



EYFS Policy

Introduction

At Pavilion Breakfast and After School clubs the Early Years Foundation Stage refers to children in Pavilion Pre School and Sudley Infants School Reception classes.

Early Years Foundation Stage Staff

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Rationale

At Pavilion Breakfast and After School clubs our children are loved and inspired. We build resilient, confident and independent young learners through engineering a stimulating environment that encourages and inspires children to thrive. Our aim is to provide a purposeful and balanced curriculum, monitored and resourced to achieve quality educational standards, which involves and develops each individual member according to their needs and abilities.

We believe that the Early Years are a uniquely important and precious time in a child's life and should be valued as such. These years lay the foundations for all future learning providing the base on which everything else builds. Learning for young children is a rewarding and enjoyable experience in which they explore, investigate, discover, create, practise, rehearse, repeat, revise and consolidate their developing knowledge, skills understanding and attitudes. During the Early Years Foundation Stage many of these aspects of learning are brought together through playing and talking.

Aims

We aim to:

- To provide a safe, secure, exciting, stable and stimulating indoor and outdoor environment where all children can have their personal care, learning and

development needs identified and planned for in an appropriate and challenging way

- Provide challenging and interesting activities with opportunities for children to work both independently and with practitioners.
- Ensure that personal, social and emotional well-being are paramount and children have a right to feel included, secure, confident and valued.
- Foster positive attitudes towards learning that will lead to successful confident children who achieve their individual potential.
- Develop social skills that help children to cooperate, live in harmony, trust and develop their own set of values.
- Create an inclusive ethos that promotes equality of opportunity, respect for cultural and religious diversity and a strong self-image and good self-esteem.
- Create a working partnership with parents/carers that impacts positively on children's learning and where their contribution is recognised and valued.
- Ensure that bullying will not be tolerated and that all incidents will be taken seriously.

Principles

- Early years experience should build on what children already know and can do.
- All our children are recognised as competent learners
- Activities and experiences are planned to meet the child's needs based on observing each child
- Children are active learners and learn best through play. Play, both indoors and outdoors, is central to supporting their learning and development
- Key partners like Pavilion Pre School practitioners, school staff, health visitors, social workers, speech and language therapists have an important role in children's development and learning
- All children are valued and acknowledged in the planning process including children following an atypical development pattern
- Planning for children's development and learning includes planning for high quality learning environments and continuous provision
- Planning needs to take account of children's varying rates and stages of development
- Planning needs to be shared with all practitioners working with a child to ensure continuity and consistency for children, planning is displayed to inform any additional adults in the setting
- All practitioners working in the Early Years have a central role in delivering effective learning and development outcomes for our children
- Well planned, purposeful activity and appropriate intervention by practitioners will engage children in the learning process and help them make progress in their learning
- Parents/carers too have a key role to play in their child's education

Teaching and learning

These are amongst many general features of good practice in our setting that relate to the Early Years Foundation Stage:

- The partnership between staff and parents, so that our children feel secure at school and develop a sense of well-being and achievement;
- The understanding that staff have knowledge of how children develop and learn, and how this affects their teaching;
- The range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- The provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- The encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- The support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- The identification of the progress and future learning needs of children through observations.

Continuous Provision

At Pavilion Breakfast and After School clubs, we aim to ensure:

- an environment that facilitates independence, curiosity and hands on play based learning.
- that continuous Provision enables children to explore recent learning, practice new skills and follow their own interests.
- staff enhance Continuous Provision through careful intervention.
- carefully chosen and organised high quality resources and experiences that are constantly available for children to access independently across every area of their learning.
- clearly labelled resources for children to access independently.

Outdoor Learning

The environment, both indoors and outdoors, plays a key role in enabling and extending children's learning and development.

Children are encouraged to find and use equipment and resources independently and these are organised to allow all children including those with a disability and/or SEND to explore and learn in a secure and safe space for most of the day. Children are able to free flow between indoor and outdoor areas whilst remaining in ratio following statutory guidance for the EYFS.

When planning for outdoor learning we be carefully considering:

- Children wearing suitable clothing, including waterproofs that the school provides
- Free flow arrangements so children are encouraged to follow their own interests
- Health and wellbeing (PD, PSED) understanding nature and growing opportunities
- Opportunities for all

0All children have opportunities to explore the outdoor learning environment through free-flow.

Organisation of activities

Child led: The indoor setting and outdoor area are set up in a way for children to carry out meaningful experiences to support their learning. Children are encouraged to seek resources to support them to be independent learners. Adults in the room interact with children during these child led moments to extend and develop their learning.

Adult led: These activities cover a range of the curriculum subjects.

Parents and Carers

Children’s learning begins at home and we value the contribution families make towards their child’s education.

We seek to develop an effective partnership with parents/carers through:

- A key worker approach.
- Provide a professional, friendly atmosphere in which parents/carers feel comfortable to share concerns, feel welcome and valued.
- Actively encouraging use of their knowledge and expertise to support learning.
- Encouraging the parents and children to share experiences from home through learning stories, post - its and photographs.

This policy was adopted in October 2021

It will be reviewed annually or as required.

Last updated: 09.11.22

Signed on behalf of the committee:

Signed by Club Manager: