



Early Years Foundation Stage Policy

Date of last review: June 2022
Date of next review: August 2023

‘Every child deserves the best possible start in life and support to achieve 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. The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year.

[Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

This is the new document which became effective from September 2021.

The EYFS is based upon four principles:

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

This policy explains how our practice is underpinned by these principles.

At Dar-ul-Madinah 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, stickers, prizes, positive reinforcement, good role models as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude and love of learning. Inclusion We value the diversity of individuals within the nursery and do not discriminate against children because of ‘differences’.

All children at Dar-ul-Madinah are treated fairly regardless of race, religion 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 and disabilities, children who are more able, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We 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
- regular, detailed reporting to parents about their child's progress and feedback from parents about their child's development
- monitoring children's progress and taking action to provide support as necessary.

Welfare

It is important to us that all children in the nursery are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. 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. (See Whole Nursery Safeguarding Children Policy) '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 Dar-ul-Madinah we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. 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 challenging learning and development experiences tailored to meet their needs
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children; We endeavour to meet all these requirements.

In line with guidance from the EYFS and in line with the SEND Code of Practice we will strive to:

- Be alert to the early signs of needs that could lead to later difficulties and respond quickly and appropriately, involving other agencies as necessary
- Stretch and challenge all children
- Encourage children to recognise their own unique qualities and the characteristics they share with other children
- Maintain records suitable for sharing with colleagues in an inter-agency team while acting as a point of contact for a child and their family; Where staff feel that a child is not progressing in line with his/her peers they will speak to parents in the first instance to seek their opinion and to discuss how the child can best be helped.

Where children are identified as needing extra support within the setting this involves the SENco, the parents/carer's and the child's key person working together to write a plan to identify how the child will be given extra support. We liaise very closely with the outside agencies, including Health Visitors, the Nursery Nurse, Speech and Language Therapists, Occupational Therapists, Educational Psychologists, Educational Welfare Officers, Social Workers, Foster Carer's, Paediatricians, Dieticians, GP's and anyone else we feel will be able to support and help the child and their parents or carer's. For the very small number of children whose needs cannot be met in this way and whose needs are more severe and complex, the foundation staff will, with parent'/carer's permission request a formal assessment from the Local Education Authority.

Use of Mobile Phones and Cameras for Assessments or Observations

The use of mobile phones in classrooms or public places around nursery is prohibited when children are on the premises. Staff should provide the phone number of the Main Office as an emergency contact and should not use their mobile phone during the hours of directed time.

Staff may use their phones, during prearranged breaks, in the staff room or nursery office only.

Taking photographs of children using a personal mobile phone/device is not permitted under any circumstances. The tablet that has been provided can only be used to take photos or record videos.

Photographs of children should only be taken using equipment owned by the nursery. This equipment should not be removed from the nursery premises unless being taken on class trips or visits.

Photographs should be uploaded to the nursery's server and not saved on personal or home computers.

E Learning Journey Entries into e-learning journeys will only be emailed to parents if they show the face of their own child and no other child unless permission is given.

Photographs for e-learning journeys will only be taken with nursery owned iPads or cameras.

The e-learning journey apps are password protected to protect children's identities in the event of theft or loss of the device. Photographs should be uploaded to the nursery's server and not saved on personal or home computers.

At Dar-ul-Madinah we recognise that children learn to be strong independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. Parents as Partners We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- talking to parents about their child before their child starts in our nursery

- the children have the opportunity to spend time with their teacher before starting nursery during 'Transition Day', through visits to nursery and when staff visit children in their own setting
- inviting all parents to an induction meeting during the term before their child starts nursery
- offering parents regular opportunities to talk about their child's progress in our nursery
- half-termly emailing of children's e-learning journeys showing the most up-to-date progress and achievement of their child
- encouraging parents to talk to the child's key person if there are any concerns. There is a formal meeting for parents each term at which the teacher and the parent discuss the child's progress in private with the teacher. Parents receive a report on their child's attainment and progress at the end of each term
- arranging a range of activities throughout the year that encourage collaboration between child, nursery and parents: Stay and Play sessions, Class assemblies, Sports Day etc
- operating an open-door policy for parents with concerns or queries
- Providing space in the children's 'Learning Journey's' for parent to leave comments relating to the children's achievements.

