

Elmtree Infant and Nursery School



Early Years Foundation Stage Policy

Our aims, values and objectives are founded on the Themes and Principles of the Statutory Framework for the Early Years Foundation Stage:

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 and parents and carers.

Learning and Development –Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special needs and disabilities.

The following are discussed and agreed with staff and management and shared with parents:

Our Aims:

- To make the first experiences of Nursery or School education exciting and rewarding.
- To facilitate a happy transition from the home environment to school.
- To encourage positive attitudes for love of learning.
- To provide a nurturing environment in which everyone is supported.

Our School Values:

- We are, 'Inclusive, 'Ambitious, 'Resilient, 'Curious.'

Our Behaviour Values:

- Ready, Respectful, Safe, Kind

Our Objectives:

- To provide a caring, safe and stimulating environment where children and staff feel secure, confident and valued.
- To establish close links between home and school.

- To provide child-centred learning and development, which is stimulating and fun for the child.
- To provide quality and consistency in our Nursery and Reception settings.
- To encourage parents, children and teachers to visit each other's setting. Facilitating the transitions from home to Nursery/School and from the Early Years Foundation Stage to Key Stage 1 to proceed as smoothly as possible.
- To respond to the range of needs and previous experiences of the children.
- To provide equality of opportunity ensuring every child is included and supported.

Admission Arrangements

To ensure a smooth transition from home to Nursery and Reception and to encourage close links we will:

- Arrange home visits for children with additional needs in the term before they join us to foster close links between home and School.
- Arrange time for parents/ carers and pre-school practitioners to share information that may be helpful and of benefit to the child and family during the home/pre-school visit or the stay and play session.
- Invite all children to visit the Nursery or Reception class to gain some familiarity with the environment, meet their Key Person/Teacher and their new friends.
- Contact and arrange to visit any outside agencies, should this be relevant.
- Share a transition document for families and their child to complete prior to starting with us.

Organisation

The Nursery is a self-contained unit within the main school. It has separate entrance and exit doors for parents and children, however, the main school building can be directly accessed when necessary.

The Reception classes are situated in the main school building. They are accessed through the main school gate.

Children start Nursery sessions the first term after their third birthday.

A child may access 15/30 hours of Flexible Free Entitlement over a week for the terms prior to entering the Reception class.

Entry to Reception takes place in the September of the academic year children will turn five years of age.

Nursery morning/afternoon sessions 15 / 30 hours fully funded taken each week	The children complete Nursery terms depending on parental preference.
Reception Class	One intake in September. The children complete 3 terms in Reception.

The Nursery provides 15 / 30 hours fully funded Flexible Free Entitlement provision per week either in the morning or afternoon, or a combination of morning and afternoons.

A child may attend 5 morning/afternoon sessions (8.45am-11.45am) (12.15pm-3.15pm).

Parents may purchase additional childcare provision at £14.25* per session (*September 2025) The Nursery class is lead by the Nursery Lead and supported by Key Workers. The Nursery Lead is supported by the EYFS Leader who oversees both Nursery and Reception.

The two Reception classes start in September. Each class is staffed by a qualified Teacher and a Teaching Assistant. We aim to support a smooth transition from the Nursery to Reception class; the Nursery children in their final Summer term visit the Reception classes in small groups. This allows the children to become familiar with the classrooms, staff and

routines. To help with the next transition stage, the Reception children visit their Year 1 classroom during the summer term.

The Nursery children wear school uniform from the time they start Nursery: black joggers, plain black trainers, white t-shirt/ polo t-shirt, Elmtree jumper (with logo)/ red crew neck jumper (without logo).

The Reception children attend 'Celebration' assembly in the Spring term on Fridays where children are presented with 'Well Done' certificates. From September they have 'Celebration' assembly in class.

From January, Nursery children also receive certificates and these are given out in the Nursery each Friday.

Snack is provided; Nursery children are offered snacks of fresh fruit or vegetables and milk or water. Reception children select from fruit and vegetables, water or milk. Milk is at an additional cost in Reception.

