



Ashwood Park Primary School

Early Years Foundation Stage Policy

October 2016

Responsibility	Headteacher
To be reviewed	Annually

Within this document, the term Early Years Foundation Stage is used to describe children who are in our Reception classes.

Aim

At Ashwood Park Primary School we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

As outlined in the EYFS ‘Every child deserves the best possible start in life and the support that enables them to fulfill their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances.’

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- 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/or carers
- Children develop and learn in different ways and at different rates

Principles into practice

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support

- Work in partnership with parents and within the wider context
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult
- Have a key person approach to develop close relationships with individual children - Provide a secure and safe learning environment indoors and out

Foundation Stage Curriculum

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals.

All the seven areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas are the prime areas:

Communication and Language Physical Development Personal, Social and Emotional Development

Children are also supported through the four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Children are provided with a range of rich, meaningful first-hand experiences, in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

As a team, we embrace children's interests on a weekly basis to write Learning Agreement Plans as provocation for child initiated activities. We also link this to writing a series of directed plans which are adult led. These plans are reviewed by the Phase Leader and Head Teacher. Please see our plans for more details.

Practitioners working with the youngest children will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. The balance will

shift towards a more equal focus on all areas of learning as the children move through the Early Years at Ashwood Park Primary School and grow in confidence and ability within the three prime areas.

Children have whole group and small group times, with times for a daily phonics sessions teaching aspects of Mathematics and Literacy, including shared reading and writing.

The curriculum is delivered using a play-based approach as outlined by the EYFS.

‘Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities’

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children’s play, early years practitioners interact to stretch and challenge children further.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice.

We create a stimulating environment to encourage children to free-flow between inside and out.

Observation and Assessment

As part of our daily practice we observe and assess children’s development and learning to inform our future plans. We record our observations in a variety of ways. Everyone is encouraged to contribute and discussions take place. Parents are invited to discuss their child’s progress with the class teacher and look at their children’s books during parent’s evenings throughout the year.

Within the final term of Reception, we provide the parent’s with a report based on their child's development against each of the Early Learning Goals and the characteristics of their learning. The parents are then given the opportunity to discuss these judgments with the Reception teacher in preparation for Year 1.

Safety

Children’s safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children’s safety.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident.

Please see our separate policies and procedures on Health and Safety, Child Protection, Food and Drink; Illness and Injury.

Inclusion

We value all our children as individuals at Ashwood Park Primary School, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve and even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in

enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies. See our separate policies on Equality of Opportunity and Learning Support.

Parents as Partners and the wider context

We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways, such as class blogs, parents evenings and during Learning Agreement Time.

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.

We draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting.

Transitions

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and child minders. Children attend introductory sessions from Nursery to Reception to develop familiarity with the setting and practitioners. They receive a small booklet containing photos and complete an 'All about me' sheet.

In the final term in Reception, the Year 1 teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

Food and Drink and Healthy Eating Policy

Aim

We recognise that snack and meal times are an important part of the child's day. It is a social time for children to enjoy food. We aim to provide healthy, balanced, varied and nutritious food and drink to meet the child's needs and encourage them to develop and promote healthy lifestyles and well-being throughout their life.

We meet the welfare requirements outlined in the EYFS on food and drink:

'Where children are provided with meals, snacks and drinks, they must be healthy, balanced and nutritious.'

Implementation

- Before a child starts here at Ashwood Park Primary School we find out from parents their child's special dietary requirements, including any cultural, religious or medical reasons; preferences or food allergies. Parents complete admission forms containing this information, and discuss with the

practitioners / key person, children's dietary needs. All practitioners have a file in their class containing this important information. This information is then shared with the relevant persons, including the school cook.

- We regularly consult with parents about children's dietary requirements that have changed. The relevant forms are then updated.
- We disclose the child's name and individual dietary needs with necessary staff including the school kitchen and volunteers.

