



Early Years Foundation Stage Policy

Setting: Torpoint Nursery and Infant School
Address: Albion Road,
Torpoint,
Cornwall,
PL11 2LU.

Tel No: (01752) 812245
Email: secretary@torpointinf.cornwall.sch.uk

The Intent of our setting is to:

- Provide high quality care and education for children below statutory school age and in their reception year.
- Work in partnership with parents to help children learn and develop.
- Add to the life and well-being of the local community.
- And offer children and their parents a service that promotes equality and values diversity.

Parents:

Parents are regarded as valued members of our setting who have full participatory rights. These include a right to be:

- Valued and respected;
- Kept informed;
- Consulted;
- Involved; and
- Included at all levels.

We aim to ensure that our impact for each child :

- is in a safe and stimulating environment;
- is given generous care and attention, because of our ratios of qualified staff to children, as well as volunteer parent helpers;
- has the chance to join with other children and adults to live, play, work and learn together;
- is helped to take forward his/her learning and development by being helped to build on what she /he already knows and can do;
- has a personal key person who makes sure each child makes satisfying progress;
- is in a setting that sees parents as partners in helping each child to learn and develop; and
- is in a setting in which parents help to shape the service it offers as we always listen to parental requests and concerns and adapt our practice where applicable and in the best interests of the children and the families we serve

Our Implementation of The Early Years Foundation Stage for Children's Development and Learning:

The provision for children's development and learning is guided by The Early Years Foundation Stage. From September 2008 The Early Years Foundation Stage became law and the framework was revised in September 2012, again in September 2014 and again in October 2016. This brings the Birth to Three



Matters and the Curriculum Guidance for The Foundation Stage. Our provision reflects the four themes and the 16 commitments of The Early Years Foundation Stage (EYFS.)

A Unique Child:

- Child Development: Skilful Communicator, competent learner.
- Inclusive practice: Equality and diversity, children's entitlements, early support.
- Keeping Safe: Being safe and protected, discovering boundaries, making choices.
- Health and Well-being: Growth and developing, physical and emotional well-being.

Positive Relationships:

- Respecting each other: Understanding feelings, friendships, professional relationships.
- Parents as Partners: Respecting diversity, communication, learning together
- Supporting Learning: Positive interactions, listening to children, effective teaching.
- Key person: Secure attachments, shared care, and independence.

Enabling Environments:

- Observation, Assessment and Planning: Starting with the child planning and assessment.
- Supporting Every Child: Children's needs, the learning journey, working together.
- The Learning Environment: The emotional environment, the outdoor environment, the indoor environment.
- The Wider Context: Transitions and continuity, multi-agency working, the community.

Learning and Development:

- Play and Exploration: Learning through experience, adult involvement, contexts through learning.
- Active Learning: Mental and physical involvement, decision making, personalised learning.
- Creativity and Physical Thinking: Making connections, transforming and understanding, sustained shared thinking.
- Areas of Development and Learning.

How we provide for Learning and Development:

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all of the children with interesting activities that appropriate for the age and stage of development.

The 3 Prime Areas of Learning comprises of:

- Personal, Social and Emotional Development. (PSED)
- Communication and Language. (CAL)
- Physical Development. (PD)

The Prime Areas of Learning are closely linked to each other and are central to all other areas of learning and development. They are time specific, if they are not securely in place between 3-5 years of age they will be more difficult to acquire and their absence will hold children back in the other areas of learning. The Primes are universal skills and are not dependent on the Specific Areas of Learning (although the specific areas can provide the contexts for building on early development in the Prime Areas.)



The 4 Specific Areas of Learning consists of:

- Literacy. (L)
- Mathematics. (M)
- Understanding of the World. (UTW)
- Expressive Arts and Design. (EAAD)

The Specific Areas of Learning are more specific to certain domains of knowledge and skills which are necessary for children's successful engagement in their particular society. Specific Areas are less time sensitive as they reflect cultural knowledge (culturally specific) and accumulated understanding, so it is possible to acquire these bodies of knowledge at various stages of life.

Children engage in activities which support their learning in Specific Areas by using their social, communicative and physical abilities- so in the early years the Prime Areas are inseparable from all experiences.

For each Prime and Specific Areas of Learning, the practice guidance sets out The Developmental Phases. These phases state what it is expected that children will know and be able to do by the end of the Reception Year of their education. (EYFS2)

The practice guidance also sets out 'The Development Matters' the likely stages of progress a child makes throughout their learning journey towards the early learning goals. Our setting has regard to these matters when we assess children and plan for their learning,

Personal, Social and Emotional Development:

Our programme involves helping children to develop:

- A positive sense of themselves and others.
- Positive relationships and to develop respect for others.
- To develop social skills and learn how to manage their feelings.
- To understand appropriate behaviour in groups.

