

PRE-PREP AND NURSERY EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

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Date of Policy:	November 2023
Review Frequency:	Annually
Review Date:	November 2024

St Andrew's Pre-Prep Department

Early Years Foundation Stage (EYFS) Policy

GENERAL STATEMENT

The purpose of this document is to provide a framework to enable Early Years teaching staff to support and extend the learning of young children throughout their Early Years at St Andrew's Pre-Prep and Nursery. This document shows how we approach the seven areas of Learning and how all children are provided with the opportunity to achieve the stepping-stones in working towards the final goals. It outlines the opportunities for continuous learning, giving the children breadth and balance of experience over the years.

At St Andrew's Prep, children are cared for and provided with a stimulating and challenging environment to try to give them the best possible start to their education. In partnership with families, we enable them to begin the process of becoming active learners for life.

The layout and presentation of this EYFS Policy is different from all our other policies, as it is the policy that informs much of our other documentation.

The EYFS Framework (1 September 2021) is the government's statutory educational programme and uses the term Learning and Development to describe the seven areas of learning that make up the EYFS curriculum. The framework sets the standards that all Early Years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. The seven areas are supported by Key Aspects that develop children's capacity to learn. These are all related to each other and ensure a holistic development of children and their skills across the curriculum. The EYFS divides the seven Areas of Learning into three Prime and four Specific Areas.

Prime areas

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

Specific areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Characteristics of Effective Learning

In addition, the EYFS Framework refers to the Characteristics of Effective Learning (CoEL), which focus on how children learn; these characteristics underpin the seven areas of learning and development. They recognise that each child is unique and learns in different ways. A child's individual learning characteristics will determine how a child will respond to the teaching and learning that happens in the classroom. The characteristics are:

- **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

Together with the Prime and Specific areas, these comprise the knowledge, skills and experiences that are developmentally appropriate for children from birth to 5 years.

INTRODUCTION

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their Reception Year. At St Andrew's Prep, any child may join us once they are 9 months old, beginning in the Nursery and transferring to Reception, either here or at another school, in the September of the academic year they will be 5 years old. Compulsory schooling begins at the start of the term after a child's 5th birthday. Key Stage 1 begins at the beginning of Year 1.

The EYFS is important in its own right and prepares children for later learning. Each area (Prime and Specific), has a set of Early Learning Goals (ELGs). These are the goals or targets for children to achieve at the end of their Reception year. They will be working towards these goals throughout the EYFS.

AIMS OF THE DEPARTMENT

It is the aim of the department to develop and use an Early Years Foundation Stage policy, which will form the basis on which decisions are made within St Andrew's Pre-Prep and Nursery, to meet the needs of the children.

Children who join St Andrew's Prep have already learnt a great deal. The Early Years education offered by our Nursery and Pre-Prep is based on the following principles:

- We build on what the children already know and can do
- We ensure that no child is excluded or disadvantaged
- We offer a structure for learning that has a range of starting points, with content that matches the needs of the child and activity that provides opportunities for learning both indoors and outdoors
- We provide a rich and stimulating environment
- We enable children to make an effective transition from home to school

All staff have a clearly defined role and approach that ensures that the needs of the children in their care are addressed. Staff ensure that:

- The curriculum experiences of the children in the EYFS are appropriate to their age and stage of development
- There is continuity in learning when children move from Nursery to Reception classes and on to Year 1
- The needs of the youngest children are considered carefully in matters of administration, organisation and management
- The children experience a smooth transition from home, Nursery or another pre-school setting into the Reception classes and on to Year 1

In conjunction with the above, the following is also strictly adhered to by all staff in the department:

- All department planning should cater for the needs of the younger age groups and allows the children's own interests to be developed. Care is to be taken when planning to allow for a balance between planned activities and those that arise spontaneously
- All staff are aware of the underlying principles related to children within the EYFS and the way in which they play and learn
- All staff ensure that play is valued as the most important vehicle through which younger children learn and develop
- All staff allow the youngest children opportunities to take responsibilities in the Pre-Prep department as a whole
- All staff in the department have opportunities to discuss the nature of the children on entry to the school and be aware of the wide variations in their attainment levels
- The department plans whole school events, such as sports days, concerts, etc. that take account of the younger children's needs

RESOURCES WITHIN THE DEPARTMENT

All classrooms and learning areas within the department have been designed to offer the children the maximum amount of space available for learning, as well as easy access to the secure outdoor classrooms and play areas.

