



## **Portchester Community School**

### **Policy on Delivering the Early Years Foundation Stage (EYFS) Development Matters September 2025 to September 2027**

At Portchester Day Nursery 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 2023.

There are 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.

1. The best for every child
2. High Quality Care
3. The curriculum: what we want children to learn.
4. Pedagogy; helping children to learn,
5. Assessment: checking what children have learnt
6. Self-regulation and executive function
7. Partnership with parents

### **Principles of Early Years Education**

We provide a broad and balanced curriculum that:

- Provides an environment which encourages respect and a positive sense of self, respect for others and develops 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 develops the child's ability to learn through play.
- Encourages exploration and spark a child's curiosity to find out about people, places, technology, how and why things work.
- 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.
- To promote and encourage children to move with confidence in a variety of ways. Understanding spacial awareness and keeping ourselves safe.



## Quality 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 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

We believe that learning through play is key. As a setting we spend most of the time outdoors, our older children have access to free flow continuously throughout the day.

### Effective planning takes place where:

- Children will have access to a wide variety of equipment and activities indoors and out, which support development and learning in all seven areas of the early learning goals.
- The member of staff really know their key child well, understanding their strengths, their challenges and what interests them, working alongside to support both the child and their family to ensure the child meets their full potential.
- A keyworker will monitor the child's progress ensuring they are meeting their milestones. Implementing strategies to support children with any complex needs, but also ensuring we are pushing children to their full potential if they are a higher achiever.



## **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 and one-page profiles, these are available for the parents to view on Eylog, we also encourage the parents to complete "all about me forms" so we have a rounded understanding of the child, and their family.
- When a child leaves to go to school, we ensure a smooth transition has taken place between our setting and the school, handing over all information about the child's development, what that child may need in place to help them to continue to progress. Any safeguarding logs or concerns is passed onto the local schools as

## **Parents as Partners**

We pride ourselves on developing professional and supportive partnership with parents, we believe communication is key. Parents are always welcome to come into the setting and discuss their child's development. We also hold regular stay and play sessions for the parents to come in and see the children in the Nursery environment, to observe how their child interacts with their friends and staff. It is important to us as a setting to create an environment where families feel welcome and have a sense of belonging.

## **Health and Safety**

- Risk assessments are in place for the Early Years environment and for the activities available. We have robust daily risk assessments in place to ensure all risks are minimal and recorded.
- The children are encouraged to use the opportunities provided for supervised risk taking, as this provides safe, secure but adventurous, and stimulating experiences, for the children to learn both independently and with adult support. This gives confidence and allows activities to be approached with a positive attitude.
- We have procedures in place for fire drills, lock downs and evacuations.

## **Safeguarding and welfare requirements**

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to.

We maintain an attitude of "it could happen here" where safeguarding is concerned.



We recognise the responsibilities of all staff within our provision to safeguard children. All staff, including volunteers and students and service providers, have an active part protecting children from harm.

**The aims are.**

- To support the child's development in ways that will foster security, confidence, and independence.
- To raise awareness of staff of the need to safeguard children and their responsibilities in identifying and reporting possible abuse.
- To provide systematic means of monitoring children known to be at risk of harm.
- To ensure that all staff who have access to children are suitable to do so and have a valid satisfactory CRB check.
- To ensure that all Early Years Practitioners receive regular child protection training as a condition of employment.

Specific guidance is available to staff within the procedure documents.

- There are two named designated safeguarding leads (DSL) – Lindsey Seaborne and Lucy Purvis
- The school DSL Jane McMaster and DDSL Nicky Rose-White, offer support and guidance to all staff.
- All members of staff develop their understanding of the signs and indicators of abuse with regular training and workshops.
- All members of staff know how to respond to a child who discloses abuse.
- All parents/carers are made aware of the responsibilities of staff members regarding child protection procedures.
- All new members of staff are given a copy of the safeguarding children policy as part of their induction.
- All new parents and carers are to be given a copy of this policy.

**Safer recruitment**

- Safer Recruitment accredited training has been undertaken by the Early Years Manager and the Designated Safeguard Lead and recruitment, and selection procedures are in place that help deter, detect, and reject people who might harm children, or are otherwise considered unsuitable to work with them.
- We are committed to ensuring that all staff are vetted and subject to CRB disclosures, several followed up references from previous employers, and that the Independent Safeguarding Authority approves all staff.

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.