

EYFS Policy

Introduction

The provision for children's learning and development is guided by the Early Years Foundation Stage. Pathways reflect the four principles of this framework:

- **A unique child** - Every child is a unique child who is constantly learning and can be resilient, capable, confident and self assured.
- **Positive Relationships** - Children learn to be strong and independent through positive relationships.
- **Enabling Environments** - Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.
- **Learning and Development** - Children develop and learn in different ways at different rates. The framework covers the education and care of all children in early year's provision including children with special educational needs and disabilities.

There are seven areas of learning and development these include:

Prime Areas

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

Specific Areas

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

Characteristics of effective learning

At Pathways we reflect on the different ways that children learn and reflect these in our practice. These characteristics are:

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

The development opportunities for children in Pathways should reflect the following:

- Role of key adults including parent/carers
- Young children's desire to communicate and explore their surroundings
- The importance of the peer group
- Their own likes, dislikes and interests

The children's learning environment should be:

- Stimulating
- Exciting
- Varied
- Safe

At Pathways we ensure these elements are consistently met, providing children with quality learning experiences to develop children's full potential.

At Pathways we inform parents/carers by displaying a parent's guide to the EYFS and the children's routine of the day. A parent notice board also displays any information that the parents need to know.

The progress check at age two

The Early Years Foundation Stage requires us to provide parents with a written summary of their child's development in the three prime areas of learning and development; these are completed when the child is aged between 24 - 36 months. The key person is responsible for these checks using information gathered from observational assessments, the views and contributions of parents and any other professionals. This enables the keyworker to identify areas where the child is progressing well and areas where progress is less than expected. This will be discussed and shared with parents along with actions and activities which will be planned to support and enhance the child's learning.

Focus Activity

Each day at Pathways children have the opportunity to take part in a "Focus Activity". Activities are carefully planned for the children to be able to build on their natural curiosity, advance their thinking, use their imagination and develop positive relationships. Pathways recognise the children's needs, individuality, age, interests, backgrounds and abilities and take this into account when planning.

Child Choice

Each day at Pathways children have the opportunity to make choices and select activities which they have an interest in. The learning environment is planned so children can show curiosity and use their imagination.

Observing Children

At Pathways the children are at the centre of all we do and observations form a core part of daily practice. The outcome of these observations inform us of all future learning opportunities by identifying the children's learning and the next steps to move their learning forward.

Observations can be made during adult focus activities or child choice activities. Practitioners observe a child for a short period of time; this enables us to identify strengths and areas of development within the Early Years Foundation Stage Framework.

In the Moment Planning

In the moment planning allows child led explorations and inspirations to drive learning and development within an environment that is enriched and enabling and where practitioners are skilled in communicating to enrich experiences.

In the moment planning requires a whole different approach, so rather than working from practitioners objectives, it progresses from the child.

Recognising when a child is engrossed in learning, is often referred to as a 'teachable moment'

The three characteristics required for in the moment planning are:

- A quality and effective indoor and outdoor environment
- Skilful and high quality interactions
- Observations

Individual Children's Profiles

At Pathways we celebrate all the children's achievements and record these in their individual folders, using photographs (with permission) and observations giving us evidence to support the child's progress. This also allows you to see what your child is getting involved in at nursery. For any parents who do not wish their child's photograph to be taken we will respect their wishes. We operate a keyworker system, their job is:

- To help your child settle into nursery.
- Works with parents to deliver and plan personalised plans for the child's well-being, care and learning.
- Encourage regular dialogue with parents and carers who contribute to their child's learning and needs.
- To keep up to date developmental records for your child and share these with you.
- Encourage positive relationships with the other children in the setting.
- Complete your child's two year check.

We operate an open door policy and open days/evenings for all parents/carers to come in and discuss and look at their child's file.