



**Stockingford
Nursery School**

EARLY YEARS FOUNDATION STAGE POLICY

Passed and adopted by Governing Body:

Signed: *CB Phillips*

Dated: 17.03.25

Review: January 2025

Next Review: January 2027

Early Years Foundation Stage Policy

Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so that every child makes good progress.
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

Legislation

This policy is based on requirements set out in the **Statutory Framework for the Early Years Foundation Stage (EYFS) that applies from November 2024**

Structure of Stockingford Nursery School

Stockingford Nursery School consists of 32 places for 2-year-old children in Little Nursery, and 100 places for 3/4-year-old children in Big Nursery. In Little Nursery, children are admitted the term following their second birthday, and in Big Nursery, children are admitted the term following their third birthday. We are a Local Authority Maintained Nursery School that offers a combination of both 15 hours for children in Big Nursery and Little Nursery and a limited number of 30 hours places in Big Nursery. The Headteacher will also consider flexible places depending on the individual needs of the child and family.

Little Nursery has both indoor and outdoor learning environments for children to access. Little Nursery also have use of the forest school site.

Big Nursery has one large open plan classroom, with the option to close each end with the use of folding doors, an all-weather use verandah and a large, landscaped garden with an allotment area. We also have our own forest school located on our site.

Our school also has a Middle nursery for some children in Little and Big nursery to use as appropriate to support with enhanced SEND provision.

Curriculum

Our nursery school follows the statutory curriculum requirements as outlined in the latest version of the EYFS statutory framework that applies from **November 2024**. We offer a broad and balanced curriculum that covers the statutory aspects as well as other knowledge and skills to support pupils' personal development and to prepare pupils for their next stage of education and develop the whole child.

The EYFS framework includes 7 areas of learning and development that are all equally important and interconnected. However the 3 areas known as the prime areas are seen as particularly important for building the foundations for learning, developing curiosity and enthusiasm for learning, building children's capacity to learn, form relationships and thrive.

The prime areas of learning are:

- Communication and language
- Physical Development
- Personal, social and emotional development

The prime areas are strengthened and applied through the specific areas that are:

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

Planning

At Stockingford Nursery School we understand that young children develop rapidly during the early years - physically, emotionally, intellectually and socially. A well planned and resourced curriculum will take their learning forward and encourage the development of skills attitudes and understanding. It will provide opportunities for children to succeed in an atmosphere of trust and feeling valued. Staff plan activities and experiences for children that enable children to develop and learn effectively across all areas of learning, as well as offering them opportunities to develop their cultural capital. With our youngest children we prioritise focusing strongly on the prime areas of learning and provide a communication friendly space.

Staff at Stockingford Nursery School value play and recognise its significance for children to be active learners who display increased levels of engagement. Our planning model is based on the principles of 'In the Moment Planning' – we know that brain activity and synapse formation are at their highest when a child is deeply engrossed in something which fascinates, challenges and makes them happy. We teach and support learning predominately through child-initiated play experiences that are based on capturing the interests of a child in the current time. Teaching staff offer stimulating learning environments and capture the moment of engagement for each child. Observation helps staff to seize the moment when a child shows a level of interest and curiosity that can be enhanced, and this is when 'teachable moments' happen. Through high quality adult interactions, teaching of the next steps happens for that child at that precise moment.

Practitioners also consider the individual needs, interests, and stages of development of each child in their care and uses this information to plan challenging and enjoyable learning experiences. When curriculum planning the staff will use children's previous experiences and interests as starting points for teaching. They will also encourage the children to take part in the planning process. Where a child may have a special educational need or disability, staff take into account whether specialist support is required, linking with relevant services from other agencies where appropriate. In planning and guiding children's activities, staff reflect on the different learning styles for how children learn and include these in their practice. They also show ambitious intent for all children to help individuals develop to their full potential.

The high-quality continuous provision is resourced so that children have free access to a wide variety of resources that they can self-select to meet their unique learning needs. The learning environment is effectively planned and structured to support children to become independent learners who are involved in planning for their own learning experiences. Provocations and enhancements are added to the continuous provision to support the curriculum and children's expressed interests and learning needs. Adult led group time sessions are planned for key groups of children to extend their existing skills and knowledge. Interventions are planned to support vulnerable learners including pupil premium, SEND, wellbeing groups, language interventions and most able pupils, these are planned appropriately for the age and stage of the pupils.

