

Early Years Foundation Stage Policy

Howard Street Nursery School

Aim

At Howard Street Nursery School we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

As outlined in the EYFS 'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'

The following documents should be read in conjunction with this policy: Admissions Policy, Health and Safety Policy, Equal Opportunities Policy; EAL Policy; Behaviour Policy

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- **Children develop and learn in different ways and at different rates**

Principles into practice

As part of our practice we:

Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning

- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support
- Work in partnership with parents and within the wider context
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult
- Have a key person approach to develop close relationships with individual children
- Provide a secure and safe learning environment indoors and out
- Support the learning and language development of bi-lingual learners

Foundation Stage Curriculum

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals.

All the seven areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas are the **prime** areas:

Communication and Language

Physical Development

Personal, Social and Emotional Development

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

As a team, we write long term and medium term plans using the EYFS based on a series of topics each of which offers experiences in all seven areas. These plans are reviewed by the Headteacher. Please see our plans for more details. These plans then inform our short-term weekly planning, alongside our observations, which remains flexible for unplanned circumstances or children's responses.

Children have whole group and small group times which increase as they progress through the EYFS with times for a daily phonics session using 'Letters and Sounds', teaching aspects of Mathematics and Literacy, including shared reading.

The curriculum is delivered using a play-based approach as outlined by the EYFS.

'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities'

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, early years practitioners interact to stretch and challenge children further.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice.

We create a stimulating environment to encourage children to free-flow between inside and out. (Free Flow indoor/outdoor play introduced when children are fully settled into nursery and dependent on staffing levels and cohort needs)

Observation and Assessment

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways. Everyone is encouraged to contribute and discussions take place. Significant observations of children's achievements are collated in their own 'Learning Journey' books, which are shared with children and parents. These ongoing observations are used to inform the EYFS Profile/age related development bands. The child's progress is reviewed half termly by the teaching staff and is discussed with parents during the child's first term and again in their final term.

Safety

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety.

We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill/accident.

Please see our separate policies and procedures on Health and Safety, Child Protection and Healthy Schools.

Missing Child Procedure

See parent failing to pick up a child procedure – Appendix 1

Failure To Collect Procedure

See Missing Child procedure – Appendix 2.

First Aid

At Howard Street Nursery all staff have a current paediatric first aid certificate

Inclusion

We value all our children as individuals at Howard Street Nursery School, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children leave nursery inline with age-related expectations. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies. See our separate policies on Single Equality and Community Cohesion.

E-Safety –please see separate mobile phone policy

Parents as Partners and the Wider context

We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways – see our separate Parents as Partners policy.

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.

We draw on our links with the community to enrich children's experiences by taking them on outings/inviting members of the community into our setting.

Transitions

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries and childminders. Children attend introductory sessions to Nursery to develop familiarity with the setting and practitioners. They complete an 'All about me' sheet. Children in Nursery enter at different times in the year. In the last term at Howard Street Nursery School, the reception class teachers from the local primary schools liaise with our teachers to discuss the individual children and their needs.

Policy Last Updated: September 2015

Howard Street Nursery School

MISSING CHILD

Aim:

To give clear guidelines on what to do in the event of a child going missing

Rationale:

To inform members of staff, the procedures to follow, to avoid losing a child, what to do in the event of losing a child, how to deal with parents and analyse how the event occurred.

Procedure:

In the event of a child going missing from our setting.

This very rarely happens but complacency is a hazard we must avoid at all costs. The welfare of children in our care is paramount. Children may go missing and EVERY member of staff has equal responsibility in ensuring the safety of the children and knowing where they are.

Appropriate steps are taken to ensure that the premises and surrounding site is secure.

Parents are made aware of the needs for supervision of their children at all times especially while waiting for a session to open and of their responsibility to ensure that their child's arrival is noted.

Parents need to be reassured that in their absence the staff have responsibility for the children at all times.

