



Early Years Foundation Stage (EYFS) Policy

We acknowledge that all settings working with children aged from birth to the end of the Reception year (the year in which the child turn five) work within the EYFS framework and therefore ensure all staff are familiar with it.

1. Each child will be allocated a key person at point of registration.
2. We have a designated person responsible for implementing EYFS (EYFS Lead Practitioner: Gemma Spence).
3. Staff will undertake relevant EYFS training.
4. Each child will have an individual learning journal containing relevant EYFS information (including a child's starting point and a two year developmental check document completed between the age of 2 and 3 years old) gathered by their key person, which will be shared with parents/carers and overseen by our EYFS Co-ordinator or Headteacher.
5. Parent/carer consent to share information will be requested when the child joins the setting.
6. Parent/carers can have access to their child's learning journal at any time.
7. Staff will have a basic regard of the EYFS and work with ACE'S own curriculum when planning play opportunities.
8. We will continue to facilitate all play opportunities and ensure children are able to choose how they spend their time during free play sessions and are never made to participate – only encouraged.
9. We will tailor the EYFS provision to meet the individual needs of the children and families attending the setting through our curriculum.
10. All children joining the setting with SEN/D (Special Educational Needs/Disabilities) will be entitled to the same opportunities and experiences as any other child. Support will be sought when required and information gathered from parents. Our SEN/D policy will be followed (this policy can be found on the ACE website).
11. 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 another setting in accordance with our 'Sharing information with other settings' policy.

In September 2021 the EYFS framework was revised and more information on this can be obtained from <https://www.evalliance.org.uk/changes-eyfs-2021> or <https://www.gov.uk/government/publications/changes-to-the-early-years-foundation-stage-eyfs-framework/changes-to-the-early-years-foundation-stage-eyfs-framework>

Areas of Learning and Development

The EYFS is made up of 7 Areas of Learning and Development, all of which are inter-connected and equally important.

The Areas of Learning and Development are:

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)

Characteristics of Effective Learning

- Playing and Exploring – engagement
- Active learning – motivation
- Creating and thinking critically – thinking

To support the EYFS we have continuous provision activities which are available during every session:

- Outdoor play with sandpit, mud kitchen, ride on bikes/tricycles/scooters/climbing frame, play houses and various gross motor development equipment
- Art Room
- Puzzle Room
- Role Play Room
- Small world activities
- Construction toys
- Book corner
- Big Room with choice of games, activities, constructions toys, writing desk and computer etc

We offer the children a mixture of staff led and child initiated activities throughout each session to enable the children to participate in activities, but also have the opportunity to choose their own activities and follow their individual interests. Through observations staff are able to plan activities and have resources to aid the children’s progress over the seven areas of learning and through our curriculum (see below).



Policy Adopted: Spring term 2023

Review date: Spring term 2024

EYFS Co-ordinator: Gemma Spence

Signed: *Gemma Spence*

Position: Deputy Headteacher and Early Years Foundation Stage Lead Practitioner

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