Teaching

High quality, successful teaching only arises from a thorough understanding of how young children learn. We believe that play is the natural way by which young children explore the world, test out ideas and practice skills and activities. Teaching staff and practitioners at Stockingford Nursery School value play making no distinction between play and work. Each area of learning and development is implemented through planned, purposeful play, and through a balance of child initiated and adult led activities to help children learn valuable skills and knowledge. Children are supported to become independent learners and to learn from their peers as well as teaching staff.

Practitioners respond to each child's emerging needs and interest, guiding their development through warm, positive interactions to ensure that they feel safe and secure. The role of the adult is crucial for valuing, supporting & scaffolding learning and communication skills through play experiences.

Effective teaching requires:

- working in partnership with parents and using this information to plan challenging and enjoyable experiences to extend their cultural capital.
- adults who model positive behaviour and support children with their co-regulation and self-regulation skills.
- facilitating holistic learning experiences across all aspects of the daily routine.
- motivating children to persevere and try ways to make something work through developing positive attitudes to learning
- valuing and providing language rich experiences to develop vocabulary, communication, listening attention and thinking skills.
- direct teaching of new skills, knowledge and concepts
- children teaching each other and providing peer on peer support
- careful planning of the environment to provide a positive context for learning and teaching
- role modelling and being an interested, enthusiastic play partner to scaffold learning experiences.
- observations and assessments of children to identify planning for progression
- evaluation of the curriculum

Assessment Recording and Reporting

At Stockingford Nursery School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles.

Assessment of children will take place through observations in a range of contexts including:

- during child-initiated play in continuous provision
- during group time adult led activities
- through intervention sessions planned for specific individuals

Assessment of children will be used to shape future planning and teaching experiences:

- Staff will use observations to make judgements about children's progress. Strategies will be put in place for any child who may need support to make appropriate progress.
- All children will be provided with developmentally appropriate interventions and activities set out to challenge and encourage children to foster new learning, skills and concepts.
- Baseline assessment will be completed during the first half term. Staff will use information from parents, previous settings and observations to make judgements about the child.
- The child's keyperson will use ongoing assessments to make a summative and formative assessment at the end of each term.
- Teaching staff will analyse assessments to ensure children make at least good progress and make adjustments to teaching and learning opportunities to maximise children reaching their full potential.

Working with Parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers. At Stockingford Nursery we recognise that parents are the children's first and more enduring educators and that when parents and practitioners work together the results have a positive impact on children's development and learning. Parents and/or carers are kept up to date with their child's progress and development. The statutory two-year progress check helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and skills.

Each child is assigned a key person who helps to ensure their learning and care is tailored to meet their needs. The key person supports parents to work together in partnership to guide their child's development at home. The key person may also help to signpost families to engage with more specialist support if appropriate.

Safeguarding and welfare procedures

It is important to us that all children in our nursery school are 'safe'. We know that children learn best when they are healthy and safe, when their individual needs are met and when they have the chance to build positive relationships with the adults around them and their peers. We aim to educate children on boundaries, expectations and routines and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children will also be given the opportunity to learn about keeping themselves and others safe through the opportunity to take safe risks.

We promote good oral health, as well as good health in general through our early year's curriculum. We also teach online safety and Protective Behaviours across our EYFS in age appropriate ways.

Additional information about our safeguarding and welfare procedures are outlined in our safeguarding policy.

Monitoring

Monitoring of practice involving all the staff, Governors and external partners will take place through observation, discussion and analysis of teaching and learning experiences. The headteacher and qualified teachers, governors and external professionals regularly monitor the quality of teaching and provision.

- **Observations** will be used to inform us on how and what the children are learning and about the progress they are making. It will also inform us about the effectiveness of our teaching and our ability to work together as a team.
- **Discussions** will inform us about what the children know and understand. Through discussion we will determine whether our planning is meeting their needs and what we need to plan to ensure progress. A team-based approach is used for reflecting on children through Professional Dialogue Meetings.
- **Analysis** of children's work together with observations enables us to make judgements about children's level of development, rate of progress and plan for their next steps in learning.
- **Audits** we use a range of audits and tools to help us make judgements about the quality of our practice e.g. Communication Friendly Audit.
- **Data** detailed data analysis is in place for individuals and groups, this is used in all teaching contexts.

Reflection and Evaluation

Information gathered from monitoring the curriculum will be used to:

- confirm good practice
- make changes and ensure continuous improvement
- celebrate success
- support others within our role as system leaders

Documents for Reference

Early Years Statutory Framework (2024)

https://assets.publishing.service.gov.uk/media/670fa42a30536cb92748328f/EYFS_statutory_framework_for_group_and_school_based_providers.pdf