



EYFS POLICY AND PROCEDURE

Fusion Childcare Services is committed to delivering the Early Years Foundation Stage (EYFS) as set out in the new Statutory Framework for the Early Years Foundation Stage 2025. 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.

The Designated EYFS coordinator is the Manager (Abby) and/or Deputy (Becca) and EYFS Lead (Shaheda) who are responsible for:

- Identifying EYFS children when they join Fusion
- 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.
- Designated key person for each EYFS child, which will be Deputy Manager and EYFS Lead- with support from the EYFS team.
- Ensuring that staff receive relevant EYFS training.

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.

Procedure: When EYFS children start at Fusion they are sent an email providing them with and overview of how Fusion works in partnership with the school and how our EYFS procedure works. They are also invited to a meeting in the school hall in June/July. An ‘All about me form’ will be completed by parents/carers before the child starts Fusion. This provides Fusion 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 good to know as your child may have a preference to outdoor play and activities, which we can enable 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 use cutlery. 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 cut their own food and helping others.

In the first 2 months that the child attends, Fusion 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.

At Fusion we provide an overview of our setting and life in Nursery and Reception whilst at Fusion. Children are given half termly targets that the EYFS team set, and this helps the planning of activities, ultimately supporting each child’s development and interests. These targets mostly focus on Personal, Social, Emotional Development (PSED). The targets are shared with EYFS staff in briefing and staff give their input. At Fusion, we use an app called SeeSaw to record our observations of the children and we aim to upload a minimum 1 observation a month for parents/carers to see. Parents have their own seesaw login and are encouraged to respond and comment. You will receive a log in when your child begins Fusion. Fusion has open access to the children’s class learning journals and next steps book and can look at School’s SeeSaw. Fusion’s Keyworkers will look at these regularly to track progress and so we can support the child’s development. The Schools EYFS lead looks at Fusion’s SeeSaw account when needed. The Reception Teachers and Fusion liaise daily at drop off and pick up about children and this partnership allows information to be shared,

ultimately supporting the child's development. Since Sept 2024, Fusion have our own SeeSaw account, which the schools facilitates. This allows school and parents to see the children holistically. This is in addition to daily chats at drop off/pick up.

EYFS children are highlighted in red on the register and all staff have a responsibility to all children. A list of children and Keyworkers are in staff cupboards and parents get texts/whatsapped who their child/ren's key worker is and a picture. Each child has an assigned Keyworker and a buddy keyworker, but all EYFS children have strong relationships with all staff and the EYFS team.

As we are not the child's main provider, we do not have written formal Unique summaries, but at the end of the Autumn Term and Summer Term, we write a summary post on SeeSaw for parents/carers to read and give a hard copy to parents/carers.

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



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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 opportunities 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.

We understand and implement other parts of the EYFS:

- 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 four specific Areas of Learning are:

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

Our long and short term planning provides the children with a range of play activities which help them 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 the children 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 Two Year Check (statutory)**
- **An update on targets (Termly)**
- **Transition Form to New Nursery at the end of their time with us.**

Procedure: When children start at Fusion Pre-School, parents are sent an email providing them with overview of how Pre-School works and an invitation to visit with the child. An ‘All About Me’ form should 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 to enrich their learning. This may be information about experiences they have had, their interest, likes and dislikes. Examples may include; who lives in your house?, does your child have access to a garden? If not we can prioritise them having access. Do other people understand your child when they speak? (we assess the communication and Language skills of all children but can put in place support plans and strategies when appropriate)

Our planning and professional reflection on practice is guided by the Three I’s 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.

Over the first two months at our setting, Fusion Pre-School 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 support their development. We provide formal and informal opportunities for parents to talk to staff about each child and what we can do to support the child and are receptive to suggestions, ensuring a holistic approach to the child’s development.

Two Year Progress Checks

It is a statutory requirement that 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:
04.01.12	03.09.2024	01.04.2025	April 2026
<i>Written in accordance with the Statutory Framework for the Early Years Foundation Stage (2025): Before/after school care and holiday provision [3.57] and Safeguarding and Welfare Requirements: Information for parents and carers [3.97] and The Learning and development requirements, page 6.</i>			
Signed and approved:	Fusion Childcare Services		