Snack and meal times

- Fruit, milk and water if accessible to all children in reception throughout the day. Children are trained about how to eat and drink appropriately within their own setting.
- The lunch menu is on a rolling rota which is based on and considers parental views shared during the new parents meeting; and can be accessed on the school newsletter.
- The menu is organised to provide a healthy, nutritious and balanced diet. High-quality produce is sought that avoid large quantities of fat, salt and sugar and artificial colouring, additives or preservatives. Fresh fruit and vegetables are provided daily. We provide a varied diet, in which we encourage children to try familiar and unfamiliar foods. We also encourage children to talk about and make healthy choices.
- Children with special requirements are catered for, such as vegetarian options are provided daily. Parents may wish to bring in food due to dietary requirements which they may do so in consultation with the staff, to ensure food is nutritious and well-balanced, which is then stored safely.
- At snack, we provide children with fresh fruit and vegetables.
- Snack and meal times are treated as a social event to develop healthy practices whilst maintaining good food hygiene.
- We operate juice and fruit time in each of the early years rooms with the support of early years practitioners. Children choose their snack, including a drink of semi-skimmed milk or water and an adult joins them.
- During lunch, children are supported by a regular dinner lady who encourages a positive eating experience. The children have a choice of food and drink and practitioners encourage children to make their own choices and talk to them about their decisions. At snack, children serve themselves. At lunch, the school cook serves the children after they have made their choice. They are all encouraged to eat their lunch with a knife and fork.
- Children who come to before and/or after school care are provided with breakfast and tea, in accordance with parental wishes.
- Food hygiene is considered the up most. All practitioners who handle or serve food are trained in food hygiene during their induction and then regularly reviewed to enable them to handle food safely. We are registered with the Local Authority.
- All food is stored safely in accordance with environmental regulation.

- Children are informed to eat the foods on their plate. As a class prior to our first meal, we discuss sensitively that the foods on our plates may be different and that for us all to be safe we must not swap foods.
- Practitioners / key person / school manager is available at the end of the day / session if parents wish to talk about the menu or what the child has consumed.
- We are aware that some children may not want to eat what is provided. However, we do find that when children are sitting with their friends, they like to eat what their classmates are eating. If children's food intake/diet is cause for concern or limited, we speak to the parents to cater for the child's preferences and gradually expose them to more foods.

Drinking water

- Children (and staff) have access to drinking water at all times throughout the day. Children can independently serve themselves using the jug and plastic water cups available. The jug is filled for the beginning of the session and re-filled as and when needed which is sterilized at the end of the day. Children also have a drink at snack and at lunch.

Curriculum

- As part of the curriculum we discuss healthy practices, including the need to drink water after physical exercise, hot weather.
- We also discuss healthy eating. We help children to understand why some foods are healthy and others are not.
- Children participate in cooking activities and gardening. They try foods from a range of cultures (respecting parental views and taking into consideration children's dietary requirements).

Intimate Care and Toileting Policy

(including the disposal of nappies, aprons and gloves safely)

Aim

At Ashwood Park Primary School we aim to meet the needs of all our children and promote their welfare. We recognise and assist children with intimate care where needed, and ensure that the children are treated with courtesy, dignity, and respect at all times.

Intimate care is defined as care involving washing, touching or carrying out a procedure to intimate personal areas which some children may need support in doing because of their young age, physical difficulties or other special needs.

Where a child has intimate care needs, a designated member of staff takes responsibility to provide their care. We address issues on an individual basis.

Due to the developmental stages of the children that we work with, we support them with their personal care: reminding the children to go to the toilet, hygiene etc to develop their independence. As outlined in the

foundation stage curriculum, we are responsible for children's personal care skills, as an essential part of Personal Development, in order to be able to access the rest of the curriculum.

On some occasions, children come to our setting in nappies. We support children sensitively and with dignity in this matter. Also, from time to time some children will have accidents and need to be attended to. Parents are asked to supply a bag of clean clothes for their child in a bag to be hung on their child's peg. These are taken into the toilet facilities prior to changing. However a supply of spare clothing is available if necessary and parents are asked to return this as soon as possible.

