

# CARLTON COLVILLE 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 and co-operation in both work and play.
4. To provide a broad and balanced curriculum with first hand experiences that encompass each of the 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.

## **Admissions Procedure**

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

Our Nursery offers places to children in our locality and also those out of locality who wish to continue their full-time education at our school.

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

A joint Selection Panel, comprising the Nursery teachers from the South Lowestoft Cluster of primary schools and the Early Education Co-ordinator meet termly to allocate places.

The criteria are set by the local authority and children are admitted in chronological order, according to the criteria, (the number is dependant on the spaces available).

Any exceptions are at the discretion of the Selection Panel and the Local Authority. 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 completion of the Nursery Panel Meeting, parents 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 full-time.

## **Open Sessions**

New children, prior to starting at our Nursery are invited, with their parents to an informal open session. The session is held on the first day of term, 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 full-time 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.

From September 2010 our Nursery will offer extended sessions of 3 hours in line with government recommendations.

Children are admitted to family grouped sessions, as there is always a nucleus of established children who know the routines and therefore, can act as role models for the new children.

Each daily session offers the same activities and opportunities. We use the school hall weekly for apparatus, dance or ball skills and can use the school playing field and 'Play Zone' when appropriate. There are also opportunities for us to take part in Celebration Assemblies, to visit the Reception class and to use the school library on a weekly basis.

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

Circle time and snack/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 and follow safeguarding guidelines and encouraged to help on a voluntary basis. Parent helpers are required to be CRB checked unless they are helping on a 'one-off' basis on a special outing, i.e. to Grove Woods.

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.

### **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 visit the Reception class several times in the half-term before they are admitted to main school and Reception teachers visit the Nursery. They are also invited to stay for a school dinner. At Christmas time the Nursery and Reception classes put on a Foundation Stage production together.

Parents are invited to attend an Induction Meeting which is an opportunity for parents to meet staff, and to be informed about their child's education and welfare.

Nursery staff liaise with reception teachers regarding any special needs children and to discuss individual children's nursery profiles and record sheets.

On entering school, Reception children attend part time for 2 days, enabling the teacher to secure the well-being of each child in their new setting.

### **Liaison with other Pre-school Providers and Agencies**

The local playgroup leaders visit our nursery weekly, integrating some of their children into our daily activities. We also have opportunities to share information regarding the new term's intake.

Our nursery children still visit Grove Primary School and the woods attached to their school. Reception classes visit Grove woods to take part in 'Forest Skills' activities.

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

The school nurse is invited from time to time to talk to the children about her role 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.

The EYFS is made up of six areas of Learning and Development. All areas of Learning and Development are connected to one another and are equally important. They are as follows:

- Personal, social and emotional development
- Communication, language and literacy
- Problem Solving, Reasoning and Numeracy
- Knowledge and understanding of the world
- Physical development
- Creative development

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

### **Personal, Social and Emotional Development (PSED)**

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:

- Dispositions and Attitudes
- Self-confidence and Self-esteem
- Making Relationships
- Behaviour and Self-control
- Self-care
- Sense of Community

### **Communication, Language and Literacy (CLL)**

Children's learning and competence in communicating, speaking and listening, beginning to read and beginning to write is supported. 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. Both Nursery and Reception classes use the Letters and Sounds phonics programme as appropriate.

CLL is made up of the following aspects:

- Language for Communication
- Language for Thinking
- Linking Sounds and Letters
- Reading
- Writing
- Handwriting

### **Problem Solving, Reasoning and Numeracy**

Children are supported in developing their understanding of Problem Solving, Reasoning and Numeracy 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.

PSRN is made up of the following aspects:

- Numbers as Labels for Counting
- Calculating
- Shape, Space and Measures

## **Knowledge and Understanding of the World (KUW)**

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 a range of tools safely; 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.

KUW is made up of the following aspects:

- Exploration and Investigation
- Designing and Making
- ICT
- Time
- Place
- Communities

## **Physical Development(PD)**

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 all of their senses to learn about the world around them and to make connections between new information and what they already know. 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 Space
- Health and Bodily Awareness
- Using Equipment and Materials

## Creative Development(CD)

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.

CD is made up of the following aspects:

- Being Creative - Responding to Experiences, Expressing and Communicating Ideas
- Exploring Media and Materials
- Creating Music and Dance
- Developing Imagination and Imaginative Play

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. Some children will have exceeded the goals while other children will be still working towards some or all of the goals.

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