

### Early Years Foundation Stage Policy

Springboard Nursery ensures that it fully implements the 'Early Years Foundation Stage' Framework and guidance.

#### **We aim to:**

- Provide a firm foundation for lifelong learning.
- Promote independence.
- Promote the value of learning through play and exploration, extending and enhancing the natural curiosity of the child providing structured activities for those children who are ready for them along with first hand experiences.
- Develop confidence and self-esteem, enabling each child to develop as an individual.
- Promote learning as an exciting and enjoyable experience.
- Provide a smooth transfer between nursery and school.
  - Promoting the Early Learning Goals in our pre school room.
- In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. Characteristics of effective learning and teaching (CoEL) (playing and exploring, active learning, creating and thinking critically)

#### **Our objectives are to:**

- Provide a stimulating, interesting environment that encourages learning through play and exploration.
- Provide high quality teaching and facilitate high quality learning through exciting, first hand experiences.
- Value and build on children's previous experiences.
- Allow time for children to produce work of depth and quality.
- Acknowledge that how children learn is as important as the content taught.
- Provide a foundation for positive attitudes (I can).
- Celebrate achievements.
- Deliver the curriculum using a variety of teaching strategies, appreciating a variety of learning styles.

### **Overarching Principles (4)**

#### **1.A unique child**

At Springboard Nursery we recognise that every child is a competent learner, who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement as well as celebrations and rewards to encourage children to develop a positive attitude to learning and themselves.

#### **2.Positive relationships**

Every child at Springboard will be assigned a key person in the setting.

At Springboard nursery we recognise that children learn to be strong independent from secure relationships. We are caring, respectful and professional with the children and their families. We recognise that parent/ carers are children's first and most enduring educators and we value the contribution they make.

We offer parent/ carers regular opportunities to talk about their child's progress and allow free access to their children's online learning journal (Tapestry); encouraging parent/ carers to come in to nursery to share their interests and create their own observations in to their child's learning journal to create a holistic view of the child's learning and development.

### **3. Enabling environments**

At Springboard nursery we recognise that the environment plays a key role in supporting and extending children's learning and development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning in the moment.

### **4. Children Develop and Learn in Different Ways:**

#### **Observation, Assessment and Planning**

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the practitioner. These observations are recorded in children's individual learning journals and on in the moment posters.

2 year old checks.

Practitioners will review children's progress between the ages of two and three and provide parent/ carers with a written summary of their child's development in the prime areas of learning. It will identify children's strengths and areas of progress which are less than expected, interpretations from other agencies may be included i.e. health visitor (with parental consent).

Practitioners will target areas of support where necessary, tailored to the child's individual needs. Parent/ carers will be part of this process and ideas/ resources will be shared where needed in order to support the child. If it would be beneficial to involve input from other professionals/ agencies; parent/ carers permission will be sought before beginning the process.

#### **Inclusion**

We value the diversity of individuals within the nursery and do not discriminate against children because of 'differences'. All children at Springboard nursery are treated fairly regardless of race, religion, gender or abilities. All children and their families are valued.

We give our children every opportunity to achieve their best by taking into account children's range of life experiences, needs and backgrounds when planning for their learning. As well as our on going observations we also gain lots of feedback from home.

In our practice we set realistic and challenging expectations that meet the needs of all our children.

#### **Keeping safe**

It is important to us that all children in the nursery are 'safe'. We aim to educate children on boundaries; rules and limits helping them to understand how things work. We provide children with choices to help them develop - this is an important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards in order to build resilience.

We aim to protect the physical and psychological wellbeing of all children. (see safeguarding children policy).

#### **Health & 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. At Springboard nursery we understand that we are legally required to comply with welfare requirements as stated in the EYFS. We promote the welfare of children; promote good health preventing the spread of infection and taking appropriate action when children are ill. We manage behaviour effectively in a manner that is appropriate for the children's stage of development and individual needs; ensure all

## Springboard Nursery, Policies and Procedures

---

adults who look after the children or who have unsupervised access to them are suitable to do so (DBS Check). Ensure that the premises, furniture and equipment are safe and suitable for purpose. Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs. We maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

### **Enabling environments**

At Springboard nursery we recognise that the environment plays a key role in supporting and extending children's learning and development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning in the moment.

### **Observation, Assessment and Planning**

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the practitioner. These observations are recorded in children's individual learning journals on Family.

### **2 year old checks**

Practitioners will review children's progress between the ages of two and three and provide parent/ carers with a written summary of their child's development in the prime areas of learning. It will identify children's strengths and areas of progress which are less than expected, interpretations from other agencies may be included i.e. health visitor (with parental consent).

Practitioners will target areas of support where necessary, tailored to the child's individual needs. Parent/ carers will be part of this process and ideas/ resources will be shared where needed in order to support the child. If it would be beneficial to involve input from other professionals/ agencies; parent/ carers permission will be sought before beginning the process.

### **Supporting every child**

Key people endeavour to provide a challenging individual curriculum for each child that is achievable. This is supported through observation of the child's current interests and achievements in both a practitioner directed and free play environment.

### **The learning environment**

The EYFS play room is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The play room is set up in learning areas, where children are able to find and locate equipment and resources independently.

This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scaled than when indoors. It offers the children the opportunity to explore, use their senses and be physically active. We plan activities and resources for the children to access outdoors that help the children to develop in all areas of learning.

### **Wider contexts**

At Springboard nursery, we endeavour to forge and build relationships with other settings, organisations and services. We believe that through sharing expertise, listening and involving the children, we can achieve positive contributions both to our nursery and the wider community. We ensure that we recognise a wide variety of cultures, religions and ways of thinking in order to support the children in their understanding of the diverse world we live in.

## Springboard Nursery, Policies and Procedures

---

### Legislation

- The learning and development requirements are given legal force by an Order<sup>3</sup> made under section 39 (1) (a) of the Childcare Act 2006.
- The safeguarding and welfare requirements are given legal force by Regulations<sup>4</sup> made under section 39 (1) (b) of the Childcare Act 2006.

**This policy was implemented by Springboard Management Team: please note all policies and procedures will be reviewed on a yearly basis, unless there is a need to implement changes prior. Please note any updates and changes will be forwarded by email.**

**Date:** 01.09.2023