



Early Years Foundation Stage Policy

Rationale

This policy intends to outline the way the Foundation Stage will be put into practice at The Hyde School. The Early Years Foundation Stage is a statutory requirement for all children attending school from the age of three until the end of Reception year. It is a recognised stage in itself of which the principles are outlined in the Early Years Foundation Stage document; which links together the Early Learning Goals focusing on 'The Characteristics of Effective Learning' and 'Development Matters'. It is based on good Early Years practice, which meets the needs of young children to learn through play and practical activities.

Suitable people

All adults working within The Hyde School are committed to providing high-quality care for the children.

Our primary concern is the safety and welfare of the children and every member of staff are suitable for his or her role and responsibilities. See Recruitment of Suitable People for Childcare Policy.

Employees have relevant qualifications to care for young children and there is an ongoing programme of training to ensure that an appropriate standard of care is maintained.

Organisation

At The Hyde we are committed to organising the staff, resources and environment to ensure that we provide high quality care and education that meets the needs of the children. Our first concern is for the safety and security of the children. We therefore ensure that there are always sufficient staff to maintain the minimum adult:child ratio. See our Ratio Policy.

We believe that children learn from each other as well as from adults. Therefore we encourage the Reception and Nursery children to mix freely, learning and teaching each other. This enables older children to consolidate their previous learning experiences.

Care, Learning and Play

The Hyde is committed to meeting the individual needs of all children. The welfare of the children is central to our provision of care, learning and play. All children are respected and valued and we provide experiences to support their physical, social, emotional and intellectual development in a warm, caring and secure environment. Through carefully-planned activities, play opportunities and interactions, staff promote children's self esteem and support them in developing skills, knowledge and understanding as they explore their world. Children are encouraged and supported in making choices and decisions as active learners. Their progress is monitored regularly, through observations, in order to ensure that individual needs are identified and provided for. From these observations a wide range of experiences and activities are planned and provided so that children can learn through first-hand experiences and play. The progress of individual children is monitored and recorded regularly and the information is shared with parents and carers.

The Physical Environment

In our setting we are committed to providing a welcoming and caring environment that provides for the children's safety and wellbeing and supports them in their development and learning. We believe that the organisation and layout of the environment should enable children to be active, and involved in social and individual play activities and experiences. We provide an environment that reflects the children's development and learning and has relevance for local cultures and communities.





Equipment

We provide the children with furniture, equipment, toys and resources that meet the teaching and learning needs appropriate to their age, as well as their social, physical, emotional, educational, spiritual and cultural needs and development.

Safety

The safety of the children is our priority. We guarantee that staff will be vigilant, and keep a close eye on the children in their care. We will follow the established safety procedures at all times. We provide an Accident Book that informs staff, parents and carers of any incidents that have occurred. We monitor and assess the Accident Book on a regular basis and take reasonable steps to prevent any similar accidents occurring in the future. Accident Books are kept in both the Early Years Classrooms..

Health

In our setting we are committed to maintaining high standards of hygiene. The continued good health and wellbeing of the children is of primary importance to us. We will follow our health policy exactly at all times.

- All staff including teachers are qualified first aiders and are responsible for administering First Aid. There is always a person with a current Paediatric First Aid certificate within the Early Years Classrooms.
- We teach children hygiene awareness through planned and spontaneous discussion, routines, planned activities and topics.
- We encourage children to eat a healthy and well-balanced diet.
- We make every effort to keep abreast of new information relating to infectious, notifiable and communicable diseases and local health issues.
- We isolate a child if we feel that other children or staff are at risk.
- We contact parents to take children home if they are feeling unwell/being sick/have diarrhoea/have had an accident/may have an infectious disease.
- We ring emergency contact numbers if the parent or carer cannot be reached.
- We require children to bring hats to wear outside during periods of hot and sunny weather. We expect parents to provide high-factor sun block.
- We supervise the children at all times when they are handling animals or mini beasts.
- We teach the children to be caring, gentle and sensitive to animals and to be aware of their habits and behaviour patterns. We ask children to wash their hands after handling animals, mini beasts or their equipment.

Food and Drink

We believe it is essential to provide children with positive healthy eating experiences in order to promote their wellbeing. We also encourage children to look at the long-term effects of a healthy and balanced diet.

We respect the different dietary, cultural and health needs of all our children. With this in mind we do not allow cakes and sweets to be shared to celebrate your child/ren's birthdays. We have fresh drinking water and suitable cups or water bottles readily available for children and staff at all times. We encourage the children to help themselves to water, either with support or independently. We support the children in recognising that they need to drink water when they are thirsty, hot or tired, or feeling unwell. Nursery children who are doing a full day session and Reception children are given the choice of bringing a packed lunch or school dinner. Packed lunches must not include nuts, sweets or fizzy drinks. We offer a balance and variety of fruit snacks to the children throughout the day. We also plan





snack-time as a regular, pleasant and social event. We encourage the children to take turns, share and be polite. We encourage common courtesies such as saying 'please' and 'thank you'.

Equal Opportunities

We believe in valuing and celebrating the diversity within our community. We aim to develop good practice and positive attitudes in the early years, and encourage an anti-discriminatory approach to the world in general, and other human beings in particular. We believe that all people should have equal opportunities to learn, develop and grow with dignity in a community of mutual respect.

During play we encourage the children to respect and value each other. We discourage them from making hurtful and unkind remarks. Staff ensure that children are helped towards understanding that it is wrong to judge someone because of their gender, colour, beliefs, disability or social background. We explain why, talk things through and praise positive behaviour.

Special Needs

We believe that every child should have the best possible learning opportunities and we therefore promote inclusive practice. We recognise that some children may have particular needs or disabilities and we take specific action to support and encourage these children within a caring environment.

We enable all children to participate fully in learning activities and experiences by providing a curriculum that responds to the individual development of each child.

Alongside the school SENCO, we work closely with parents and other agencies to monitor the child's progress carefully, and provide effective, additional support to meet the child's needs.

We make regular observations and assessments of all children's play and progress to enable early identification of children's special needs. We monitor the progress of children with identified special needs carefully so that we can plan appropriate provision and support for these children. We share all reports on children's progress with parents.

Behaviour

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. We take a positive and consistent approach towards managing children's behaviour. We establish clear expectations and boundaries for behaviour, appropriate to the children's level of understanding. See Behaviour Policy.

Working in Partnership with Parents and Carers

We believe that we can best meet the needs of individual children by working closely with parents/carers. We aim to develop partnerships between parents/carers and staff which are based on mutual trust and respect and which promote the sharing of information and knowledge for the benefit of the children in our care.

Before a child joins our Early Years provision, we will carry out a home visit. This is a time when we can informally meet with both the child/ren and parents/carers.





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