

Grovelands C P School



Early Years Foundation Stage (EYFS) Policy

March 2021

Contents

1. Aims.....	2
2. Legislation.....	2
3. Structure of the EYFS	3
4. Curriculum.....	3
5. Assessment	5
6. Working with parents	5
7. Safeguarding and welfare procedures	5
8. Monitoring arrangements	5
Appendix 1. List of statutory policies and procedures for the EYFS.....	6
Appendix 2. Acorns Nrusery Information Booklet.....	7

The main focus within our Early Years practice and provision within the past three years, has been to develop effective methods which support communication and language as the vehicle for teaching and learning. In addition, developing reflective practice to encourage spontaneous and ‘in the moment’ planning within the continuous and enhanced provision, supporting greater pitch and pace, for differentiation and enhanced experiences for learning.

1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the 2021 statutory framework for the Early Years Foundation Stage (EYFS).

This document also complies with our funding agreement and articles of association.

3. Structure of the Early Years Foundation Stage

Grovelands Community Primary School has an Early Years provision supporting a large Nursery and Reception cohort.

Acorns Nursery offers ten sessions per week and has the capacity to accommodate up to 48 children within one session. In addition, the Nursery manages a lunch club which has the capacity to support up to 32 children. In all situations, adult to child ratios are 1:8 for 3/4 year olds and 1:4 for 2 year olds. The Nursery accept 2 year and 30 hours funding in addition to the statutory funding for 3/4 year olds.

Please refer to the Nursery Booklet for further information: Appendix 2

Our Reception provision has the capacity to accommodate 90 children which are split into three groups. Each class of 30 children are supported by a class teacher and a teaching assistant.

4. Curriculum

Our Early Years setting follows the Curriculum as outlined in the 2021 Statutory Framework of the Early Years Foundation Stage (EYFS).

The EYFS framework outlines the Characteristics of Effective Teaching and Learning and the 7 areas of Development (CoETL).

The CoETL are organised into three primary strands and are essential components towards children becoming self-regulated learners.

These are:

- **Playing and exploring** - children investigate and experience things, and 'have a go'
- **Active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

There are 17 aspect areas (early learning goals) within 7 curriculum areas of development. These are divided into Prime and Specific areas of learning.

The 3 Prime areas of learning

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development

Communication and language underpins all areas of learning within our early years curriculum and continues to be developed within our provision, teaching, learning and planning methods.

The prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive. Planned learning supports the progress and development of listening and speaking, enabling children to process information into thinking and understanding. Children practise their physical skills alongside developing social skills, which supports greater independence and higher levels of confidence.

The 4 Specific Areas of learning

4. Literacy
5. Maths
6. Understanding the World
7. Expressive Arts and Design

The 4 specific areas of learning provide a context for development and reflect cultural knowledge and accumulated understanding. They are dependent on learning in the Prime areas. Our continuous provision demonstrates a strong emphasis upon supporting children's understanding of the world along with enabling them to express themselves imaginatively and creatively, using art and design. New learning and topics are adapted to reflect the needs of the children and their interests.

4.1 Planning

The 3 prime areas are at the core of early years planning. Staff carefully plan activities which enable children to link personal experiences with new learning, providing a wide range of contexts to revisit, practise, apply, and develop transferable skills and understanding. Emphasis is placed upon the importance of using sensory play in the development of language skills, alongside enhancing provision for identified groups of children.

Staff take into account the individual needs, interests, and stages of development of each child in their care, and use this information to plan challenging and enjoyable experiences. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

Staff are reflective in their practice and systematically observe and evaluate the effectiveness and value of planned provision within the inside and outside learning spaces. They respond to children's levels of interest and engagement, ensuring accurate pitch and pace for developing cognition and learning. Planning and interactions are supported by progressive sequences of questioning to develop thinking, understanding and language for reasoning.

4.2 Teaching

Early Years practice demonstrates a balance between play and formal teaching.

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities, to help children prepare for more formal learning, ready for year 1.

Staff interactions with children during planned and child-initiated play, provides rich opportunities for communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges.

Staff understand that play is about much more than content, but helps to build flexible minds and an enquiring spirit. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. They take into account the equipment provided and the attention to the physical environment as well as the structure and routines of the day that establish expectations.