If a child has needed help with meeting intimate care needs (had an accident). This is treated as confidential and shared with the parents in person at the end of the day.

Implementation

- Staff training

All staff are knowledgeable about intimate care/personal care. They are aware of their responsibilities, relevant policies and procedures in place (including adhering to Child Protection, Health and Safety, Confidentiality). The designated employed adult is trained, CRB checked and has received training for very specific intimate care procedures where relevant. They follow the child's care plan and they undertake their duties in a professional manner at all times. They are fully aware of best practice including hygiene.

- Intimate care / personal care plan

If a child requires regular assistance with intimate care, staff meet with the parents to discuss the child's needs and devise an agreed intimate / personal care plan. Relevant health personnel are involved if needed. We monitor and review the plan on a regular basis.

The Key Person in Reception will deal with these issues.

- Practice

The designated practitioner who provides the care (in most cases: the child's key person) forms a strong, trusting relationship with the child. They ensure that it is a positive experience that is safe and comfortable for all. Whilst the child is having their needs met, it is treated as a time to converse and promote their personal development.

The child is encouraged to undertake as much of the procedure for themselves as possible, including washing intimate areas, dressing/undressing and hygiene.

The early years' toilet area is used to attend to a child's needs and every effort is made to ensure privacy and modesty.

Most procedures are carried out by just the designated person. However, careful consideration is given to the child's individual circumstances to determine how many practitioners might need to be present when a child needs help with intimate care.

If a child is unhappy or anxious about the care being provided, the issue will be addressed to ensure that we continually meet a child's needs.

- Working with parents

We work closely with parents to identify and ensure we meet the child's needs. Cultural and religious values are respected when planning for their care. We seek to engage in regular communication with parents, and monitor and review the plan together.

- Working with outside agencies

We work closely with outside agencies and utilize their knowledge and expertise where necessary. The SENCO, coordinates this approach.

Changing soiled clothes

- A clean disposable apron and gloves is worn every time a child is changed, after having washed their hands thoroughly.
- Whilst changing, children's skin is cleaned with a disposable wipe if needed.
- Gloves, aprons and wipes are disposed of hygienically and safely by double bagging and placing in a special bin.
- Two staff adults are always present when changing a child.

Parents as Partners Policy

Aim

We aim to work in partnership with parents based on establishing trusting and respectful relationships with a two-way flow of communication to meet the child's needs and achieve the best possible outcomes for all.

In the EYFS, working in partnership with parents is a key principle of effective practice.

Implementation

- We welcome and value all our parents and children.
- We recognise the important role of parents and the expertise that parents and staff bring and, together, we can enhance the child's learning.
- To have in place clear systems for ongoing dialogue based on a two-way flow of communication
 - Informal / formal conversations at the beginning / end of the day;
 - During the settling-in period;
 - The use of phone calls through the school office ;
 - Confidentiality and privacy is upheld
- To make sure information is accessible to parents, e.g. parents with EAL.
- We provide information (and information about the EYFS curriculum) through our prospectus, Parents information evening and our school blog.

- Before the children start, we obtain relevant admission forms. We ensure all the information is kept up to date.
- We hold a Parents Information meeting with parents/carers before their child is admitted. This provides a time to explain our policies and procedures. These are also accessible via the website.
- Prior to admission we arrange an introductory visit for the child to attend with their parents. Welcome packs are given. We develop relationships with parents through our induction / settling in period.
- We ask parents to complete an 'All About Me' sheet to provide information about the child and their family.
- We operate a key-person approach to establish close relationships with the parent and child, talking openly with parents to meet the needs of the child and to pass on information about home, new interests or share concerns.
- We actively seek parental contributions to the assessment process, including contributions to the child's learning journey, which we send home once a term to build up a picture of what the child is learning.
- We report progress and children's achievements throughout their time with us: In the Autumn term we have a 'Meet the Teacher' session to look discuss how the child has settled in.
- In the Spring term we have a formal parents meeting to talk about the child's progress with the parent, and together discuss the child's needs and learning priorities.
- Also in the Summer Term we send out reports.
- By working closely with parents we can identify and support those children who have specific needs, or those who are disadvantaged. If a child is recognised as needing additional support in the setting, parents are consulted throughout the process.
- We seek to enhance parents understanding of teaching and learning in the early years, by inviting parents to attend relevant workshops, including phonics and reading to support the continuity and progression of children's learning between the setting and home.
- We actively seek parental views, for example through questionnaires. If a parent raises a concern or complaint, the complaint procedure is followed.

