



Oasis Academy Warndon Early Years Policy

‘Every child deserves the best possible start in life and support to fulfil their potential. A child’s experience in the early years has a major impact on their 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.’

Early Years foundation Stage Profile- DfE

Introduction

Children joining our school have already learnt a great deal, many of them have been to arrange of settings in our community. The early year’s education that we provide is based on the following principles:

- We build on what our children already know and can do
- We ensure that no child is excluded or disadvantaged
- We offer a structure for learning that has a range of starting points, content that matches the needs if young children and activity that provides opportunities for learning both indoors and outdoors
- We provide a rich and stimulating environment.

Early Years Education is the foundation upon which young children build the rest of their schooling. It is a holistic education that encompasses all learning and development. This policy outlines the purpose, nature and management of the Early Years Foundation Stage (EYFS) at Oasis Academy Warndon. The implementation of this policy is the responsibility of practitioners working in the EYFS setting, including both teaching and non-teaching adults.

In the policy the term ‘practitioner; refers to the members of staff (both teaching and teaching assistants) working with children within the setting.

In the policy, the term ‘setting’ refers to the Early Years educational provision at Oasis Academy Warndon, which includes:

- **Happy Hearts Nursery (2-3 year old provision),**
- **Pre-school Nursery (3-4 year old provision)**
- **Reception classes (4-5 year old provision).**

Academy Vision

At Oasis Academy Warndon, we will achieve the whole school consistency, so that all members of our community understand and commit to our agreed approach. This agreed approach will be delivered in keeping with our vision, values and school rules.

School Vision

Happy hearts, enquiring minds, promising futures

School Motto

Believe in yourself

Enjoy the Journey

Healthy Relationships

Aspirations

Perseverance

Prepared for life

You can succeed!



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Aims of the Early Years Foundation Stage:

- Recognising that all children are unique and special
- Understanding that children develop in individual ways and at varying rates in all areas of development
- Providing a safe, secure and caring environment where children feel happy and know that they are valued by the practitioners looking after them.
- Fostering and nurturing children's self-confidence and self-esteem through their developing awareness of their own identity and role within the community.
- Teaching them to express and communicate their needs and feelings in appropriate ways
- Encouraging children's independence and decision-making, supporting them to learn through their mistakes
- Developing children's understanding of social skills and the values and codes of behavior required for people to work together harmoniously
- Supporting children to develop care, respect and appreciation for others, including those with beliefs, cultures and opinions differ to their own;
- Understanding the importance of play in children's learning and development;
- Providing learning experiences in play which reflect children's personal interests and areas of curiosity in order to encourage and develop their natural desire, interest, excitement and motivation to learn;
- Providing experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development;
- Providing effective learning opportunities in a range of environments, inside and outside.

The EYFS sets the standard that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school life.

The EYFS provides:

- **quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind.
- **a secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly
- **partnership working** between practitioners and with parents and/or carers
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The learning and development requirements cover:

- the **areas of learning and development** which must shape activities and experiences (educational programmes) for children in all early years settings
- the **early learning goals** that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)
- **assessment arrangements** for measuring progress (and requirements for reporting to parents and/or carers)

The **safeguarding and welfare requirements** cover the steps that providers must take to keep children safe and promote their welfare



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The Early Years Curriculum

Teaching in the EYFS setting at Oasis Academy Warndon is delivered in accordance with the government's statutory document 'The Statutory Framework for the Early Years Foundation Stage' (March 2012). This document is a principled approach to Early Years education, bringing together children's welfare, and learning and development requirements through four themes:

A Unique Child- constantly learning, resilient, capable confident and self-assured.

Positive Relationships- children learn to be strong and independent

Enabling Environments- where children learn and develop well, their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/ or carers.

Characteristics of effective learning- children develop and learn in different ways and at different rates.

The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

The curriculum has seven areas of learning, which includes three **prime** areas of learning:

- Communication and Language.
- Physical Development
- Personal, Social and Emotional Development

Four **specific** areas of learning which strengthen the prime areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The curriculum delivered in the setting involves activities and experiences from these seven areas of learning. These Areas of Learning and Development address children's physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in isolation from the others as all Areas of Learning and Development are all closely interlinked. This ensures the delivery of a holistic, child-centered curriculum, which allows children to make many links between what they are learning. All Areas of Learning and Development are given equal weighting and value.

At Oasis Academy Warndon, we believe that Early Years education is important in its own right and should not be viewed simply as preparation for the next stage of children's education. We believe that the EYFS framework allows a natural progression into the National Curriculum during the autumn term of Year 1.