Nursery

The children are grouped in mixed ages of 3- and 4-year-olds, there are three/four key groups. The ratio of adults to children in the morning and afternoon sessions is 1 adult to 10 children.

Reception

The children are in classes of up to 30. Each class has a qualified Teacher, an Early Years Teaching Assistant and where appropriate additional support staff.

Staff development and support

Volunteer staff and employed staff are encouraged and supported to undertake further qualifications.

All Early Years Foundation Stage Staff are encouraged to attend available training courses on a regular basis.

Planning, Teaching and Learning

'The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's school readiness and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.' (Statutory Framework for EYFS Department for Education).

Within the Statutory Framework the learning and development requirements comprise:

Prime Areas:

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

Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The Early Years Leader has an overview of planning in the EYFS. The Nursery Leader and Key People are responsible for the planning, teaching and assessment of the children in their groups. The Reception Teachers are responsible for the planning, teaching and assessment of the children in their classes and are supported by Teaching Assistants.

Long Term Planning

Our Long Term planning is guided by the Statutory Framework for the Early Years Foundation Stage.

The non-statutory guidance document 'Early Years Outcomes' shows how the themes and the principles that inform them, work together for children in the EYFS.

Medium Term Planning

Each topic is planned to meet learning objectives across the seven areas of learning and development. The children's learning is integrated in all seven areas. Any single experience may provide opportunities to develop a range of skills and cover aspects of many of the areas.

We also recognise the key value of play in the children's learning at this stage. Teaching activities take different forms: they may be **adult-led**, where the adult teaches a particular learning intention; **adult initiated** where the adult has set up activities and expectations for observations; **child initiated** where the child has devised the activity themselves or taken an adult initiated activity and changed or developed it.

Each topic is planned to meet the needs of the current children and to build on prior learning, including for vocabulary, knowledge and skills.

Short Term (Weekly) Planning

The medium-term plans are used as guidance. Information and ideas are shared at weekly planning meetings. Using professional judgement and by reflecting on the previous week's activities the team plan for opportunities for the children to practise and learn new skills.

'Enhanced Provision' is used by the Teachers and Key People to show details of child informed activities and adult informed activities and are updated on a daily basis. Activities are based on children's observed interests and needs and are differentiated as appropriate for individuals or groups. These activities also offer children the opportunity to apply or consolidate their learning more widely across contexts.

Parent curriculum information leaflets are shared every half term to inform families about their child's learning and offer ways in which families can help support children's learning and development at home.

Optional Home-Learning activities are issued on a weekly basis to all children in Nursery and Reception. The activities link to the 7 areas of Learning within the EYFS.

Assessment

The children are assessed throughout the Early Years Foundation Stage, which culminates in the completion of the summative assessment of the Early Learning Goals at the end of their time in Reception. This data is sent to the Local Authority for analysis. The data is also used by the Early Years Leader, Reception Teachers and Key People to support future targets, and for the Year 1 and Reception teachers to discuss children who are making the transition from the Foundation Stage to Year 1. Ongoing assessments regularly take place and are used to inform the weekly planning and overall assessment of the children.

The EYFS Leader monitors these to ensure all children are making progress and support teachers to plan appropriate next steps.

At the end of the Summer term in Reception the Early Years Foundation Stage Profile will be completed. Parents will receive a report of the Early Learning Goals.

Both Nursery and Reception children receive an end of year report. This report looks at the Characteristics of Effective Learning, Playing and Exploring (engagement), Active Learning (motivation) and Creating and Thinking Critically (thinking) as well as commenting on the 7 areas of learning.

At the end of the Summer term before the children enter Year 1, the Reception and Year 1 Teachers discuss the children's completed Foundation Stage Profile records. This is the same for the Nursery where the Nursery and Reception team meet to discuss the children.

Each child's summary assessment is used to plan for their entry to Key Stage One. In-house moderation of different aspects of Learning and Development takes place between the Teachers and Early Years staff. All Teachers and Early Years staff attend moderation within the local area, the Trust and the LA.

