

# Indian Queens Primary School and Nursery

## Early Years Foundation Stage Policy



|          |                |
|----------|----------------|
| Written  | September 2022 |
| Reviewed | September 2023 |
| Approved | September 2023 |

## **1.Introduction**

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

EYFS Statutory Framework 2021.

The Early Years Foundation Stage applies to children from birth to the end of their Reception Year. At Indian Queens Primary School, we have Nursery and Reception provision. We have two reception classes in the main school building and our Nursery is in a separate building on school grounds. Each Reception Class is staffed with 1 teacher. There is a shared TA between both reception classes. The Nursery is staff by 1 HLTA who is qualified to level 5, 1 level 3 TA and another TA who is currently completing their level 3. .

We believe that early childhood is the foundation on which children build the rest of their lives and at Indian Queens Primary School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development.

## **2.Aims & Objectives**

We aim to support all children to become independent and collaborative learners. Across the Foundation Stage, we will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential.

At Indian Queens Primary School and Nursery, we will:

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond and enable choice and decision making, fostering independence and self-confidence.
- Use and value what each child can do, assessing their individual needs and next steps and helping each child to progress. We will use a variety of assessment methods including observations, adult and child led activities and the use of Tapestry Online Learning Journal.

- Develop positive relationships with parents and carers to build a strong partnership in supporting their children.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

The early-years education we offer our children is based on the following principles:

- It builds on what our children already know and can do;
- It ensures that no child is excluded or disadvantaged;
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors;
- It provides a rich and stimulating environment;
- It acknowledges the importance of a full working partnership with parents and carers and the benefits of sharing both successes and concerns with them.

### **3.Learning and Developing**

#### The EYFS Curriculum

Our curriculum for the Foundation Stage reflects the learning aims of the Early Learning Goals. There are seven areas of learning and development that must shape educational provision in all Early Years settings. All areas of learning and development are important and inter-connected and none can be delivered in isolation from the others. Our children's learning experiences enable them to develop competency and skills across these areas of learning. They require a balance of adult led and child initiated activities in order for children to develop effectively and to give them the best chance of obtaining a good level of development at the end of their Reception Year. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The three Prime areas are:

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

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

- Literacy
- Mathematics

- Understanding the world
- Expressive arts and design

#### **Our Curriculum:**

Our curriculum is designed to teach what we want the children to know by the end of the Foundation Stage and we have ensured that these opportunities are planned for. We have linked our curriculum to what is going on in the world around us to ensure holistic learning and opportunities for increased parental involvement. Throughout our curriculum at Indian Queens Primary School and Nursery, we respond to individual ideas of the children and we are flexible to change our plans as needed according to the interests of the children and what motivates them.

Our curriculum is designed to focus on independence and self belief. We aim to develop the 'whole child' to ensure that all children are in a good place to begin KS1.

We work closely with KS1 staff to ensure progressive learning which deepens understanding.

Children's development levels are assessed as 'On Track' or 'Not On Track'. Staff use Development Matters 2021 to support the assessment of children. As the year progresses, the balance will shift towards a more equal focus on all areas of learning, as children grow in confidence and ability within the three prime areas. However, if a child's progress in any of the prime areas gives cause for concern, staff will discuss this with the child's parents/carers and agree how to support the child.

#### **Continuous Provision:**

In our EYFS we value the impact that play had on learning and development. We therefore provide a carefully planned environment which allows children to explore, practise and refine learning through using a core set of resources which are built upon throughout the year.

#### **Our EYFS Mission Statement:** "Nurturing A Love For Learning That Will Last A Lifetime"

Our mission statement is made up of core values that underpin our practice. We aim to provide a nurturing environment where children feel safe, happy and therefore where learning can take place. In our EYFS we aim to ensure that children enjoy school and make memories that will stay with them during the journey throughout the school.

#### **4.Characteristics of Effective Learning**

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- Playing and exploring - children will have opportunities to investigate and experience things, and 'have a go'.
- Active learning - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.
- Creating and thinking critically - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

## **5.Planning**

The Early Years Foundation Stage Curriculum provides the basis for planning throughout the Foundation Stage. The planning is based upon themes / topics and/or discrete phonics, maths and other directed teaching. The themes / topics are those that the early years team have identified as vehicle of interest to deliver the children's next steps in learning and also to respond to the individual needs, achievements and interests of the children.

