

Early Years Foundation Stage: Policy and long term planning.

The Early Years Foundation Stage (EYFS) is mandatory for all schools and early years providers in Ofsted registered settings attended by young children i.e. from birth to the end of the academic year in which the child has their fifth birthday. There are four themes in the EYFS which express important principles underpinning effective practice in the care, development and learning of young children. The four themes are: A unique child; Positive relationships; Enabling environments; Learning and development. Each of the underlying principles is supported by four Commitments. Our long term plan outlines how we put the principles and commitments of the EYFS into practice in our setting and is used alongside policies and procedures that underpin statutory welfare requirements.

Theme: A Unique Child

Principle
Every child is a competent learner from birth who can be resilient, capable, confident and self assured.
Commitments
<p>Child development: Develop in individual ways at and varying rates. Every area of development: physical, cognitive, linguistic, spiritual, social and emotional, is equally important.</p> <p>Inclusive practice: The diversity of individuals and communities is valued. No child or family is discriminated against.</p> <p>Keeping safe: Young children are vulnerable. They develop resilience when their physical and psychological well being is protected by adults.</p> <p>Health and well being: Children’s health is an integral part of their emotional, mental, social, environmental and spiritual well being and is supported by attention to these aspects.</p>

At Danson we support each **Unique Child** by recognising and respecting children’s individual characteristics and temperament. We get to know each child really well through observation of their child initiated and freely chosen play; by listening to them and their parents/carers and by interacting in their play. As a result we are able to tune into their interests and learning styles. By providing time, space and resources for child initiated play, we enable children to explore, investigate and demonstrate their knowledge, skills and attitudes. We ensure children feel valued, secure and confident to learn by acknowledging them as competent learners and building on what they can already do and understand.

Children’s communication skills are supported through high quality adult/child interactions where we provide good eye contact, tune into their focus of interest and have genuine conversations with them. Their communication is praised and affirmed and we take opportunities to explain and expand on vocabulary.

By working in partnership with parents and other agencies where appropriate and by providing an accessible and welcoming environment we aim to include all children. We provide warm, responsive care and we respect and support children's dietary and medical needs, provide fruit every day and ensure that fresh drinking water is always available. Children get fresh air and exercise by accessing the outdoor learning area every day. We provide a safe, secure environment both indoors and outdoors where children can pursue enjoyable and challenging activities. Clear consistent boundaries and routines are explained and help children to learn to assess risks and keep safe.

Theme: Positive relationships

Principle
Children learn to be strong and independent from a base of loving, caring and secure relationships with parents and/or key person.
Commitments
<p>Respecting each other: Interactions are based on caring professional relationships and respecting the feelings of children and their families.</p> <p>Parents and partners: Parents are the children's first and most enduring educators. When parents and teachers work together in the EYFS there is a positive impact on children's development and learning.</p> <p>Supporting learning: trusting and caring relationships with knowledgeable adults support the children's learning effectively.</p> <p>Key person: A key person has responsibility for working with children sometimes in small groups, giving them the reassurance to feel safe and cared for and building relationships with their parents.</p>

In our setting we provide **Positive relationships** by working very closely as a team and in partnership with parents in order to support every child in our care. We build up good relationships with children and their families through sensitive and thorough induction and transition procedures.

Parents are kept well informed about whole school events as well as activities going on in the Foundation Stage through notices, newsletters and daily contact. Parents are valued as contributors to their child's education and they are helped to understand more about teaching and learning through regular meetings, interviews and accessibility to teaching staff.

Adults build up good relationships with children, responding sensitively to their feelings, needs and behaviour so that the children become confident and feel secure. We support children to build up friendships and to understand their own and other's feelings through stories, assemblies and class discussions children learn to respect other cultures and different needs, views and feelings. Through positive praise and encouragement children are nurtured and develop good self esteem.

Teaching is carried out in a multi-sensory way and children are encouraged to use problem solving skills. In order to support children's learning and development effectively we make sensitive observations of them at work and play and interact

appropriately. Careful observation allows us to judge when the children are ready to be taught new skills and concepts.

By encouraging children in their play and learning we show that we respect and value their ideas and creativity. By modelling how to be a learner, we help children to reflect on their own learning.

