



EYFS Policy

Last Review: May 2019
Next Review: April 2020
Linked governor committee; Teaching and Learning

Purpose.

‘Every child deserves the best possible start in life and support to fulfil their potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.’ From ‘The Early Years Foundation Stage Profile’.

The Foundation Stage at Surbiton Children’s Centre Nursery School encompasses children from 2 to 4 years old. The ‘Early Years Foundation stage Curriculum’ (EYFS) is the only statutory curriculum provided by the Government, the current version was published in 2017 and covers the learning and development from birth to five. The statutory framework of the EYFS should also be read in conjunction with this policy, as it is mandatory and supports the framework for inspection.

At Surbiton Children’s Centre Nursery we believe that early childhood is the foundation on which children build the rest of their lives. At Surbiton Children’s Centre Nursery School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. However, we also believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

Learning through play is key to the development of young children and we provide appropriate activities at Surbiton Children’s Centre Nursery and a high degree of autonomy to maximize motivation.

This document demonstrates how our vision of ‘Every Child, Every Chance, Every day’ is put into practice. Our purpose is that every child will enjoy exciting learning in a happy and friendly school.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. The EYFS is based upon four principles;

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

A UNIQUE CHILD.**Equality.**

All pupils in this school are entitled to a broad, balanced and relevant curriculum regardless of ability, gender, race and social circumstances. Both gifted, talented and able children and those with Special Educational Needs are considered and the

curriculum adapted to suit all levels of ability. We have an equality statement and policy available at school.

Special educational needs.

All children are entitled to the best start we can give them by providing a safe and supportive learning environment with a wide range of motivating activities with just the right level of support. Some children may start nursery with known additional needs, and others may have needs that emerge as a child settles into their education. Care is taken to assess the needs of each child throughout their time at Surbiton Children's Centre Nursery. Should a child have any emerging additional or different need, parents will be involved in discussions with our staff from us first starting to notice this to gather information about the bigger picture. Group and individual, additional and different help is provided within the school wherever possible. We have links with a variety of external professionals and, when necessary, their involvement may be required to support certain children through referrals. Parents/Carers will always be informed if an outside agency is assisting us to support their child. We have a full Special Educational Needs (S.E.N) information report that links with the LA's local offer, this is available on our website.

English as an additional language (EAL).

Many children at Surbiton Children's Centre Nursery are new to English, or have learned English as an additional language to their home language. A solid base in any language is a strong indicator of future achievement. We celebrate children using their home language, and invite parents to come into nursery and share stories in their home language to help children to understand how this is valued and develop a sense of pride in their home language.

Some children require very little additional support to develop the communication strategies to succeed well at school. We ask parents about how confident their child is at understanding and using English during our home visit discussions and this helps to inform what we put into place as additional and different provision. Some children find adults playing alongside them to introduce vocabulary linked to their current interest helpful, others may benefit from small group work to introduce new vocabulary that might help them to learn at Surbiton Children's Centre Nursery. Every child is different and so what we plan to support them, will be too. We monitor the assessments of children who have EAL to ensure their progress and attainment is similar to that of their non-EAL peers.

Medical needs and allergies.

We keep a record of any medical needs, including allergies in the heads office. Those with allergies have their photo and name displayed in the nursery classroom or kitchen, and other areas as appropriate, to ensure all staff are aware of individual needs. EYFS staff are trained in paediatric first aid. Parents/carers are asked to inform us of any foods their children are allergic in the admission pack, and this is discussed again during the home visit. All adults involved are informed.

Some children have medical conditions, disabilities or special educational needs that result in a need for intimate care. We have procedures at Surbiton Children's Centre Nursery for nappy changing, and this fits within the ethos and procedures outlined in

our child protection and safeguarding policy. 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 work in partnership with parents to give the right support to an individual child. No intimate care is to be given without the express written permission of the parent or guardian of that child and all parents and guardians will be asked to provide that permission when their child joins Surbiton Children's Centre Nursery. All children who need medicine or treatment during their time at Nursery will be carefully monitored and any medicines given will be recorded in our medicine log book for parents to sign.

POSITIVE RELATIONSHIPS.

Transition.

