

Policy for the Early Years Foundation Stage – F1 (Nursery)



Conisbrough Ivanhoe Primary Academy

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Policy for the Early Years Foundation Stage – F1 (Nursery)

Within this document, the term Early Years Foundation Stage (EYFS) is used to describe children who are in our F1 (Nursery) and F2 (reception) classes.

Aim

At Ivanhoe we aim to provide the highest quality care and education for all our children, thereby giving them a strong foundation for their future learning. We take this very seriously, and in order to ensure that such high levels of quality are maintained, the entire day is led and managed by a qualified teacher. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent individuals, as well as learners. We value each individual child and work alongside parents and others to meet their needs and help every child reach their full potential. In addition, we aim to ensure that the Nursery supports staff-retention– childcare on site will enable teachers with young children greater flexibility when planning their work commitments, to the benefit of the school.

As outlined in the EYFS (2014), 'Every child deserves the best possible start in life and the support that enables them to fulfil their potential'. Children develop quickly in the early years, and research shows that a child's experiences between birth and the age of five have a major impact on their future life chances. It is with this in mind, along with meeting the needs of our school community, that we operate a flexible approach to Early Years education, and offer extended care provision, between the hours of 7:30am and 5:30pm. We offer excellent breakfast, lunchtime and tea time provision, as well as structured activity sessions in a morning and afternoon. Prices for extended services are attached at the end of this policy as Appendix 1.

The following documents should be read in conjunction with this policy: Health and Safety Policy, Equal Opportunities Policy; Behaviour Policy.

We adhere to the Statutory Framework of the EYFS and the **four guiding principles** that shape practice within Early Years settings, which 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
- Children **develop and learn** in different ways and at different rates

Principles into practice

To deliver these principles through our everyday practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as a vehicle for learning
- Promote equality of opportunity and anti-discriminatory practice. We provide early support and intervention for those children who require additional support
- Work in partnership with parents and adults within the wider context
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities for children to engage in activities that are a mixture of adult-directed and child-initiated

- Have a key person approach to develop close relationships between adults and children
- Provide a secure, safe and stimulating learning environment both indoors and out

Foundation Stage Curriculum

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stage of development across all areas of learning and development.

There are seven areas of learning and development, and all are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, for building their capacity to learn, to form relationships and to thrive.

These areas are the **prime** areas:

- **Communication and Language**
- **Physical Development**
- **Personal, Social and Emotional Development**

Practitioners working with children in F1 will focus strongly on the three prime areas, which are the basis for successful learning in all other areas. The three prime areas reflect the key skills and capacities **all** children need in order to develop and learn effectively and become ready for F2.

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

Children are provided with a range of rich, meaningful first-hand experiences in which they explore, think creatively, and are active. As a team, we develop long term and medium term plans using the EYFS (2014) based on a series of topics or themes, each of which offers experiences across all seven areas of learning and development. These plans then inform our short-term weekly planning, alongside our observations, which remain flexible to allow for unplanned circumstances and/or following children's interests.

Children will participate in whole group and small group times. Children take part in daily Mathematics and Literacy teaching activities, as well as song, rhyme and story times.

The curriculum is delivered using a play-based approach as outlined in the EYFS (2014) 'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities'. We plan a balance between children having time to develop and engage in their own child-initiated activities, and those that are planned by adults. During children's play,

early years practitioners intervene where appropriate, in order to stretch and challenge children further. In planning and guiding children's activities, we reflect as practitioners on the different ways that children enjoy and choose to learn, and reflect these in our practice.

We create a stimulating environment, both indoors and out, to encourage children to free-flow between the two.

Observation and Assessment

As part of our daily practice we observe and assess children's learning and development to inform our future plans. We record our observations in a variety of ways. Everyone is encouraged to contribute to the assessment process, and discussions take place regularly between staff. Significant observations of children's achievements are gathered, which are shared with parents. Each term parents are invited to attend a parents evening to discuss their child's progress and experience, and reports are written at least twice per year.

Safety

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make safe and sensible choices and assess appropriate risks. Further information can be found in Ivanhoe's Health and Safety policy.

Inclusion

We value all our children as individuals at Ivanhoe, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that our children achieve to the best of their ability. We strongly believe that early identification of children with additional needs is crucial in enabling us to give children the support that they need, and in doing so, work closely with parents and outside agencies.

Parents as Partners and the Wider Community

We strive to create and maintain a successful partnership with parents and carers, as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in various ways such as: Weekly book mornings; daily wake up work; Stay and play sessions; weekly newsletters; the school website; family homework and many more things besides. We also appreciate that supporting children's learning can be difficult if parents are not confident in how they can do this. Therefore, we hold parent workshops to support parents in engaging in their child's learning at the various stages.

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information about children with other professionals to provide the best support possible. This will always be done in accordance with Ivanhoe's policy for Safeguarding Children.

Transitions

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings. Children attend drop in sessions during the term before entry into F1, to develop familiarity with the setting and practitioners. Children new to our setting are also visited either at home or in their current setting. Parents are assured that should their child need to, individual

arrangements can and will be made for transition based upon the child's needs. Children receive a small booklet containing photographs and complete an 'All about me' sheet, whilst parents receive their own booklet which contains useful information. Meetings are held with parents so that they too may be well prepared in order to support their children in transition. Children in F1 enter primarily at either September or January.

Appendix 1

Charges for Wrap-around Provision

<u>Session</u>	<u>Cost</u>
Breakfast Club only (7:30 – 8:30)	£3.00
7:30 – 12:30 session (including breakfast and lunch)	£17.00
8:30 – 11:30 session	£10.50
Lunch Club (11:30 -12:30)	£4.00
12:30 – 3:30 session	£10.50
12:30 – 5:30 session (including tea)	£16.00
Tea Club (3:30 - 5:30)	£6.00

Children who are taking their 15 hours flexibly **must pay** for lunch club if they are staying at the Nursery between 8.30am and 3.30pm.