


EYFS Policy

Smarty's Day Nursery

	Toddlers Forest School 2-4 Taverners Drive, Stone, Staffordshire ST15 8QF	<u>Issued and approved</u> by: Smarty's Day Nursery CEO Janet Skelton CFO Bethany Bereit COO Matthew Davies Date: March 2022	<u>Date of next review:</u> March 2023
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Introduction

'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 a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.'

Statutory Framework for the Early Years Foundation Stage- 31 March 2021

The Early Years Foundation Stage applies to children from birth to five. At Smarty's nursery the children can start their educational journey from the age of 6 weeks old until the age of 4 years old when they are ready to start school. Early childhood is the foundation on which children build the rest of their lives.

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;
- 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 parents and/or carers;
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

At Smarty's nursery we aim to achieve this by:

- Setting the standards for individual learning, development and care to enable each child to fulfil their potential.
- Providing for equality of opportunity and anti-discriminatory practice
- Creating the framework for partnership by working with parents, professionals and other outside agencies
- Ensuring that learning and development is planned around the individual needs and interests of the child and informed by the use of on-going observational assessment.
- Laying a secure foundation for future learning through the provision of a key person, individual learning plans and enabling environments.

The Early Year's is based upon the following four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

Unique Child

At Smarty's we have the philosophy that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use positive praise and encouragement, as well as celebration assemblies and rewards, to encourage children to develop a positive attitude to learning

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children Smarty's nursery are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school. In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's life experiences when planning for their learning. In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special

educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Using a wide range of teaching strategies and approaches based on children's learning needs.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- Monitoring children's progress and taking action to provide support as necessary.

It is important to us that all children in the nursery are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological wellbeing of all children.

Welfare

“Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.”

At Smarty's, we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. We understand that we are required to:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment are safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

Positive Relationships

At Smarty's nursery we understand that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Talking to parents about their child before their child starts in our nursery.
- Inviting all parents to an open day/ show round before their child starts nursery.
- Offering parents opportunities to talk about their child's progress and targets through meetings with the parent, and nursery teacher at least once a term. (pre covid)
- Formulating reports, which inform parents of their child's attainment and progress at the end of each term.
- Arranging a range of activities throughout the year that encourage collaboration between child, school and parents: family learning courses, parent events, sports day etc;

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. All children have a 'key worker'. The key person approach is aimed at enabling and supporting close attachments between children and practitioners. The role of the key person is to meet the needs of each child in their care and respond to their feelings, talking to parents and working in partnership with them.

Enabling Environments

At Smarty's nursery, we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning. We have recently been inspired by 'The Curiosity

Approach' and the theory behind this approach. All of our settings have started to implement aspects of this stepping away from plastic toys which may limit a child's develop and introduced natural and diverse recourses to encourage the children to use their imaginations and take that roof off learning by creating awe and wonder on a daily basis. Each setting uses their environments as another educator ensuring they are purposeful.

Observation, Assessment and Planning

The Planning within the EYFS follows the 3 I's, Intent, Implement, Impact. Staff provide long and medium term planning with set themes. These plans are used by the EYFS staff as a guide for weekly planning. However the practitioner may alter these plans in response to the needs (achievements and interests) of the children. This will be indicated on weekly planning. On entry into nursery the children are assessed using starting points which are handed to the child's parents for them to highlight where they feel their child's development is at. The nursery staff will also provide a baseline assessment to each child once they have settled into their nursery setting. We make regular assessments of children's learning (2 year checks) and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of formal and informal observations. Staff use the electronic learning journal tapestry to complete 'snap shot' (short) observations and photographs to demonstrate children using skills independently through continuous provision. Parents can access their child's tapestry via their own secure log in details and comment on activities they see. Parents can also upload their own photos and messages to inform staff of what their child is achieving at home.

The Learning Environment

The nursery classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, quiet or rest. The classroom is set up in specific learning areas, where children are able to find and locate equipment and resources independently. Each of our settings has its own enclosed outdoor area as we believe that being

outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the chance to explore, use their senses, develop their language and be physically active. We plan activities and resources for the children to access both indoors and outdoors that help the children to develop in all 7 areas of learning.

Learning and Development

At Smarty's, we know that children learn and develop in different ways and at different rates. There are seven areas of learning and development that must shape the educational provision in Early Years Settings. These are divided into prime and specific areas.

The three prime areas are important in developing children's curiosity and enthusiasm for learning.

Prime areas

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

The other four areas are called specific areas. Through these the prime areas are strengthened further.