Continuous Provision

Each classroom reflects the seven areas of learning, through the resources provided. The use of this continuous provision (the range of resources that children can use all the time), allows the children the freedom to explore and become independent in making choices. This is an important part of the EYFS where we support children in becoming active learners. Continuous provision allows children to explore recent learning, practise new skills and follow their own interests. Staff enhance each area on a daily basis to create a rich and stimulating learning environment that is well planned and organised. Through their play, children practise and consolidate their learning, play with ideas, experiment, take risks, solve problems and make decisions. First-hand experiences allow children to develop an understanding of themselves and the world in which they live. The development of children's self-image and feelings of self-worth and self-esteem are at the core of the Nursery curriculum, therefore having the seven areas of learning reflected in classroom ensures a holistic development of children and their skills across the curriculum.

Resources are carefully selected to ensure that they are appropriate to the age group and of good quality. The need for large and expensive equipment, i.e. outdoor play equipment, is realised and the department budget takes this into account. Allocation is also given to the importance of continually replacing and introducing new consumable materials, such as paint, paper, etc.

ADMISSIONS TO THE NURSERY

Parents are able to register their child from birth and can join the Nursery from the age of 9 months at any time during the school year. We offer EYEE funding (15 hours) for those children who are aged 3 and 4 years.

Please refer to our Admissions Policy for further details on admission.

THE SCHOOL DAY

Nursery children may arrive at school from 8.00am and should go straight to their classrooms. Pre-Prep children may go to the Early Morning Drop-Off club from 7.30am. They will be accompanied to their class by a member of staff at 8.00am.

A typical day (this is dependent on the timetable and subject to change) in either Nursery or Reception would include:

Nursery:

8.00am	Children start to arrive – Free Play activities are chosen based on interests
8.30am	Registration/circle time
8.45am	Assembly for those in Chaffinch and Kingfisher
9.10am	Learning through Play (target activity) or Specialist lesson
10.00am	Snack (with drinks and fruit)
10.15am	Supervised outdoor break
11.00am	Learning through Play (target activity) or Specialist lesson (including supported learning)
11.30am	Preparation for lunch
11.45pm	Lunch time
12.20pm	Story time or Singing
12.30pm	Quiet Time and/or free-choice activities
1.00pm	Supervised outdoor break/ sleep (Registration for those attending afternoon Nursery session)
1.40pm	Learning through Play (target activity) or Specialist lesson
2.30/3.00pm	Drinks and Snack
3.20pm	Story time/Preparation for Home time
3.30/4.00pm	Home

Care for Nursery children is available from 8.00am until 6.00pm in the Nursery, both during term time and during the school holidays. The Nursery is open 50 weeks of the year, closing only for the Christmas period, as well as Bank Holidays and Inset days.

Reception Class:

8.00am	Children start to arrive in the classroom – Choice of activities
8.40am	Registration
8.45am	Assembly
9.00am	Session*
10.15am	Supervised outdoor break
10.50am	Specialist Lesson e.g. PE
11.40am	Preparation for lunch
11.45am	Lunch
12.20pm	Session*
1.00pm	Playtime
1.30pm	Registration for Afternoon session
1.30pm	Session*
3.20pm	Story Time/Preparation for home time
3.30pm	Home

The children may stay for after-school activities 3.35pm – 4.15pm and then stay for supper until 6.00pm.

***Session:**

A session is the time when the children have teacher initiated activities or child initiated activities. It may include a focus activity when the teacher is making an observation or assessment for each child's next learning step.

EYFS PRINCIPLES

Effective practice in the EYFS is built on the following four guided themes which are broken down into principles describing how they can be put into practice.

The four themes are:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships

Children learn to be strong and independent through positive relationships.

Enabling Environments

Children learn well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between teaching staff and parents/carers.

Learning and Development

Children learn and develop in different ways and at different rates. The framework covers the education and care of all children in early years, including children with special educational needs and disabilities.