Communication and Language:

Our programme involves giving children:

- Opportunities to experience a rich language environment.
- To develop their confidence and skills in expressing themselves.
- To be able to speak and listen in a range of situations.

Physical Development:

Our programme involves providing opportunities for young children to:

- Be active and interactive.
- To develop their coordination, control and movement.
- Help children understand the importance of physical activity.
- To help children make healthy choices about food.

Literacy:

Our programme supports the children's literacy development by:

- Encouraging children to link sounds and letters.
- To begin to read.



- To begin to write.
- To ignite children's interest in literacy by providing them with a wide range of reading materials (books, poems and other written materials.)

Mathematics:

Our programme involves providing children with opportunities to:

- Develop and improve their skills in counting.
- Understanding and using numbers.
- Calculating simple addition and subtraction problems.
- Describe shapes, spaces and measures.

Understanding The World:

Our programme involves guiding children to make sense of their physical world and community through:

- Opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive Arts and Design:

Our programme involves:

- Enabling children to explore and play with a wide range of materials.
- Provide opportunities and encouragement for sharing their thoughts and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

Our approach to Learning and Development and Assessment.

Learning through planned purposeful play:

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Our setting uses the practice guidance in the Early Years Foundation Stage to plan and provide a range of purposeful play activities which help children to make progress in each of the areas of learning and development. In some of these activities children decide how they will use the activity (child-initiated) and, in others, an adult takes the lead in helping the children to take part in the activity (adult-led). In all activities information from the practice guidance to The Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

As children grow older (throughout EYFS2) and as their development allows, it is expected that the balance of child initiated and adult guided will gradually shift towards more activities led by adult, to help the children prepare for more formal learning, ready for the transition into Year 1.

Assessment:

We assess how young children are learning and developing by observing them frequently. We consider the individual needs, interests and stages of development of each child in our care and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development. Assessment plays an important part in helping us to recognise the children's progress, understand their needs and to plan activities and support. On-going assessment is an integral part of the learning and development process. We observe children to understand their level of achievement, interests and



learning styles. We then shape learning experiences for each child reflecting on these observations. The information that we gain from observations, as well as from photographs or videos of the children documenting their progress and where this may be leading them is collated in the child's 'Learning Journey Book'. We believe that parents know their child best and we ask them to contribute to assessment by sharing information about what their children like to do at home and how they as parents are supporting development.

We make periodic assessment summaries of children's achievement based on our on-going development records. These form part of children's records of achievement. We undertake these assessment summaries at regular intervals throughout the EYFS.

Record of achievement- Learning Journeys:

The setting keeps a record of achievement for each s-child. Staff and parents working together on their children's record of achievement is one of the ways in which the key person and parents work in partnership. Your child's record of achievement helps us celebrate together his/her achievements and to work together to provide what your child needs for his/her well-being and to make progress. Your child's key-worker will work with you to keep this record. To do this he/she will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's stage of progress. You and the key person will then decide on how to help your child to move to the next stage. Staff are available on a daily basis to talk to parents and there are several opportunities throughout the year (once each term) when parent consultations are arranged to discuss children's achievements in detail.

Progress Check at age two:

When a child is aged between two and three, the lead person in the Two Year Old Room will review the children's progress and provide parents / carers with a short written summary of their child's development in the Prime Areas of Learning. The progress check identifies the child's strengths and any areas where the child's progress is less than expected.

EYFS Profile- Assessment at the end of the EYFS:

In the final term of the year in which the child reaches the age of five (and no later than 30th June in that term) the EYFS Profile must be completed for each child. Each child's level of development is assessed against the 17 Early Learning Goals where the teacher makes the best fit judgement to indicate whether the children are meeting the expected levels of development, exceeding, expected levels or not yet reaching the expected levels (emerging.) The Profile Report is a written report and commentary on each child's skills and abilities in relation to the Characteristics of Effective Learning is shared with both parents and Year 1 teachers (to assist them with the planning of activities in Year 1.)

Working together for your children:

In our setting we maintain the ratio of adults to children in the setting that is set through the Welfare Requirements. We also have volunteer parent helpers and child-care students where possible and who are additional to these ratios. This helps us to:

- Give time and attention to each child;
- Talk with the children about their interests and activities;
- Help children to experience and benefit from activities we provide and
- Allow the children to explore and be adventurous in safety.



The details of staff who work in our Nursery Unit are listed in the 'Staff Roles, Ratios and Qualification' appendix. Details of staff in EYFS2 are held in the schools documentation.