Staff understand that teaching is in every activity provided within all of the learning environments. There are no activities that occur in the setting which adults do not consider to be opportunities for teaching. While staff do not always know where these opportunities will present themselves, it is the skill of the adults that enable them to readily recognise the 'teachable moments' when they arise and respond to them appropriately.

5. Assessment

Ongoing assessment is an integral part of teaching, learning and development processes. Staff observe children to identify their level of achievement, interests and learning styles. These observations are used to identify developmental gaps, support differentiation, inform children's next steps in learning and monitor their progress. Staff also take into account observations shared by parents and/or carers.

When a child is aged between 2 and 3, Nursery practitioners review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers and inform the child's transition process into year one.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between Nursery practitioners, Class teachers, Teaching assistants and parents and/or carers.

In Nursery, each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home and also help families to engage with more specialist support, if appropriate.

Nursery Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Nursery practitioners and Reception staff conduct parent/carer meetings three times a year and invite the children to share and celebrate their learning.

7. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by Kathleen Swaine every 3 years.

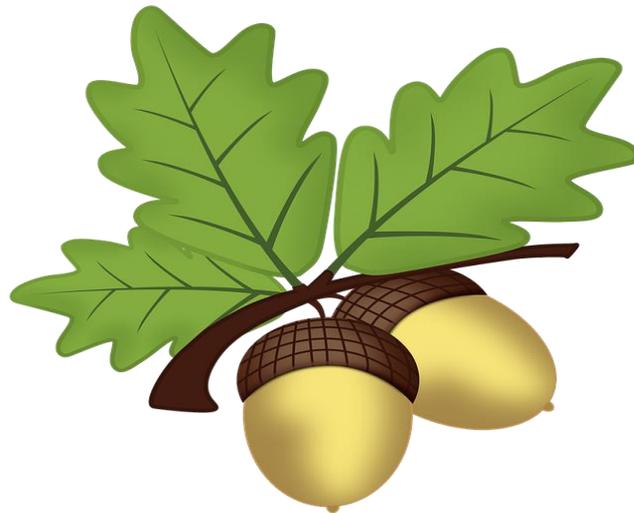
At every review, the policy will be shared with the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy



Grovelands Acorns Nursery



Welcome Booklet



Welcome

Thank you for choosing Acorns Nursery

If you have any further questions, please do not hesitate to contact us at

Acorns Nursery

Grovelands Community Primary School

Dunbar Drive

Hailsham

East Sussex

BN27 3UW

01323 840062 Option 2

About Us

Our Nursery is part of Groveland's Community Primary School and is based in a large and bright room with wonderful inside and outside learning spaces. The Majority of staff are NVQ level 3 qualified and includes a full time Early Years Teacher, who ensures high quality teaching and learning.

Our dedicated Nursery staff understand that every child deserves the best start in life, providing a secure foundation for learning and know that children thrive best, when they feel safe and happy. Children settle into a calm routine and very quickly grow in confidence and develop social and physical independence. Planning is specific to individual progress and is purposefully built around the needs and interests of each individual child. Staff pride themselves on establishing good working relationships with parents and carers. The Nursery accommodates children from the age of 2 years old and all of the staff are fully trained in paediatric first aid, safeguarding and food hygiene.

Our Staff

Mr J Goulding - Executive Head Teacher / DSL

Ms Kathleen Swaine - Head Teacher

Ms Natalia Squires - Deputy Designated Safeguarding Lead

Mrs P Symonds - Early Years Phase Leader / Class Teacher

Mrs N Hayler - Administrator

Mrs J Noya - Nursery Supervisor / Practitioner

Ms Z Bradley - SENCO / Practitioner

Mrs N Young - Individual Needs Assistant / Practitioner

Mrs J Spiers - Forest School /2yr Lead / Practitioner

Mrs S Windeatt - 2yr Lead / Practitioner

Mrs S Cable - First Aid / Practitioner

Mrs SJ Hendley - Forest School / Practitioner

Mrs N Stone - Rising 5 Lead / Practitioner

Mrs A Smith - Midday Supervisor

Mrs C Luckhurst - Midday Supervisor

Our Nursery

Our Nursery has a calm, friendly atmosphere and is fully inclusive. Each session can accommodate 48 children with adult to child ratios of 1:8 for 3/4 year olds and 1:4 for 2 year olds.