CURRICULUM MANAGEMENT

Cultural Capital

Children arrive at St Andrew's Pre-Prep and Nursery with different experiences in their learning and play. Cultural Capital is about giving children the best possible start to their early education. It is providing the essential knowledge, experiences and opportunities that children need to help them progress and achieve and prepare them for their future success. Essentially, it's about giving them everything they need for what comes next in their learning and development. The staff support children's access to Cultural Capital, by ensuring that all children are able to take part in the opportunities that will enable them to move on to the next stage of their education confidently.

The EYFS framework does not prescribe a particular teaching approach and is used as a guide by the EYFS staff. Play is essential for children's development, building 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. Staff decide what they want children to learn, and the most effective ways to teach it. They stimulate children's interests, responding to each child's emerging needs and guide their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older and move into the Reception year, there is a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This helps children to prepare for Year 1.

When deciding what activities are being planned, staff focus on the three 'i's; intent, implementation and impact. They will decide the intent of the activity, what they would like the children to learn. They will decide how they will implement the activity, what the children will be doing. After this they will need to assess the impact of the activity, did the children learn what was intended? Did they learn something else in addition.

The youngest children at St Andrew's Prep are taught using the seven areas of learning as set out in the EYFS educational programme. This recognises that learning is holistic and allows all subject areas to be incorporated into the children's play and supported by focused learning. Alongside the Characteristics of Effective Learning, the focus will be on seven main areas and it is our aim for the children to achieve the Early Learning Goals in each of these by the end of the Reception year when the EYFS is completed:

The seven areas of learning and development consist of three Prime areas:

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

and four Specific areas:

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

These seven areas develop the children's knowledge and understanding as follows:

Personal, Social and Emotional Development

Self-Regulation – Managing Self – Building Relationships

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. 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.

The children must be provided with experiences and support, which will help them to develop a positive sense of themselves and of others, respect for others, social skills and a positive disposition to learn. It is the policy of the Nursery and Pre-Prep department to ensure support for children's emotional well-being, to help them to know themselves and what they can do.

Self-Regulation – The children will be supported to manage their 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.

Managing Self – Through staff modelling and guidance, the children will learn how to look after their bodies*, including healthy eating, and manage personal needs independently. They will be confident to try new activities, and say why they like some activities more than others. They will talk about their ideas and will choose resources they need for their chosen activity. They will talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Building relationships – Staff will support interactions with other children. The children will learn how to make good friendships, co-operate and resolve conflicts peaceably. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. These attributes will provide a secure platform from which children can achieve at school and in later life.

Early Learning Goals – Throughout their time in Nursery the children will work towards the ELGs, so that by the end of their Reception year, the children at the expected level of development will have achieved the following.

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

* An important focus will be to promote good oral health. This will involve talking to children about the effects of eating too many sweet things, the importance of brushing their teeth or talking about taking care of themselves and knowing their body.

Communication and Language

Listening, Attention and Understanding – Speaking

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development.

The children's learning and competence in communicating, speaking and listening, being read to and beginning to read and write will be supported and extended. The children will be provided with opportunities and encouragement to use their skills in a range of situations and for a range of purposes, and be supported in developing the confidence and disposition to do so.

Listening, Attention and Understanding – The number and quality of the conversations the children have with staff and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, staff will build children's language effectively. 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. Staff will gauge children's understanding by observing their ability to follow instructions involving several ideas or actions and to answer "how" and "why" questions about their experiences and in response to stories or events.

Speaking – Through conversation, story-telling and role play, where children share their ideas with support and modelling from the staff, and sensitive questioning that invites them to elaborate, the children will use an increasing rich range of vocabulary and language structures. They will be supported to use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

Early Learning Goals – Throughout their time in Nursery the children will work towards the ELGs, so that by the end of their Reception year, the children at the expected level of development will have achieved the following.

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;

- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Physical Development

Gross Motor Skills – Fine Motor Skills

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 through tummy time, crawling and play movement with both objects and adults.

Gross Motor Skills – Staff will create games and provide opportunities for play both indoors and outdoors, they will 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 Skills – Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Staff will provide repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools. Staff will give feedback and support, allowing children to develop proficiency, control and confidence.

Early Learning Goals – Throughout their time in Nursery the children will work towards the ELGs, so that by the end of their Reception year, the children at the expected level of development will have achieved the following.

