



EYFS

(Early Years and Foundation Stage)

2019/20

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The Nature of Learning

The three 'prime' areas:

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

The four 'specific' areas, through which the three prime areas are strengthened and applied:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

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INTRODUCTION

This policy reflects the values and philosophy of the early year's staff in relation to the teaching and learning in the Foundation Stage. It gives a framework and guidance within which all staff work.

AIMS AND OBJECTIVES

The Curriculum for the Foundation Stage should underpin all future learning by supporting, fostering, promoting and developing children's:

Communication and language – Children will be given lots of opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; to speak and listen in a range of situations.

Physical development – Children will be provided lots of opportunities to be active and interactive; to develop their co-ordination, control and movement. Children will be taught the importance of physical activity and make healthy choices in relation to food.

Personal, social and emotional development – We will help children develop a positive sense of themselves and others. They will learn to form positive relationships and develop respect for others. Develop social skills and learn how to manage their feelings and understand appropriate behaviour. Children to become confidence in their own abilities.

Literacy – Children will be taught to link sounds and letters and begin to read and write. Children will be given access to a wide range of reading materials to ignite their interest.

Mathematics – Children will have lots of opportunities to develop and improve their skills of counting, understanding and using numbers, calculating addition and subtraction problems. They will be taught to describe shapes, spaces and measures.

Understanding the world – Children will be guided to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive arts and design – Children will explore and play with a wide range of media and materials as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

QUALITY OF TEACHING

This will occur when:

The child's home background and language is valued.

- Play is recognised as an important tool for children to develop and reflect on their learning
- There are plenty of opportunities for the children to talk about themselves and the world around them
- They engage in first-hand experiences
- Learning is well planned and the needs of the individual/group are the starting point.
- Children have access to a variety of indoor and outdoor activities
- Resources are accessible to all pupils
- Special needs are identified as soon as possible and the appropriate measures taken to support the child's learning
- Partnership with parents and carers is positively addressed and is recognized as being vital to the development of the child.

QUALITY OF LEARNING

This will occur when:

- _ Children are motivated and instructions are clear
- _ Children are enabled to access materials independently and return them independently
- _ Children have a pride in their work and have high expectations
- _ They are encouraged to reflect on and evaluate their work and that of their peers
- _ This evaluation is used to raise the standard of their work
- _ Everyone is involved in the child's development (parents/carers/adults/etc)
- _ The materials are appropriate to the needs of the child and the learning experience
- _ Transition between Early Years and Year 1 is smooth

5 ORGANISATION AND MANAGEMENT

The daily routine involves carpet time, small and large group activities, focus activities and tidy up time. The children make choices about their activities and recognise that learning is a social interactive process between child, adult, materials and environment.

There is a balance of adult-led, adult initiated and child initiated activities, delivered though indoor and outdoor play.

Activity time – The adult’s role during this time is to observe how children gather information, interact with peers, and solve problems, to enter into the children’s activities, extend and set up problem solving activities.

The children are encouraged to put away materials independently.

The children are given the opportunity to evaluate and recall their work in a variety of ways:

- _ Recall and recount problems encountered
- _ Draw pictures or show models
- _ Describe the activities undertaken simply, e.g. in a sentence

CARPET/ CIRCLE TIME

This will take place every day for all children. Adults will spend time playing games, singing songs, finger rhymes, reading /telling stories, talking about special events etc.

SMALL GROUP TIME (adult-initiated)

This will take into account the needs, interests and abilities of the children.

Adults will:

- Extend the children’s ideas
- Ask open-ended questions
- Set up additional problem solving activities
- Introduce new materials
- Help children practise new skills

This small group time will incorporate Literacy/Numeracy work and will be planned according to the needs of the group of children.

OUTDOOR PLAY POLICY

Outdoor play is essential for all aspects of a child’s development. It can provide children with experiences which enable them to develop intellectually, emotionally, socially and physically. In doing so it provides a rich context for the development of their language and encourages positive attitudes towards a healthy lifestyle.

It is the policy of the early years that outdoor play is an integral part of our provision available to those children who wish to access it.

In the Nursery when children are involved in self-chosen activities, they move freely between indoor and outdoor areas using the resources which best meet their needs.

We believe that outdoor play is equally as important as indoor play and in fact some children learn best when in the outdoor environment.

The aim of both indoor and outdoor play is to provide a stimulating environment for children's learning in all areas of the Early Years Curriculum. Close observation is essential in order to assess children's ability and to ensure appropriate planning and continuity for the outdoor curriculum.

The provision and planning for outdoor play, just as indoor play, must reflect the diversity and richness of the experience and developing interests of the children.

