteria.

Any exceptions are at the discretion of the school Governors under the local Authority Guidance. All three term in-catchment area children will take priority and be considered for a place at our Nursery if we still have places available.

Nursery Entry/1st Stage

After the allocation of the Nursery Places, parents will receive written confirmation of their child's place and are requested to return the acceptance form in order to receive a place for their child at our Nursery.

Parents are given a Nursery Brochure and invited to an Open Session before their child starts Nursery.

Open Sessions

New children, prior to starting at our Nursery are invited, with their parents to an informal open session. The session is held prior to the start date, with the Nursery only open to New Intake Children.

During the session, children, with their parents, have an opportunity to experience some of our structured play activities and to familiarise themselves with the staff and the environment of the Nursery.

Nursery Entry/2nd Stage

When a child next visits us they will be starting nursery in an allocated morning or afternoon place. At the beginning of each term the new intake is staggered, so as to allow time for each child to settle and familiarise them with our routines. This procedure can take up to the first two weeks of each term, depending on numbers entering our nursery.

Nursery Routines

Carlton Colville Nursery is a 52 place nursery offering either five morning or five afternoon sessions for children in our locality.

Our Nursery offers extended sessions of 3 hours in line with government recommendations.

Each daily session offers the same activities and opportunities. We use the school hall weekly for apparatus, dance or ball skills. We operate a free flow system where children are able to access our indoor and outdoor environments. The outdoor area is a shared Nursery and Reception space which includes grassed areas, shaded areas and a forest area.

Our daily routine is organised around the seven areas of Learning and Development as set out in the EYFS Practice Guidance.

Circle time and story time are important daily social events that mark the beginning and end of the nursery sessions. They are a time of coming together to discuss the activities available and at the end of the session an opportunity to reflect and share on what each child has achieved.

Milk, water and fruit are available throughout the session and also provide an opportunity for children to socialise with each other.

Parental Involvement

Nursery is the beginning of an important partnership between Home and School. It is a two-way process between parents and staff for the benefit of the children.

Parents are always welcome in our nursery, follow safeguarding guidelines and are encouraged to help on a voluntary basis.

Activities that parents take part in are wide ranging and include playing games, building with construction toys, using the computer, playdough, sharing books and craft work. Termly home learning tasks encourage the children to work with an adult at home to complete an activity based around the termly theme.

Moving on to the Reception Class

The Nursery and Reception teachers plan together and support the transition of children from nursery to school in various ways.

Children have open access to the Reception class in the half-term before they are admitted to main school. The Nursery and Reception children share an outdoor area and this area is supervised by Nursery and Reception staff.

The children are also invited to stay for a school dinner before starting school.

Parents are invited to attend an Induction Meeting which is an opportunity for parents to meet staff, to be informed about their child's education and welfare and to discuss the expectations of being a Reception child.

Nursery staff liaise with reception teachers regarding any special needs children and to discuss individual children's Learning Journey and record sheets. Before the child joins Reception there is a transition period where they get to meet their new teacher and spend time in their new classroom. Children who do not attend our Nursery but have a Reception place are also invited to attend. Nursery and Reception staff complete moderation of children's learning throughout the school year.

All reception children start in small, staggered groups enabling the teacher to secure the well-being of each child in their new setting.

Parents are also invited to a story share session at the end of their child's first day.

Liaison with other Pre-school Providers and Agencies

The local playgroup leaders visit our nursery to share information regarding the new term's intake and bring small groups of children for weekly visits in the term before they start Nursery.

We regularly have students on placement from both college and local High Schools.

The school nurse and local dental nurse are invited from time to time to talk about her roles and routine procedures that she carries out (eye test, hearing test).

We liaise with other agencies whenever we deem it necessary, to support our work and to develop the children's understanding.

Special Educational Needs

When considering a child with Special Educational Needs we discuss the matter with the Headteacher, the Special Needs Co-ordinator and arrange a consultation with the parents.

