

Learning and Development Policy

EYFS Requirement

This policy has been written in line with the Early Years Foundation Stage Safeguarding and Welfare requirements

Related Policies:

- Supporting Individual Children
- Settling In and Transition
- Equality and Inclusion
- Parents as Partners

Legislation

- Childcare Act 2006

Our Aim

Grass Roots Private Day Nursery will support and promote each child's overall development in a safe, stimulating and caring environment. The children are cared for by members of staff that have appropriate qualifications, training, skills and knowledge and who work directly with parents/carers and involve them in the care of their children. We provide the children with an age-appropriate learning environment both indoors and outdoors. We are registered with Ofsted and follow the statutory Early Years Foundation Stage Framework (EYFS).

The EYFS Framework was published in 2012 (revised 2017 and 2021) by the Department of Education and sets out standards for development, learning and care of children from birth to 5 years old. We also are guided by the Special Educational Needs and Disability Code of Practice: 0 – 25 years (2015) for those children that need additional support.

The learning and development requirements are given legal force by an Order made under section 39(1)(a) of the Childcare Act 2006. The safeguarding and welfare requirements are given legal force by Regulations made under section 39(1)(b) of the Childcare Act 2006.

It aims to achieve this by:

The Early Years Foundation Stage (EYFS) 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 EYFS seeks to provide:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
- a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly
- partnership working between practitioners and with parents and/or carers

- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

The EYFS specifies areas of Learning and Development as well as safeguarding and promoting children's welfare.

Four guiding principles should shape practice in early years settings. These are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

There are seven Areas of Learning:

The focus is mostly on the three Prime Areas up to the age of three years to ensure that all the children have a good foundation on which to build the rest of their learning and development.

(More information about each area in the appendix below.)

- Three Prime Areas
 - Communication and Language
 - Physical Development
 - Personal, Social and Emotional Development
- Four Specific Areas
 - Literacy
 - Mathematics
 - Understanding the World
 - Expressive Arts and Design

As qualified, experienced and knowledgeable early years practitioners we will:

- Plan activities within the setting in order to provide stimulating and challenging experiences, whilst ensuring a safe and secure environment. We will also support the children to become confident learners in an environment which acknowledges all children's achievements.
- Recognise that children have the right to play
- Support children's learning through planned play activities – observing all children in their play and interaction with others, asking open ended questions.
- Support children's learning by use of child initiated ideas, extending the child's learning development.
- Include activities which cover all aspects of the EYFS and Every Child Matters papers.
- Work in partnership with the parents, encouraging their support and involvement in their child's progress.
- Every child will have a Key Person who will, with other staff members, take sensitive observational assessments on all children in order to plan their individual needs, record their progress and share with parents and other professionals directly involved with that child and other settings that the child may attend.
- Work with other professional bodies to support the needs of the child where necessary.
- Attend relevant training sessions to update our knowledge and skills and improve practice.

- Reflect and evaluate our own practice within the setting identifying areas of development.

This policy will be reviewed by management annually, who are responsible for ensuring the dissemination of this policy to all staff, volunteers and parents.

Appendix

Communication and Language

The nursery will support the children's learning and competence in communicating, speaking and listening. The nursery will provide opportunities and encourage the children 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.

Physical Development

The nursery will support the physical development of all children by providing opportunities for them to be active and interactive and improve their skills of coordination, control, manipulation and movement. To teach children the importance of physical activities; making healthy choices regarding food and developing awareness of danger-risks in play.

Personal, Social and Emotional Development

Children will 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; forming positive relationships. The nursery will ensure support for the children's emotional well being to help them to know themselves and what they can do.

Literacy

Encouraging children to link sounds and letters and begin to read and write. Provide access to a wide range of reading materials.

Mathematics

The nursery will support all children in developing counting skills, use of numbers, shapes and space. Opportunities will be provided for children to practice these skills and gain confidence and competence in their use.

Understanding of the World

The nursery will support the children to develop their knowledge, skills and understanding about the world in which they live. Learning will be supported by offering opportunities for the children to explore and observe people, places, technology and the environment.

Expressive arts and design

The nursery will support creatively by encouraging exploration, providing resources to experiment with and express their own ideas. The nursery will provide opportunities for the children to explore and share thoughts, ideas and feelings - through a variety of art, music, movement, dance, imaginative and role play activities, mathematics and design technology.