The Outdoor Area

The outdoor area consists of a wide open space and a covered area which provides for:

- challenging and exciting play - grassed and hard areas (including straight and winding paths) should be wide enough for safe, easy play with a safety surface area for climbing equipment
- shady areas
- growing/digging areas - garden soil, compost, tubs, vegetable and flower beds. A free digging area is easily provided so that children can enjoy the physical satisfaction of digging; also to provide opportunities for finding mini-beasts, planting tubs and garden for different seasons, sowing seeds, harvesting vegetables providing opportunities for environmental science, caring and responsibility
- wild areas - long grass, wild flowers and trees, logs and shrubs to attract insects
- a sand and water tray
- quiet, reflective areas and busy, moving play areas developing exploration and imagination
- opportunities for large scale experiences

When Planning Outdoor Play

Adults consider the following points:

- the specific purpose of the outdoor play
- individual, co-operative and parallel play
- skills, knowledge, concepts and attitudes to be acquired/developed by the children
- appropriate use of resources
- staff interaction, guidance and support
- balance/breadth of curriculum provision
- alteration, addition or removal of resources
- quality play

To ensure balance and breadth of provision, adults planning an outdoor activity will think carefully about what it should include and why. They will have clear goals for children's learning, at the same time they need to be responsive to children's enthusiasm and their interests. Within the planning there should be flexibility to meet individual children's needs as they arise during the session.

Resources should be available to enhance and extend their play. Staff will make notes of children's' achievements (through observation and photographs) to record on individual assessment sheets.

The Role of the Adult Outdoors

There should be a balance of child initiated play, adult initiated and adult led activities.

Adults should be actively involved with children, modeling language in their games and activities where appropriate and should not be solely in a supervisory role.

Adults should be

- talking with children in a variety of ways (conversing, discussing, questioning, modeling and commentating)
- helping children to find solutions to problems
- supporting, encouraging
- extending their activities by making extra resources available and providing new ideas
- initiating games and activities
- joining in games and activities when invited by children
- observing, assessing and recording
- being aware of safety issues
- being aware of every child's equal right of access to a full outdoor curriculum which is broad, balanced, relevant and differentiated regardless of race, culture, religion, gender or disability
- evaluating observations in order to plan appropriate resources and experiences

In these ways adults are making positive contributions to the children's play and setting up challenging situations for children to experience.

SAFETY OUTDOORS

When setting out the equipment each day and during sessions, staff must look out for safety. Staff on duty outdoors must always be aware of the safety of the children in their care, be vigilant at all times and never leave the garden for any reason unless another member of staff has taken over responsibility.

Children should be discouraged from using sticks as weapons and becoming involved in chasing games and aimless play. It is most important for staff to move around the outdoor area constantly so that all areas are adequately supervised.

6 THE EARLY YEARS CURRICULUM

The Nature of Learning

Children learn through play. Play is a child's work and provides vital foundations for future learning. Play is the medium through which the Early Years curriculum is experienced by children. It is a very serious business since it demands from the children concentration, perseverance and mental and physical effort.

Young children learn by experience. They need to look, touch, smell, listen taste and explore with a variety of play materials.

Within the group, all children are supported in developing their potential at their own pace. By means of developmentally appropriate activities and adult support, the curriculum leads to Early Learning goals and prepares children to progress with confidence towards the National Curriculum.

The Early Years Curriculum is an active learning programme, which recognises that learning is a social interactive process between the child, adults, materials and the environment.

The programme emphasises:

- _ Positive adult child interaction
- _ A child-friendly learning environment in which children are free to pursue and develop their ideas and share their discoveries with others
- _ A consistent daily routine
- _ Team-based child assessment

Key elements of this approach include a supportive climate in which control is shared between children and adults, a focus on children's strengths, i.e. what they can do, and know and a problem-solving approach both to work and dealing with social conflict.

Throughout the day adults are able to focus on the unexpected and spontaneous and to look for opportunities to help children clarify their understanding and extend their thinking, for example, by offering additional materials which might help children broaden their goals.

The process of education is as important as the content of the curriculum, i.e. when the children are actively engaged in first hand experiences and are able to observe, explore and take risks, they are learning how to learn and are developing self-esteem and independence .

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

We see this area as of paramount importance, within a secure and stimulating environment children are supported in developing self esteem and the confidence to work, co-operate and establish relationships with others in a group outside the family.

The children are encouraged to:

- _ Make and express choices
- _ Demonstrate independence in selecting activities and resources
- _ Explore new learning
- _ Take control and responsibility for their actions and needs
- _ Use initiative and their developing powers of reasoning to solve the problems they encounter in their work
- _ Develop the perseverance to engage increasingly complex play, working sometimes independently and at other times collaboratively with increasing concentration

The same problem-solving approach applies to areas of social conflict where children are supported in verbalising their feelings, acknowledging and respecting the needs of others and working towards mutually acceptable solutions so that they develop an understanding of both self, and the part they play in a group and of what is right and wrong and why.

