

**THE EARLY YEARS FOUNDATION STAGE POLICY AND PROCEDURE**

Pegasus Childcare Centre has a programme of activities, which is full of exciting, challenging and interesting play opportunities. We endeavour to create an environment that gives the children a sense of structure and freedom. Both indoors and outdoors play activities will be on offer throughout the sessions. We aim to meet all requirements of the children and for delivering the Early Years Foundation Stage (EYFS).

**The purpose of this policy is:**

* To help understand the curriculum we will be ‘teaching’ in our setting.
* To understand the different ways in which the children will learn through.
* What the EYFS is.

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experience between birth to five has a major impact on their future life as they grow. A secure, safe and a happy childhood is important in its own right. Good parenting/caring and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

**What is the Early Years Foundation Stage (EYFS)**

* The Early Years Foundation Stage  (EYFS) is the stage of education for children from birth to the end of the Reception year.
* It is based on the recognition that children learn best through play and active learning.
* It is the same ‘curriculum’ in Nursery settings as it is in the Reception class in school.
* It has now been updated and changed starting from September 2021.

**There are seven areas of learning and development:**

**Prime areas:**

* Communication and Language
* Personal, Social and Emotional Development
* Physical Development

**Specific Areas:**

* Literacy
* Mathematics
* Understanding the World
* Expressive Arts and Designs

All areas of learning and development are important and inter-connected. The prime areas are important for building the foundations and it is the specific areas that help the prime areas strengthen.

**There are also three characteristics of effective learning:**

* Playing and Exploring
* Active Learning
* Creating and Thinking Critically

These tell us about **how** each child learns, not **what** they are learning. We look for things such as the children’s interests, what engages or what motivates a child, problem solving, resilience etc.

Play is essential for children’s development. It helps to build their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.

The new ‘curriculum’ (that has been updated Sept 2021)  gives us the opportunity to spend more time interacting and playing with the children. This means that we will not be completing as many written observations and putting them on Tapestry.

**Developing children’s language and vocabulary**

There is a focus on Early Language and extending vocabulary.

We will do this by:

* Providing a rich language environment where we have quality learning conversations and interactions with the children.
* Reading a wider range of texts, learning poems and rhymes
* Encouraging new words and vocabulary.
* Modelling language that promotes thinking and challenges children as well as adding language and new ideas.
* Offering open-ended questions to encourage more thinking and longer responses e.g. I wonder what would happen if...?

**Oral Health**

Promoting oral health has been included in the EYFS. This is because good oral health habits need to be formed from the earliest age. Tooth decay is largely preventable, but it’s still a serious problem among younger children. At Pegasus we promote oral health on a daily basis by talking about healthy foods and drinks, things that are good or bad for your teeth and what helps keep them strong, we encourage healthy eating at lunch time, we learn a teeth brushing song and many more. All this will continue as it has been before the new changes.

**Tapestry**

As we will be spending more time with the children, we will get to know them more. We will not be completing as many written observations with the new ‘curriculum’ but families will receive weekly planning observations where there will be photos of what their child has been up to over the past week and any Wow moments where a child has completed their next steps or they just did something amazing that we feel families need to know . They will receive one ‘long’ observation where the children’s key person will observe the child for 5 to 10 minutes and write everything they have been up to during the observation. This gives the key person time to really focus on any extra bits they feel the child may need support with and it also gives parents/carers a quick overall of how their child is at the setting.

Observations on a weekly basis on a Friday. These observations will still be checked by Emma to safeguard and protect the children before they are uploaded.

Parents/Carers can add photos and comments on tapestry from home. The  key person will add these to your journey and speak to the child about them.

Families can also comment on any observations that they get from their key person.

Other policies and Producers to support this policy are - Tapestry, ICT, Key Person

**This policy was reviewed and adopted on** 1st July 2024

**Signed (Manager)**

**Signed (Chair)**

The Policy will be reviewed every year

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| **Date of Review** | **Policy Updated** | **Signed (Chair)** |
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