

# How we deliver the EYFS

Provision for our children's development and learning is guided by The Early Years Foundation Stage (EYFS) document produced by the DoE together with guidance from our Local Authority Early Years professionals and the Ofsted. Our provision reflects the four guiding themes and principles of the Early Years Foundation Stage.

## Unique Child

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

## Positive Relationships

Children learn to be strong and independent through positive relationships.

## Enabling Environment.

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, parents and carers.

## Learning and Development

Children develop and learn in different ways. The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities.

## How we provide for development and learning

Children start to learn about the world around them from birth. The care and education offered by our setting helps children to continue to do this by providing them with interesting and challenging activities that are appropriate for their age and stage of their individual development. We also provide children spontaneous experiences, interactive play, group work and phonic learning, as part of their daily experience with us.

The Areas of Development and Learning:

<b>PRIME AREAS:</b>	Communication and Language: <ul style="list-style-type: none"> <li>• listening and attention</li> <li>• understanding</li> <li>• speaking</li> </ul>
	Physical: <ul style="list-style-type: none"> <li>• moving and handling</li> <li>• health and self-care</li> </ul>
	Personal Social and Emotional Development: <ul style="list-style-type: none"> <li>• making relationships</li> <li>• self confidence and self awareness</li> <li>• managing feelings and behaviour</li> </ul>
<b>SPECIFIC AREAS:</b>	Literacy: <ul style="list-style-type: none"> <li>• reading</li> <li>• writing</li> </ul>
	Mathematics: <ul style="list-style-type: none"> <li>• numbers</li> <li>• shape, space and measure</li> </ul>

	Understanding of the World: <ul style="list-style-type: none"> <li>• people and communities</li> <li>• the world</li> <li>• technology</li> </ul>
	Expressive Arts & Design: <ul style="list-style-type: none"> <li>• exploring and using media and materials</li> <li>• being imaginative</li> </ul>

We plan for the children to develop in each of the area with care and attention to support bearing in mind individual needs and their level of progress. For each area, the level of progress children should be expected to have attained by the end of the Early Years Foundation Stage is defined by the Early Learning Goals. These goals state what it is expected that children will know and be able to do by the end of the reception year of their education.

The ‘Development Matters’ guidance together with the Early Years Foundation Stage Profile sets out the likely stages of progress a child makes along their learning journey towards the early learning goals. Our setting pays due regard to these when we assess children. We plan our curriculum, we follow, we review their progress and assess their next stage of development and what needs to be put in place to support this.

## **Our approach to planning for learning and development and assessment**

### **Learning through play**

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Our setting uses the Early Years Foundation Stage ‘Development Matters’ guidance to plan and provide a range of play activities which help children to make progress in each of the areas of learning and development. In some of these activities children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity. In all activities information from the Development Matters guidance to the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

### **Characteristics of effective learning**

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the Development Matters guidance to the Early Years Foundation Stage as:

- playing and exploring – engagement
- active learning – motivation
- creating and thinking critically – thinking

We aim to provide for the characteristics of effective learning by observing how a child is learning and being clear about what we can do and provide in order to support each child to remain an effective and motivated learner.

### **Accessible provision**

The inclusivity of our provision is a key feature of driving up quality. As early years professionals, we can see the impact that reduced stimulation or exclusion from activities, even when accidental, can have on children, and consequently we know that appropriate resources and staff to support appropriately must be as accessible.

To help deliver that accessibility, it is important to assess our provision to children's needs on a daily basis, and gauge how it also responds to the needs of children for whom English is not their home language, or for those with special needs. Where necessary, we seek support and guidance from our local authority childcare professionals to ensure services are as open as possible to disadvantaged children, so make sure you take advantage of all the support on offer.

Partnership working with an emphasis on health and parental involvement is another key factor in our provision. We encourage all our parents and carers to get involved with our provision, spend time with us, give us their views and comment on our services. We take our parents' comments very seriously and make changes to the way we work to continually improve our provision.

### **Assessment**

We assess how our children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs and their work in the nursery and at home to document their progress and where this may be leading them. We believe that parents know their children best and we ask them to contribute to assessment by sharing information about what their children like to do at home and how they as parents are supporting development.

We make periodic assessment summaries of children's achievement based on our ongoing development records. These form part of children's records of achievement. We undertake these assessment summaries at regular intervals as well as times of transition to another setting or school.

### **The progress check at age two**

We supply parents and carers with a short written summary of their child's development in the three prime learning and development areas of the EYFS: personal, social and emotional development; physical development; and communication and language; when a child is aged between 24 – 36 months. The key person is responsible for completing the check using information from ongoing observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

### **Learning Journey**

Our setting maintains a development folder for each child. Staff and parents working together on their children's learning journey is one of the ways in which the key person and parents work in partnership. Your child's record of achievement helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress.

Your child's key person will work with you to keep this record. To do this you and she/he will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's stage of progress. You and the key person will then decide on how to help your child to move on to the next stage. We encourage parents to attend our 'progress evenings' where we share learning journeys, discuss concerns/ achievements and agree ways in which we can help each individual child make progress, both at home and at pre-school.

## **Transitions**

When your child leaves us to start primary school your child's key person will prepare a transition document which you are invited and encouraged to contribute to. This document will be forwarded to your child's new setting or school and will enable the new teacher to know all about your child and where they are at in their learning and development. This document is used to plan for the individual needs and next steps in your child's learning journey towards the Early learning goals. We always offer the new setting or school to assist with transition of your child.

## **When your child is 5**

At the end of the EYFS – in the summer term of the reception year in school – our staff complete an assessment which is known as the **EYFS Profile**. This assessment is carried out by the reception teacher and is based on what they, and other staff caring for your child, have observed over a period of time.

If you would like any more information please see your child's key person. More information on the EYFS can be found at: [www.foundationyears.org.uk](http://www.foundationyears.org.uk).