



EYFS, Planning and Tapestry Policy

The nursery incorporates the Early Years Foundation stage (EYFS) framework to support and develop children's play and learning. This was updated in September 2012; our setting follows the guidelines of the EYFS throughout the company and each setting. The main aim of the EYFS is to support each individual child's development regardless of their ethnicity, culture or religion, home language, family background, learning difficulties, disabilities, or gender. Practitioners working together with families and other agencies to ensure each child are being provided with the best opportunities to develop and progress.

The EYFS has 7 areas of learning and development.

It is expected that children will develop the 3 prime areas first which are:

1. Communication and language.
2. Physical development; and
3. Personal, social, and emotional development

These prime areas are those most important for your child's healthy development and future learning. As children grow, the prime areas will help them to develop skills in 4 specific areas. These are:

4. Literacy.
5. Mathematics.
6. Understanding the world; and
7. Expressive arts and design.

These 7 areas are used to plan your child's learning and activities. The practitioners in our setting will teach and support all children ensuring that the activities are suited to the child's unique needs. This is a little bit like a curriculum in primary and secondary schools, but it is suitable for very young children, and it's designed to be flexible so that staff can follow your child's unique needs and interests.

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside

Values

The Early Years Foundation Stage framework is reflected in our practice within an environment which is respectful, kind, and considerate to all those who attend. The diversity of individuals and communities is valued and respected, no child or family is discriminated against. Our objective is to celebrate the age of the children as they are, and not purely see the early years as a pre-runner for something bigger and more exciting. We embrace the curricula and lay the foundations for the promotion of kind and considerate individuals.

Aims

The EYFS endorses an ethos of learning through play. The children progress along the ages and stages, which breaks down outcomes into small, manageable pieces which the children need to work through until they develop a skill. The children are guided but achieve the ages and stages at an individual rate, at a speed that is reflective of their stage of development and the opportunities they have had. Planning is therefore vital to ensure the children have

opportunities to try out new skills and to explore objects, sometimes for the first time. Partnership with parents is a vital component of the EYFS, and one that Westside day Nursery supports and advocates. When parents and practitioners work together in early years settings, the results have a positive impact on children's development and learning" EYFS 2.2. Parents are encouraged to pass on their views and observations through our daily diary, parent discussion sheets and parent/home observation sheets

The aim of our nursery curricula is:

8. To enable all children to learn and develop their skills to the best of their ability.
9. To promote a positive attitude towards learning
10. To promote self – discovery, exploration, and curiosity towards learning
11. To promote an ethos of mutual respect and kindness, and a sense of what is and what is not acceptable codes of behaviour
12. To help children understand the importance of truth and fairness, so that they begin to learn the importance of equal opportunities.
13. To endorse and support children's high self-esteems so they have the confidence to 'try'. We advocate the importance of the process of learning, and not necessarily the end product.

Organisation and Planning

When planning for children we use the ITMP (in the moment planning) approach, this approach is focussed around the child and what they are interested in, from this interest staff extend the child's interest further through the introduction of resources or equipment. From January 2019 we hope to have established the ITMP approach in all our settings. The planning will focus more on your child and their interests, as a key worker you will be spending less time filing paperwork in and more time with your key children extending their learning. Parents are vital in the children's development. You need to encourage them to share their ideas with you, what their child is interested in, what they think they may need a little more encouragement to master or if they are trying something at home and want us to carry on at nursery.

Planning with the EYFS - covers the 7 areas of development, with most activities lending themselves to cross curricula learning, such as a scientific activity, which would involve counting or sorting.

As well as children's interest we will also follow current topic and themes in the nursery which the children can engage with, for example, Chinese New Year, children in need and longer topics like summer.

Monitoring

The Manager ensures all staff are fully trained in all curriculum areas and will put staff on training for the age group they work with. An amalgamation of evidence of children's learning is captured daily through observations and photographs, which are monitored and checked by the manager or deputy for progression and inclusion.

Tapestry

Tapestry is an online learning tool which supports the staff with the planning and tracking of children's development. All children's planning is completed on Tapestry, Tapestry is highly protected, and all care is taken to keep all children information secure. Parents are the only people who can see your child's information outside the setting. Consent must be given from parents for children's individual tapestry to be made live, all children in the setting will be on

Tapestry but without consent will not be active i.e. not linked to an active email address. If parents do not want access to Tapestry alternative must be provided, i.e. printing of photos etc.

History

Rev.no.	Date	Description of revised issues
1	30/11/2016	Initial Revision
2	01/11/2017	No changes to content.
3	01/11/2018	No changes to content.
4	01/11/2019	No changes to content.
5	01/11/2020	No changes to content.

This policy has been approved and authorised by:

Author	Approved By	Authorised By	Revision No.	Valid From
Vicky Gray	Vicky Gray	Sarah Russell	5	01/11/2020

This document has been electronically approved; hence it contains no signature(s).