Communication and Language is the vehicle for all learning and staff carefully plan and track children's progress, identifying their next steps. Staff understand the power of sensory play in relation to the development of children's language skills and carefully plan a wide variety of new sensory experiences daily.

Learning and progress is celebrated and displayed around the Nursery environment and within children's individual learning journals. Staff provide purposeful learning both through children's own interests alongside providing rich and varied new learning experiences to develop skills, knowledge and understanding. The Nursery has access to outside areas, allowing the children to move freely between indoor and outdoor play spaces. Children are encouraged to make their own decisions to develop resilience, confidence and creating positive and secure relationships. The children make choices, manage their own equipment and become actively involved in tidy up routines. Staff encourage children to use the low level toilets that are situated in a separate room, in the Nursery and they quickly learn independence and self-care.

The Enabling Environment

The Nursery staff create different role play areas to introduce children to new learning through topics and continuous provision. The children engage with play ideas which encourage speaking and acting out scenarios from real life experiences, alongside developing their confidence and imagination. The children also choose from a wide selection of small words toys, to shape their play ideas.

- The Maths area has a selection of resources which support the use of developing children's thinking, organising and verbal reasoning skills. The children learn how to count, sort, group, match and compare from a wide

variety of resources to support their understanding of number, shape, measure and pattern.

- There are many creative spaces designed for children to use, practise and develop their physical skills and independence. Children represent their imaginative ideas, using mark making, drawing, sculpting and building. They learn new vocabulary alongside the use of a wide range of media, materials and natural resources, to explore different techniques and processes.
- Sensory play is understood as an essential component to the development of processing new learning, which assists in strengthening children's memory and recall, alongside the development of language skills.
- The Nursery has a quiet room where the children can relax, take time out, socialise with their friends or read a book. There are cushions, sensory toys, bean bags and quiet relaxing music. The children learn mindfulness techniques which support their emotional literacy and well-being.
- Our reading rug is a special place for children to listen to stories and look at books together. The children share texts and are encouraged to anticipate key events, answer questions, practise rhyme, repetition and recall. The children are encouraged to take picture books home daily, to share with their families.
- The children are introduced to letter sounds daily and staff shape and organise creative learning to provide a context for children to practise speaking, exploring sounds, rhythm, alliteration, actions and songs.
- Children are able to move freely around the outside spaces and have access to a wide range of resources and equipment to support their physical development. The children actively explore their ideas using sensory materials and natural objects are introduced to and enrich experience and develop new vocabulary of the physical world.

Positive Relationships

In our Nursery setting a key person is a named member of staff with responsibilities for a small group of children who supports those children in the group, feel safe and cared for. It involves the key person in responding sensitively to children's feelings and behaviour and meeting emotional needs by giving reassurance, such as when they are new to a setting, and supporting the child's well-being. The key person supports physical needs too, helping with issues like nappy changing, toileting and dressing. That person is a familiar figure who is accessible and available as a point of contact for parents, who builds positive relationships with the child, parents and carers.

Learning Journals

The Nursery staff record children's progress regularly and this is presented in individual learning journey books. Learning journeys are available to view and are regularly shared with parents and carers. Staff encourage parents and carers to add their own comments including learning observed at home. Parents are also encouraged to complete 'I Can' slips, which celebrate learning. These are displayed in the Nursery setting and our staff understand that parents and carers have an important role to play, in their child's education.

“When parents and practitioners work together in Early Years settings, the results have a positive impact on the children's development and learning”

(EYFS 2007)

Two Year Old Progress Check

If your child is 2 years of age, they will have a progress check which is a requirement of the Early Years Foundation Stage. Every 2 year old child that we look after, will have a check during their time at Nursery. Your child's key worker will

complete the check, at a time when they feel that they have established a relationship with your child.

Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) is a framework that we follow to support a child from birth to the age of 5 years old. We ensure that we keep your child safe and promote their welfare. We use the 7 areas of development in our planning and ensure we are meeting the children's needs so that they can play and learn happily in ways which will help them develop skills and knowledge across the Prime and Specific areas of learning. The Specific areas of learning reflect cultural knowledge and provide the context for development; they are dependent upon learning in the Prime areas.

Food and Drink Policy

Each parent/carer is required as part of the admissions policy to inform the Nursery of any dietary requirements or allergies their child may have.

If a parent would like to provide their child with a packed lunch, we request that a healthy lunchbox is provided. Suggestions would be salad sticks (cucumber, carrot, pepper etc.), sandwiches with a protein filling (tuna, ham, cheese) a piece of fruit, a yoghurt, a snack bar. Treats are allowed in moderation. Food should be stored in a cool bag with the required cool blocks. This must be clearly labelled with your child's name. Please note that we are a **NUT FREE NURSERY**.

Children also have the option at lunch club to have a hot school lunch. This comes at an additional cost.

Parents

Must notify staff of any known or suspected allergy to nuts and provide all needed information detailed on their child's individual Healthcare plan. Parents must not bring in any food or treats (such as for birthdays) unless they have checked the ingredients carefully and spoken to Nursery staff, likewise for snack and lunch box choices.

Children

All children are regularly reminded about the good hygiene practice of washing hands before and after eating which helps to reduce the risk of secondary contamination. Children are reminded and carefully supervised to minimise the act of food sharing with their friends.

Healthcare Plans and Emergency Response

We have individual Healthcare plans for children with allergies and medical needs. (Medication will be stored, administered and documented in accordance with our Administering Medicine Policy).

Healthy Food

Snack and meal times are considered a 'social time' for staff and children to sit and talk together. Our Nursery encourages good eating habits and promotes the use of good manners. Parents/carers can provide their children with water or juice in a named and labelled water bottle should they prefer. Nursery provide children with milk, fruit, vegetables and water, throughout the sessions.

Admissions

Grovelands Acorns Nursery welcome all children irrespective of their religious backgrounds, racial origins, gender, disability, cultural or linguistic backgrounds. We are committed to providing a fair and open admission system that offers a competitively priced and high standard of service.

The Nursery offers two sessions including an additional lunch club and are open between the hours of 8 .40am - 3.30pm Monday to Friday. Please note we are a term time only Nursery and follow the same holidays as Grovelands Community Primary school.

Absences

If your child is absent from Nursery for any reason, you must inform us on 01323 840062 option 2. If your child has had sickness/diarrhoea, then they cannot return to the Nursery until 48hrs has passed since the last episode.

Session times

Morning session 8.40am -11.40am

Lunch Club 11.40am -12.30pm
Afternoon Session 12.30pm -3.30pm

Drop off / Pick up

When you leave your child at Nursery and collect them after their session, you will be required to sign them in/out. Your contact details will be entered onto the school's system and will include emergency contact details. Only adults who have been given authorisation by yourselves, will be permitted to take your child off the school premises.

At the beginning of the morning session and at the end of the Nursery day, entry to the Nursery is via the Reception playground. At the end of the morning session and beginning of the afternoon session, entry to the Nursery is via the footpath located by the gate at the Groveland's road entrance to the school.

Fees

If your child is not eligible for funding, then Fees are payable. Currently our fee structure is as follows:

£16.00 per three-hour session

£3.00 per Lunch Club session

If you wish your child to have a hot school meal, this is an additional £2.10, payable on the day.

You will be invoiced every half-term. Fees are payable via Parentmail. Late payment of fees will incur a £25 charge on the following term's invoice. If fees are paid persistently late or not at all with no explanation, we will be forced to terminate that child's place and look into alternative ways to recover monies owed. Please note, that if your child misses a session for any reason then fees will still be payable.

Funding

We accept 2yr and 30 hrs funding in addition to the statutory funding for 3/4 yr olds. All families in England with 3 and 4-year-old children can claim 15 hours of free childcare a week. All children who meet the eligibility criteria are able to take up the free entitlement in the funding period following their 2nd or 3rd birthday until they reach statutory school age (which is the funding period after their 5th birthday).

Please see table below for when your child may receive their free entitlement (if age eligible)

Children born between	Funding will start from
1 April and 31 August	September
1 September and 31 December	January
1 January and 31 March	April

Uniform

Our school uniform consists of the following which is available from

<https://www.sussexuniforms.co.uk/collections/grovelands>

Yellow Acorns t-shirt £5.95

Acorns logo sweatshirt £11.50

Acorns logo cardigan £12.95

Book bag £7.95

What your child will need

- A pair of plimsolls/slippers to wear inside the nursery
- A bag with a spare change of clothes
- Nappies/pull ups if needed
- Wet wipes if needed
- Water bottle
- Book bag
- All items must be clearly named