Adult example and support, activities, stories and the sharing of experiences help to develop an understanding of a range of feelings and care for all living things, property and the environment.

The children are introduced to concepts of: sharing, caring, honesty, relationships, kindness, feeling and empathy.

COMMUNICATION AND LANGUAGE / LITERACY

Speaking and Listening

Children are encouraged to extend their vocabulary, fluency and listening skills by hearing, participating in having fun with and responding to stories, songs and rhymes, some of which they will commit to memory.

Children talk with others about personally meaningful experiences. They plan their work for the session, communicate with others during work time and describe events, objects and relationships when evaluating their work.

Adult-initiated activities in small and large groups familiarise children with the pattern, rhythm of language and introduce them to early work on letter and sound recognition.

Through role-play the children develop language skills by using different modes and styles of speaking for different people and situations. They need to listen to each other's contributions and learn to play co-operatively.

Mark-making

In an environment rich in print and opportunities to write, our goal is to help children to understand the power of the written word as a basis for communication, knowledge acquisition and entertainment and, when they are ready, to encourage children to use written and drawn symbols for themselves in drawing, letter-like forms, invented spellings, dictated stories and emergent writing.

A variety of mark-making implements for drawing and writing are offered to the children and they are encouraged to draw and write about things which interest them and which they want to communicate.

Mark-making is a very important and necessary stage in the development of early literacy. Emergent writing is positively encouraged so that children learn to communicate in the written form.

Every child's work is valued and respected. The children are encouraged to use mark-making tools in all areas of the room, such as shopping lists, telephone pads, letters and notes.

We encourage and help each to transfer its spoken language into the written form. The level of writing is matched to each child's ability. This also includes scribing for the children to enable them to compose at length.

As the children gain in competence, their random marks become more precise, left to right orientation becomes apparent and their writing begins to contain recognisable letters.

Children who are beginning to write independently are supported in their attempts by helping them to discriminate the initial letter sound of the work required. As competence increases, they are encouraged to discriminate and represent further sounds in these words.

Children whose finer motor skills need a lot of input are encouraged to use fat crayons, paints, clay, dough and small manipulative toys to develop finer muscle tone in their fingers. The children are introduced to a cursive style of print from the beginning and this is developed by handwriting patterns and individual letter formation. Cursive writing is practised in the air, on paper, in sand, with paints, on white boards and is developed indoors and outdoors.

Reading

We encourage our children to love and respect books. Every day, a member of staff will share books with the whole class and at other times with individuals or small groups as required.

We aim to share: fairy stories, poetry, factual books and picture books with the children. All children will take home a book of their choice once a week and encouraged to read with their parents.

We help the children to develop pre-reading skills by pointing or touching each word as it is read, enabling the children to match the spoken to the written word and to follow print in the correct direction. The children are encouraged to use pictures clues and to predict events. We discuss the content of the books to ensure understanding. Taped stories are available for the children to. All these activities help the children to discover the relationship between the spoken and the written word. They discover words and pictures have meaning and discover rhymes, rhythms and patterns of words.

There are many games and puzzles provided which enable the children to develop visual discrimination and matching skills necessary for learning to read. We provide a fully literate environment in our Early Years and the children are exposed to many signs, labels and captions around the room. Through daily Phonics teaching, the children are taught the 44 main sounds in English. We use Letters and Sounds as our scheme and teach the initial sounds.

MATHEMATICS

Mathematics enters every area of the Early Years and the development of mathematical concepts is happening all the time.

Through their play and by means of adult-supported practical experiences children become familiar with sorting, matching, ordering, sequencing, recognising and creating patterns and counting everyday objects.

Elements of the daily routine such as preparing snacks, counting those present, number games, songs, rhymes and number-related activities such as jigsaw puzzles help children recognise and use numbers to 10 (and beyond, where appropriate).

Children use their developing mathematical understanding to solve practical problems and their developing mathematical vocabulary to describe shape, position, size and quantity, simple addition and subtraction, doubling, halving and sharing.

Early mathematical concepts are developed such as sorting, matching, colour, shape, size and number.

UNDERSTANDING THE WORLD

A safe and stimulating environment allows children to explore and experiment with a wide range of natural and manufactured materials. They learn to observe, talk and ask questions about and sometimes record features of objects and substances and to recognise differences, patterns, similarities and change.

Children are assisted both indoors and outdoors in exploring and understanding their environment, their families and past and present events in their own lives. They explore, care for and recognise features of living things, e.g. in the garden and with visiting animals.

The children explore a range of found materials. They are involved in planning and decision making, cutting, placing, fixing and fastening. Language skills are developed as children talk about what they have made. At times they are asked to make something to meet given criteria. They have the opportunity to explore a full range of materials and to select the most appropriate materials and make their desired model. They are encouraged to test their work and amend and improve as appropriate.