Theme: Enabling Environments

Principle
The environment plays a key role in supporting and extending children's development and learning.
Commitments
<p>Observation, Assessment and planning: Young children are individuals each with a unique profile of abilities. Planning should be flexible to cater for the children's needs and interests and to support their development and learning.</p> <p>Supporting every child: The environment supports every child's learning through planned experiences and activities that are challenging but achievable.</p> <p>The learning environment: A rich and stimulating environment supports children's learning and development. It gives them the confidence to explore and learn in secure and safe yet challenging indoor and outdoor spaces.</p> <p>The wider context: Working in partnership with other settings, professionals and groups in the community supports children's development and progress towards the outcomes of <i>Every Child Matters</i>: being healthy, staying safe, enjoying and achieving, making a positive contribution and economic well-being.</p>

Our setting provides children with an **Enabling Environment**. We understand that when children's physical and emotional needs are met they are more ready to take advantage of play and learning opportunities on offer. Good communication with multi-agency professionals and good transition procedures helps us to support the continuity of learning and consistency of care for the children. Through building positive relationships with the children we enable them to learn, to feel confident and to feel valued.

To ensure that children's needs are met and progress is made we observe the children carefully, gathering evidence of their achievements and activities through photographs, written notes, examples of their mark making, writing and phonic development and talking to the children and parents. Careful analysis of the information will be used to identify and track their progress across the six areas of learning and development; highlight children's achievements or their need for support and to plan next steps for the children.

Whilst planning is informed by observations of children and considering their developmental needs, the children are encouraged to initiate their own activities thus making planning flexible. Adults respond well to children's own ideas and help them to extend and develop these ideas. Children use taught skills independently to support and extend their own free play.

We provide a rich environment both inside and outside and the children have access to both classrooms and the outdoor learning area every day. Being outside has a

positive impact on children's sense of well being and our Outdoor Learning Area is resourced to support all six areas of learning and development. Children have opportunities to explore and investigate the natural world and a range of sight, smells, sounds and textures. They can plant flowers and vegetables, engage in role play, build with large blocks, follow the Funfit Zone, do large scale drawing with chalk and water with big brushes on the large chalk board, use wheeled toys, develop gross motor skills, play traditional games, use sand and water and have space and time to talk, reflect and work together in harmony.

Our inside environment also supports all areas of learning and development. Resources are available and accessible for children to use independently as well as the rooms being prepared with a rich variety of equipment.

Children are provided with a range of multi-sensory experiences and resources to encourage exploration, investigation and creativity whilst enriching their learning and development.

There are Sensory areas for the children to use their senses as appropriate and to discuss their findings. There are natural and man made materials such as conkers, pine cones, magnets, scented candles etc to explore in an atmosphere which stimulates a sense of awe and wonder. In addition to these areas, children have access to malleable materials and different tools and materials to design their own creations.

Each room and outdoor area has a book corner or access to books where children can comfortably and independently choose from picture books, stories, poems and non-fiction. There are books reflecting on cultural diversity, a variety of life events and information books on a variety of topics. There are puppets for the children to develop and tell their own stories and small world areas for language development e.g. farm, dolls house, garage, train set, castles, play people etc.

There are role play areas with dressing up clothes available. As well as the 'house' role play both inside and outside there are also areas which change according to the topics at the time and can be changed or developed by the children. There are also shops for role play to develop the language and vocabulary of mathematical concepts. The children help to set up the role play areas by making signs and resources e.g. they made cakes and bread for the Baker's shop out of clay.

There are many opportunities for writing including the 'office', the 'shops', the 'weather station' and other areas. There are different writing tools and surfaces available at all times including white boards and pens, clip boards, chalk boards, different types of paper, felt pens and marker pens, crayons, paints and different size brushes, large board and chalks outside, drawing in sand, 'roll and write' activity. Children are encouraged to attempt writing for various reasons at any time during the day. Their efforts are valued and their writing skills are excellent by the end of Reception.

There are art areas in each room with a variety of tools and materials for children to access independently so that they can create their own designs and practice cutting and sticking skills as well as painting and designing skills.

Children are encouraged to display their own work on the 'child display area'. They label their own pieces of writing, maths work, art designs and models for other people to look at so that they can feel a sense of success and value.

Children have many opportunities to develop Problem Solving Reasoning and Numeracy skills (PSRN) both inside and outside. There are maths resources for 2D and 3D shape, capacity, size, weight, money, number, addition and subtraction. There are role play areas such as the shops where children can use maths in 'real life' situations. Outside children are encouraged to keep their own scores when playing games such as skittles and basketball and learn to strategic games such as noughts and crosses. There is construction large and small both inside and outside so that children can learn about shape names and their properties. There are maths activities and games available to the children at all times on the computers and the interactive whiteboard. Children are encouraged to develop and practice their maths skills every day in a variety of contexts.

Theme: Learning and Development

Principle

Children develop and learn on different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

Commitments

Play and Exploration: Children's play reflects their wide ranging and varied interests and preoccupations. In their play children consolidate and move their learning forward. Play with peers is important for children's development.

