


Services covered by this policy:	Pre-school Children's Service
Post holder(s) responsible for this policy:	Children's Service Senior Manager Early Years Manager
Date approved:	25/01/2024
Approved by:	CEO – Ellie Coulson
Signed:	
To be reviewed:	25/01/2025

A. Policy statement

Our belief is that everyone at The Hamlet should be happy and safe, is unique and valued, can explore choice and opportunities, is encouraged to unlock their potential, can communicate in their own way and is part of the wider community.

Our dedicated practitioners 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.

B. Purpose of this policy and why we have it

Every Child deserves the best possible start in life and the support that enables them to fulfil their potential. The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception Year and is intended to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. This policy sets out how we work in line with the four guiding principles of the EYFS to deliver a high-quality preschool provision.

C. Scope of this policy

- The Hamlet Users – children
- Parents/carers/home support staff of Hamlet Users
- The Hamlet staff
- The Hamlet Volunteers
- Educational or work placements e.g., Occupational Therapy or Nursing
- Visitors

D. Policy

The EYFS is based upon four principles:

- A unique child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child - We recognise every child is a competent learner who can be resilient, capable, confident, and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, rewards, patience and time and engagement to encourage children to develop a positive attitude to learning.

Positive Relationships – We recognise children that learn to be strong and independent form secure relationships. We aim to develop caring, respectful, professional relationships with children and their families.

Enabling Environments – We recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development, and learning, before planning challenging but achievable activities and experiences to extend their learning.

Learning and Development – We recognise that children learn in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter-connected.

In addition to the four guiding principles there are seven areas of learning and development in the early year's curriculum. There are three prime areas:

- communication and language,
- physical development and,
- personal, social, and emotional development

Children are also supported in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

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

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The policy aims to ensure:

- That children access a broad and balanced curriculum that gives the broad range of knowledge and skills needed to progress on to school and through life.
- Quality and consistence in teaching and learning so that every child makes good progress, and no child is left behind.
- Close partnership working between practitioners and with parents/carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.
- That children are provided with a secure, structures, caring and well-resourced learning environment which meets all the individual needs of “young learners” to enable them to become confident, motivated, and happy learners developing the skills and attitudes necessary for their own successful future learning.

E. Procedures and monitoring

- We plan activities and experiences for children that enable them to learn effectively. We take in to account the child’s individual needs, interests and stages of development and use this information to plan a challenging and enjoyable experience.
- Where a child may have a special educational need or disability, we consider whether specialist support is required, linking in with relevant services from other agencies where appropriate.
- We create an attractive, open-ended and stimulating learning environment where children feel confident, secure, and challenged.
- Children have daily access to an indoor and outdoor environment which is set up to include areas of learning and planned continuous provision.
- 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.
- Each area of learning and development is implemented through planned, purposeful play and through a mix of adult led and child-initiated activities. Practitioners respond to each child’s emerging needs and interests guiding their development through warm, positive interactions.
- Play-based learning is paramount and during child-initiated learning sessions children direct their own learning from an enabling environment and resources provided by practitioners.
- We will ensure that children are kept healthy and safe and that they achieve the knowledge and skills they need to start school.

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- We keep written and photographic evidence to help us build up a picture of children's strengths and achievements and to help us to plan for children's next steps in their learning journey.
- We understand that parents and carers have an important role to play, in their child's education and encourage parents to be included at all stages of their child's development.

F. Regulations (Health and Social Care Act) and other legal references

Early Years Foundation Stage [Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/100266/early_years_foundation_stage_statutory_framework.pdf)

Developmental matters [Development Matters - Non-statutory curriculum guidance for the early years foundation stage \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/100266/development_matters_non_statutory_curriculum_guidance.pdf)

Working together to Safeguard Children [Working together to safeguard children 2023: statutory guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/100266/working_together_to_safeguard_children_2023_statutory_guidance.pdf)

G. This policy should be read in conjunction with any other relevant Hamlet policies and accompanying procedures.

- Safeguarding Children Policy
- Partnership working Policy.
- Admissions Policy
- Transition Policy
- Admissions, Attendance and Absence from Preschool Policy
- Preschool Fees and Charging Policy

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