At Surbiton Children's Centre Nursery School we recognise the importance of getting the transition into nursery and on to future settings right. Each child is offered a visit at home by the teacher in charge and another staff member before their child starts. At this meeting we get a chance to meet each child in an environment where they feel confident, this is almost always their home. Staff and parents have a chance to discuss each child's interests and needs in more detail and are also to discuss some of the needs arising from our admission paperwork in more detail.

Every child will settle in a different way, we follow the lead of those that know the children best, their parents and carers, to get this right. Often a child will attend a shortened session to begin with alongside a familiar adult. They will then extend this to a full session, and the familiar adult will spend a gradually decreasing amount of time alongside their child, perhaps in the entrance area or in the staff room, so that they can be easily found if they are missed. When a child is ready, often on their third session at nursery, they will experience saying goodbye to their familiar adult. We have a staggered start to nursery in September to ensure that all children have the support needed by a member of staff during this settling in process.

On leaving the nursery at the end of the year, each child is given a written report from the teacher that comments on how we have seen the child learning and also an indication of the development bands that the child is working within. This is in line with the guidelines from Achieving for Children. We attend the borough wide transition event to meet the teacher from the next school and pass on key information and the written report we have shared with parents. Children with additional needs may require a personalised transition programme with additional visits to Surbiton Children's Centre Nursery from their next setting and also visits to the new setting from the child and Surbiton Children's Centre Nursery staff members.

Parental involvement.

We value the involvement of parents in our school. Parental involvement with school begins even before children start nursery with parent tours or during the welcome day in July when parents and children come to meet the children and staff that will be in the setting with them. Here we share our school pack that you can take away and re-visit until your child starts school. It includes lots of information for parents

and photographs so Surbiton Children's Centre Nursery becomes a familiar place before your child starts with us.

Parents help to structure the transition into nursery through discussions at the home visit and our open door policy helps to forge ongoing strong relationships with families. Parents' consultation meetings are held in the autumn and spring term at which parents are invited to discuss their child's progress.

We send a written report to parents at the end of the summer term and parents are invited into school to discuss this report if they wish. This report forms the basis of the discussion between teachers at Surbiton Children's Centre Nursery and the next setting during the transition event. Parents are kept informed of all happenings in the school by monthly newsletters. Parents are also informed via notices on the board, by regular newsletters and by email alerts. Parents are invited to a special concert each term and are also all part of the PFSA to raise funds for Surbiton Children's Centre Nursery and to develop a social network between local parents. If parents are concerned they are encouraged to talk about any worries that they may have as soon as they arise by chatting with staff or the head teacher. We have an open door policy, but for the safety of the children sometimes parents may need to wait until later in the session or the end of the session to discuss things in more detail with staff.

Handling.

At Surbiton Children's Centre Nursery School we recognise that our children are young and often initiate physical contact. Staff are careful to balance a child's need for affection with a want to develop their independence skills. We have written guidance that we follow that allows for cuddling and tickling in an appropriate way to help children to form attachments with staff and so parents are clear of what to expect from the staff at Surbiton Children's Centre Nursery.

At times, because of the age or need of a child we may also need to handle a child to keep themselves, keep others safe or help to control a situation. The additional needs of some children also can result in some children needing additional physical support for their learning and physical needs.

ENABLING ENVIRONMENTS.

The Learning Environment.

At Surbiton Children's Centre Nursery School we recognise that the environment plays a key role in supporting and extending the children's development, to ensure that the children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of provision, such as sand, water, role-play or construction, this has a long term plan which details the learning from this continuous provision.

The provision is organised to allow children to explore and learn securely and safely. There are specific areas or parts of the timetable where the children can be active, be quiet and creative. In mainstream nursery and the two-year-old provision children have access to both inside and outside areas across the day; this has a positive effect on the children's development. Play-based learning is paramount and children have opportunities to direct their own learning with additional planned opportunities

provided by staff. All areas of the curriculum can be explored both inside and outside.

We are also a Forest School. Being outdoors in a new environment offers opportunities for doing things in different ways and in different scales than when indoors. The children can explore, use their senses and be physically active and exuberant.

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual's interests, passions and abilities. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning. We ensure that resources and spaces are safe to use and checked regularly.

Staffing and session structure.

