

Information for parents on the Early Years Foundation Stage

What is the Early Years Foundation Stage?

This is how the Government and Early Years professionals describe the time in your child's life between birth and age 5. It is a very important stage as it helps the child to be ready for school and also prepares them for future learning and success. All nurseries, pre-schools, child-minders and reception classes are required to deliver the Early Years Foundation Stage Framework this is a legal document.

Who is OFSTED?

OFSTED = Office for Standards in Education Children's Services and Skills. Ofsted is the Government's official inspection body that is impartial and independent, who ensure quality of provision, monitor safety and improve early education through raising standards. Every early years provider is inspected on a regular basis (usually every 3 years, depending on outcome) and they are assessed on their provision with a very detailed report and scoring system.

The grading is as follows:	Grade 1	Outstanding
	Grade 2	Good
	Grade 3	Satisfactory
	Grade 4	Inadequate

A more detailed explanation can be found at www.ofsted.gov.uk/inspection-reports

What is the EYFS Framework?

This framework was developed to support all professionals registered with Ofsted to deliver the EYFS to monitor, record development, support your child and to plan learning opportunities.

We celebrate the skills and abilities of babies and young children at the same time highlighting the relationship between growth, learning, development and their surroundings.

As a team we work to encourage each child's life skills development such as confidence, self-expression, patience, self-help skills and work on task, generating endless enthusiasm from children and staff alike! As an early years setting we work within the Early Years Foundation Stage framework which is broken down into four aspects; 'A Unique Child', 'Positive Relationships', 'Enabling Environments' and 'Learning and Development'. There are now Characteristics of effective learning to consider and observe and the areas of learning and development have been broken down into 2 areas, PRIME and SPECIFIC we will examine these aspects in more detail to enable it to be better applied by parents. There is a greater emphasis on parents being involved in their child's development.

As a setting we will monitor and support your child's learning and development through their learning journey, which is an on-going record of photographs, assessments and summative assessments. There is also a written summary carried out on your child during their 2nd year which documents how your child is progressing against the 3 prime areas of learning which we look at more closely later.

Under this umbrella we recognise the importance of adapting plans to meet the needs of the individual child, taking into consideration all aspects of learning, the early learning goals and the characteristics of learning.



Curious Kittens Nursery / Kid's Club

Characteristics of effective learning

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning 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; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The early learning goals

The prime areas:

Communication and language

Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Physical development

Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Personal, social and emotional development

Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour: children talk about how they and others show feelings, 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.

Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

The specific areas:



Curious Kittens Nursery / Kid's Club

Literacy

Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Mathematics

Numbers: children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, space and measures: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding the world

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive arts and design

Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

A Unique Child

Child Development: We aim for children to become confident communicators and competent learners.

Inclusive Practise: We are aware that all children have different experiences, interests, skills and knowledge which can affect their ability to develop and learn. We have close relationships with outside agencies that can offer support for the family, the child and Nursery staff.

Keeping Safe: We provide a safe environment allowing the opportunity for children to take risks and discover their boundaries. We encourage children to make their own choices and become aware of



Curious Kittens Nursery / Kid's Club

consequences.

Health and Well-being: We aim to make children, parents and staff aware of health and safety issues and issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environments.

Positive Relationships

Respecting Each Other: We aim to become aware of others feelings whilst forming new friendships.

Staff work in partnership with many professionals building close relationships to gather information that support the children and the setting as a whole.

Parents as Partners: We believe it is important to develop positive partnerships with parents by involving them in all decisions affecting their child's progress. Their support can play a vital role at all stages of development.

Supporting Learning: We place an emphasis on increasing social and intellectual development and provide an environment that offers stimulating activities where the emphasis of learning is FUN, in order to encourage children to grow and develop into well-rounded, open-minded people.

Key Person: The key person makes sure that, within the day to day demands of the setting, each child for whom they have special responsibility feels individual, cherished and thought about by someone in particular when they are away from home. As a setting we operate an open door policy where staff are able to meet regularly with the family for discussion and consultation on their child's progress.

Enabling Environments

Observation, Assessment and Planning: We feel it is important that all practitioners are able to observe closely what children can do and use those observations as a basis of planning for the next step of their development.

Supporting Every Child: Our sensitive and knowledgeable practitioners are well experienced and are able to confidently recognise how and when to meet the children's needs, engaging and offering appropriate support at different times. Our daily routines offer a range of experiences giving children predictability whilst also challenging them.

The Learning Environment: The environment plays a key role in supporting and extending children's development and learning, we create indoor environments which are age appropriate, well maintained and accessible for all children. They give opportunities for a wide range of planned and free play activities where the children can explore a safe, secure and challenging environment. Through our garden areas children have the chance to be imaginative, physical, and creative and develop sensory awareness as well as having first hand contact with the natural world and the seasons.

The Wider Context: Through our own self-evaluation we endeavour to achieve the five 'Every Child Matters' outcomes (be healthy, stay safe, enjoy and achieve, make a positive contribution, achieve economic well-being) for all our children. Through Multi-agency working we find the best ways to support the children we care for and their families.

As our children may move between different settings we pay close attention to each individual child's smooth transition and continuity not only between different providers but also within our own environment.



Curious Kittens Nursery / Kid's Club

Learning and Development

Play and Exploration: Learning through experience, adult involvement, context for learning.

Active Learning: Mental and physical involvement, decision making, personalised learning.

Creativity and Physical Thinking: Making connections, transforming and understanding sustained shared thinking.

