



Policy on Delivering the Early Years Foundation Stage (EYFS) Development Matters

September 2023 to September 2025

At Portchester Day Nursery and Generations Pre-School we create a safe, happy environment with motivating and enjoyable learning experiences that enable children to become independent and confident, helping every child to fulfil their potential. All staff are committed to delivering the Early Years Statutory Framework published in September 2021.

There is several non-statutory curriculum guidance for the Early Years Foundation Stage, we have elected to follow the curriculum “Development Matters.”

Seven Key features of effective practice.

- The best for every child.
- High Quality Care.
- The curriculum: what we want children to learn.
- Pedagogy: helping children to learn.
- Assessment: checking what children have learnt.
- Self-regulation and executive function.
- Partnership with parents.

Principles of Early Years Education

We provide a broad and balanced curriculum that:

- Provides an environment engendering respect and a positive sense of self, respect for others and to develop good personal, social, and emotional development.
- Gives children the opportunity to develop communication and language fostering self-expression and listening skills.
- Ensures an active and interactive environment to build the foundations of healthy physical development.
- Provides a rich environment where literacy and mathematics are encouraged and developed.
- Encourages exploration and observation to find out about people, places, technology, and the environment, enhancing understanding of the physical world.
- Encourages use of expressive arts and design to enhance their Early Years Education and self-expression through a variety of activities such as: art, music, dance, role play and play.

Quality of learning

Effective learning takes place where children:

- Feel secure, valued, and confident.
- Are interested in what they are doing and are making appropriate progress.
- Are given first hand experiences within which they can explore and experiment.
- Enjoy their learning, which is rewarding and satisfying.
- Can learn from each other as well as through spontaneous interaction with peers and adults.
- Can practice, consolidate, and extend previous learning and experiences.



- Participate in practical activity, enquiry, and purposeful play.
- Are using the outside environment.
- Follow a routine which flows smoothly with minimal transitions.

Quality of teaching

Effective teaching takes place where:

- Staff have a clear understanding of how children learn.
- Staff plan, co-operate and work as a team.
- Activities have clear learning aims and objectives and are purposeful and clearly planned.
- There is a balance of self-chosen, adult initiated and directed activities.
- A key person approach is used to develop close relationships with individual children.
- Children's play is supported and extended sensitively.
- There is a good use of space, materials, and equipment.
- Staff are flexible and explore opportunities that occur spontaneously.
- Planning reflects children's interests and builds upon previous experiences.
- Staff have high expectations based on each child's ability.
- Children have full access to and use of the inside and outside environment.

Planning

Effective planning takes place where:

- The learning environment is recognised as playing a key role in supporting and extending the child's development. We believe that children learn best outdoors, and we therefore dedicate a significant amount of every session outdoors. Children will have access to a wide variety of equipment and activities outside, which support development and learning in all seven areas of the early learning goals.
- Through continuous observation we assess the children's interests, stages of development and learning needs, before planning challenging, achievable activities and experiences to extend the child's learning.
- Children are tracked to ensure that they are working towards their developmental age and stage, implementing additional plans for any child 'at risk.'

Assessment

- Each child's development is carefully and thoughtfully assessed.
- We use an online system "Eyeworks" to observe and track every child's development, this is made up of photographic/video-based evidence and the key workers professional judgement. We encourage the parents to track the child's development by uploading photos and videos of experiences in their home life and then we link it to what area it covers in the EYFS.



- We complete midterm reports, transition reports, 2-year checks, school reports, one-page profiles which is all available for the parents to view on Eyworks we also encourage the parents to complete “all about me forms” which we use to help track the child’s progress.
- When a child leaves to go to school all information is passed onto the local schools as most of the schools use compatible online systems and will continue with our system into year 1.

Parents as Partners

We hold parents evenings for parents to come into the nursery and Preschool to discuss any concerns they may have about their child’s development, we also hold many stay and play sessions for the parents to come in and see the children in the Nursery/Pre-school environment and how they interact with their friends and staff. Every summer holidays we host a graduation for the children who are leaving to go to big school to celebrate their time with us.

Health and Safety

- Risk assessments are in place for the Early Years environment and for the activities available.
- The children are encouraged to use the opportunities provided for supervised risk taking, as this provides safe, secure but adventurous, and stimulating opportunities, for the children to learn both independently and with adult support. This gives confidence and allows activities to be approached with a positive attitude.
- Staff are trained to understand safeguarding procedures.

Safeguarding and welfare requirements

Full safeguarding requirements, in accordance with EYFS Section 3, are covered in separate policy documents. These policies cover: Child Protection, Health (Medicine Policy), Complaints, Staff Recruitment, Managing Behaviour and Special Educational Needs.

This policy will be reviewed every two years, on the review date, or before if there is a significant change in the Statutory Framework for the Early Years Foundation Stage.