Older children will have opportunities to go to the computer room and both the Nursery and Reception classrooms have a computer and interactive whiteboard. There is a range of programmes to enable the children to develop hand/eye co-ordination leading to fundamental keyboards skills. Our programmes allow the children to draw and paint pictures and engage in early reading and numeracy activities. Children will have frequent food technology sessions. We aim to give the children the experience of as many techniques concerned with the safe preparation of food as possible, such as stirring, chopping, grating, mixing, rolling and squeezing. Everyone has the opportunity to smell, feel, taste the foods and observe the scientific changes when foods are: beaten, frozen, baked and mixed together.

PHYSICAL DEVELOPMENT

A range of large and small equipment and opportunities, both indoors and outdoors, allow children to develop confidence and enjoyment in the use and development of their own physical skills. Adult support enables children safely to meet physical challenges, developing increasing skill, co-ordination and control in moving, climbing and balancing. At the same time, children are supported in the development of the fine motor skills required to use tools such as brushes, pencils and scissors, to handle small objects with increasing control and precision and to choose the correct tool for the job. Children explore a variety of manipulative toys, which develop manual dexterity by slotting, pushing, pressing and threading.

EXPRESSIVE ARTS AND DESIGN

Children are encouraged to use their senses and a wide range of resources in order to express their own ideas and feelings and to construct their individual responses in two and three dimensions.

Art equipment, including paints, glue, crayons, and pencils as well as natural and discarded resources provide for open-ended exploration of colour, shape and texture and the development of skills in painting, drawing and collage.

Children join in with and respond to music, dance and stories and there are many opportunities for imaginative role-play, both individually and as part of the group.

PLANNING

All staff are committed to planning as a team around the needs and interests of the children.

LONG TERM PLANS

We base our plans on the Foundation Stage curriculum. This is the over-arching framework that informs all other stages of planning. It shows the range of experiences/learning opportunities that are available whilst the children are in the foundation stage.

MEDIUM TERM PLANS

Development Matters is used to link our objectives and plan for medium term and weekly planning. This is displayed on our Planning Board and is linked to our weekly planning.

Planning takes place half-termly and is evaluated weekly. Development Matters is annotated on an ongoing basis and an F is written to indicate if this was delivered through a focus activity. This is also dated. The topics are planned carefully to ensure continuity and progression throughout the Foundation Stage.

SHORT TERM PLANS

Planning meetings are held weekly between staff. At these meetings activities/learning objectives are selected from our medium plans as deemed appropriate to meet the needs and interests of the children. Observations and discussions with the children inform our planning.

The activities are then set out on our weekly planning sheets, although practitioners are encouraged to change the activities as and when they feel to. The plans are extended/differentiated accordingly at this stage.

Teachers and EY practitioners plan daily in our Nursery. The planning is completed at the end of each day by both the teacher and the Early Years practitioner. Next steps are identified based on the observations carried out and focus activities with links to next steps are planned for identifying the child which has been observed. Practitioners use the 'Next Steps' sheet to make a note of the child's next steps and these are then included in the next day's planning.

In Reception, Teachers plan weekly although they are encouraged to change their planning as and when they need to based on their observations of children. As in Nursery, children's observations are used to think of next steps and recorded on our 'Next Steps' sheet. Key areas of development for that child are then included in the next day/ following week's planning.

7 RESOURCES

The children will have the opportunity to select from the following areas:

- Quiet / book
- Sand and water
- Outdoor
- Construction play
- Creative play
- Writing/mark making
- Painting

- Table toys/small world
- Computer
- Maths
- Science/investigation
- Role play
- Music box

In addition

- 1 Regular food technology sessions
- 2 Regular sessions in the school hall

8 OBSERVATIONS AND ASSESSMENT

Assessment of particular areas of the curriculum is part of the ongoing planning.

Methods of Observation (recorded on Tapetsry & in Special Books)

- 1 Daily observational jottings noting children's significant achievements.
- 2 Planned focused observations and analysis.
- 3 Photographs evidence – dated and linked to assessment codes

Time is planned for sharing and evaluating observations and incorporating plans for individual children into weekly planning.

Regular summative assessment of individual children leading to the setting of learning priorities for the next few months, including setting individual personalized targets. These targets are evaluated every half term and written with parents.

9 BEHAVIOUR

Our aim is that all children will flourish in a secure environment in which expectations are clear and children are free to develop without fear of being hurt or hindered by anyone.

Children will be supported and encouraged by adults to verbalise their feelings and to adopt a problem-solving approach to dealing with social conflict in order to develop self-discipline and self-esteem in an atmosphere of mutual respect.

