



Waltham Pre-School

EYFS Policy

The Early Years Foundation Stage is based upon four themes.

A Unique Child
Positive Relationships
Enabling Environment
Learning and Development

This policy explains how our practice is underpinned by these four themes.

A Unique Child

At Waltham Pre-School we recognise 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 praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the Pre-School. All children at Waltham Pre-School are treated fairly whatever their race, gender religion or abilities. All children and their families are valued within our Pre-School.

We believe that all our children matter, and we give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning. In the Foundation Stage 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 additional 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 based on children's learning needs.
- providing a wide range of opportunities to motivate and support children and to help them 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

Welfare

It is important to us that all children in the Pre-School 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 well-being of all children. At Waltham Pre-School 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 premises, furniture, and equipment is 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 managements of the setting and to meet the needs of the children.

We endeavor to meet all these requirements.

Positive Relationships

At Waltham Pre-School we recognise that children learn to be strong confident and independent from being in 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 being partners with them in the child's education through;

- Talking to parents/carers about their child before their child starts our pre-school through an informal meeting.
- Offering both parents/carers and children the opportunity to spend time in the room before starting school.
- Operating an open door policy for parents/carers with any queries.
- Sharing regularly the children's Learning Journal online profile and valuing the on-going contributions to these from parents/carers.

Key Person

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and take time to listen to them. At Waltham Pre-School each child is allocated a key person. The key person approach is aimed at enabling and supporting close attachments between children and practitioners. Attachment provides a sense of security so that children can become confident, independent and capable young learners. The role of the key person is to meet the needs of each child in their care and respond sensitively to their feelings, talking to the parents/carers when appropriate, and working in partnership with them.

Enabling Environments

At Waltham Pre-School we recognise that the environment plays a key role in supporting and extending the children development. Through observations we assess the children's interests, stages of development and learning needs, before planning challenging achievable activities and experiences to extend children learning.

Observation, Assessment and Planning

We observe the children and look at their interests when planning, we plan adult led focus activities around their individual interests. This will be indicated on weekly planning sheets.

This fostering of the children's interests develops a high level of motivation for the children's learning. We make regular assessments of children's learning and needs. Children's observations are recorded on our online Tapestry profile and contribute to the child's individual plans through using the next steps.

Our rooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, quiet, creative etc. Our room has defined learning areas, where children are able to find and locate equipment and resources independently. We have an enclosed outdoor area and children are able to free-flow between the indoor and outdoor spaces. Being outdoors offers children opportunities for doing things in different ways and on different scales than when indoors. They are able to explore, use their senses, develop their language skills and be physically active. We plan activities and resources both inside and outside enabling the children to develop in all areas of learning.

Learning and Development

At Waltham Pre-School we recognise that children learn and develop in different ways and have their own learning styles. There are seven areas of Learning and Development. We value all areas of learning and development equally and understand that they are often inter-connected. The Three Prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn from relationships and thrive.

Prime Areas:

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

We plan activities in these areas on an individual basis through the children's individual planning. Staff also support children in four specific areas, through which three are prime areas are strengthened and applied.

Specific Areas:

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

Teaching and Learning Style

We recognise that features of effective teaching and learning in the EYFS are;

- The partnership between Key persons and parents, so that our children feel secure at Pre-Sschool and develop a sense of well-being and achievement.
- The understanding that the key person knows 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 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.
- 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 the next steps on observations.

Play and Exploration

Through play our children explore and develop learning experiences, which help them make sense of the world. They practice and build ideas, learn how to control themselves and understand the need for rules. Children have the opportunity to think creatively alongside other children as well as on their own. They communicate with others, and they investigate and solve problems. We deliver learning for all of the areas through, purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

Active Learning

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 satisfactions as they take ownership of their learning.

Creativity and Critical Thinking

Children should be given an opportunity to be creative through all areas of learning. 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

All the key-persons carry out monitoring of the EYFS through observations and discussion.