**THE STATUTORY FRAMEWORK EARLY YEARS FOUNDATION STAGE.**

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| Windmill Pre-school has effective systems in place to ensure that educational programmes involve activities and experiences to ensure that children fulfil their individual learning potential and are kept healthy and safe. The pre-school will promote equality of opportunity and ensure that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability.  **The EYFS.**  The ***Early Years Foundation Stage Framework*** includes seven areas of learning and development all of which are important and interconnected.  The three prime areas are crucial for igniting children’s curiosity and enthusiasm for learning, for building their capacity to learn, to form relationships and to thrive. They reflect the key skills and capacities that children need to develop and learn effectively.   1. Personal, Social and Emotional Development  * Helping children to develop a positive sense of themselves and others. * To form positive relationships and develop respect for others. * To develop social skills and learn how to manage their feelings. * To understand appropriate behaviour in groups. * Have confidence in their own abilities.  1. Communication & Language  * Provide opportunities for children to experience a rich language environment. * To develop their confidence and skills in expressing themselves. * To speak and listen in a range of situations.  1. Physical Development  * To provide opportunities for children to be active and interactive * To develop their coordination, control and movement * To understand the importance of physical activity * To make healthy choices in relation to food.  1. The four Specific areas of learning through which the three prime area are strengthened and applied include: 2. Literacy    * + To link sounds and letters      + To begin to read and write      + To access a wide range of reading materials to ignite their interest, including; books, poems and other written materials      1. Mathematics  * To develop and improve their skills in counting, understanding and using numbers * To calculate simple addition and subtraction problems * To describe shape, spaces and measures  1. Understanding the World  * To explore their community and make sense of their physical world * To observe and find out about people, places, technology and the environment  1. Expressive Arts & Design  * To explore and play with a wide range of media and materials * To encourage the sharing of their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play and design & technology.   If a child’s progress in any prime area gives cause for concern the practitioner will discuss this with the child’s parents/careers and agree how to support the child. Practitioners will consider whether a child may have a special educational need or disability which requires specialist support. In this case the practitioner will help families’ access relevant services from other agencies.  The pre-school will value linguistic diversity and take reasonable steps to provide opportunities for children to develop and use their home language in their play and learning, supporting their language development at home. Practitioners will ensure that children have opportunities to learn and reach a good standard in English language. If a child does not have a strong grasp of English language, practitioners will explore the child’s skills in the home language with parents/carers to establish whether there is a cause for concern about language delay.  **Planning**  The pre-school follows the standards set by the EYFS to promote teaching and learning through a broad range of activities both adult-led or child-initiated, both indoors and outdoors. Play is essential for children’s development. It allows the children to move around in a less confined and restricted space; allowing them the opportunities to try new things, stretch themselves and build their confidence as they explore, think about problems and relate to others in readiness for school and later life. Children learn by leading their own play. Practitioners will respond to each child’s emerging needs and interests guiding their development through warm positive interaction.   1. Practitioners consider the individual needs, interests and development needs of each child in their care to plan a challenging and enjoyable experience in all of the areas of learning & development. 2. The practitioners will plan activities appropriate to the child’s age and stage of development. 3. Practitioners working with the youngest children will focus on the three prime areas of leaning. 4. Practitioners reflect on the different ways that a child learns through the three characteristics of effective learning, which 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. * Creating and thinking critically- children have and develop their own ideas make links between ideas and develop strategies for doing things.   **Key Person.**   1. Prior to a child starting at Windmill Pre-School, a key person/co key person will be assigned, depending on who the child initially bonds with. This may change. 2. The role of the key person is to work closely with a child or group of children, which will be explained to the parent when a child starts the setting. 3. The key person will help a child become familiar with the pre-school and to feel confident and safe within it, developing a genuine bond with the child and their family and offering a settled, close relationship. 4. The key person will meet the needs of each child in their care and respond sensitively to their feelings, ideas and behaviour, talking to the parents to make sure that the child is being cared for appropriately for each family. 5. The SENCO will advise families to seek more specialist support if the key person feels this is appropriate. 6. The co-key person will look after the child’s needs in the absence of the key person.   **Observations and Assessment**   1. Practitioners working with the children will undertake spontaneous, narrative and photographic observations in order to plan to meet children’s individual needs and interests. 2. Assessment allows practitioners and parents/carers to recognise children’s progress, understand their needs and to plan activities and support. Ongoing assessment involves practitioners observing children to understand their level of achievement, interests and learning styles and to then shape their learning experiences for each child reflecting the observations. 3. Assessments will not entail prolonged breaks from interaction with children and paperwork should be limited to that which is absolutely necessary to promote children’s successful learning and development. 4. The child’s progress record from their starting point including observations and summative assessments will be kept by the child’s key person and shared with the parents on a regular basis, encouraging the parents to contribute to them. 5. Practitioners listen to parents and take an interest in what their child likes doing, any new skills they have developed and new things they have learned. 6. Any learning and development needs will be addressed with parents/carers and any relevant professionals. 7. Practitioners should add observations onto Tapestry in a timely manner to demonstrate how we are supporting the children learn and develop. We can use this online platform to suggest ideas for home learning and encourage the children’s parents to share with us activities they do at home.   **Progress Check at age two.**   1. A progress check will be carried out on each child aged between two and three years old in the prime areas that will be shared with the parents. 2. This check will indentify the child’s strengths and any areas where the child’s progress is less than expected. 3. If any significant concerns emerge or a Special Education Need or disability is identified, a targeted plan will be developed, involving other outside agencies if appropriate. 4. If a child attends two settings the progress check will be carried out by the setting where the child spends the most time. 5. The progress check will be shared with parents to support learning at home. 6. Practitioners will encourage parents to share the progress check with other relevant professionals including their health visitor, so that any additional needs can be identified accurately.   **This policy was reviewed on 19th April 2024**    **Bryony Smith - Chair of Windmill Pre-School management committee**  **……………………………………….**  **Claire Baker - Manager of Windmill Pre-School**  **…………………………………………..** |