



EYFS Policy

Reviewed October 2016

Our primary aim is to provide an environment that is caring, stimulating and one that fosters children's independence. We will provide a variety of play/learning experiences and encourage each child to reach his/her full potential and make good progress in their development and learning

We therefore will help children have a positive approach to learning by:

- Helping children develop emotional stability, ensuring that they have a strong sense of belonging.
- Providing a key person system to ensure children and parents have a special person with whom to liaise and therefore form attachments.
- Developing their self-help and communication skills, this will give them independence and enable them to express their emotions.
- Providing a rich and varied play based curriculum in which children will gain confidence in their abilities.
- Encouraging children to try new things and therefore to explore and investigate the world around them.
- Providing a comprehensive range of resources to ensure that all areas of the curriculum are covered.
- Providing **comprehensive planning** using the early year's foundation stage guidance and by working towards the early years goals as set out in the seven areas of learning, which are:

Prime areas:

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

Specific areas:

- * Literacy
- * Maths
- * Understanding of the world.
- * Expressive Arts and Design.

We will also endeavour to do the following:

- Every day use of the **characteristics of effective learning** to encourage learning and development

- Encouraging children to use their imagination in a variety of ways and therefore encourage their creativity.
- Use a variety of spontaneous and focused observations
- Ensure the everyday (continuous provision) is enhanced during the course of a week.
- Using a process of parental and other professional input, observation and assessment in order to ensure that children's individual needs are reflected in planning.
- Setting **next steps** that are individual and achievable for each child.
- Ensuring that the curriculum meets the needs of all children regardless of ability or special educational needs.
- Providing a range of activities and equipment which reflect our diverse society, ensuring that all cultures and special needs are reflected in a positive way.
- Using a child centred approach to learning where staff take the lead from the children as to what they want to do, create, learn and involve parents in this by requesting to know what is happening in their home life i.e. wedding, christening, a visit to the zoo etc, in order for us to enhance this experience.

The Planning Co-ordinator is: **Hodan Hassan**

The Coordinator is responsible for:

- Ensure that the EYFS policy is up to date
- Ensure planning, observations and learning journals are completed weekly and signing off that's its completed
- Sample check planning, observations and learning journals monthly and sign off.

Planning folder to be kept in the office. The folder contains:

- EYFS Policy
- Development Matters and EYFS framework
- Outcomes grid
- Activity sheet
- Weekly Planning sheet

To be reviewed October 2017