



Maple Medical PRU *Young Parents' Centre*

Young Parents' Centre Early Years Foundation Stage (EYFS) Policy

Contents

- Learning and Development
- Planning
- Staffing and Organisation
- Assessment, Recording and Monitoring
- Learning through Play
- The Learning Environment
- Home/School Links
- Equal Opportunities
- Inclusion

Early Years Foundation Stage

“Every child deserves the best possible start in life and support to fulfil their potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up.”

“Statutory Framework for the Early Years Foundation Stage”,
Department for Children, Schools and Families, 2007

Early childhood is the foundation on which children build the rest of their lives .At YPC we greatly value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development, however we also believe early childhood is valid in itself, as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

Aims

It is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being. At YPC the overarching aim of the EYFS is to help young children achieve these five "Every Child Matters" outcomes.

We aim to provide a broad and balanced curriculum which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to his/her full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

We aim to:

- provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child, including babies with additional needs
- provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development
- provide opportunities for babies to learn through planned, purposeful play in all areas of learning and development
- support young mums and mums to be in developing good parenting skills
- provide a nurturing environment where young mums can gain peer support from one another
- use and value what each child can do, assessing their individual needs and helping each child to progress
- work in partnership with parents/carers, grandparents and value their contributions
- work in partnership with other agencies to support the parenting and development of babies
- ensure that all babies, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, have the opportunity to experience a challenging and enjoyable programme of learning and development

Learning and Development

The early learning goals (the matters, skills and processes which are required to be taught to young children) are set out in the "Statutory Framework for the Early Years Foundation Stage" document.

The six areas of learning and development are:

- Personal, Social and Emotional Development (PSED)
- Communication, Language and Literacy (CLL)
- Problem Solving, Reasoning and Numeracy (PSRN)
- Knowledge and Understanding of the World (KUW)
- Physical Development (PD)
- Creative Development (CD)

We believe these six areas are equally important and depend on each other to support a rounded approach to child development. We aim to deliver all the areas through planned, purposeful play, with a balance of adult-led and child-initiated activities.

Planning

Good planning is the key to making children’s learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can do. Our planning shows how the principles of the EYFS will be put into practice and is always informed by observations we and parents/ carers have made of the children, in order to understand and consider their current interests, development and learning. All practitioners who work in the Young Parents’ Centre are involved in this process.

We follow the early learning goals and additional statements set out in the “Primary Framework for Literacy and Mathematics” (Department for Children, Schools and Families, 2006) when planning for Communication, Language and Literacy and Problem Solving, Reasoning and Numeracy.

Staffing and Organisation

There is one nursery in the Young Parents’ Centre with a maximum of 9 babies in one session. We maintain an adult/baby ratio of 1:3 within the nursery. There are 2 Nursery Nurses who job share and a Nursery Assistant who is full time. The babies have a structured day with the “Structure of the Day” displayed on the wall in the Nursery. The Nursery Nurse liaises with the Nursery Assistant, regularly involving them in planning, preparation and assessment. Each baby has a designated Key person. We are always aiming to improve our skills, knowledge and understanding and so all staff are encouraged to participate in professional development.

Assessment, recording and monitoring

We undertake assessment for learning. We analyse and review what we know about each child’s development and learning, and then make informed decisions about the child’s progress. This enables us to plan the next steps to meet their development and learning needs. All practitioners who interact with the child contribute to the assessment process. We also encourage mums to participate in this cycle.

Formative assessment

This type of assessment informs everyday planning and is based on on-going observational assessment of each child’s achievements, interests and learning styles. Formative assessment may take the form of anecdotal observations, focused observations, baseline assessment, other focused assessments e.g. sound/number, annotated examples of work, photographs, video and information from parents/ carers. Each child has an individual Early Years Foundation Stage

(EYFS) Profile folder and 'All About Me' Folder in which this evidence is stored. We plan for observational assessment when undertaking our medium and short term planning. We involve our mums who also complete the 'All About Me' folders and communicate next possible steps of development to mums.

Learning through play

“Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children’s development.”

“Early Years Foundation Stage”,
Department for Children, Schools and Families, 2007

We do not make a distinction between work and play. We support children’s learning through planned play activities, and decide when child-initiated or adult-led play activities would provide the most effective learning opportunities. We believe that it is important for adults to support children’s learning through play, by getting involved in the play themselves.

The Learning Environment

“A rich and varied environment supports children’s learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces.”

“Early Years Foundation Stage”,
Department for Children, Schools and Families, 2007

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first hand experience. We also aim to make it a place where children feel secure and confident, and are challenged to develop their independence. Activities are planned for both the inside and outside; children have the freedom to move between the indoor and outdoor classroom throughout the day. The learning environment is divided into a variety of different areas: role play, book corner, sensory corner, creative and puzzles. These areas are carefully arranged and adapted to suit the needs and age of the babies in our care.

Home/School Links

We recognise that parents/carers are the child’s first and most enduring educators. When parents/carers and practitioners work together in early years settings, the results have a positive impact on the child’s development. A successful partnership needs to be a two-way flow of information, knowledge and expertise. We aim to develop this by:

- Pregnant girls and mums come into the Nursery every morning before the start of lessons
- Parenting sessions delivered by Nursery staff prior to the birth of their baby

- A home visit with the new parents/ carers before they return to the Centre after maternity leave, to enable them to understand the value of supporting their child's learning at home and to create a smooth transition into nursery
- Parents/ carers to complete the admissions form and key person booklet
- Each child assigned a key person
- Encourage parents/ carers to share their 'Magic Moments' which are used to record special moments or achievements at home
- Parents will be encouraged to take photographs for the "All about me" file for children. This will be shared with parents/ carers regularly to outline activities which could be undertaken at home to support this
- Operating an 'Open Door' policy, whereby parents/ carers can discuss concerns and developments on a daily basis with Nursery staff
- Each half term meetings will be held with parents/ carers to share the children's development folder to keep parents/ carers informed of their child's current development and progress

Equal Opportunities

We aim to provide all pupils, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, equal access to all aspects of school life and work to ensure that every child is valued fully as an individual. Practitioners, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas.

Inclusion

Children with special educational needs will be given support as appropriate to enable them to benefit from the curriculum. This includes children that are more able, and those with specific learning difficulties and disabilities. Additional adult support may be provided for children with special medical needs e.g. allergies, thus increasing the adult/pupil ratio. Individual Education Plans identify targets in specific areas of learning for those children who require additional support, in line with the school's Special Educational Needs Policy. The EYFS leader would discuss these targets with the child and his/her Parents/carers. Progress is monitored and reviewed every term. The school's SEN co-ordinator is responsible for providing additional information and advice to practitioners and parents/ carers, and for arranging external intervention and support where necessary. For further information see Special Educational Needs Policy.

Safeguarding

Please refer to 'Safeguarding Children' Policy.

Health and Safety

Please refer to 'Health and Safety' Policy with specific reference being made to Risk Assessment and Medical needs (First Aid Training). Additional reference should also be made to the EYFS Risk Assessment.

Monitoring and Review

The effectiveness of this policy will be monitored and evaluated by the Head of the Centre and Nursery Nurses and will be reviewed every two years

Date of Policy March 2016

Date of Review March 2018

Signed

Chair of Management Committee.....

Head teacher.....