Resources

The classroom environments in the Early Years Foundation Stage (indoor and outdoor) are planned and organised to reflect the seven areas of learning and development. The indoor and outdoor environments offer a combination of activities arranged to reflect children's observed interests on a daily, weekly or permanent basis through Continuous and Enhanced Provision.

Resources are stored in the classrooms as appropriate and they reflect different needs, abilities, genders and cultures. Children are encouraged to select resources for themselves. Resources are shared between the Nursery and Reception and are organised at the weekly planning sessions.

Partnerships with Parents

We work in partnership with parents and carers by sharing information between home and the School/Nursery. This is important in helping create a full picture of each child's progress. Sharing information enables parents to be involved in their child's learning when they are away from home and helps staff plan children's next steps.

A child's progress is shared with parents based during learning consultations twice a year. Parents are kept informed regularly through 'Parent Curriculum Information Leaflets' and the weekly school newsletter. We have an open-door policy and endeavour to ensure a member of staff is always available to talk to parents.

The Elmtree Infant and Nursery School website gives parents access to current information. Parents are also sent messages via the school app on a regular basis.

Parents are encouraged to volunteer some of their time in the EYFS settings, this promotes children's self-esteem and staff and parents are able to share ideas.

Any concerns Parents/Carers may have during their child's time in EYFS are noted and acted upon. Concerns are recorded and action taken is fed back and shared.

Links with Other Agencies and Other Settings

The Nursery and Reception classes work closely with the SENDCo. The expertise of the following services are used where necessary: METAS, Speech and Language Therapists, Occupational Therapists, Educational Psychologists and Health and Social Services.

The Early Years Leader and Nursery Leader visit children in their previous settings or home before they join the Nursery, if necessary. Reception Teachers from different schools will visit the Nursery to meet children who will be transferring to their setting. The Early Years Leader and SENDCo will visit some children in their previous settings before they enter the Reception class.

Links With Other School Policies

Inclusion.

Refer to the School's Equal Opportunities Policy

Health and Safety

Refer to the School's Health and Safety Policy

Admissions

Refer to the School's Admissions Policy

Special Educational Needs

Refer to the School's Special Educational Needs Policy

Behaviour

Refer to the School's Behaviour Policy

Child Protection

Refer to the School's Child Protection Policy

Continence Policy

Refer to the School's Continence Policy

Use of Images

Refer to the School's E-safety Policy

Appendix 1

ELMTREE INFANT AND NURSERY SCHOOL

USE OF CAMERAS AND MOBILE PHONES

To ensure the safety and welfare of the children in our care this appendix outlines the protocols for the use of personal mobile phones and cameras in the setting.

- Personal mobile phones cameras, video recorders and other electronic recording devices cannot be used when in the presence of children either on school premises or when on School educational visits.
- Personal mobile phones can only be used on visits in the case of an emergency situation relating to the children in their care and with the permission of the Visit Leader.
- All mobile phones must be stored securely within the setting during contact time with children. (This includes staff, visitors, parents, volunteers and students).
- No parent or Carer is permitted to use their mobile phone whilst on school premises. School policy regarding this matter should be explained clearly to Parents by the Headteacher.
- Mobile phones must not be used in any area within the school or within the staff toilet areas. Only the Staffroom or School offices.
- It is the responsibility of all staff to make families aware of the school telephone numbers and in emergency situations, will ring the school office.
- Personal calls may be made in the staff room or School offices but not anywhere else in the school.
- Personal mobiles, cameras, video recorders or any other electronic device, should not be used to record classroom activities. ONLY school equipment should be used.
- The ONLY occasion when cameras or video recorders are permitted to be used is during a school assembly or concert. The Headteacher will inform parents that permission has been given to use them and will advise that any images taken must not be shared on any social networking sites i.e. Facebook.

MONITORING AND REVIEW:

- It is the responsibility of all staff to adhere to this policy. It will be reviewed annually.
- **This is an appendix to the EYFS Policy and the Child Protection Policy**