

Early Years Foundation Stage (EYFS) Policy

Staff at ACE offer a creative and stimulating environment working in partnership with our families and the wider community, where children can develop at their own pace and are encouraged to be lifelong learners.

We value every child and their family, considering everyone's individual needs, interests and stages of development, we promote health and wellbeing as a fundamental part of nursery life. From this our committed staff support children's learning and development through exploratory play which is challenging and supports the framework of **The Early Years Foundation Stage (EYFS) September 2014**.

We acknowledge all settings working with children aged from birth to the end of the reception year (the year in which the child turns five) will have to work with the EYFS and therefore ensure all staff are familiar with the framework.

1. Each child will be allocated a key person and second key person at point of registration.
2. We have two designated staff responsible for implementing EYFS.
3. Staff will undertake any relevant EYFS training and regularly keep this up to date.
4. Each child will have an individual development folder containing all relevant EYFS information gathered by their key person, which will be shared with parents/carers and overseen by our EYFS co-ordinators.
5. Parental consent to share information will be gained. A key element of the EYFS framework is information sharing and communication between staff, parents/carers and other settings. EYFS information will only be shared with other settings in accordance with our 'Sharing information with other settings' policy.
Parents/carers sign a consent form to share EYFS information with future settings which the child will attend after the Day Nursery.
6. Parent/carers can have access to their child's EYFS development folder at any time.
7. Staff will use the EYFS when planning play opportunities and activities.
8. We will continue to facilitate all play opportunities and ensure that children are able to choose how they spend their time and are never made to participate.
9. We will tailor the EYFS provision to meet the individual needs of all children and families attending the setting.
10. All children joining the setting with Special Educational Needs and Disabilities (SEND) will be entitled to the same opportunities and experiences as any other child. Support will be sought when required and information gathered from parents/carers. Our SEND policy will be followed and this policy can be found in our policy folder in the entrance area and on the ACE website.

Characteristics of Effective Learning and Areas of Learning and Development

The characteristics of effective learning and the prime and specific areas of learning and development are all interconnected. The EYFS is made up of 3 characteristics of effective learning and 7 areas of learning and development:

Playing and exploring – engagement

- *Finding out and exploring
- *Playing with what they know
- *Being willing to 'have a go'

Active learning – motivation

- *Being involved and concentrating
- *Keeping trying
- *Enjoying achieving what they set out to do

Creating and thinking critically – thinking

- *Having their own ideas
- *Making links
- *Choosing way to do things

Prime Areas

- Personal, Social and Emotional Development (PSED)
- Communication and Language (CL)
- Physical Development (PD)

Specific Areas

- Understanding the World (UW)
- Literacy (L)
- Mathematics (M)
- Expressive Arts and Design (EAD)

Each area has several aspects. More information on the EYFS Framework can be obtained from <http://www.foundationyears.org.uk/eyfs-statutory-framework/>

To support the EYFS we have a set of core activities which are available during every session: sand pit, water tray, role play area, book corner, creative area, construction toys, small world toys, a free flow garden, mark making table and regular outings.

We offer the children a balance of staff led and child initiated activities throughout the session so children can be encouraged to participate but also have the opportunity to choose their own activities and follow their individual interests. Through observations staff can plan activities and play opportunities to support and challenge the children's progress over all 7 areas of learning and development.

Policy adopted: Spring Term 2019

Review date: Spring Term 2020

EYFS co-ordinator: Sarah Piotrowski & Hanna Ochalik-Baca

Signed: *Sarah Piotrowski & Hanna Ochalik-Baca*

Position: Manager & Deputy Manager