



TINYWOODS
PRESCHOOL



SHIRELAND
COLLEGIATE ACADEMY TRUST

EYFS Policy – First Steps Nursery & Tinywoods Preschool

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Officer Responsible	Manager(s) of First Steps Nursery

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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress, and no child gets left behind.
- Close partnership working between practitioners and with parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

2. Legislation

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

This document also complies with the Shireland Collegiate Academy Trust's Articles of Association.

3. Structure of the EYFS

Our EYFS provision delivers an exciting, exploration-based curriculum, with opportunities to learn both indoors and outdoors.

Children are guided through discoveries in the form of pre-planned adult-led activities and encouraged to extend their ideas and interests through spontaneous moments alongside staff in the setting.

Guidance on the stages that children progress through is taken from Development Matters 2021, which the setting uses to help support children with the knowledge, skills, understanding and attitudes that the children will need to successfully transition onto their next stage in education.

Our rooms are designated to different age groups and are thoughtfully planned each day to encourage children to explore and express their ideas, investigate and be creative. Our outdoor environment provides a place for movement with imagination, safety and confidence whilst presenting challenges and opportunities to think critically without the restrictions indoors can present.

First Steps Nursery & Pre-school operates every weekday throughout the year with just one-week scheduled closure over the Christmas period and two pre-determined training days.

There is a separate kitchen area where the children can engage in cooking activities with age-appropriate resources as well as where the food is prepared for the children's meals during the day.

Children are able to access First Steps Nursery and Pre-school via government funding and fee-paying places. Fee paying parents/carers are charged a daily rate, while parents/carers whose children access via the funding pay fees to cover meals and additional extra-curricular workshops, experiences, and resources.

4. First Steps Nursery Curriculum Philosophy and Planning

At First Steps Nursery and Pre-school our aims are to equip children with the skills and knowledge they need to explore and understand the world around them.

We believe that children grow and develop when they have access to a well thought out learning environment and engaging adults.

Children's language development is fundamental and at the centre of all our planning as we believe language development is vital and is a key thread across all the seven areas of learning.

Prime areas of learning:

- Personal, social, and emotional development
- Communication and language development
- Physical development

Specific areas of learning:

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

We use the Trust E3L curriculum to support our intent. E3L embodies the values of **Excite, Explore, Excel** and we use it as a starting point to provide all our children with a **range of rich and meaningful first-hand experiences**. We work closely with Shireland Technology Primary School and other Trust settings to create an ambitious and quality plan.

Our children are given opportunities and experiences to engage in **'direct' learning and through the continuous provision both indoors and outdoors**.

In planning for children, we consider the different ways in which children learn. The three characteristics of effective learning are:

- **Playing and exploring**
- **Active learning**
- **Creating and thinking critically**

5. Assessment

Assessment links our children's learning to our curriculum. Most of the assessments we do at nursery are formative, so that it quickly helps us to make a difference to children's learning. However, we also need to have an overview of children's progress, so that we can take further actions where we notice what children can and can't do. We are good at deciding when it will be helpful to step in and support, and when it's best to be encouraging and just observe.

It is important that we are certain that children are secure in what they know and can do, before introducing them to something new.

We complete:

- A baseline assessment of the child's development shortly after they start with us. This is completed in partnership with parents/carers.
- A termly summative assessment of where the child's development is in relation to typical milestones and the characteristics of effective learning, child's interests, and any other relevant comments about the child's time with us.

Assessment helps with:

- The early identification of children who need temporary extra help and children who may have special educational needs.
- Checking that individual children, and groups of children, are making progress and taking prompt action where this is not the case.
- Reporting formally and involving parents in the statutory 2-year-old progress check.
- Celebrate children's achievements with parents and share focus for learning.
- Discussions with other professionals who may be involved with a child and family.
- Sharing information with receiving schools in the summer so that children can continue their learning journey through the EYFS as seamlessly as possible.

Each child's key worker completes termly progress checks and areas of development are rated to show development and progress. This information is collated by nursery management and evaluated to gain findings on overall development within the setting. Specific groups are evaluated to identify gaps in learning and identify how gaps can be narrowed. Specific groups include:

- Boys (this is also divided into age groups)
- Girls (this is also divided into age groups)
- EAL
- SEND
- ELT
- EYFE
- Pupil Premium

Data is also collated for each key group to identify how key workers can work even more closely with specific children and narrow gaps further. This is done during management time and does not take time away from the quality adult interactions necessary to support our children.

6. Evaluation

We will check that our curriculum is meeting the needs of our children by:

- Gathering feedback from the children, parents, and other professionals
- Reviewing the progress that children are making and how they are accessing the learning environment
- Discussing, as a team, our observations of the teaching and learning environment
- Individually discussing with the managers the setting's planning, curriculum and assessment.

7. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents/carers.

Parents/carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents/carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person upon induction who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents/carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate. Upon the initial induction, an 'All About Me' form is completed on Tapestry to gather as much information on the child prior to their start date so that the key person can plan for their first day i.e. dietary requirements/ medical needs. Parents/carers are expected to complete information forms as part of the registration/ induction process, including 'What I Can Do' form. This is to ensure that the key person has a brief idea of what the child can do prior to starting at nursery so they can then observe for 2 weeks before completing their Baseline Summary.

Parents/carers are given password protected access to their child's tapestry account which enables them to upload observations/ interests from home as well as view learning that has taken place within the setting.

We hold events throughout the year to improve our relationships with parents/carers. Events may include: Mothers/ Fathers / Grandparent Events, Religious Celebrations, Sports Day. Questionnaires are sent out to parents/carers on a termly basis to gain feedback to seek information on how we could improve our overall service.

8. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.