To achieve this:

- Rules governing the conduct and safety of the group will be explained to all newcomers
- Adults will provide a consistent, positive role model and will endorse desirable behaviour
- In any case of misbehaviour it will be made clear that it is the behaviour which is unwelcome, not the child
- Any behavioural problems will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity and acknowledging that some kinds of behaviour may arise from a child's special needs
- Adults will support children in working towards acceptable behaviour

- Recurring problems will be tackled by all staff in partnership with the parents to establish an understanding of the cause

10 PARENT AND COMMUNITY LNKS

Our aim is for parents to be partners in their children's learning and to be fully informed of their children's progress. We encourage parents to see us at the beginning/end of a session with any queries or immediate needs.

A parent handbook is given to parents during the child's homevisit. This has key information for parents and carers on helping their child make a smooth start at our school

Regular parent consultation meetings are held.

All parents/carers will be actively encouraged to visit the Early Years class and will also be invited to attend:

- Parent consultation evenings
- Topic exhibitions (whole School)
 - Occasional curriculum based meetings
 - School social events
 - Participation in special events
 - 'Special Time' (every Tuesday morning)

Key Person

At Ferry Lane, each child is assigned a key person. The main duties of the key person is to encourage closer links between that specific child and their family. A nurturing approach is encouraged so that each child feels safe and secure in their environment. The key person is also responsible for keeping assessments and special books up to date for their given child. (See separate Key Person at Ferry Lane booklet)

Special Books/ Parents

A home visit takes place before the children enter our setting, Any key information and concerns, as well as the children's interests and schemas are discussed with the parents and this helps us in our baseline assessments of each child.

Each child in Reception has a 'Special Book' which contains a collection of different documents collected by Early Years practitioners that provide a picture of a child's development under the areas of learning identified in the EYFS. They consist of photos, artwork, mark-making, writing with observations made including notes of relevant conversations or comments made by the child. Any child's speech is recorded by a red speech bubble. Next steps for that child are written in a blue box. This is part of an ongoing basis.

The aim of our Special Books are to build a unique picture of what each child knows, feels and can do as well as her particular interests and learning style. This picture can then be used to pinpoint learning priorities and plan relevant and motivating learning experiences.

Parents are invited to look at their child's Special Book regularly. Parents/Carers can regularly observe their child's work via Tapestry. Our 'What I did' sheets are given to children to fill in at home on a half termly basis.

11 STAFF AND PROFESSIONAL DEVELOPMENT

The Early Years staff will attend appropriate courses/information evenings to extend knowledge, skills and expertise and in order to keep up to date and abreast of educational developments. The information is then shared with members of the team and, where appropriate, fed back to the whole school staff.

12 EQUAL OPPORTUNITIES AND SPECIAL NEEDS

The school's purpose is to deliver a well-planned, balanced and appropriate curriculum to meet the needs of the community we serve. We have high expectations of all our children and provide them with quality learning experiences covering all aspects of the curriculum. These are irrespective of race, gender, class or disability. The school's ethos supports the development of cultural and personal identities and prepares our children for full participation in society

Every child needs to achieve success in order to develop a positive self-image. We recognise that all our children, including those with special educational needs, require a differentiated approach in order for them to have access to the whole curriculum and therefore reach their potential.

It is the responsibility of the SENCO and ALL members of staff to ensure that teaching strategies, resources and support are appropriate to the needs of each individual. The school policy is to provide special needs support earlier rather than later. This means staff are aware of the importance of any special needs as the result of early assessment.

13 MONITORING AND EVALUATION

The Leadership team will be responsible for overseeing the delivery of the appropriate curriculum and the evaluation of its success. This information will be shared with Early Years staff at regular meetings and will be used to support future planning and development initiatives.

The Early Years staff are responsible for the day to day running of their classes.

LATE CHILD COLLECTION/NON COLLECTION POLICY

The welfare and safety of the children is always at the forefront of our minds.

If a parent or guardian is unavoidably delayed, they should contact the school office as soon as possible and the child(ren) will be asked to wait with a member of staff in the office

If the parent/guardian is unable to contact the school office, the child will not be allowed to leave. The member of staff on duty will inform the office who will try to contact the parent to make alternative arrangements. If the parent/guardian cannot be contacted, the emergency contact will be phoned.

An agreed password will need to be given by any person authorised by a parent to collect their child who is not known to the school staff. A member of staff will wait with the child until they arrive.

Under no circumstances should any child go home with anyone else unless prior arrangements have been made.

Should a child not be collected and the parent/guardian is not contactable, police and/or social services will be contacted and the Senior Management Team should be informed.

BEHAVIOUR

Rationale

In Early Years we are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat each other with care and respect.

We have an inclusive setting that supports all children as they take increasing responsibility for themselves and their actions, and consider the welfare and wellbeing of others.

Our practice

- We organise the indoor learning environment so that it has positive impact on behaviour in terms of space, access and choice of activities.
- We take a positive and consistent approach towards managing children's behaviour.
- We handle issues of behaviour in ways appropriate to the child's stage of development and level of understanding. This may be 'time out' of the immediate situation with support or comforting.
- We encourage appropriate behaviour in all interactions with children and staff and show that good behaviour is valued.
- We encourage children to be aware of the Early Years routines and procedures.
- We establish clear expectations and boundaries for behaviour, appropriate to the children's level of understanding.
- We record all significant incidents relating to behaviour.
- We identify and implement strategies that encourage positive behaviour.
- We deal with negative behaviour at the earliest opportunity.

Encouraging positive behaviour

- We use praise specifically related to the children's actions or behaviours.
- If appropriate, we refocus the child's attention on another activity.
- We focus on activities and routines to encourage:

Sharing

Negotiation

Co-operation

- We encourage responsibility in caring for others and the environment (helping with tidying/setting out activities/lunch time helper, snacks and equipment)
- We encourage positive behaviour through play and learning activities (circle time/stories/role-play/puppets)
- We model appropriate behavior in different contexts.
- We involve parents in establishing rules for appropriate behaviour.
- We demonstrate that the child is still valued even if his/her behaviour is unacceptable.
- We discuss with children what is acceptable behaviour in all areas of learning and experiences.

- We encourage the children to express openly their feelings/likes and dislikes.
- We help the children to understand the consequences and effects of their behaviour on others.
- We help the children to develop assertive strategies to challenge bullying.
- We support the children to resolve conflicts with their children.
- We help to support children's self-esteem by enabling them to be successful in play experiences and activities

At the end of the session the area should be scanned carefully in case children should be left outside unsupervised. All equipment should be stored away sensibly and carefully, to allow for safe and easy removal next day.

If a child is injured she should be handed to a member of staff indoors as quickly as possible for treatment so that supervision of the outdoor area is interrupted for as short a period of time as possible. Details of the accident must be written up as soon as possible in the first aid book.

The child's parent must be informed of the accident and treatment.

Climbing apparatus should be set out on the grassed and safety surface areas whenever possible. If the hard areas are used, safety mats should cover the surrounding area.

Children's clothing should be monitored carefully e.g. unfastened shoelaces and buckles, scarves and ties on anoraks which are too long can easily cause accidents, particularly on wheeled toys.

Children must be encouraged to wear their coats outside – if staff need to wrap up warmly it is necessary to ensure that children do too.

Children are encouraged to play outside on a rainy day if it is their choice to. Wellington Boots and raincoats are asked to be provided by the parents and kept in school at all times.

Staff encourage children always to look before they jump off apparatus; also encourage children to leave space between themselves and the child in front when crossing planks or climbing up/down apparatus.

Whenever children carry equipment they should be taught how to do it and adults should be aware of the risks involved and minimise them to ensure safety.

Changing Wet clothes

There are no regulations to indicate that a second member of staff must be available to supervise the nappy changing process to ensure that abuse does not take place.

Practitioners are required to remain highly vigilant for any signs or symptom of improper practice, as they do for all activities carried out on site.

To ensure that staff follow correct procedures and are not worried about false accusations of abuse, the following guidelines will be followed:

- Children will be changed by a member of Ferry Lane Staff
- Changing will take place on a changing mat in the children's washroom area
- The normal child protection policy will be applied if a member of staff notices marks or injuries

Our Learning Environment

We aim to create an enabling learning environment which is as accessible as possible for every individual who uses our setting and premises.

We endeavour to do this by;

- differentiating provision within the curriculum to ensure each child receives the widest possible opportunities to develop their skills and abilities
- positively reflecting the widest possible range of communities in the choice of our resources; e.g. books, puppets, and role play artefacts which reflect a diverse range of religions, cultures, abilities and disabilities within society.
- avoiding stereotypes or derogatory images in the selection of books or other visual materials to promote non-stereotyped roles e.g. female plumber, male nurse
- celebrating a wide range of festivals. We celebrate Divali, Chinese New Year, Christmas
- ensuring that children's home languages, particularly when other than English, are valued and where possible, used to support children's learning and development within our setting.
- regularly seeking the views and feelings of parents - consultations and questionnaires.

Valuing diversity

- We welcome the diversity of family lifestyles and home cultures.
- We encourage parents and carers to take part in the life of the setting and to contribute fully. – Every year we invite parents to come and share their cultures (Divali / Chinese New Year)
- We will not tolerate threatening or abusive behaviour towards or between staff and families and all such incidents will be challenged and recorded and, where necessary, relevant outside agencies will be involved.