How Parents take part in the setting:

Our setting recognises parents as the first and most important educators of their children. All of the staff sees themselves as partners with parents in providing care and education for the child. Parents are given the opportunity to attend an EYFS Curriculum Meeting where they are shown how the children learn using the EYFS Framework in a play based environment and how skills are built upon from nursery to Reception Classes. Parents have access to policies (on line and on request); we share how the EYFS Curriculum is being implemented by having daily plans on display and have information about weekly topics and focuses so that parents can share learning opportunities at home. There are many ways in which parents take part in making the setting a welcoming and stimulating place for children and parents, such as:

- Exchanging knowledge about their child's needs, activities, interests and progress with staff;
- Helping at sessions of the setting;
- Sharing their own special interests with the children;
- Helping to provide, make and look after equipment and materials, used in the children's play activities;
- Borrow books that are provided on a daily basis, to select as often as required to share with their child at home
- Take home 'Learning together packs' from nursery, which are available on a daily basis to promote learning through play at home..
- Taking part in events and informal discussions about the activities and curriculum provided by the setting;
- Joining in with community activities in which the setting takes part; and
- Building friendships with other parents in the setting when they attend groups provided by the school.

The parents rota:

The school has a rota which parents can sign if they would like to help in the school at a particular session or sessions in the setting. Helping at the school enables parents to see what the day to day life of the setting is like and to join us in helping the children to get the best out of their activities. All parents have a DBS check carried out, when they request to become a helper, prior to them starting in the school.

Joining the school as a parent helper is not the only means of taking part in the life of the school. Parents can offer to take part in a session by sharing their own interests and skills with children. Parents have visited the setting for many reasons these include to play the clarinet for the children, show the children cultural clothes and artefacts, talk to the children about their working roles, bring in pets to talk about and show the children their new-born baby.

We also have an open door policy and we welcome parents to drop into the setting to see it during a working day or to speak with the staff.

Key persons and your child:

Our nursery school uses a key-worker approach. This means that each member of staff has a small group of children for whom she/he is particularly responsible. Your child's key-worker will be the person who will work with you to make sure that what we provide is tailored for each individual child's particular



needs and interests, to help the child become familiar with the setting, offer a secure relationship for the child to make a positive attachment and build a relationship with the child's parents. (See the Key-worker Role Document Revised 2017.)

Learning opportunities for staff:

As well as gaining the relevant qualifications in early years and education, the EYFS staff takes part in further training to help them to keep up to date with thinking about early years care and education. The setting also keeps itself up to date with best practice in the early years care and education through publications produced for Early Years Settings.

From time to time the setting holds learning events for parents. These look at transition and how adults can help children to learn and develop in the specific areas of learning throughout their early years' experience. Courses on relevant topics are provided by Family Services and The Local Authority which are attended regularly by EYFS Staff who then feedback their findings to the rest of the school.

The setting's timetable and routines:

Our setting believes that care and education are equally important in the experience that we offer children. The routines and activities that make up the day in our EYFS setting are provided in ways that:

- help each child to feel that he/she is a valued member of the setting;
- ensure the safety of each child;
- help children to gain from the social experience of being part of a group; and
- provide children with the opportunities to learn and help them to value learning.

The session:

For children who attend the nursery on a single session basis, we organise our sessions so that the children can choose from, and work at, a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children also helped and encouraged to take part in both child-initiated and adult-led small or large group activities, which introduce them to new experiences and help them gain new skills, as well as helping them to learn to work with others. Outdoor learning activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor child initiated and adult-led activities, as well as those provided inside. The learning focus is replicated both inside and outside and well planned activities are provided to support children to achieve the desired learning outcomes through a play-based curriculum.

The day:

For children who stay with us all day, the setting organises the day so that the children can take part in a variety of child-initiated and adult-led activities (as provided each session.) These take account of the children's changing energy levels throughout the day. The setting caters for children's individual needs for rest and for quiet activities during the day. Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them and this provision is accessed on a free-flow basis (as provided in each session.)

Our setting can offer flexibility by providing additional paid sessions to accommodate parent's needs. Nursery parents are made aware that we are an educational establishment and so our curriculum is planned over a 5 day week. To ensure a child is accessing the whole of the curriculum, choosing 5 daily sessions will ensure this, which will be beneficial to their child. Once they are made aware of this fact,



families are then able to select the appropriate type of care to fit in with their own individual needs and lifestyles. (See the section in the EYFS file called 'Your Child's Entitlement'.)

Collection:

Children are only allowed to be collected by the designated adults. Should another person need to collect, it is up to the parents to inform us of this arrangement prior to it happening. (We follow the school's policies and procedures.)