SETTLING IN AND KEY PERSON POLICY

Aim

We want every child to feel safe and confident here at Ashwood Park Primary School within a special relationship with a key person for the child to thrive. We create a welcoming environment where children settle quickly, providing individual care to the child by working closely with parents.

We recognise that for some children and parents, starting a new setting can be a worrying time. We make sure we have robust settling in procedures and a key person approach for us to get to know the child and parents, giving them the reassurance to feel safe.

As outlined in the EYFS: 'Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with parents.' (EYFS, 2012, p.18)

Implementation

We start the settling in process before entry as we recognise this as a crucial time to build relationships and establish a two-way dialogue.

- We provide parents with all the relevant information before a child starts.
 - New parents meeting – to meet all the early years team, find out about the curriculum and if the parents choose, to walk around the setting.
 - Early years prospectus and a welcome pack and a little photo book for the child given on the introductory visit. This book has pictures of the Nursery/KG, practitioners, everyday routines and the child's pegs/ drawers. These can be shared by the parents and child so they are aware of what will happen when they come to our setting.
- All relevant policies and procedures are explained during these information sharing opportunities and available on our website.
- We explain the settling in process to parents however, we are flexible to meet the parent's and child's needs. We recognise that different children have different ways to be settled/ the length of the process may be different, but we work with the parents to devise a strategy together.
- Opportunities are available for the child, with the parent to visit prior to starting. This occurs towards the end of the Summer Nursery Term for new families into Reception. Parents may stay and play if they wish. We encourage at least one visit, but cater to the individual child. This visit provides an opportunity to get to know the staff, talk about the individual child, any particular needs and familiarise themselves with the setting.
- Parents are asked to complete registration forms and 'All about me' sheets, for the adults to get to know and help the child to settle more easily.
- The nursery and Reception staff liaise to share information to ensure a settled transition. The Reception children start at the same time as parents prefer this to a staggered intake.
- Every child Reception is assigned a key person who helps the child to become familiar with the setting and develops a close relationship with them and the parents.
- Each adult has a small group of children with whom they spend time and get to really know personally and build these close relationships. They provide the care, individual attention and support that the individual child requires.
- When allocating the key person, rotas are considered and also children's choices are respected as they are often drawn to an adult. The children also have a second key person in case of absentees.
- The key person helps the child to settle in gradually. They greet the child in the morning. At the end of the day, the key person can tell the parents about the child's day.
- During the settling-in period the key person spends time with the child looking at the child's learning journey which is started at home.

- During the first days in Reception, children are shown where their own personal peg. Lots of group opportunities are provided to develop the children's Personal, Social and Emotional Development skills.
- If the child is distressed in the morning and after being soothed by the key person, the school manager telephones the parent to reassure them that the child has settled.
- The key person meets that child's needs – e.g. personal needs (toileting); providing comfort if they are upset; supporting them with their independence skills (dressing, undressing); supporting their behaviour.
- The key person is the main point of contact with the child's parents by liaising and talking with them about the particular child. The key person also takes responsibility for the group's learning journeys. Reports are also produced and shared with parents.
- Times are planned during the settling in period and throughout the time that they are with us to talk with the parents to get to know the child well.
- Together with the other early years staff, observations are shared in order to plan for the child's next steps.
- Any children who attend after school care and/or breakfast club are cared for by trained practitioners.