



Early Years Foundation Stage Policy & Vision Statement

“Every child deserves the best possible start in life and support to their full potential. A child’s experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.” (DfE 2007)

At Aflah Nursery we believe that children should be given the best kinds of learning experiences which are on a par with national norms but also provide children with lots of positive exposure to Islam and its teachings. We believe these formative years are crucial in shaping an individual’s intellectual drive and one’s sense of righteousness and morality. Aflah Nursery will endeavour to nurture God consciousness and an Islamic identity that will be conducive to the society we live in. It is intended not to deliver Islamic teaching as a separate provision but to integrate it throughout the EYFS curriculum and daily routine, as appropriate.

Introduction

The Early Years Foundation Stage (EYFS) is a framework produced by the DfE and sets the standards for learning and development of children from birth to five. At Aflah Nursery our children join us from the age of three to the later stages of the Foundation stage in the academic year in which they turn five, in some cases.

The new EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

A Unique Child

At Aflah Nursery we recognise that every child is a competent learner who can be resilient, capable, confident and self assured. We recognise that children develop in individual ways, at

varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement (both in English & Arabic terminology), as well as celebration/ sharing circle times and rewards, to encourage children to develop a positive attitude to learning.

We value the diversity of individuals. All children at Aflah Nursery are treated with equal concern regardless of race, religious background or abilities. All children and their families are valued within our nursery.

In our nursery we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds.

We aim to meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.

It is important to us that all children in the nursery are 'safe'. We aim to educate children on boundaries and golden rules to enable them to make appropriate choices. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

We aim to protect the physical and psychological well being of all children.

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."

At Aflah Nursery we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2017.

We understand that we are required to:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and engaging learning and developmental experiences tailored to meet their needs.
- Maintain records, policies and procedures required for the safe, efficient management of the setting and to meet the needs of the children.

We endeavour to meet all of these requirements.

Positive Relationships

At Aflah Nursery we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

We acknowledge that parents and carers are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents and carers have played, and their future role, in educating their children.

We do this through:

- the children have the opportunity to spend time with their 'Key Person' before and during 'settling-in' sessions which are free of charge
- inviting all parents to an induction meeting
- offering parents and carers regular informal opportunities to talk about their child's progress in our nursery
- offering formal Parent/Carer consultations at which the child's Key Person and the parent/carer discuss the child's progress twice a year
- parents are able to view their child's Falah file at all times and will be kept informed of their child's achievements and interests via an on-line learning journal to be launched in the academic year 2018/19.
- We arrange a range of activities throughout the year that encourage collaboration between child, nursery and parents e.g. 'lunch with your child', story telling sessions, local trips and stay 'n' play sessions

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At Aflah Nursery the children have a 'Key Person' who is the first point of contact and care for individual 'key' children.

At Aflah Nursery we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

The Key Staff help to inform a long term plan that employs a thematic approach to learning. Each month the children engage in activities that promote language acquisition centred around an Early Year's theme and a related Islamic theme. In so doing, the children build a repertoire of vocabulary during the course of a month. The weekly 'Continuous Provision Plan' will also feature learning opportunities from the Long term plan. In addition, each child's unique interests and next steps are delivered through focused activities, as planned by the Key Person. Parents are encouraged to speak to staff concerning the theme of the month and to visit the Buckinghamshire County Council's website for Early Year's planning and the DfE website.

Parents will receive a monthly hand-out that clearly details the Early Year's theme and the Islamic theme in order that learning can be supported and continued at home.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves all the staff. These assessments are recorded in children's individual Falah files (success files).

The nursery rooms are organised to allow the children to explore and learn securely and safely. There are areas where the children can be active, or be quiet and rest. The nursery rooms are set up in learning areas, where children are able to find and locate equipment and resources independently. The children have free-flow access to the outdoor area and this has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children a chance to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all 7 areas of learning.

At Aflah Nursery we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected.

Our policy on 'Differentiation' and on 'Play' defines the features of effective teaching and learning in our nursery. Features that relate to the EYFS are:

- the partnership between teachers and parents, so that our children feel secure at nursery and develop a sense of well-being and achievement;

- staff understanding of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are shared with parents and carers;
- the good relationships between our nursery and the other settings that our children experience prior to joining school;

“Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children’s development.”

Through play our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

“Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.”(DfE 2007)

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

Children have opportunities to play with ideas in different situations and with a variety of resources. They discover connections and come to new and better understandings and ways of doing things. Adults at Aflah Nursery support children in this process and enhance their ability to think critically and ask questions.

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children’s thinking and help them to make connections by

showing genuine interest, offering encouragement, clarifying ideas and asking open questions. During child initiated play children have free access to a range of resources both inside and out.

The EYFS is made up of seven areas of learning:

- Communication & Language
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts & Design

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELGs) that define the expectations for most children to reach by the end of the EYFS.

It is the responsibility of the Manager to observe EYFS practice and provide feedback to individual staff members raising any issues that require discussion. The Manager will carry out monitoring on the EYFS as part of the whole nursery self-evaluation and monitoring schedule.

Print Name: Ms. Frazana Aslam
Role: Operations Manager
Date: Aug. 2019
Date of review: Aug. 2020