Food

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met. Relevant questions regarding this should be discussed in Home Visits prior to the child starting school
- We help children to learn about a range of food

Meetings

- A meeting is held at the beginning of the year with all carers/parents. In this meeting parents are introduced to our framework as well as our phonics approach to teaching. Information and routines are explained.
- Three parent/carer consultations are held throughout the year.
- Informal 'Special Time' is every Tuesday morning where parents are invited into their child's class.

Achieving positive behaviour

It is fundamental for the effective development of children's personal, social and emotional development to set clear and developmentally appropriate expectations for behaviour within a safe and secure environment where children are free from the fear of being hurt or hindered. We actively encourage children to consider the views and feelings, needs and rights of others and the impact that their behaviour has on people, belongings, resources and living things through modelling positive language and behaviour at all times.

The responsibility of all staff, volunteers, students and parents is to:

- Recognise that social interactions vary between cultures and families and acknowledge and respect each child's individual background.
- Provide a positive model of behaviour by treating one another with respect, care and courtesy at all times.
- Record and report all injuries and accidents appropriately.

Strategies to promote positive behaviour:

Staff will:

- Use positive language when interacting with all adults and children
- Consider children's ages and stages of development when identifying and implementing strategies to manage behaviour.
- Involve children fully in the decisions that affect their daily lives. This is done by tuning into their feelings and behaviours as well as their voices e.g. supporting children to develop golden rules for their setting
- Ensure that, where reasonable, there are enough popular toys, resources and sufficient activities available so that all children are meaningfully occupied.
- Praise and celebrate considerate and positive behaviours such as kindness or willingness to share by giving public praise, sharing achievements with parents, stickers. is awarded to children weekly.
- Ensure children understand it is their behaviour and not the child as an individual that is unacceptable (i.e. *kicking* is unkind and not the child that is unkind for kicking)
- Ensure adult attention is given in response to positive behaviour and that attention is never used to reward negative behaviour e.g. ensure attention is given to the child who has been bitten and not the biter.
- Focus on ensuring a child's attachment figure in the setting, their key person, builds a strong relationship to provide security for the child.
- Work in partnership with parents and carers to identify and together resolve any underlying causes for negative behaviour.
- Recognise that in some cases a child's special educational need may affect their behaviour.
- Help children to understand the effect their behaviour has on other children and adults; we do not force children to say sorry, but encourage children to apologise for their actions in a range of ways e.g. a hug, fetching a tissue for a crying child, sharing a toy.
- We ensure that this behaviour is modelled by all adults in the setting.
- Recognise that a consistent and planned approach is critical to effective behaviour management. Consistency among staff will ensure that children understand and respect the positive expectations set for behaviour within our setting.

When addressing behaviour concerns we will always;

- Seek information from parents/carers and discuss with them behaviour issues, strategies and actions to promote positive behaviour, as concerns arise.
- With parental advice, we will seek advice as necessary from other agencies
- If a child's behaviour is persistently challenging and presents a significant and consistent risk to themselves or others, we may discuss with parents/ SENCO

We will not accept and will actively challenge any adults in the setting who;

- Use negative labels such as 'naughty' or 'silly'.

- Use physical punishment, such as smacking or shaking
- Use approaches intended to single out and humiliate children.
- Shout or use raised voices in a threatening way in response to children's negative behaviour.

Physical Risk and Incidents:

- We will only use physical restraint, such as holding, when it is clear a child is at risk of serious harm to themselves or others and/or there is a risk of serious damage to property.
- Where physical intervention is used to manage a child's behaviour the incident will be recorded and the child's parents will be informed on the same day.

Employment and recruitment

At Ferry Lane we believe that young children need time to adjust to a new environment and to new people, as well as to the social, emotional, physical and intellectual demands these make of them. Our aim is to provide a reassuring and welcoming environment where children and their parents or carers feel safe, included, comfortable and valued.

Admissions

We have three admission dates, One in September, one in January and one in April. Before a child starts Nursery or Reception, parents and carers are welcome to come and visit the school and are introduced to their child's teacher.

To provide sufficient time and an environment in which:

- We can build good relationships with parents or carers by respecting their values and wishes.
- We can work in partnership with parents/ carers to support each child during their settling in period.
- Our children can feel safe, secure and valued.
- Our children can feel confident and happy through consistent daily routines and classroom organisation.
- Positive relationships are established between all involved.
- Positive attitudes and skills for lifelong learning are established.
- Children develop trust, self-esteem and respect for all aspects of the school environment from the adult role models in our setting.
- Every child can come confidently, happily and independently into a safe and secure learning environment where they feel ready to respond positively.

