

## 10.17 Early Years Foundation Stage

### Policy statement

Hidden Valley Bushcraft Woodland Kindergarten is committed to delivering a quality learning experience for all children who attend, in line the Early Years Foundation Stage (EYFS) as set out in the Statutory Framework for the Early Years Foundation Stage 2012.

### Procedures

The designated EYFS coordinator at the Kindergarten is Kara Godwin who is responsible for ensuring that staff receive relevant EYFS training.

For every child that attends the Kindergarten, we will deliver areas of EYFS learning and development. In delivering these areas of learning and development staff will:

- Undertake observations and assessments in order to plan for each child's individual needs
- Plan and provide opportunities which are appropriate to each child's stage of development.
- We provide a mix of adult-led and child-initiated activities and we always follows play principles, allowing children to choose how they occupy their time, and never force them to participate in a given activity.

We recognise the four overarching principles of EYFS:

**A Unique Child:** Every child is constantly learning and can be resilient, capable, confident and self assured. We use positive encouragement and praise to motivate the children in our care.

**Positive Relationships:** Children learn to be strong and independent through positive relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

**Enabling Environments:** Children learn and develop well in environments in which their experiences respond to their individual needs and where there is a strong partnership between practitioners and parents/carers. We observe children in order to understand their current interests and development before planning appropriate play-based activities for them.

**Children develop and learn in different ways and at different rates.** The EYFS framework covers the education and care of all children in Early Years provision, including children with special educational needs and disabilities. We tailor the experiences we offer the children in our care according to their individual needs and abilities.

In line with the EYFS framework, sessions will aim to involve the following topics;

**Communication and language** development which involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

**Physical development** which involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

**Personal, social and emotional development** which involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

**Literacy** development which involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

**Mathematics** which involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

**Understanding the world** which involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

**Expressive arts and design** which involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

We will report EYFS Profile results to Bath and North East Somerset Early Years Team upon request and we permit them to enter their premises to observe the completion of the EYFS Profile, to examine and take copies of documents and other articles relating to the Profile and assessments.

This policy was adopted by	<u>Hidden Valley Bushcraft</u>	<i>(name of provider)</i>
On	<u>23/08/2017</u>	<i>(date)</i>
Date reviewed	<u>22/10/2019</u>	<i>(date)</i>
Date to be reviewed	<u>22/10/2020</u>	

Signed on behalf of the provider

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*L Goldsmith*

Name of signatory

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Louise Goldsmith

Role of signatory (e.g. chair, director or owner)

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Owner

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