The Foundation Stage at Surbiton Children's Centre Nursery Nursery School comprises of a 78 place Nursery cohort, offering either 5 morning sessions, 5 afternoon sessions or full-time places. Our 24 place two year old cohort is again offered through morning and afternoon sessions each week. The Green class provision provides fifteen additional places for pre-school children with social and communication needs, with a similar pattern of attendance to the mainstream three and four year old provision.

There is always a qualified teacher present in the building in the nursery provision, and the resulting 1:13 ratio is always observed. Additional staff are qualified to level 3 in a recognised Early Years childcare course. The ratio in the two year old provision is 1 adult:4 children. In Green class the ratio is set at 1 adult:3 children, in the presence of a qualified teacher. On almost all occasions we are able to provide additional staff to the provisions to make this ratio smaller.

Surbiton Children's Centre Nursery staff have a passion for the Early Years and can offer a wide range of expertise and experiences. They have a good knowledge of child development, the EYFS and keep up to date with developments through reading and courses, they have a commitment to their professional development

At times the Nursery will have visiting student teachers and Early Years Educator students working in the setting alongside the staff. Other professionals may also work within the setting throughout the year. All parties will have an appropriate DBS certificate.

The Nursery staff work as part of a team. EYFS staff plan and work together to ensure continuity and progression, providing age and stage related activities to suit all our children. Children are taught in a variety of ways; in whole class groups, small group work, pairs and individually. We are dedicated to providing excellent pastoral care and education to those children in our care.

Teaching and Learning Styles.

High quality teaching and learning at Surbiton Children's Centre Nursery Nursery School can be seen through the following features;

- The partnership between teachers and parents, carers and other settings that helps our children to feel secure at school, and to develop a sense of well-being and achievement;
- The understanding that teachers have of how children develop and learn, and how this must be reflected in their teaching;
- The range of approaches that provide first-hand experiences, give clear explanations, make appropriate interventions, and extend and develop the children's play, talk or other means of communication;
- The carefully planned curriculum that helps children achieve their next steps in their learning by the end of the Foundation Stage;
- The provision for children to take part in activities that build on and extend their interests, and develop their intellectual, physical, social and emotional abilities;
- The encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- The support for learning, with appropriate and accessible space, facilities and equipment, both indoors and outdoors;
- The identification, through observations, of children's progress and future learning needs, which are regularly shared with parents;
- The good relationships between our school and the other educational settings in which the children have been learning, including the children's centre, before joining our school;
- The clear aims of our work, and the regular monitoring of our work to evaluate and improve it;
- The regular identification of training needs for all adults working at the Foundation Stage.

Safeguarding and child protection.

The school takes its child protection responsibilities very seriously. Any concerns, which the school has, will be noted and, if deemed necessary, will be reported to the relevant agency. The safety of the child is always of paramount importance. The full Safeguarding Policy is available in school for parents to read if they wish as are other linked policies such as e-safety and whistleblowing.

Health and safety.

We have a Health and Safety policy which all staff and students are familiar with and we have designated people responsible for first aid in school. Surbiton Children's Centre Nursery staff have paediatric or emergency paediatric first aid training. Staff model to children the safe and appropriate use of equipment and materials. Children are developing their awareness of others when moving around the setting and have emerging awareness of some safety issues. Risk checks of areas are undertaken daily, and annual policies and checks are also undertaken. Please see the health and safety policy for more information.

Food and drink.

All children have access to water throughout the session, and children can ask for fruit or may be offered fruit if they become hungry. We ask that parents contribute some fruit to the nursery each week for this, and for our daily group snack time. We see this as an opportunity to develop social skills, alongside conversational and self-help skills. Sometimes other snacks are enjoyed to link to a special celebration such as a birthday or a cultural or religious festival. We ask that these do not contain nuts and that there are no boiled sweets.

Children may also attend our lunch club provision. This is an additional paid for service for the mainstream children. All meals are cooked on site by our school cook and each child will have a hot meal from the school. Children are provided with water at this session and encouraged to pour a drink for their peers, scrape their own plates and clear away. Here they develop independence and self-help help skills alongside their peers and a higher adult: child ratio of 1 adult: 8 children at its maximum. This helps the children to develop social skills linked to eating in social contexts and also peer interactions around their tables of up to six children.