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Literacy

Comprehension – Word Reading – Writing

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. To be ready to start reading, children need to have a variety of skills in place. These early reading skills include matching, rhyming, awareness of phonics and the skills associated with language development, such as listening, attention, alliteration and sound discrimination.

Comprehension – Language comprehension (necessary for both reading and writing) starts from birth. This will develop as staff talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together.

Word Reading – Skilled word reading, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. The children will learn letter sounds through the phonics scheme Song of Sounds. The children will use this phonic knowledge to decode regular words and read them aloud accurately. They will also learn to read some common irregular words. Staff will talk to the children about what they have read, to ensure the child's understanding.

Writing – Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). The children will use their phonic knowledge to write words in ways which match their spoken sounds. They also write some common irregular words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Early Learning Goals – Throughout their time in Nursery the children will work towards the ELGs, so that by the end of their Reception year, the children at the expected level of development will have achieved the following.

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Mathematics

Number – Numerical Patterns

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Staff will plan opportunities for children to count, estimate, recognise numerals, record number, problem-solve, explore shape, space and measure in a range of mathematical and cross curricular activities. Staff will plan opportunities for children to experience the same mathematical concepts in many different environments, to support children to be creative, critical thinkers, problem solvers and to have a go.

Numbers – The children will learn to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers; they will learn to place numbers in order and say which number is one more or one less than a given number. Using quantities and objects, they will add and subtract two single-digit numbers and count on or back to find the answer. They will solve problems, including doubling, halving and sharing. Staff providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting – they will enable children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.

Numerical Patterns – The curriculum also includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes. They will use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They will recognise, create and describe patterns. They will explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Early Learning Goals – Throughout their time in Nursery the children will work towards the ELGs, so that by the end of their Reception year, the children at the expected level of development will have achieved the following.

Number

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns /Problem Solving

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. Learning in this area helps to develop the crucial knowledge, skills and understanding that help children to make sense of the world. This in turn forms the foundation for work in Science, Design Technology, History, Geography, Information and Communication Technology and Cultures and Beliefs.

Past and Present – Staff create opportunities for the children to talk about past and present events in their own lives and in the lives of family members.

People, Culture and Communities – Staff provide a range of experiences to increase their knowledge and sense of the world around them, such as visiting parks, museums and by meeting important members of society such as police officers, nurses and firefighters. In addition, 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 across domains. Enriching and widening children's vocabulary will support later reading comprehension.

The Natural World – The children will learn about similarities and differences in relation to places, objects, materials and living things. They will talk about the features of their own immediate environments and learn that they might vary from one another. Children are given opportunities to make observations of animals and plants and explain why some things occur and they talk about changes.

Forest School – We use Forest School in all weathers. It is a great resource and helps the children learn about their environment, how to work out of the classroom, as well as be given opportunities to use small tools and explore the local habitat. Children in Reception and Pre-School Nursery will spend one morning a week visiting our Forest School. The younger Nursery children visit for one afternoon session each week from the Summer term.

Early Learning Goals – Throughout their time in Nursery the children will work towards the ELGs, so that by the end of their Reception year, the children at the expected level of development will have achieved the following.

Past and Present

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

Creating with Materials – Being Imaginative and Expressive

The development of children's artistic and cultural awareness supports their imagination and creativity. Their creativity will be extended by the provision of support for their curiosity, exploration and play. They will be provided with opportunities to explore and share their thoughts, ideas and feelings, for example through a variety of art, music, movement, dance, imaginative and role-play activities, mathematics and design technology, art, music, dance, role play and stories.

Creating with Materials – The children will have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. They will explore a variety of tools and techniques, experimenting with colour, design, texture, form and function. They will use what they have learnt about media and materials in original ways, thinking about uses and purposes.

Being imaginative and Expressive – Staff will create opportunities for the children to represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Early Learning Goals – Throughout their time in Nursery the children will work towards the ELGs, so that by the end of their Reception year, the children at the expected level of development will have achieved the following.

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

PARTNERSHIP WITH PARENTS

The term *Parent* in this instance refers to the principal carers of the child. This can include grandparents, childminders, foster parents, step-parents and other close blood relations.