Staff should take extra care to be aware of the whereabouts of new children and ensure they know the boundaries of where they can and cannot go. Parents will be advised of our security procedures and be given the opportunity to discuss any concerns.

The outside should be checked before the children go outside to play. A member of staff should remain outside to ensure no children are left outside. At the end of the session, staff must do a sweep of the area so that no children are left outside.

Parents are asked to enter their child's name and the time of entry into the building on the attendance sheet.

The attendance register is taken at the start of each session.

It is the responsibility of every member of staff to be aware how many children are present and a quick headcount should be taken at intervals during each session. Children who arrive late must be recorded in the signing in sheet and all children should be marked out accordingly.

1. The missing child/ren should be identified and the last known whereabouts recorded.
2. All staff will be informed that a child is unaccounted for and the Headteacher / Teacher in the setting will be informed.
3. All staff will be involved in looking for the child, however we ensure that adequate supervision of the other children is paramount.
4. A member of staff will carry out a search of the whole building reporting back to the Headteacher
5. Police will be notified after 5 minutes if the child hasn't appeared.
6. The parents/carers will then be informed.
7. There will be no contact with the media.
8. A detailed investigation will follow.
9. All staff will be asked to complete a written report-detailing when they last saw the child and where they have been working.
10. Ofsted to be notified.

Dealing with reactions –

It is natural that a child's parents will be frightened, distressed and angry; other parents will be rightly concerned for the safety of their own children. The staff will also be shocked and upset at any lapse in security. All emotions and reactions must be dealt with in a caring and understanding way. However, until the situation has been fully investigated by all parties all staff must refer any parent and media enquiries to the Headteacher.

We must remember to stay as calm as possible, mindful not to unsettle the children, we continue to check the premises, and we are always mindful of maintaining staff ratios.

Missing child on an outing

In the event of a child being lost on the outing the leader must be informed immediately. The security procedure on site must be followed. All adults in the party must help in the search. All adults should be informed of the clothes and looks of the child. If a child is not found in 5 Minutes the police MUST be notified. The member of staff remaining in the centre and the centre manager must be notified at this point.

Then follow points 6-11 on missing child policy.

Links:

Safeguarding Policy

This policy will be reviewed in 12 months.

Date: November 2015 Date of Review: November 2016

Howard Street Nursery School PARENT FAILING TO PICK UP A CHILD

Aim:

To have a safe collection of children from the setting.

Rationale:

To give staff and parents guidelines for the collection of children and what to do in the event of a child not being collected.

Procedure:

As the registered body for the health, welfare and safety of your child, it is important that your children are picked up on time. Children who remain in the setting after other children have left feel frightened and abandoned. As a parent/carer it is your responsibility to ensure that your child is collected on time, either by yourself, or by the person/s known and authorised by you and our centre to collect your child. At all times a 'responsible' adult should take responsibility for the child. If an occasion occurs when the welfare of a child may be in question staff will follow steps 1-4.

If someone different is collecting your child you MUST inform the staff, giving a name and description. Children are not allowed to be collected by anyone under sixteen years of age.

Staff do not always leave the premises at the same time as the children, but they are not on the premises indefinitely, and have usually left within ten minutes of the session ending.

We do understand that on occasions you may be delayed, if possible we do appreciate it if you could contact us, informing us of your delay. We can then make arrangements with our staff to stay with your child.

If you continue to fail in collecting your child/ren on time, and after discussions have taken place with you, then we would have no alternative but to implement the following procedures:-

1. We contact you directly, if we fail to get a response we then –
2. Contact the person/s who are authorised to collect your child, if we fail to get a response we will then –
3. Notify the Local Authority Safeguarding team

4. Contact the Local Authority Duty Social Worker, explaining the situation. It is then the responsibility of the duty social worker to decide the action to be taken

The fourth point will only be taken as a last resort. If you have a problem in collecting your child please see a member of staff.

REMEMBER YOUR CHILD IS MOST IMPORTANT

Links: see Early Years Foundation Stage policy
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Date: November 2015 Date of Review: November 2016