

Section 1 The Learning and Development Requirements

Practitioners must consider the individual needs, interest, and stage of development of each child in their care

Oakwood Nursery

Early Years Foundation Stage Policy

The programme of activities and the atmosphere of our Nursery aims to encourage confidence, independence and enjoyment. We also aim to enable children to develop their emotional, social, cognitive, interpersonal and physical skills, and their desire to explore, discover and be creative.

We follow the Early Years Foundation Stage (EYFS) which is the overall framework that sets the standards for early year's development. The EYFS gives guidance to providing an effective provision, children's development and planning. The EYFS is based on four principles:

- The Unique Child
- Positive Relationships
- Enabling Environment
- Learning and Development

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare.

The **learning and development requirements** cover:

- the *areas of learning and development* which must shape activities and experiences for children in all early years settings;
- the *early learning goals* that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)
- *assessment arrangements* for measuring progress (and requirements for reporting to parents and/or carers).

The **safeguarding and welfare requirements** cover the steps that providers must take to keep children safe and promote their welfare.

The areas of learning and development

There are seven areas of learning and development that form the educational programmes in all early years settings. All areas of learning and development are important. Three areas are particularly key for developing children's curiosity and enthusiasm for learning, to form relationships and thrive. These three areas, are called the prime areas:

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

We will also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy;
- mathematics
- understanding the world; and
- expressive arts and design.

In planning and guiding children's activities, we will also reflect on the different ways that children learn. Three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go';
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

At Oakwood we will provide a well-planned and organised play environment that offers children rich and stimulating experiences, alongside opportunities to explore, experiment, plan and make decisions. The programme of activities will recognise and take into account the differing ages, interests, backgrounds and abilities of the children.

Activities are carefully selected to allow children to build on their natural curiosity, advance their thinking, use their imagination and develop positive social relationships. At all times, the nursery will recognise a child's individuality, effort and achievement.

We will encourage the child to be involved in moving on activities so that the programme reflects their choices.

Staffing arrangements will provide opportunities for:

- reflect on and evaluate practice.

- recognise that working with children is a complex, challenging and demanding task and that often there are no easy answers.

- that learning is a shared process and that children learn most effectively when, with the support of a knowledgeable and trusted adult, they are actively involved and interested.

Staff will display flexible styles of leadership and respond appropriately to children according to their age, understanding and needs.

Staff will support, recognise and promote achievements by all children.

The nursery will provide children with a range of equipment and resources appropriate to their age and stage of development, according to the provisions of the Equipment policy.

When a child is aged 27 months, we will review their progress, and provide parents and/or carers with a short written summary of their child’s development. This progress check will identify the child’s strengths, and any areas where the child’s progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners will develop a targeted plan to support the child’s future learning and development involving parents and/or carers and other professionals (for example, the provider’s Special Educational Needs and Disabilities Lead or health professionals) as appropriate.

The Manager will ensure that time is managed properly, so as to allow for activity sessions to be evaluated.

(July 2018)

1.1 Child Development	2.1 Respecting each other	3.1 Observation, Assessment and Planning	4.1 Play and Exploration
1.2 Inclusive Practice	2.2 Parents as partners	3.2 Supporting every child	4.2 Active Learning
	2.3 Supported learning	3.3 The Learning Environment	4.3 Creativity and Critical Thinking
	2.4 Key person	3.4 The wider context	4.4 Areas of Learning and Development