Staff in the EYFS recognise that parents have the greatest knowledge of their own child and will keep them informed about the activities of their children, their development, achievements, medical problems, accidents, behaviour or other significant events in school. Staff are always available to discuss a child although there may be times or occasions when a longer discussion is needed. In such instances an appointment will be made.

Parents deliver their child to a member of the team in their child's class each day. A register is called at the start of each session and it is the responsibility of the staff to ensure that all the children are recorded including the late arrivals. Parents are asked to collect their children promptly from the area outside the classroom at the end of a session, as it is extremely distressing for young children to be left behind when all of his or her friends have gone.

Nursery and Pre-Prep staff also encourage parents to have a 'voice' within their child's Learning Journey. Parents are encouraged to tell the teaching staff of any important developmental mile-stones that occur during the weekend or holidays, or other important events that their child has taken part in. Learning Journeys are completed throughout the year by the EYFS staff. The Nursery and Reception classes use Tapestry, which is online. Parents have a login and can view and contribute to it at any time.

Collection of children

Parents or a nominated person may collect their child from Nursery or Reception. In the event they are unable to, a password system is in use. For further information, please see the Collection and Late Collection Policy.

The Key Person

The Nursery also follows a *Key Person* approach, a statutory requirement as defined in the EYFS, that enables staff to develop a deep knowledge and understanding of their 'family group' of children and provides a secure base for learning and development. Parents find this approach more effective, as they develop a relationship with the staff and have a designated and therefore consistent contact point.

The Key Person will use their observations to plan further learning opportunities that are based on the child's individual interests and needs. Children learn best when the experiences they have are challenging and enjoyable, allowing them to play and explore, to concentrate and to develop their own ideas. The Key Person is a parent's first point of contact, as he or she is responsible for exchanging information with them and listening to and acting upon feedback. Feedback is valued and will be listened to as part of the partnership between the parents, their child and the key person. The most important aspect of the key person's relationship with parents is that they work together as a team to ensure the very best care and education for the child whilst they are away from home.

STAFF/CHILD RATIOS

We follow the statutory guidance for staff/child ratios.

Under 2 = 3:1

2-3 = 4:1

3-4 = 8:1

VOLUNTEERS DURING NURSERY SESSIONS and PARENT HELPERS DURING SCHOOL TRIPS

All volunteers coming into school or accompanying children on school trips will be required to undergo appropriate Child Protection and Safeguarding checks. These thorough checks are carried out by the HR department.

HEALTH AND SAFETY

The health, safety and well-being of all children attending St Andrew's Prep are paramount. Staff in the Nursery, as well as in the Pre-Prep in general, undertake to ensure the following:

- Walkie-talkies are taken to Forest School
- A school mobile phone, along with a contact list, is taken on visits outside of the school premises
- Before a trip is made a full risk assessment is taken and the relevant paperwork completed
- No adult or child with an infectious condition will be allowed into St Andrew's Prep until the infection is cleared. Further information guidance on dealing with infectious conditions can be obtained from the Medical Centre
- Parents will be contacted as soon as possible if their child becomes ill whilst in the school
- A No Smoking policy operates within the total area of the school
- In Nursery, a child's medication will be given by relevantly qualified Nursery staff. While Reception children will be taken to the school nurse in the Medical Centre
- All equipment used by children in the Nursery is regularly inspected and if found to be faulty will not be used until repaired or replaced
- Cleaning or toxic materials are kept well out of reach of the children and in a locked cupboard
- Kitchen knives are stored in a container in a locked cupboard
- Staff wear disposable protective gloves when dealing with any bodily fluid or waste. Any soiled clothing will be double bagged for return the parents. Please refer to the Nappy Changing, Intimate Care, Use of Potties, Toilet Training and Sleep Policy for further information
- A member of staff who has been appropriately trained in First Aid will be on the premises at all times during the day. In addition, all our Nursery staff are Paediatric First Aiders. They will attend refresher courses as and when necessary
- In Nursery and Reception all accidents, however minor, will be recorded with verbal feedback given to the parent and a completed accident form that is signed by the parent to acknowledge receipt. The documentation is filed and kept in a secure place.
- More significant accidents are treated by the school nurse in the medical centre
- Parents are informed by telephone of any significant injuries, such as head injuries.
- Fire drills and Lockdown are carried out regularly and randomly during the school term. Records are kept and an attendance register is taken
- The School premises conform to current requirements of the Fire Safety Prevention Officer and fire procedure notices are displayed
- The appropriate emergency service may be contacted if a child requires hospital treatment. Parents will be contacted as soon as possible. If a parent is unavailable the Emergency Contact on the registration form will be contacted and the Parent continually tried until staff are able to speak to them. In extreme cases, a member of staff, well known to the child, will accompany them to the hospital for treatment
- To ensure the safety of the children at the beginning and end of each session a member of the staff will hand over each child to the adult they are expecting to collect the child