Before the children start Ferry Lane:

- Parents/carers are invited to view the school to ensure we can meet the needs of their children.
- Parents/carers receive a detailed prospectus and Parent Handbook containing information on policies and practices.
- Parents or carers meet with the Class Teacher/ NNEB during a home visit to meet the child and their family and to discuss the child in detail as well as procedures for the first day at school and settling in and our approach to learning and teaching. A password for pick up adults and children is noted at the HomeVisit.

The child receives a letter from their news teacher inviting them to come to school and tell them all about it.

The child's Key Person will be discussed during the home visit so that parents are made aware of the value of our key person system.

- the child receives a letter stating when they will start school. On their first day a parent/ carer is required to stay with them in Nursery. After the initial session,

When the children start at Ferry Lane :

- Children and parents/carers are welcomed at the door.
- Children are helped to identify drawers and pegs by their name labels.
- Belongings are stored appropriately, with adult help.
- Activities are set out for easy access and free choice, ensuring an inviting environment.
- Staff are on hand to reassure, help and explain.
- Parents/ carers are encouraged to stay until the child is comfortable enough to be left. This routine continues for as long as necessary for each individual child.
- Nursery children at the end of the year before starting Reception are gradually introduced into areas beyond their immediate environment such as their new classroom, school playground and the school hall.
- Reception children are carefully introduced and integrated into whole school assemblies, singing sessions and playtimes.
- Parents/carers in Reception are invited to a 'Welcome Meeting' where the curriculum, class topics and activities are discussed in more detail.
- We continue to build relationships with parents or carers through day to day contact, making them feel welcome.

Outings

Ferry Lane places great value on educational visits for all of its Early Years children, recognising that they provide a unique opportunity to enhance the curriculum and to extend and support class based work. They provide opportunities which cannot be provided on site and can extend the knowledge and understanding of our youngest pupils.

Procedures for Outings

CONSENT

In early Years we require written consent from parents every time that we take their children off-site.

We are unable to take any child without a completed and signed consent form, which includes details of where you may be contacted in an emergency.

Visits made by the Nursery are all quite local but parents will still be notified.

RISK ASSESSMENTS

Even the shortest of visits needs to be thoroughly planned, and requires its own risk assessment, which must be reviewed thoroughly before a repeat visit is made. (See the risk assessment forms for Early Years outings).

HEAD COUNTS

The Teacher in charge conducts, or arranges for another Teacher or Teaching Assistant to conduct a head count of the children :

- Before leaving school
- (If applicable) On sitting down in the coach
- On arrival at the destination
- On leaving the destination

- On arrival back at the school

Where we walk, the children walk in pairs, with one adult at the front, one at the back.

We stick to all child/ adult ratios as notified by the headteacher

Children are reminded about basic road safety and of the expected standards of behaviour.

When we travel by coach, a member of staff will check that all the pupils are sitting properly and wearing their seat belts.

FIRST AID BOX

The Teacher in charge takes a first aid kit, list of emergency contact numbers and a mobile phone with her on every outing. We carry bottled water on all of our longer visits.

DELAY

The Teacher in Charge will ring the school if there is any delay, for example, because of heavy traffic. The School Office has copies of all permission slips and will phone the parents to warn them of a delay.

There is always at least one Teacher, one of whom will have been designated in charge of the visit.

At least one member of staff is qualified in paediatric first aid. Each staff member should be allocated to a small group of children that they are responsible for during the entire trip.

STICKERS

Children are provided with sticker labels to wear on their coat, which give the name and telephone number of the setting – but never the name of the child.

PRIOR TO VISIT

Prepare packs for members of staff accompanying the trip and the office. The itinerary (including address, phone numbers etc of all location to be visited

- The Teacher in Charge's mobile number or the school mobile
- Mobile numbers of all participating staff
- A list of pupils, together with copies of their parental contact forms (which includes details of each pupils' medical conditions)
- Contact details for the School Secretary
- Details from the Coach company.
- A copy of the risk assessment.

DURING THE VISIT

Primary responsibility for the safe conduct of the visit rests with Teacher in Charge. She / he has sole responsibility for amending the itinerary or canceling the visit in the event of unforeseen delay or sudden deterioration in weather conditions. She may delegate part or all of the responsibility for the following to one or more of the accompanying staff:

- Carrying out (and recording) head counts of the children on leaving school, on getting on and off each form of transport, entering or leaving a theatre, museum, centre, etc
- Checking that all pupils wear their seat belts
- Enforcing expected standards of behaviour
- Keeping account of all expenditure

- Recording any accidents or near misses

ILLNESS OR MINOR ACCIDENTS

If a Pupil has a minor accident or becomes ill, the teacher in Charge, or another member of staff will phone her parent's emergency contact number and school office at once and arrange for her to be collected. If contact cannot be made, a member of staff, will take the child to the local hospital. A member of staff will remain with the child at the hospital until a parent or carer arrives.