

Early Years Foundation Stage (EYFS) Teaching and Learning Policy

Policy statement

At Sweet Peas Day Care and Teaching Nurseries, we believe that children are the most precious members of our community. Every child within our nursery deserves to feel safe and cared for, should look forward to each day and learn through play in a relaxed, enjoyable and homely environment.

Every member of the team must adhere to the requirements of the EYFS Statutory Framework, which promotes the teaching of knowledge and skills through play in a safe and healthy environment.

Our aims will be achieved through all Practitioners providing a carefully structured curriculum with relevant and appropriate content that supports the development levels of children from birth to five years. This will be delivered by Practitioners through a combination of adult-led and child-initiated play experiences both indoors and outdoors. Our Practitioners will use the Development Matters in the EYFS document to plan for objective led experiences and next steps in individual children's learning.

The Early Years Foundation Stage (EYFS)

Sweet Peas Nursery provides an educational programme that meets the seven areas of learning. Our planning reflects our knowledge that all areas of learning and development are important and inter-connected. We place an emphasis upon the development of Prime Areas for our youngest children and ensure that our planning supports continued age appropriate development in these areas as our children move towards school age.

The 3 Prime Areas are:

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

The 4 specific areas:

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

Guiding principles

The EYFS Statutory Framework outlines four guiding principles which shape our practice at Sweet Peas Nursery:



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

Positive Relationships

Children learn to be strong and independent from a base of loving and secure relationships with parents/carers and a key person.

We strongly believe that our children must feel happy and safe in order to learn and develop effectively. Our key people form close bonds with the children in their care and nurture their development through an in-depth knowledge of them as individuals.

Respecting children

Sweet Peas Nursery creates a culture of value and respect in which children can grow to be strong, resilient and listened to. Our practice supports the UN Convention on the Rights of a Child, which states in Article 12, that children who are capable of forming their own views have the right to express those views freely in matters affecting them. The British Values of supporting and promoting individual liberty and mutual respect are embedded in our practice to support this.

Our Practitioners encourage children to express their views by:

- Observing children playing to discover what they like to do, joining this play appropriately to encourage and extend curiosity and learning.
- Offering choices and having regard for children's decisions.
- Talking with children in small groups, listening and responding to what children say.



- Having one to one conversations with children, making eye contact and responding appropriately to their verbal and pre-verbal communications.

Our Practitioners demonstrate their respect for children by:

- Responding positively to their views, ideas and requests.
- Being a welcoming and supportive adult for them at all times.
- Implementing our Positive Behaviour Policy.
- Planning opportunities in response to their ideas and interests.
- Spending time playing with them in activities they have initiated.
- Developing the activities, environment and resources in response to what is learned from observing and talking to children.

Partnership with parents/carers

Parents/carers are the most important people in a child's life and are fundamental to their growth and development.

As key people, our Practitioners develop partnerships with all parents/carers that is beneficial and supportive for the child and their family by:

- Engaging in regular, positive, brief conversations with parents/carers at the beginning or end of the nursery sessions.
- Inviting parents/carers to contribute to medium term plans.
- Encouraging parents/carers to contribute to our observations that document children's new skills and experiences.
- Inviting parents/carers to parent evenings, progress checks for two year olds; SEND ISAR meetings; planned events and stay and play sessions.

We support Parent/carers' understanding of how they can help their children to learn through:

- Sharing Key Person medium term plans.
- Sending 'My learning at home' termly activity suggestions.
- Displaying learning boards.
- Making relevant documents and leaflets linked to learning available.
- Writing termly newsletters.
- Writing progress reports for 2 year old reviews.
- Writing end of year reports for children transitioning to school.
- Holding annual parents/carers' evenings for 3 to 5 year olds.
- Informal discussions relating to child development enabled by the positive relationships established by key people.
- Discussing progress and ensuring that any concerns relating to progress within the Prime Areas are shared with parents/carers.

A Unique Child

Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

In our nursery, children are valued as unique individuals and diversity is respected. Through our teaching we provide equality of opportunity, foster good relations and eliminate discrimination for all children within our care, irrespective of their gender, race, religion, disability or any protected characteristic.

Our Practitioners foster the development of attitudes and skills that will give children increasing control over their lives and so enable them to contribute positively to the local and wider community. Children are encouraged to make choices.

Information about children's interests, abilities and characteristics of effective learning are collected by key people through discussions with parents/carers and observations of children independently playing and exploring. This information is used to assess children against the EYFS areas of learning and monitor their progress through the age bands.

Key people use their assessments to plan personalised, play-based opportunities that support their children's interests and preferred learning styles using a balance of adult-led, adult-supported and child-led experiences.

Enabling Environments

The environment plays a key role in supporting and extending children's development and learning.

At Sweet Peas Nursery we provide a happy, stimulating, stable and safe environment where every child feels secure and valued in line with the principles of the EYFS.

Each of our suites, including the Nature Suite, are designed purposefully to meet the needs of the age of the children. Our Continuous Provision is designed to allow children free access to familiar resources which support their development in all seven Areas of Learning and the Characteristics of Effective Learning. Our resources are carefully selected to ensure they are appropriate for the age of children who will be accessing them and that, where possible, they provide an element of challenge to assist with the teaching of new skills to the children in our care.

Resources are risk assessed daily to ensure that they are safe for our children. Where it is found that any item may pose a risk, they will be removed or adapted to make safe.

Our Practitioners enable our children to make sense of the world and consolidate their learning through revisiting experiences within the environment and providing new challenges to enable children to broaden their experience, knowledge and skills.

Through modelling and positive encouragement our Practitioners teach children a developing sense of care, respect and courtesy towards the environment, fostering high expectations of responsibility which are age appropriate.

All items on display will be secured to ensure the risk of them falling into our provision or onto children is minimal. The items on display will be carefully selected and appropriate for the ages and stages of the children accessing the suites.

Learning and Development

Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

We know that learning is most effective when children take the lead by exploring new concepts and linking ideas through their own interests. Our Practitioners provide quality interactions that extend learning without stifling independence.

Characteristics of Effective Learning

We know the Characteristics of Effective Learning are fundamental to life-long learning. Through positive praise, being a good role model and providing challenge, our Practitioners reaffirm and scaffold these attributes:

- 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.

In our Nursery we use the Development Matters Document to plan for the development of children in our care in line with EYFS. For our children under the age of 2, we place strong emphasis on the Prime Areas of Development whilst still recognising Specific Areas of Development. For children over the age of 2, we place equal emphasis upon all areas of learning, whilst recognising the importance of the Prime Areas in providing the firm foundations for learning across the Specific Areas.

Practitioners provide exciting experiences designed to support the development of children in all seven Areas of Learning, recognising that they are all important and inter-connected.

Our planning for Teaching and Learning is multi-faceted and is designed to ensure that this does not involve extended time away from interacting with the children. It is focused upon providing quality education and consists of:

- The EYFS Development Matters document, which provides our Long Term Plan for childrens' development.



- A termly programme which provides impetus for learning, whilst allowing Practitioners to be led by the current interests of the children.

- Medium Term Planning that is created by key people for their children, designed to meet their individual next steps in learning.

- Short Term Planning for focus enhancements to areas that is in response to:
 - Observations of childrens' interests.

 - Observations of how children are accessing areas.

 - The key outcomes of assessment analysis.