## **6.Assessment**

During the first term, the early years team work together to assess the ability of each Reception and Nursery pupil using observations and activities. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual and/or groups of children. This first /baseline assessment also takes into account any other records we receive from previous pre-school settings, parents and childminders. Most of our children have attended our setting as Nursery pupils and that helps to facilitate this process.

Our qualified staff keep track of children's development through on going assessment and internal moderation, using the Development Matters 2021 documents to record if children are 'on track' or 'not on track'. This assessment then forms intervention groups for the following term.

We record each child's level of development against the Early Learning Goals and use Development Matters, 2021, along with our specifically designed curriculum, to plan, assess and inform next steps so that all children have the opportunity to achieve a Good Level Of Development. Observations and assessment of each individual pupil is on-going with the information gained being used to ensure that future planning reflects identified needs. The early years team have weekly planning meetings to discuss each child and the ways we will adapt the provision to address their learning and any needs identified.

Assessment in the Foundation Stage takes the form of both formal and informal observations, teacher and teacher assistant knowledge of the pupils and photographic evidence. Assessment is completed regularly and involves both the teacher and other adults, as appropriate. The collection of assessment data in the Foundation Stage Profile is a statutory requirement.

Assessment data is recorded by the teachers Reception and Nursery in progress records, online learning journals and collating examples of each child's work. The work books and

online learning journey contain a wide range of evidence that we share with parents at each parental consultation meeting. We also e- mail the online learning journeys to parents regularly.

At the end of the final term of a pupil's Reception Year we meet with Year 1 staff to discuss the children that will be moving to KS1. The child's next teacher uses the information given to make plans for the year ahead. We share this information too at parental consultation meetings and in the end-of-year report.

Parents receive an annual written report that offers comments on each child's progress in each area of learning. It highlights the child's strengths and developmental needs, and gives details of the child's general progress. We complete these in the Summer term and send them to parents before the end of the school year.

## **7. The Learning Environment**

Our early years areas are organised to allow children to explore and learn securely and safely. There are specific areas where the children can be active, be quiet, be creative etc.

Children have access to both the inside and the outside environment at various points in the day which is known to have a positive effect on the children's development. The Early Years Foundation Stage pupils have their own outdoor area with sand or water, bikes, writing opportunities, mud kitchen, construction and role play. Spending time outdoors offers opportunities for exploring and learning things differently to when pupils are indoors and gives things a different perspective. The children can explore, use their senses and be physically active and exuberant. All areas of the curriculum can be explored outside.

## **8. Transition**

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle in to their new class quickly and happily.

In both Nursery and Reception children are invited to a taster session before their official start date. Staff are on hand to meet and greet parents with their children and answer any questions they might have. In Nursery, parents are encouraged to come in and settle their children at the beginning of sessions. Towards the end of the year, as children are getting ready to join school full time, the team will encourage more independence.

Parents of all children entering their Reception Year in the next Academic Year will be invited to an Induction Meeting in the Summer Term to meet their child's new teachers and other key staff.

This is an opportunity for staff to:

- Explain about uniform, PE kit and school dinners/ free school meals
- Explain about holidays and absences
- Answer any questions parents might have about starting school

- Explain the arrangements for starting school in September
- Talk to the parents about the school and Government expectations at the end of the EYFS.

We also try to visit any settings that are sending children to us.

When children begin their Reception Year in September, we find that a staggered start enables children to get to know their environment well without it being too overwhelming. Parents are invited to settle their children in the mornings initially, but we actively encourage independence and by October half term, we aim for children to be coming into class independently.

Throughout the Reception Year we aim to build up their involvement in whole school life helping them to become familiar with many of the teaching and support staff working in other classes. They will have taken part in the weekly achievement assembly as well as sharing the lunchtime hall with the other pupils.

## **9. Safeguarding & Welfare**

‘Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.’ (Statutory Framework for EYFS 2021)

At Indian Queens Primary School, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2021.

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence;
- Promote good health;
- Manage behaviour effectively in a manner appropriate for the children’s stage of development and individual needs;
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so;
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

It is important to us that all children in the 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. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children. (More information can be found in the school’s safeguarding policy)

## **Healthy Eating**

All children, in Nursery and Reception, are provided with a healthy snack each day as well as being given the choice of a drink - milk and water. They have access to water at all times. School dinners are provided for free for all children in Reception and menus are sent out weekly for parents to see and choose from. Nursery children are required to provide a packed lunch from home. We also promote tooth brushing and all Nursery children have the opportunity to become part of our Tooth Brushing Club which is ran by Nursery staff who have trained with the Brighter Smiles Team. All reception children are given the opportunity for have a fluoride varnish applied to their teeth and engaged in educational visits from Brighter Smiles.

## **Intimate Care**

Intimate care is any care which involves washing, touching or carrying out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet, changing underwear following an accident and changing nappies and pull ups. We actively encourage parents to start helping their children become independent with these tasks as soon as they start in Nursery.

Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff and parents work in partnership to give the right support to an individual child.

## **10. Nursery Admissions, Funding and Fees**

### **Admissions**

Children can join Indian Queens Nursery the term after their 2nd birthday.

- Autumn Term start for children who turn 3 between 1st April and 31st August
- Spring Term start for children who turn 3 between 1st September and 31st December
- Summer Term start for children who turn 3 between 1st January and 31st March.

We will do all that we can to accommodate parental preferences in terms of their child's sessions. Prior to starting at Indian Queens Nursery parents must attend an introductory session with the EYFS lead. This is to complete admissions paper work and discuss any additional needs the child may have. Parents will need to bring identification for their children in the form of either a birth certificate or passport.

### **Flexible 15/30 funded hours provision**

We have a flexible approach to our nursery provision and children can access their 15/30 hours entitlement either through attending for full days or a mix of full and half days. Should parents wish their child/ren to attend for a full day or afternoon session they will need to provide a packed lunch for them. Again, we will do all that can to accommodate parental preferences in terms of how their child/ren access their 15/30 hours over a week.



### **3-year-old funding**

3-year-olds will be able to start a funded nursery place in the September, January or April following their third birthday.

The child's birthday must be before:

31 March will be eligible for funded nursery education from the Summer Term (April)

31 August will be eligible for funded nursery education from the Autumn Term (September)

31 December will be eligible for funded nursery education from the Spring term (January)

These are the cut off dates. If the child's birthday is for example on the 1st or 2nd January and the term starts on the 5th January, unfortunately their funding will not start until the Summer term after Easter because they have passed the cut-off date of 31st December.

### **2-year-old funding**

Although 2 year old funding starts the term following child's second birthday we are unable to accept children until the term before their third birthday Parents in receipt of 2-year-old funding can use this during the term prior to their child's third birthday.

For further information, please contact Mrs Hutton in the office on 01726 860504

### **Non Funded Provision**

Children may attend Indian Queens Nursery prior to receiving funding. Parents may also wish to pay for additional sessions if funding is split between two settings

### **Payment of Fees**

Sessions are charged at £15.00 for half a day and £30.00 for a full day. Fees are payable in advance and can be paid either half termly or weekly. Unpaid fees of more than a week may result in parents being asked to keep their child/ren at home until the debt has been cleared. Fees can be paid using the Parent Pay scheme.

### **Absence due to illness or term time holidays**

There is no reduction in fees due to illness and holidays taken in term time.

### **Emergency Closures and Exceptional Circumstances**

There may be a reduction in fees should the nursery be closed or there are exceptional circumstance resulting in your child not being able to attend nurse. These will be judged on a case by case basis by the school finance team. Parents will be notified by the school office of the decision made.

## **11. Monitoring and Review**

It is the responsibility of those working with Nursery and Reception pupils to follow the principles stated in this policy. The Head teacher, The EYFS Leader, and the Class teachers will monitor EYFS provision as part of the whole school monitoring schedule.

This policy will be reviewed in September 2024, or earlier if circumstances require it.