

The Early Years Foundation Stage Policy

Our In2Care team are dedicated to meeting the requirements set out in the Framework for the Early Years Foundation Stage (EYFS). The EYFS sets out the learning and development stages for children as they grow from birth to five years. Click here to download a guide to your child's learning and development in the early years foundation stage - [0778-What-to-Expect-When-2018.pdf \(foundationyears.org.uk\)](https://www.foundationyears.org.uk/0778-What-to-Expect-When-2018.pdf)

The Manager of each site will identify which children are EYFS and inform the team and arrange the following:

1. Nursery aged child only - A 'All about me' book will be assigned. This is a little questionnaire for the parent and the child to learn about the child. This is not a learning journal and will be used to stick children's pictures, to record quotes of what the child has said as nice memories or group photos of activities they have particularly enjoyed. This can be shared with the child's parents and class teacher.
2. A key person will be assigned for your child.

When your child attends an In2Care club we provide a mix of adult-led and child-initiated activities. The Club always follows play principles, allowing children to choose how they occupy their time by offering a variety of activity choices and adult initiated activities.

How we address the EYFS principles:

A Unique Child: Every child is constantly learning and can be resilient, capable, confident and self-assured. We use positive encouragement and praise to motivate the children in our care. Our team are equipped in understanding Child Development and supporting each child in their early years.

Positive Relationships: Children learn to be strong and independent through positive and secure relationships with parents and key adults. We work closely with parents and teaching staff in your child's school, this has a positive impact on development and learning. We support children to develop respectful, caring and positive relationships through effective communication, interest in their peers, self-control and reflection.

Enabling Environments: Young children are individuals first, each with a unique profile of abilities. Schedules and routines should flow with the child's needs. When your child starts with us, we collect information from you, observe and get to know your child. This allows us to understand and consider their current interests, development and learning. The environment a child thrives in must support and challenge a child, be rich and varied. It gives children the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces.

Learning and Developing: Children develop and learn in different ways and at different rates. The EYFS framework covers the education and care of all children in Early Years provision, including children with special educational needs and disabilities. We tailor the experiences we offer the children in our care according to their individual needs and abilities and can adapt our practice and provision where appropriate.

Prime and Specific Areas of Learning

There are 7 areas of learning set out in the EYFS framework. The first 3 areas are the Prime Areas of Learning which set the foundation for development and learning by igniting curiosity for learning and forming relationships. The remaining 4 areas are the Specific Areas of Learning which apply and strengthen the Specific Areas.

Here are some examples of ways in which we support all the areas of learning:

Communication and Language

- High quality conversations between the team and children to develop spoken language and effective communication skills. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, and narrating what they are doing themselves, practitioners will build children's language effectively.
- Role modelling effective non-verbal communication i.e. adults being at a child's height, facial expressions, body language
- Adults clarify and ask appropriate questions encouraging children to develop their own ideas
- Opportunities to for reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.
- Through conversation, story-telling and role play, where children share their ideas with support and modelling from their adult, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language.

Personal, Social and Emotional Development

- Children's Personal, Social and Emotional development (PSED) is crucial for children to lead healthy and happy lives. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.
- Children are supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently.
- Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.
- Having clear boundaries to encourage wanted behaviours and to make children feel secure with their routines and structure.
- Build resilience by giving children opportunities to persevere.

Physical Development

- Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness.
- We provide opportunities for play both indoors and outdoors, where adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.
- Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.
- Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow the children to develop proficiency, control and confidence.
- We provide learning opportunities to support children to lead healthy lives and to know the importance of good health which includes physical exercise and a healthy diet. Children are

supported to be able to manage their own hygiene and personal needs successfully, including dressing and going to the toilet independently, with adult support where appropriate.

Literacy

- It is crucial for children to develop a life-long love of reading
- We offer quiet places to listen to a story or quietly read alone or to a friend
- We provide opportunities for Singing songs and rhymes
- We provide books, magazines, word puzzles reflecting a wide range of interests
- We provide opportunities for mark making and writing

Mathematics

- Using mathematical language when appropriate
- Giving opportunities for counting, sorting, shape recognition eg, counting steps, counting scoops when cooking
- Providing maths puzzles, dot to dots, colour by number to encourage children to ‘have a go’, make connections and spot patterns.
- Exploring weight and capacity through cooking activities

Understanding the World

- Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks and libraries for example, to meeting important members of society such as police officers, nurses and firefighters.
- Listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding.
- Working with the local community
- Using technology e.g. taking photographs using site tablet
- Encouraging parents and families to share their cultural traditions
- Discussing relevant events i.e. the weather, sports occasions, celebrations

Expressive Arts and Design

- Giving children access to a wide range of arts and crafts resources
- Music and dance – opportunities to learn dance routines, make up routines, music from around the world, music in the background, resources such as dancing ribbons and scarfs.
- Role play

See In2care ‘Areas of Play’ and Learning for more information on the provision we provide and how this covers the EYFS areas.

Date: 6 th September 2022	
To be reviewed: September 2023	Signed: L M Hall