LEARNING AND DEVELOPMENT.

The Early Years Foundation Stage Curriculum.

The EYFS curriculum is divided into seven areas.

The three prime areas are:-

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

The specific areas are:-

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design.

In more detail these prime and specific areas are:-

- **Communication and language** development involves giving young children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn

how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology

The school plans activities which reflect the three characteristics of effective learning. These are:-

- **play and exploring** – children investigate, 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.

At Surbiton Children’s Centre Nursery we have a separate policy for each of the seven areas of learning and then one that covers all three characteristics of effective learning to help everyone to find out more about them.

In the Foundation Stage we acknowledge the potential for learning in every activity and situation that arises. Our aim is to provide a secure and stimulating environment in which children flourish and learn to make sense of the real world. We make the children feel valued and give them the confidence to become active learners. Our activities provide first hand experiences through play and discussion, children are encouraged to interact with others, to move about and explore a wide variety of learning situations. There are well-planned areas of provision in the wide range of activities, resources and materials available. Opportunities are provided for sustained activity within our continuous provision, as well as spontaneous, self-chosen activities. It is important to us that children experience success, have fun and enjoy themselves whilst learning.

Children have access to our nursery garden throughout their play in nursery. We have all weather clothing and footwear available so children are protected and there are no barriers to learning. The outside area is an extension of the classroom and there is a variety of resources to facilitate learning. In this area EYFS staff provide

planned activities for children as well as giving opportunities for them to make their own choices.

Planning.

We are also aware of our children's interests and looking at ways of using these as motivators to address their identified learning needs. These interests could develop into topics, and there may be visits or visitors that would help us learn more. It also helps to inform about any additional resources that could be placed in each area of provision to enhance the learning opportunities there. These topics could last for around three weeks and the planned resources alongside the linked resources would be documented on this. We keep parents involved with our planning by emailing them, posting planning on our school website and encouraging them to come into the nursery and share in the learning at the start of each session or through tapestry.

Assessment.

Throughout their time at Surbiton Children's Centre Nursery, our children are monitored against the Development Matters bands to give practitioners, parents and other professionals a common language when discussing where children are currently working, and what their next steps will be. We also discuss the characteristics of effective learning and make notes on both these and observations of children's developing skills, knowledge, attitudes and level of play and socialisation during children's meetings.

At the beginning of the year parents/carers are asked to give permission for their child to be photographed/videoed during their time at school. We use these images in the classroom, on displays, in the children's individual record files in the online Tapestry journals and on the school website (Children who are 'looked after' will not have their photograph put on the website or any public flyers etc). These photographs help teachers to moderate their assessments and help the staff to share significant moments in a child's learning journey here at Surbiton Children's Centre Nursery amongst ourselves and our parents.

We do a baseline assessment of every child within the first six weeks of entering the provision. This helps to inform our dialogue with parents and carers and also inform the provision for the children. We can shape our topics and the visitors we invite to the setting based on the learning needs of the children. We can plan any additional and different provision that we may need to help children to make the progress that they are capable of whilst at nursery.

We are able to make assessments of our children by observing them carefully and using photographs and observation notes to record what we see and how this links to the learning. We document learning across the whole curriculum, but with an additional focus upon the prime areas for children who are new to nursery.

We have ongoing discussions as a staff team about children's development at weekly children's and planning meetings. Enhancements to our continuously available provision is led by this knowledge of our children and their needs. We have

a summative assessment point each term to ensure that we have an accurate snapshot of each child's learning in every area of the curriculum at this point in time. We make sure these assessments are accurate by moderating internally every term and externally with other 'Outstanding' nursery settings each year.

We use these termly summative 'snapshots' to monitor the attainment of the cohort and groups of children against that of a 'typically' developing child. We also look at each child's progress to ensure that they continue to develop against each curriculum area at least the rate of a 'typically' developing child.

These summative snapshots are discussed at termly governor curriculum committee meetings and data headlines are also discussed with the full governing body. We continue to track children's progress at maintained schools in Richmond and Kingston after they have left Surbiton Children's Centre Nursery. This helps us to see what the long term impact of Surbiton Children's Centre Nursery has been, and helps us to inform any future developments to our practice.