



Thamesview Preschool policy on the Early Years Foundation Stage

Early Years Welfare Requirements

3.26 Key Person

3.66 Equal Opportunities

3.67 Information and records

Key Themes:

A Unique child

Positive Relationships

Enabling Environment

Statement of intent

Thamesview Preschool believes that it is important to value all children as competent learners from birth. All children have, from birth, a need to develop; therefore we recognise their individuality, efforts and achievements. Relationships with adults and children are crucial in a child's life and a relationship with a key person is essential. Children learn best through play, interaction with people and active exploration of the world around them.

Play supports all aspects of children's development, through play children learn by doing rather than being told. Young children are individuals and progress at different rates. Schedules and routines must follow the child's own needs. Children learn when they are given the appropriate responsibility, allowed to make decision, choices and errors and are respected as autonomous and competent learners.

The play based EYFS guidance supports all aspects of children's development. Through play both indoors and outdoors children learn by having practical, hands on, meaningful opportunities to experience real life situations, make choices and have ownership over their actions and reactions.

The EYFS supports the child's inbuilt curiosity and desire to make sense of the world around them and helps them discover that learning is interesting and fun; this is vital if children are going to be keen learners for the rest of their lives.

The staff at Thamesview actively promotes positive attitudes to diversity and differences within all children, parents and staff. The aim is to ensure that we help children to value different aspects of their own and other people's lives. This includes ensuring that all people who use the pre school feel included, safe and valued, that all children and adults are treated as individuals and are not discriminated against, ensuring all children are listened to and respected.

We believe that parents and families are central to the wellbeing of the child and should be involved in their child's experiences and development. Early year's practitioners need to make visible children's learning to enable parents to understand, contribute to and support their children's learning. This is done through each child having a 'Learning Journal' which is completed by the child's key person.

At Thamesview we believe high quality early years experience provides a firm foundation on which to build future academic, social and emotional success. Key to this is ensuring continuity between all settings, and that children's social, emotional and educational needs are addressed appropriately. Transition between pre school and school (or another nursery setting) should be seen as a process not an event, and will be planned for and discussed with the children (when appropriate) and parents.

The pre school puts into practice the four principles of the EYFS which guide the work of all our staff and are grouped into four distinct, but complimentary themes. At Thamesview we encourage all children to be active, autonomous learners; we do this by providing personalised learning, development and care through:

Early Years Foundation Stage – Themes

A Unique Child

Every child is a competent learner from birth who can be resilient, capable, confident and self-assured

- Treating each child as a unique individual
- Supporting all areas of their development
- Valuing and respecting the diversity of individuals and communities through inclusive practice
- Keeping them safe and protected
- Supporting their health and well-being

Positive Relationships

Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person Positive relationships

- Respecting each other
- Forming strong partnerships with parents and carers
- Providing warm, trusting relationships that support learning

- A key person approach which develops secure attachments and allows for every child to feel loved and supported

Enabling Environments

The environment plays a key role in supporting and extending children's development and learning.

- Individual observation, assessment and planning
- Providing a range of materials which support every child's unique learning journey
- A rich and varied learning environment indoors and outdoors which supports children's learning and development
- Working in the wider context by working in partnerships with other settings, other professionals and the community

Learning and Development

Children develop and learn in different ways and at different rates. All aspects of learning and development are equally important and interconnecting.

Focus is placed on the three prime areas of learning. These are then supported by the four Specific areas of learning. Valuing all play and exploration, this will reflect the interests and preoccupations of each child. Providing opportunities for active learning, which involve other people, objects, ideas and events that engage and involve children for sustained periods

- Supporting all 7 areas of learning and development
- Recognising the way in which children learn; these being Playing and exploring, active learning and creating and thinking critically.

The Early Years Staff at Thamesview use the EYFS as a planning framework and the Early Years Outcomes to support observations and the children's development. The pre school offers a broad curriculum using the 7 areas of learning and development. Focus is placed on the **3 prime areas** of learning:

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

Focus is placed on these as being essential for children's readiness for future learning and healthy development. They are supported by the **four specific areas** of learning:

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design.

At Thamesview we work together with other agencies in order to share expertise and knowledge for the benefit of all or individual children and for the development of the staff.