EQUAL OPPORTUNITIES

The school aims to be anti-discriminatory and offers the children the opportunity to learn about and experience different races, cultures, religions and languages. They are positively encouraged to participate in all activities, games and toys. All the staff value and respect the fact that people come from different origins, religions, cultures, languages and abilities including those with special educational needs, so that the children learn to treat themselves and others as valued individuals.

PROMOTING GOOD BEHAVIOUR

Please also refer to our EYFS and Pre-Prep Behaviour Policy.

Staff encourage good behaviour at all times within the department and surrounding areas. Early intervention can usually stop an incident or allow positive methods of redirection to be used.

Nursery and Reception classes staff adopt the following guidelines:

- It is the behaviour that is rejected not the child
- Direction and correction are given in positive ways
- Children are praised as often as possible
- Limits are set so that they children know that they cannot let their behaviour get out of control
- The same reaction is given to the same situation. By being consistent with the children they know what is expected of them
- Sometimes there is not enough time to reason. Children need to recognise the authority of an adult and respond to “No”
- Should unacceptable behaviour occur the child would be asked to apologise and explain their actions (age appropriate). Unacceptable behaviour includes any form of physical attack (biting, hitting, etc.), bullying and any form of verbal taunt

The department operates a reward system – Privilege Time and stars, stickers and patches can be awarded too, as recognition of good work, behaviour or kind deeds.

RECORDS

As a provider of care for the children St Andrew’s Prep is required to keep records of the children who attend.

These records are factual and take the following form:

- St Andrew’s Prep Registration paperwork
- EYFS Profile records
- Daily register
- Staff assessment documents (used for the completion of reports to Parents and to inform future teachers)
- Integrated Progress Review for 2 year olds

ASSESSMENT, RECORDING AND REPORTING

All staff involved in the care of children within the EYFS are responsible for the learning and development of these children including those with any special needs and disabilities or EAL. Assessment and reporting may be undertaken in a variety of forms and can include the following:

- EYFS Profile
- Yearly written report sent home to parents
- Individual Learning Journeys (Tapestry)
- Parent Consultations

Assessment

It is our aim to develop and use the following assessment strategies:

- Observation – watching the children on task
- Questioning/discussion with the children
- Photographing and recording work in progress
- Annotating children's work
- Formal assessment if appropriate
- Completing and retaining the EYFS Profile

The incorporation of these strategies will help to highlight each child's progress in achieving the EYFS Early Learning Goals.

Recording

Tapestry Online Learning Journey

During the Reception year, the EYFS Profile is built up from assessments carried out on a cumulative basis and reflects ongoing learning and teaching. Relevant information received from parents and carers is also recorded in the document, as this unique knowledge of a child's development is central to the assessment process. The Profile is completed periodically using evidence from assessments and is a personal record of achievement for each child.

The EYFS Profile forms the basis of verbal and written reports to parents and the information is passed on to the child's next teacher.

EYFS teaching staff attend moderation meetings where three Profiles from across the ability range are discussed and moderated. Teaching staff are asked to talk about their observations and provide evidence of the child's progress. In addition to this, Profiles are made available to LEA moderation teams. Should a child leave the school their Profile is passed on to their new school. All children who enter either a Nursery or Reception class mid-year are automatically included in the assessment process.

Tapestry is available online, throughout the year. At Parents' Consultation Evenings they are shared and discussed in detail.

Reporting

In the Nursery and Reception classes, teaching staff hold regular informal and formal meetings with parents to discuss the progress of the children.