If a child is late being collected (10 - 15 mins) we will phone the office who will contact the parents (or one of the emergency contacts on the list) to establish why the child has not been collected and to make contact with the parents to organise the collection. If a child is collected late on a regular basis the teacher will talk to the parent about this. (We follow the school's policies and procedures.)

Should a child be left for an extended amount of time, we will follow our School Policy and Social Services will be contacted.

Snacks and Meals:

The setting makes snacks and meals a social time by having a 'Snack Café' where the children will be encouraged to eat together in friendship groups. Children are provided with nutritious and healthy snack options. We make sure that each child's dietary needs are met. During the child's induction any food allergies or intolerances are noted and information about this is shared with all nursery staff. Photos are used to make all staff aware of this and are displayed discreetly in the nursery office.

Policies:

Copies of the settings policies and procedures are available for parents to see on request. As our nursery unit operates as part of Torpoint Nursery and Infant School, we follow all of the policies, protocols and practices adopted by the school. We also provide policies or amendments that are specific to the nursery unit.

These policies help us to make sure that the service provided by the setting is a high quality one and that being a member of our school is an enjoyable and beneficial experience for each and every child and his/her parents. The staff and parents work together in partnership; and policies are adopted with this in mind. We review policies regularly and these reviews help us to make sure that policies are enabling the school to provide a high quality service for its members and the local community.

Safeguarding children:

Our setting has a duty under law to safeguard children against suspected or 'actual significant harm'. Our employment practices ensure that children are protected against the likelihood of abuse in our setting and we have a procedure for managing complaints or allegations against a member of staff (See the School Safeguarding Policy.)

Our way of working with children and their parents ensures we are aware of any problems that may emerge and can offer support, including referral to the appropriate agencies when necessary, to help families in difficulty.



Special Needs:

As part of the settings policy to make sure that its provision meets the needs of each individual child, we take account of any special needs a child may have. The setting works to the (1996) Education Act, The Special Educational Needs Code of Practice (2014) and The Children and Families Act (2014). Our Special Educational Needs Coordinators are Mrs Steph Lock and Miss Gail Palmer. (See the Schools SEND Policy.)

The management of our setting:

The Nursery Unit is Governed by Torpoint Nursery and Infant School's Governing Body.

Fees:

We are in receipt of nursery education funding for eligible two, three and four year olds. (See appendix: Your Child's Funding.) Where funding is not received or the child is accessing additional sessions over their free entitlement allocation, then fees apply.

The fees for children in the 3 year nursery are £12 per session payable monthly, half-termly or termly (one month in advance.)

Lunchtime cover is £3.00 (3 YR Room) per day and parents are expected to provide a packed lunch.

A written contract is signed by parents prior to their child commencing on paid sessions. Fees must still be paid if children are absent without notice for a short period of time. If a child has to be absent over a long period of time, talk to Amanda Booth who is in the school office and is in charge of nursery payments, Tracy Girling in the school office who oversees the nursery admissions or Claire Westall who is the nursery manager.

For your child to keep his /her place at the setting that are paid sessions, you must pay the fees. One month's written notice is required to make changes sessions and on some instances an administrative fee will be charged.

Starting at our setting:

All parents have the opportunity to attend an induction/registration meeting prior to their child starting in the nursery, where information can be shared. We also ask parents if they can provide the school with more information about their child on a 'Parent Poster'. This will then be put at the front of the child's 'Learning Journey.' (See the information about providing a 'Parent Poster', given to parents to explain this concept.) A School Information Pack is also provided for all parents whose child is starting in EYFS1 and EYFS2.

The first days:

We want your child to feel happy and safe with us. To make sure that this is the case, the staff will work closely with you to decide on how to help your child settle into the setting and make their transition into our EYFS nursery and classrooms as smooth as possible for everyone concerned.



Clothing:

School uniform is available for nursery children from the school office. As we are an integral part of the school we ask parents to provide their children with the appropriate uniform. A copy of uniform clothing and prices is enclosed in each 'Welcome to our school' pack, or is available from the office.

We provide protective clothing for the children, when playing with messy activities. We also request that parents understand that their child will be exploring, and participating in craft and outdoor learning experiences and so they are sent to nursery in appropriate clothing to enable them to access all of the activities on offer to them.

We encourage children to gain the skills that help them to be independent and look after themselves.

These include taking themselves to the toilet and putting on, taking off clothes. Clothing that is easy for them to manage will help them to achieve this.

We also ask that each child is provided with a PE bag of spare clothes to be kept on their coat peg in case they require a change of clothes whilst in the setting.

We hope that you and your child enjoy being members of our setting and that you both find taking part in our activities interesting and stimulating.

The Early Years Staff are always ready and willing to talk to parents about any ideas, views or questions to make our provision remain 'outstanding'.

Date of publication: October 2019

Date for review: September 2020