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. Throughout our Early Years, all children are allocated a 'Key Person' within the first six weeks of starting nursery. The key person is assigned to each child based upon the relationships that develop between them. 'A key person has special responsibilities for working with a number of children, giving them reassurance to feel safe and cared for and building relationships with their parents.'

At Dar-ul-Madinah 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. Observation,

Assessment and Planning

The Planning within the EYFS follows the children's interest and the assessments that are done every termly through end of term reports. These plans are used by the staff/keyperson as a guide for further planning; however, the staff may alter these in response to the needs (achievements and interests) of the children. staff follow children lead and will plan in the moment depending on the interest the child is showing. 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 both formal and informal observation, and this involves the staff and other adults as appropriate.

These observations are recorded in children's Learning Journey. They also contain information provided by parents and other settings.

At Dar-ul-Madinah, we use Sonar Tracker to track the progress of pupils through the 'Early Years Outcomes' attainment bands. This information feeds into the formal reporting of attainment at the end of the nursery year through the EYFS Profile.

The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently.

The Nursery has its own enclosed outdoor area. 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 opportunities 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 seven areas of learning. In the outdoor environment we provide children with a wide variety of adult led and child-initiated activities and opportunities for the children to work independently and collaboratively both on large and small scales. We value the outdoor environment as an integral learning area for all children with unrestricted access. The outdoor area is used in all weather helping children to develop their skills and knowledge of the world around them. The area promotes creativity, investigation, problem solving, enables them to build and practice skills, develop communication, collaboration, active learning and enjoyment. Learning and Development There are seven areas of learning and development that must shape educational provision in early year's settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and for building their capacity to learn, form relationships and thrive. Prime Areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied. Specific Areas:
 - Literacy
 - Mathematics
 - Knowledge of the world
 - Expressive arts and design

We deliver learning for all of the areas through purposeful play and learning experiences, with a balance of adult-led and child-initiated activities. 'Children's play reflects their wide-ranging and varied interests and preoccupations. In their play, children learn at their highest level.'

At Dar-ul-Madinah 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.

'When 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. Adult support in this process enhances 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.

At Dar-ul-Madinah we can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning. The Nursery routines in the Foundation Stage are clearly

set out giving children clear guidelines and expectations. They are still very flexible and change to meet the needs of the children.

At Dar-ul-Madinah we embrace the Islamic ethos but also ensure our children learn about the wide variety of cultures and beliefs of all the faiths within our diverse society at an appropriate level for Foundation Stage children. The Senior management take an active role in all aspects of Nursery life and the manager Liaise with the practitioners to ensure the Senior management are fully up to date and kept informed of the changes and developments that affect Early Years. The directors is invited to spend time in the nursery and annual meetings are held to inform them of the current practices. The named proprietor is Mr Waqas Chaudhry

Monitoring and review

It is the responsibility of the Nursery team to follow the principles stated in this policy. The, Manager in conjunction with the Directors will carry out monitoring on the EYFS as part of the whole nursery monitoring.

Characteristics of Effective Learning

At Dar-ul Madinah nursery we provide optimal environments and highly trained staff, delivering quality learning opportunities. To evaluate these factors we look to the Early Years Foundation Stage Characteristics of Effective Learning. During our daily observations of each child, staff will ask the following questions:

Is the Child engaged in what they are doing?

Children who are engaged in what they are doing will show curiosity. They will be exploring and finding out information through their play as well as developing their interests. This may be an activity the child has done before, but they will also show a willingness to try something new, seeking challenges and initiating activities.

Is the child actively learning?

Children who are actively learning will show high levels of concentration, and will not be easily distracted from their activity. They will be motivated to persist and will be proud of their accomplishments showing satisfaction in their own work, rather than completing something for an external reward.

Is the child creating and thinking critically?

Children who are creating and thinking critically will be finding ways to solve problems that arise in their play as well finding new ways to do things they can already do. Children will start making links and noticing patterns in their play and can evaluate what they have learned internally, making changes and where needed.

