

EYFS POLICY AND PROCEDURE

Fusion Childcare Services is committed to delivering the Early Years Foundation Stage (EYFS) as set out in the Statutory Framework for the Early Years Foundation Stage 2017. EYFS applies to all children from birth through to the end of their Reception Year. More information about EYFS is available from the Department for Education's website.

The Designated EYFS coordinator is the Manager who is responsible for:

- Identifying EYFS children when they join Fusion, and supporting the EYFS keyworkers.
- Determining the primary EYFS provider (typically, the School) for each child and Meeting regularly with them in order to share information in order to benefit the child's emotional, social and academic well being.
- Assigning a key person for each EYFS child.
- Ensuring that staff receive relevant EYFS training.
- Implementing a communication book (if needed) so that the parent/carers, Fusion and the primary EYFS provider (School) can easily exchange information.
- Sharing information with the primary EYFS provider (School).

Fusion provides a mix of adult-led and child-initiated activities. We always follow play principles, allowing children to choose how they occupy their time. We advocate and promote play that is freely chosen, self-directed and intrinsically motivated. We will continue to plan opportunities to meet the children's needs and interests.

We recognise the four overarching principles of EYFS:

- **A Unique Child:** Every child is constantly learning and can be resilient, capable, confident and self assured. We use positive encouragement and praise to motivate the children in our care.
- **Positive Relationships:** Children learn to be strong and independent through positive relationships. We aim to develop caring, respectful, professional relationships with the children and their families.
- **Enabling Environments:** Children learn and develop well in environments in which their experiences respond to their individual needs and where there is a strong partnership between practitioners and parents/carers. We observe children in order to understand their current interests and development before planning appropriate play-based activities for them.
- **Children develop and learn in different ways and at different rates.** The EYFS framework covers the education and care of all children in Early Years provision, including children with special educational needs and disabilities. We tailor the experiences we offer the children in our care according to their individual needs and abilities.

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Procedure:

When EYFS children start at Fusion they are given a 'Welcome Pack', which includes an 'About me form' that parents complete and return to Fusion. This provides Fusion with some initial knowledge about the child, before they start. The pack includes who the child's Keyworker is and information about Fusion.

In the first 5 sessions that the child attend, we complete a 'settling in observation' for each child. We offer parents meetings to talk about each child and what we can do to support the child and the family.

Each EYFS child has their own learning journal and parents are able to look at this at any time. It contains their settling in observations, any work they do, any photos we have taken, any meetings we have with parents and their Unique Child Summary and Targets. Some children also have a communication book, which is used as a diary/dialogue between Fusion and Parents. Fusion's planning for EYFS is specific to the individual child. Children are given weekly targets that the EYFS team set and this helps the planning of activities, ultimately supporting each child's development.

EYFS children are highlighted in red on the register and all staff have a responsibility to all children. A list of Keyworkers are on the wall for all to see.

Fusion have open access to the children's class learning journals at all times and Fusion's Keyworkers will look at these daily/weekly to track progress. This will be illustrated by a coloured dot at the end of each page with Fusion's Keyworkers' initials in the middle. Teachers will then know whether Fusion are up to date with children's development. Fusion will look at the next steps folder and see if there are any relevant areas of development that we can support with and we incorporate this into our activity plan and provide School with a photocopy of the evidence. Any evidence such as photos/observations of the children's development will be photocopied. One will remain in the child's learning journal and the other will be put into a folder and given to the EYFS teacher's. It is the EYFS teacher's choice whether they use the evidence in the learning journals to show development.

The Reception Teachers and Fusion liaise daily about children and this partnership allows information to be shared, ultimately supporting the child's development.

At the end of each term the Fusion Team complete a Unique Child Summary and set targets for the following term which are evidenced on the Autumn, Spring and Summer EYFS Target Sheet. The targets that Fusion set are what Fusion will be working with individual children on next term and mostly focus on Personal, Social, Emotional Development (PSED). Both the Unique Summary and targets are shared with parents. The targets are shared with staff in briefing, and it is staff's responsibility to look at each EYFS's targets so they can support the child in a range of activities, as all staff have a responsibility to all children.

Fusion has positive relationships with parent/carers and liaise with them daily about the child and also ask for parents/carers feedback using a survey.



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Last Reviewed on: 01.04.17

Reviewed on: 01.04.18

Next Review due: April 2019

Signed.....

FUSION CHILDCARE SERVICES

Written in accordance with the Safeguarding and Welfare Requirements of the Statutory Framework for the Early Years Foundation Stage 2017. Staff Qualification, Training Support and Skills [3.20-3.27], Before and After School Care and Holiday Provision [3.40], Safeguarding and Welfare Requirements: Information for Parents and carers [3.72, 3.73].