If we need to seek further advice we contact the Advisory Teacher for Pre-school Children with Special Educational Needs.

The Early Years Foundation Stage (EYFS)

We follow the Practice Guidance for the EYFS, which sets the standards for Learning, Development and Care for children from birth to five years of age.

The EYFS lays a secure foundation for future learning through learning and development that is planned around the individual needs and interests of the child, and informed by the use of ongoing observational assessment.

There are seven areas of learning and development that must shape educational programmes in Early Years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive. These three prime areas are:-

- Communication and language
- Physical development
- Personal, social and emotional development

Our children are also supported in four specific areas through which the prime areas are strengthened and applied. The specific areas are:-

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

In planning and guiding our children's activities we take into account the different ways that children learn and reflect these in our practice. Three characteristics of effective teaching and learning are:-

- Playing and exploring
- Active learning
- Creating and thinking critically

All experiences should reflect our multi-cultural society, British values and provide equality of opportunity. (See Equalities Policy)

Personal, Social and Emotional Development (PSED) (P)

Children are provided with experiences and support which will help them to develop a positive sense of themselves and of others; social skills; and a positive disposition to learn. We aim to support children's emotional well-being to help them to know themselves and what they can do.

PSED is made up of the following aspects:

- Self-confidence and self-awareness
- Making relationships
- Managing feelings and behaviour

Communication and Language (CL) (P)

Children are supported in learning and becoming competent in communicating, speaking and listening and understanding. They are provided with opportunity and encouragement to use their skills in a range of situations and for a range of purposes, and be supported in developing the confidence and disposition to do so.

CL is made up of the following aspects:

- Language and attention
- Understanding
- Speaking

Mathematics (M) (S)

Children are supported in developing their understanding of mathematics in a broad range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding. They are provided with opportunities to practise these skills and to gain confidence and competence in their use.

Mathematics is made up of the following aspects:

- Numbers
- Shape, space and measures

Literacy (L) (S)

Children are given opportunities to learn to read and write using a combination of structured activities and free play. We currently use the Letters and Sounds phonics programme and Jolly Phonics to deliver this.

Literacy is made up of the following aspects:-

- Reading
- Writing

Understanding the World (UW) (S)

Children are supported in developing the knowledge, skills and understanding that help them to make sense of the world. Their learning is supported through opportunities to use technology; encounter creatures, people, plants and objects in their natural environments and in real-life situations; undertake practical 'experiments'; and work with a range of materials.

UW is made up of the following aspects:

- People and communities
- The world
- Technology

Physical Development (PD) (P)

The physical development of children is encouraged through the provision of opportunities for them to be active and interactive and to improve their skills of co-ordination, control, manipulation and movement. They are supported in using tools correctly and begin to make marks and form recognisable letters. They are

supported in developing and understanding of the importance of physical activity and making healthy choices in relation to food.

PD is made up of the following aspects:

- Movement and handling
- Health and self-care

Expressive Arts and Design (EAD) (S)

Children's creativity is extended by the provision of support for their curiosity, exploration and play. They must be provided with opportunities to explore and share their thoughts, ideas and feelings, for example, through a variety of art, music, movement, dance, imaginative and role-play activities, mathematics, and design and technology.

EAD is made up of the following aspects:

- Exploring and using media and materials
- Being imaginative

Assessment

The Early Learning goals establish expectations for most children to reach by the end of the Early Years Foundation Stage, but are not a curriculum in themselves. At the end of the Reception years children will be judged as emerging, expected or exceeding these goals.

Ongoing assessment takes place throughout the Early Years Foundation Stage and we use I pads and the 2Simple software as a way of recording our children's achievements. Our children's assessments are tracked using the Target Tracker software and regularly moderated at local moderation meetings. (see assessment policy).

Children's achievements are discussed verbally with parents twice a year at Parents Evenings. They also receive a written report at the end of the school year and a mid year learning summary which identifies progress against the Early Learning goals and summarises individual next steps for learning.

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