



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 2024. The 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.

When children join Pre-School they are allocated a Key Worker. The Key worker is the named member of staff who will take the lead in ensuring that your child has a positive, playful, and enriching experience at Pre-School. The relationship between the child and their Key Worker will be the foundation that encourages and promotes engagement with activities and opportunity to explore the play space. Children will also develop relationships with other members of staff, who will report back to their Key Worker, when necessary and appropriate.

We understand it is a HUGE developmental step when children start at Pre-School, and we will do our very best to make it a calm, positive and supportive process for parents/carers and children. Our 'settling in process' is purposely flexible and adaptable because every child who joins us, is an individual, with their own unique needs, preferences and experiences will be met and taken into account.

The most important "tool" available to us is open communication between parents/carers and our Pre-School Team.

Fusion provides a mix of adult-led and child-initiated activities. We always follow the 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.

- The characteristics of effective learning: playing and exploring, active learning and creating and thinking critically.

The 3 prime areas of learning are:

- **Personal, Social and Emotional Development**
- **Physical development**
- **Communication and language**

The 4 specific areas of learning are:

- **Literacy**
- **Maths**
- **Understanding the world**
- **Expressive art and design.**

Our planning provides the children with a range of play activities which help children to make progress in each of the areas of learning and development. In some of these activities children decide how they will use the activity and in others, an adult takes the lead. In all activities, guidance from the statutory early learning goals and the individual child's interests help to decide what equipment to provide and how to provide it.

We aim to support the children in the **four principles of the EYFS**:

- **A unique child**
- **Positive relationships**
- **Enabling environments**
- **Learning and development.**

We observe your child throughout the day to identify their interests, how they learn and their progression in each area of learning and development. As you know your child best, we also want to hear your observations of your child; what they like to do at home, as well as any significant events, achievements, or concerns. This assessment of your child helps us to identify and plan their next steps. In addition to our ongoing observations, reviews of your child's progress will be shared with you, along with;

- **A 2 Year Check**
- **Summative Assessment at the end of each term**
- **Early Years Foundation stage profile**

Procedure: When children start at Fusion Pre-School, they are sent an email providing them with an overview of how Pre-School works and an opportunity to come in for a visit. An 'All about me form' will be completed by parents/carers before the child starts Fusion Pre-School. This provides Fusion Pre-School with some initial knowledge about the child before they start which we call 'Cultural Capital'. All children arrive with different experiences and

this cultural capital is the knowledge we need in order to support the child as fully as we can and bridge the gap, ie if your child has a speech impediment, then knowing this information is vital so we can scaffold their development and support and develop their speech. Ie. You may not have access to outdoor space at home, if this is the case, it is important to know as your child may have a preference to outdoor play and activities, which we can enable, encourage and support.

At Fusion we use the 3 I's method: **Intent, Implementation and Impact**. Eg we **intend** for the child to learn how to mark make. So, we will observe them and see what they already can do/know and once we have this 'cultural capital', we can then make the **implementation** meaningful. We will then use activities to develop this skill, ie demonstrate how to do it and then support them in doing it. The **impact** is where we evaluate the impact of the learning and checking what the child now knows, ie they can make simple marks.

In the first 2 months that the child attends, Fusion completes a 'settling in observation sheets' for each child and will spend time getting to know the child. This enables us to observe and then formulate targets that supports their development. We offer parents meetings to talk about each child and what we can do to support the child and the family, ensuring a holistic approach to the child's development.

Two Year Progress Checks

We complete these for children who are between the ages of 2 years and 2 years 9 months. After your child has been with us for approximately half a term, we will invite you to a meeting to discuss how they have settled and how they are progressing. Please inform us if they have had this check at another setting or with your Health Visitor. If your child attends another setting more frequently than they attend Fusion Pre-School we would expect the other setting to complete the check although we would be happy to contribute to it if requested.

Fusion Pre-School has positive relationships with parent/carers and liaise with them daily about their child and also ask for parents/carers feedback using our surveys.

Adopted on:	Last reviewed on:	Reviewed on:	Next review Date:
04.09.22	04.09.2023	04.01.2024	April 2025
<i>Written in accordance with the Statutory Framework for the Early Years Foundation Stage (2024): Progress check [2.6-2.10]; Section 1 – The learning and development requirements page 9 [1.1-13]; A quality workforce focused on learning and development and health and safety [1.19]; Key person [3.35]. and Safeguarding and Welfare Requirements: Information for parents and carers [3.82, 3.83].</i>			
Signed and approved:	Fusion Pre-School Southdown		