Specific areas

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

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

Teaching and Learning Style

Effective teaching and learning takes place daily within our nursery through:

- the partnership between staff and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- the understanding that staff have of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are shared with parents;
- the good relationships between our nursery and the settings that our children will be joining after their Smarty's journey.

The Characteristics of effective learning

Playing and exploring

“Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children’s development.” Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

Active Learning

“Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.” Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.


Creating and Thinking Critically

“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.” Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children’s thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

Monitoring and review

It is the responsibility of the nursery staff to follow the principles stated in this policy. The COO will be carrying out monitoring of the EYFS, which is shared with the CEO and CFO. The managers will be responsible for carrying out, peer on peer observations, supervisions and appraisals.

Smarty's Curriculum Policy

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Mission statement

A nurturing environment where quality and opportunities make an impact on a child's education. Creating curious learners by providing real life experiences encompasses what we are all about. We encourage the children to become independent thinkers, doers and believers in both themselves and in the magic surrounding them through purposeful, meaningful play.

Our Vision

Our nurturing environment aims to prepare our children for the next stage in their life. We deliver a tailored curriculum which is inspired by aspects of the curiosity approach, enabling children to become creative pioneers of their own learning and development, taking risking and challenging themselves through purposeful play and real life experiences. A Smarty's child will be kind, caring, and become independent learners embracing new opportunities at ease. The children will be happy, feel loved, safe and secure throughout their time with us.

Curriculum overview

Intent

At Smarty's our curriculum is enriched with a variety of 'real life' hands on learning experiences that support a child's learning and development. Our intent is to plan and deliver activities to encourage children to develop a curiosity and love for learning in order to achieve to their full potential. Our purpose is to provide a holistic approach to learning in order for our children to not only learn through play but develop the skills to become critical thinkers in order to become the very best versions of themselves which will then prepare them for later in life.

Parents play an essential part of learning for the children and strong relationships are fostered with staff. We are committed to the families we serve, providing support and encouragement to ensure they feel valued and respected. Our goal is to support each child in achieving their full potential through their Smarty's journey ensuring by the time they leave pre-school they are prepared and have a smooth transition to primary school and a positive impact on the local community.

Implementation

Our curriculum is implemented primarily through hands on learning experiences provided by staff through child interests and staffs knowledge. We ensure that our curriculum is progressive from the initial starting points until the end of their time at nursery, showing development progress. We provide the tools, guidance and support as well as using our extensive knowledge to challenge children's abilities and push them up the ladder of learning. We do this by listening

to the child's voice through observation and therefore allowing them to lead their own learning through their interests.

Our curriculum is underpinned with linked quality texts dependent upon the theme and we actively teach key vocabulary to enable children to gain a deep understanding of the topic. Topics are also enriched through a range of activities which help to bring the learning alive. These activities are discussed with staff members and added to the settings weekly/ medium term planning. Each setting has their own topics and key texts linked to the children's interests.

The long term plan is used across the company and is used alongside other themes. It is developed to ensure that children are able to build upon prior learning of the seasons, drawing on knowledge from previous settings and extending their thinking into new learning gaining a greater depth of knowledge of the seasons all around us. We do most of this learning outdoors in real life experiences through forest school sessions.

Impact

Our curriculum ensures we have set goals we strive for each child to achieve by the time they have completed their Smarty's journey. It ensures that children are prepared for their next stages of development when moving onto the next setting and that they can transition with the necessary knowledge and skills to bring them success and raise attainment in the future. The enrichment opportunities provided at Smarty's strive to broaden horizons and take 'the lid of learning' allowing the children to become anything they wish to be whilst believing in the magic of education.

Cultural Capital

Cultural Capital in the Early Years Foundation Stage (EYFS) The term cultural capital has been added to Ofsted's new Education Inspection Framework (EIF), that came into effect on 1 September 2019. The framework states that Cultural capital in Early Years is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. A beautiful quote to sum up the aim of the incorporation of cultural capital,

“An engaging curriculum should have secret doors in familiar worlds where children open doors into worlds they didn't know existed. This may or may not result in higher attainment, fitting puzzle pieces into gaps, but it will excite and engage them and plant a seed of curiosity in their future.”

Juliet Mickelburgh- Foundation Stage Forum.

Progression grids for the 3 prime areas

These progression grids outline what key skills we want, as a setting, a child to achieve by the time they leave your building ready for the next stage in their development.

	<u>Babies</u>	<u>Toddlers</u>	<u>Pre-school</u>
<u>Communication and Language</u>			
<u>Personal, Social and Emotional</u>			
<u>Physical Development</u>			