Formal reporting to parents takes three forms:

- Parents' Consultation Evenings – two per year in Autumn and Summer terms
- Celebration of Work afternoon – end of the Spring term
- Written formal reports – Nursery and Reception - one at the end of the Summer term
Year 1 and 2 – one at the end of Michaelmas and Summer Term

In addition to the two Parents' Consultations Evenings, all staff will make themselves available to discuss a child's report or general progress at the parent's request throughout the school year. Appointments are available upon request.

Staff ensure that detailed information is given in the subjects covered and comments relating to general progress and other achievements both within and additional to the curriculum are informative. All staff that have relevant contact with a child are encouraged to contribute to these reports.

St Andrew's Nursery and Pre-Prep department comply with all minimum requirements laid down in statute referring to Assessment, Recording and Reporting.

CONFIDENTIALITY

All information regarding the children and their families is treated as confidential within the school and will not be shared with outside sources without the written permission of the family concerned, except in the interest of protecting the children. This policy applies to everyone working at St Andrew's Prep including staff, parents, voluntary helpers and visitors.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES AND EAL

Staff in the department aim to secure the best for all children as individuals. Every effort is made to promote a positive atmosphere within the department that recognises the right of children with special educational needs and disabilities (SEND), as well as those with English as an additional language (EAL), do not to stand out from their peers. It is the ethos of the Nursery and Pre-Prep department that the purpose of education is the same for all children, but the help that individual children need may be different.

Further information regarding Special Educational Needs and Disabilities can be found within the specific SEND Policy document.

CHILD PROTECTION AND SAFEGUARDING

Please refer to the Whole School Child Protection and Safeguarding Policy

TRANSITION TO SCHOOL

At St Andrew's Prep we believe that the transition children make into the school is crucial to their development. Parents of Nursery age children are invited to meet the Head of Pre-Prep and Nursery, the Nursery Manager and Deputy Manager, Nursery staff and Early Years practitioners during a morning or afternoon session when their children are able to interact with the present Nursery class.

Prior to joining Reception the children and their parents and carers are invited to attend a dedicated *Moving Up Day* in school, when they have the opportunity to meet the teaching staff and to bond with their future peers.

All parents new to the school will be given a Welcome Pack during their preliminary visit and are encouraged to ask questions. They are also requested to complete a Joining Nursery/Reception Questionnaire which aims to broaden the staff's knowledge of their child.

All children will be fully prepared for the transition from Nursery to Reception whether or not they are continuing to stay at St Andrew's Prep. All relevant records will be forwarded to new teachers and schools.

Throughout the year, children in Nursery and Reception visit other classrooms and teachers in the Pre-Prep department, making this important transition to their new class as easy and smooth as possible.

Please refer to the Pre-Prep and Early Years Transition Policy for further information.

TRANSITION FROM RECEPTION TO YEAR 1

The Reception teachers and teaching assistants work together to make the transition from one class to another as smooth as possible.

Throughout the year children are encouraged to:

- Develop independence when dressing and undressing and when organising their personal belongings
- Take part in more structured activities (particularly during the Summer term) having been encouraged to be less dependent on adult support

The Pre-Prep Reception teaching staff will:

- Meet together to discuss individual needs of the children
- Pass on details from the EYFS profiles having fully discussed them with Year 1 teachers

Please refer to the Pre-Prep and Nursery Transition Policy for further information.

POLICY EVALUATION

Evaluation and review of this policy takes place on an annual basis. The staff work together to discuss any changes or adaptations. Throughout the year the whole staff are encouraged to feedback information and ideas. This may include comments about the children, the work they are undertaking, the availability and suitability of resources and other comments about the overall structure of the Nursery and Reception classes.

CONCLUSION

In our goal to make the children happy and secure whilst in the EYFS, we provide them with a variety of quality learning activities that will encourage them to further develop their knowledge and understanding of things and people around them.

APPENDIX

COEL and Growth Mindset

The Early Years Foundation Stage outlines three Characteristics of Effective Learning (CoEL) which explain how children learn. An understanding of these is fundamental to children's progression in the seven areas of learning and development. This emphasis on how children learn also means that children will become confident, creative and lifelong learners.