These agencies may include:

- Health Visitors
- The area SENCO
- Portage workers
- Child Development Unit
- Community Paediatric nurses
- The local authority Early Years Service
- Sure Start
- Local Early Years forum
- National Early Years Organisation
- Specific Voluntary health information organisations such as Asthma UK

Any other relevant local or national agencies

Broad Guidelines for

Adults

- An effective key person approach ensures that children form strong and secure relationships with a key person and benefit from high quality experiences which build upon their interests and responds to their needs
- Men and women are encouraged to take part in all types of play to challenge stereotypical ideas about what is suitable for girls and boys
- Adults interact sensitively with children to heighten the quality of experiences and build upon the children's interests

Environment and resource

- The learning environment indoors and outdoors is planned carefully to ensure that children can access and participate in all areas of provision

- Resources are organised to allow children to access them independently by appropriate use of the floor, treasure baskets, low shelving, silhouettes and picture labels
- Resources include bought, found (e.g. recycled materials, shells etc) and improvised items (old curtains to make dens, shawls etc)

Observation

- Adults take time to look, listen and note whilst working with the children, recognising the ways in which children learn. These being playing and exploring, active learning and creating and thinking critically. Observation helps adults to get to know the children, identifying their interests and abilities in order to plan experiences appropriately. All children will have a minimum of 2 observations a month. These are then evaluated and next steps planned for a child allowing the key person to constantly support the child in all areas of developments, using the Early Years Outcomes.

Planning

- Play experiences are planned in response to observations of the children and knowledge of the child gained from parents and other sources. They include possible learning and development, but can also allow for play to arise spontaneously from the children's own ideas, all planning is flexible with a balance of child initiated and adult lead play.

Organisation of the pre school provision

Research shows that the best form of quality practice for young children involves structuring of the provision in terms of:

- Space, time, materials and equipment
- Staff interaction (which requires knowledge of child development and pedagogy (teaching))
- Partnership with parents
- Relationships with other agencies

Space, time, materials and equipment

At Thamesview Pre school we:

- Provide a stimulating environment with easily accessible resources both indoors and outdoors
- Allow children time to be engrossed in activities, complete them and return to them later if they wish

- Offer children a range of well planned play opportunities which offer continuity and progression e.g. physical play, creative play, imaginative play, social play, play with natural materials
- Provide play contexts which are well planned and resourced to foster all aspects of children's development
- Provide situations which will enable children to appreciate the multicultural society which they live
- Provide appropriate, good quality materials and resources that reflect careful planning and enable children to interact at their own level of development, allowing for progression by exciting children's interests and curiosity

Staff and parents

At Thamesview Preschool, Early Years Staff:

- Develop close relationships with children in their key group
- Involve parents and encourage them to contribute to and support their child's learning
- Understand the importance of play and enjoy playing alongside the children indoors and outdoors
- Encourage children to explore everyday situations in their play
- Respect and value children's play and learning and are able to intervene sensitively in it using language to extend and support children's thinking
- Help children to become independent learners and to develop their creativity and imagination
- Have time to observe children at play and monitor their development in all areas in order to inform future planning of play provision and experiences
- Enable children to initiate their own learning as well as take part in adult initiated experiences
- Positively encourage all children to have equal access to all play experiences indoors and outdoors
- Challenge stereotypical ideas about play
- Possible learning intentions in short-term planning are drawn and developed from the EYFS. Planning is completed weekly and is informed by observations, assessment and evaluation, but may also be altered daily in response to children's interests, needs and responses
- Adults regularly evaluate, reflect on and develop the provision they make for play
- Outdoor exploration is important for all children

Assessment

- Planning, observation and evaluation of play and experiences are provided for all the children (children’s learning journals)
- Staff monitor what has been covered, learning priorities are identified for each child and any gaps are identified and incorporated into future planning, using the development wheel as a tracking tool.
- Staff review children’s progress every term to allow a clear tracking of children’s development, children will also have a two year assessment (Progress check) and transition assessment when leaving for school.
- Parents are encouraged to contribute to their child’s learning through discussion, parents mornings, daily feedbacks and learning journals.

Legal framework

Educational Act 2006

Children Act 1989/2004

Childcare Act 2006

The Children and Families Act 2014

Special Educational Needs and Disability Act 2001

Special Educational Needs and Disability Code of Practice 2014

The Code of Practice 2002

The Equality Act 2010

Date of review –September 2016	Signature of manager
Date to be reviewed – September 2017	