Active Learning: Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.

Creativity and Critical Thinking: When children have opportunities to play with ideas in different situations and with a variety of resources, they discover new ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.

Areas of Learning and Development: The EYFS is made up of six areas of Learning and Development which are connected to each other and are equally important. All areas are underpinned by the Principles of the EYFS.

EYFS Statutory Framework

'Practitioners must be sensitive to the individual development of each child to ensure that the activities they undertake are suitable for the stage they have reached. Children need to be stretched, but not pushed beyond their capabilities, so that they continue to enjoy learning'.

P10 (1.18)

'Children are competent learners from birth and develop in a wide variety of ways. All practitioners should therefore, look carefully at the children in their care, consider their needs, their interests and their stages of development and use all of this information to plan a challenging and enjoyable experience across all areas of Learning and Development'.

p.11 (2.2)

In our setting we acknowledge and value children's play and exploration as a powerful way in which they develop and learn, so we can ensure a balance of adult led and child initiated activities. The environment and resources are accessible to the

children in order to promote children's choice and independent learning. Children are allowed time to for sustained involvement in self chosen activities. All six areas of Learning and Development are treated with equal importance and children are encouraged to make links in their learning.

Personal ,Social and Emotional Development: Requirements

Children must be provided with experiences and support which will help them to develop a positive sense of themselves and of others; respect for others; social skills; and a positive disposition to learn. Providers must ensure support for children's emotional well-being to help them to know themselves and what they can do.

By building caring and positive relationships with children and establishing an atmosphere in which achievement is valued, we nurture children's self esteem and positive dispositions to learn. These include curiosity, interest and excitement, exploration and investigation, sustained involvement, perseverance, resilience and critical thinking.

We model good behaviour and respectful attitudes and support children in forming friendships, giving them opportunities to play in groups of various sizes. Circle time and class discussions are a time to discuss their own feelings and those of other people. Respect and empathy for difference is nurtured through stories, discussions and celebrations of festivals.

Communication, Language and Literacy: Requirements

Children's learning and competence in communicating, speaking and listening, being read to and beginning to read and write must be supported. They must be provided with opportunity and encouragement to use their skills in a range of situations and for a range of purposes and be supported in developing the confidence and disposition to do so.

We engage in high quality adult-child interactions to encourage, support and extend children's speech and language development. Our setting has a good balance of exciting stimulating areas and also area where children can be calm and have time to reflect and speak quietly ('Communication Friendly Spaces'). We promote an ethos where listening to children's ideas and feelings is important, where books are treated with respect and where children's attempts at mark making and writing are valued and encouraged.

Children's early reading is supported through fun activities by use of a variety of activities including Jolly Phonics and by following the progression of the Letters and Sounds phases. Children also have ORT books to take home each week as well as reading books for Home Loan. By the end of the EYFS children reach a high standard of reading, writing and phonic knowledge. Phonics is taught as a discrete lesson every day in Reception and is included in activities on a daily basis in the Nursery. Children with English as an Additional Language make good progress in our EYFS and are offered some extra support in small groups once a week when they play language games. Our environment has comfortable book corners with a rich

variety of genre and also books are display all around the rooms. There is bright and clear labelling inside and outside to encourage children to read words in the environment. Children have access to role play areas and small world play as well as puppets which they can use to recreate and make up stories thus developing their language skills.

Fine and gross motor skills are encouraged through use of dance ribbons, different size brushes, large and small construction, mouse control, scissors, different writing tools, bats and balls and many other resources and activities. There are many writing opportunities provided on a daily basis.

Problem Solving Reasoning and Numeracy: Requirements

Children must be supported in developing their understanding of Problem Solving, Reasoning and Numeracy in a broad range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding. They must be provided with opportunities to practise these skills and gain confidence and competence in their use.

PSRN resources are rich and varied and provided daily so that children can explore and investigate and practise their taught skills independently. All aspects of PSRN are covered each day through adult and child led activities. A different maths topic is covered each week in Reception in line with the Primary Framework and there is maths input each day delivered through fun and exciting whole class games and activities. Children are encouraged at all times to solve problems and use their mathematical skills applying them to all different situations and in different contexts. There are opportunities for PSRN both inside and outside including resources for number, addition and subtraction, capacity, spatial awareness, role play with money, shape etc.

By the end of the EYFS children reach a high standard of mathematical skills and are able to do addition and subtraction independently as well as name 2D and 3D shapes and describe their properties. They can also use the language of time, weight, size and position as well as find 2 digit and 3 digit numbers and justify why they have sorted certain objects together.