The Characteristics of Effective Learning (CoEL) consist of three over-arching principles with each having three further aspects. This is shown as follows:

Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active learning – motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and thinking critically – thinking

- Having their own ideas
- Making links
- Choosing ways to do things

Children become engaged in their learning when they are able to explore actively and find out things for themselves. Teaching staff provide appropriate support and the right kind of environment for this exploration and learning to take place. To encourage this engagement teaching staff provide the following:

Open-ended resources – children are offered resources to play with which have multiple uses. This can be something as simple as a cardboard box, which can be used for anything from model-building to making music. Teaching staff support children to think of ideas for play themselves; and are encouraged to do something completely different.

Role-play – children love to make sense of their world through re-enacting situations, activities and conversations they see in their lives. Teaching staff make sure that role play reflects areas of the children's lives, and make sure that 'real-life' resources are offered that mirror the community that the children live in.

Risky play – children need to learn to take risks in a secure and safe environment, to enable them to negotiate the many challenges they will encounter as they grow older. Teaching staff support children both to challenge themselves and to assess possible risks.

The characteristics are interconnected but each has distinct features:

Playing and exploring

Engagement

Finding out and exploring

Sensory play is an important part of learning for young children, as it is through their senses that children make sense of the world around them. A stimulating environment is vital to ensure that this area of learning is maximised to its full potential. Sensory play includes activities that stimulate children's senses such as sight, sound, smell, taste or touch.

Playing with what they know

Children need time to repeat actions to practice skills learnt and to be allowed to play with things they enjoy. Children will play with toys that they are familiar with and toys that they see others using. Dressing up and role play and small world areas can be beneficial for this.

Being willing to 'have a go'

Activities are age and stage appropriate but also challenge children, this approach builds up the confidence to try new things. Teaching staff offer support and encouragement and model how to do things so that children understand what they need to do. As children practice new skills they will become better at mastering them.

Active learning

Motivation

Being involved and concentrating

Teaching staff make sure that they plan a balance of child initiated and adult led activities and include them as part of the children's daily timetable. Teaching staff make sure that activities take into account age appropriate concentration and focus, so that all children are able to achieve something.

Keeping trying

Teaching staff support children to complete tasks by persisting and modelling perseverance as this is key to achieving successful outcomes. When teaching staff observe young children they find out what the children like to do and what aspects of play they enjoy. This helps staff to plan for children's interests and makes learning more tailored to the child's needs. Learning new skills can be frustrating for young children so helping them to keep on trying and stick with it will be beneficial to them.

Enjoying achieving what they set out to do

Praise and encouragement is given to each child to help build self-esteem. Teaching staff observe children in the classroom and find out what it is that children like and therefore what they need to help them to progress towards their next steps. Providing fun activities and experiences will make this happen more easily as children will be enjoying the experience.

Creating and thinking critically

Thinking

Having their own ideas

Children are given a variety of resources so that they may choose and use their imaginations. Open-ended activities are made available and are a good way to help children to express themselves and use their imagination. To support creativity children are encouraged to explore process and not always to focus on the end product. This gives children an opportunity to take activities to another level by adding their own imaginative processes in ways that are unusual and creative.

Making links

Teaching staff may introduce themes and ideas that can be followed through within all areas of the curriculum to embed the learning objectives – that create links and connections with children's own experiences.

Choosing ways to do things

Children need to be given choices, opportunities and encouragement to try new things. Teaching staff support and encourage children's independence to exercise choice when choosing activities that are both familiar and unknown. This gives children an opportunity to decide for themselves how they want to approach an activity or idea.

Observations

When conducting observations, teaching staff refer to the CoEL. They cross reference these with the children's Learning Journeys to highlight gaps, weaknesses and strengths and adapt future planning accordingly.

Growth Mindset

The CoEL are strongly associated with the idea of growth mindset. The theory that underpins growth mindset focuses on the idea that developing a flexible approach early on is crucial for children to fulfil their full potential. When children learn that effort, persistence and a variety of strategies can help them get better at doing something, they feel empowered and try harder. St Andrew's Prep encourages a "growth mindset" and applies it through the whole school. When children know their brains are capable of growing, they are more confident, resilient and are not afraid to take risks. They develop an understanding that, should they make mistakes, they will learn from them and simply try again.

For more information about St Andrew's Prep teaching approach to growth mindset, please refer to our Pre-Prep and Nursery Behaviour Policy.