Early years foundation stage framework came in affect from September 2021

What the changes are

Changes to the educational programmes

Educational programmes, referred to by some people as the 'early years curriculum', are the areas of learning and development which must shape the activities and experiences that children have in your early years setting, at all ages. Your setting should use the educational programmes to decide the approach to curriculum that is right for you.

The 7 areas of learning and development remain the same.

The 3 prime areas:

- communication and language
- physical development
- personal, social and emotional development

The 4 specific areas:

- literacy
- maths
- understanding the world
- expressive arts and design

The changes

Changes have been made to the wording in the educational programmes. Specifically, this means:

- they are longer, there is more depth, and they contain examples of things that you can do with children
- there is a new focus on early language and extending vocabulary, with more examples on how to embed and develop vocabulary skills across all 7 areas, because this improves child development in a broad curriculum

What this means in practice

The [Development Matters](#) non-statutory curriculum guidance for the early years foundation stage can help inform your approach to curriculum, putting the educational programmes into practice.

Changes to safeguarding and welfare

The changes

There will be some minor changes to the safeguarding and welfare section, including a new requirement to promote the good oral health of children.

What this means in practice

This could include things like talking to children about the effects of eating too many sweet things, or the importance of brushing your teeth.

Adding this requirement does not mean that you must carry out supervised toothbrushing. You will not be required to assess children's oral health.

However, you can decide how this requirement is met, for example, there are various schemes around the country that support supervised toothbrushing. You may want to speak to your local authority about this.

If supervised toothbrushing is something you decide to introduce, you should also read the [guidance on supervised toothbrushing during coronavirus \(COVID-19\)](#).

Early adopters of the new EYFS do not have to follow this change.

Assessment arrangements

Age 2 progress check

No changes have been made to the progress check at age 2. This is the only statutory assessment that people working with pre-reception children will need to carry out.

The purpose of the 2 year check is to help identify strengths and any areas where progress is less than expected. It is not a requirement to identify a child as exceeding, emerging or expected for the 2 year check.

Changes to the early learning goals (ELGs)

The early learning goals summarise the knowledge, skills and understanding that all young children should have gained by the end of the academic year in which they turn 5, the reception year.

Pre-reception providers do not need to use the early learning goals, but the changes are included here so you can see a child's expected level of development by the time they turn 5.

The early learning goals should not be used as a curriculum. They should be used as an assessment during the summer term of the reception year.

The changes

The early learning goals have been changed to make them clearer and more specific. They are more focused on the main factors that support child development at age 5. The 7 areas of learning and development are:

- communication and language
- personal, social and emotional development
- physical development
- literacy
- mathematics
- understanding the world
- expressive arts and design

The goals are there to be used to assess children at the end of reception year, rather than for pre-school children.

Changes to Development Matters: non-statutory curriculum guidance

We have republished [Development Matters](#). While it's not compulsory, we recommend that you use it with the new statutory framework.

The change

It's shorter, about two-thirds of the length of the previous version, to allow for more freedom to develop the right broad curriculum for the children you work with.

The age bands have been simplified to avoid tracking activities that do not support child development. There are now 3 instead of 6:

- birth to 3
- 3 and 4-year-olds
- children in reception

There's more room for professional judgement. You can make more judgements based on your knowledge and experience, instead of using the early learning goals or age bands in the framework to track children's progress.

[Changes to the early years foundation stage \(EYFS\) framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/changes-to-the-early-years-foundation-stage-eyfs-framework)

How will Dar-ul Madinah adapt to the changes on EYFS curriculum 2021

In Darul Madinah Nursery the management has designed a curriculum to follow taking account of staff views, children's voice, parents' feedback, and professional development. All staff have attended training on the new reforms of the curriculum. More emphasis is on spending quality time with children rather than producing paperwork. Oral health has been added to the EYFS framework and greater emphasis on literacy. Darul Madinah Nursery has implemented tooth brushing and achieved the Gold Award and signed up to the Kite Mark and achieved the silver Award.