Knowledge and Understanding of the World: Requirements

Children must be supported in developing the knowledge, skills and understanding that help them make sense of the world. Their learning must be supported through offering opportunities for them to use a range of tools safely; encounter creatures, people, plants and objects in their natural environments and in real life situations; undertake practical 'experiments'; and work with a range of materials.

We make extensive use of our indoor classrooms and outdoor learning environments on a daily basis. We also make use of our local community e.g. the park and the church. These things support children's developing knowledge and understanding of the world. The children are provided with a range of multi-sensory experiences and

open ended resources in order to engage their curiosity and provoke exploration and investigation as well as designing and making skills.

ICT is used to support all aspects of learning. There are computers in all areas which children have access to every day and can use independently and are able to get in and out of games and programmes. The computers are connected to printers so the children learn how to print their own work. There is an interactive whiteboard which is used for class teaching and also made available to the children to use independently. There are CD players and tape recorders with headphones for the children to use alone or as a group and the children have battery operated laptops and other programmable toys. The children learn how to use the roamer so that it changes direction.

We support children's sense of time with consistent daily routines to help them remember which part of the day it is and which day of the week it is. We learn about past and present events of themselves and their family through our All About Me topic. We consider what they would like to be when they grow up and talk about their parent's jobs and what their parents were like as children.

We plant seeds and bulbs and observe the changes that occur over a period of time during the growth process.

We promote a sense of 'place' by talking about our country and other parts of the world. We look at things around us in our immediate environment, in the local community and in the wider community. We teach the children respect for differences that occur in different cultures and different countries. Places we study are Africa, India, China and Wales. We have people from the local community to talk to the children eg parents who talk about baby naming ceremonies, the community police to talk about road safety and stranger danger, the librarian, the vicar carries out a 'dolly baptism' and so on.

There is a Sensory Area which is stimulating and gives the children a sense of awe and wonder. It includes natural and man made objects for the children to investigate, using all their senses.

There are many topics covered during the EYFS as well as child initiated activities. Some of the topics are: Nursery; Food/ Post Office/ Christmas/ Journeys/ Weather/ Clothes/ Toys/ Mini-beasts/ dinosaurs / Gardens.

Reception: Natural World, Electricity (safety), Routes/Journeys, Celebrations, birthdays, Christmas, Past/Present events, All About Me, physical changes, personal history 0-5, plant growth, routes and the environment, senses, seaside, contrasting locality (with Aberystwyth), Africa, robots, Dolly Baptism.

Other topics develop and arise according to the needs of the children and activities that may have been initiated by them and also depending on Creative Curriculum whole school ventures.

Physical Development: Requirements

The physical development of young children must be encouraged through the provision of opportunities for them to be active and interactive and to improve their skills of co-ordination, control, manipulation and movement. They must be supported in using all of their senses to learn about the world around them and to make connections between new information and what they already know. They must be supported in developing an understanding of the importance of physical activity and making healthy choices in relation to food.

We support the physical development of children with safe but challenging environments both inside and outside. We provide climbing and balancing equipment, wheeled toys for pushing and riding, gardening tools for planting and digging, bats and balls, hoops, skipping, large construction, parachutes. As well as this the children also have a PE lesson in the hall each week where there are further opportunities to use PE equipment/apparatus and to engage in dance and gymnastic lessons.

Children are encouraged to think about their own health and bodily awareness. They are made aware of specific health difficulties such as allergies to food, asthma or eczema. They are encouraged to eat their fruit each morning with their milk or water and they understand that this is a healthy option. During exercise children are encouraged to talk about the changes they notice in their body and understand that exercise is a healthy choice. They always wash their hands before eating and after using the toilet facilities.

Fine motor skills and hand-eye co-ordination are developed through the use of various tools such as pens, pencils, scissors, glue, brushes, small construction, computers, musical instruments, small world toys and many other resources.

Creative Development: Requirements

Children's creativity must be extended by the provision of support for their curiosity, exploration and play. They must be provided with opportunities to explore and share their thoughts, ideas and feelings, for example through a variety of art, music, movement, dance, imaginative role play activities, mathematics and design and technology.

We ensure that the ethos of our setting enables children to be creative by valuing their responses to experiences and the unique ways in which they express and communicate their ideas. We support their creativity and critical thinking across all six areas of learning and development. Children are provided with a range of media and materials with which to respond and express their ideas. They are encouraged to play and respond to music by using percussion, CDs and the music programme on the interactive whiteboard.

Children's imaginative play is facilitated through provision of open ended resources and props in the role play areas including puppets, castles, space rockets, dressing up clothes, well resourced home corners etc. Children are given time to develop their play and adults are ready to interact, join in or help develop their ideas as required.