Learning through Play

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise 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.

At Oasis Academy Warndon we recognise that young children learn best when they are active. We understand that active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Therefore, we believe that Early Years education should be as practical as possible and our EYFS setting has an ethos of learning through play.

Play is a powerful motivator encouraging children to be creative and to develop their ideas, understanding and language. Play is also flexible and able to suit the



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preferred learning style of the child. It can provide multiple ways for children to learn a variety of different skills and concepts.

In the EYFS setting at Oasis Academy Warndon, practitioners provide both structured and unstructured play opportunities inside and outside. These activities are designed to engage children in practical, first-hand experiences, which will support children to discover, explore, investigate, develop their personal interests and areas of curiosity, and help to make sense of the world around them as they begin to understand specific concepts. Play opportunities are also set up to provide children with opportunities to apply newly acquired knowledge, demonstrating their skills and level of understanding.

Our youngest children within our setting focus strongly on the three prime areas, which are the basis for successful learning in the other four subjects. It is expected that the balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the prime areas. As children grow older and as development allows the shift towards more activities led by adults, to help them prepare for more formal learning, ready for Year 1.

Outdoor Learning

Children need the opportunity to learn outdoors as well as indoors. There are always planned activities and continuous provision opportunities for the children to access outdoors.

- Promote a developing interest in the immediate environment of the school site.
- Encourage use of a different range of resources
- Provide opportunities to extend the cross curricular work from the indoors
- Stimulate further their curiosity about living things
- Provide interesting and exciting direct experiences

Each year group has a designated outdoor learning space, with many interesting features, including a sensory, investigative area, garden and digging patches, adventure playground areas, small houses used for imaginative play.

We also have a designated Forest School area which the children enjoy learning in on a weekly basis. Through Forest school sessions, an interest in the environment is fostered and self-confidence is built. Skills and attitudes learnt in these sessions are encouraged in everyday life.

Planning

The EYFS framework provides a long-term plan to follow by ensuring that all Early Learning Goals are covered throughout the academic year. Medium term overview planning is created each half term and takes into account the individual children's learning and developmental needs. All areas of learning and development are planned for and available to access within the setting. The learning opportunities provided include a range of adult focused and child initiated activities indoors and in the outdoor environment – garden, playground and Forest School.

Educational visits within the local community and further afield are also planned to support children's learning within the Early Years to provide a wide range of experiences. Planning of themes builds upon the children's interests to allow for a range of opportunities across the early years.



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Characteristics of effective learning

We recognise that children learn in different ways, through developing skills and knowledge alongside learning behaviours. In planning and guiding children’s activities, practitioners must reflect on the different ways that children learn and reflect these in their practice.

Three characteristics of effective teaching and learning are:

- **playing and exploring** - children investigate and experience things, and ‘have a go’
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

To engage the children with the characteristics we use ‘Dino Powers’ these are characters that the children use and recognise to understand and celebrate their achievements. Children receive certificates and stickers when they have displayed the dino powers. These are a starting point to a whole school curriculum centred on our Character robots.

 Explorosaurus	 Stickosaurus	 Thinkosaurus
Finding out and exploring -Showing curiosity about objects, events and people -Using senses to explore the world around them -Engaging in open- ended activity	Being involves and concentrating -Maintaining focus on their activity for a period of time -Showing high levels of energy, fascination -Not easily distracted Paying attention to detail	Having their own ideas -Thinking of ideas -Finding ways to solve problems -Finding new ways to do things
Playing with what they know -Pretending objects are things from heir experience -representing their experiences in play -Taking on a role in their play -Acting out experiences with other people	Keeping on trying -Persisting with an activity when challenges occur -Showing a belief that more effort or a different approach will pay off -Bouncing back after difficulties	Making Links -Making links and noticing patterns in their experience -Making predictions -Testing their ideas -Developing ideas of grouping, sequences, causes and effect
Being willing to have a go -Initiating activities -Seeking challenge -Showing a ‘can do’ attitude -Taking a risk, engaging in new experiences, and learning by trial and error	Enjoying achieving what they set out to do -Showing satisfaction when meeting their own goals -Being proud of how they accomplished something- not just the end result -Enjoying meeting new challenges for their sake rather than external rewards or praise	Choosing ways to do things -Planning, making decisions about how to approach a task, solve problems and reach a goal -Checking how well their activities are going -Changing strategy as needed



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The level of progress children should be expected to have attained by the end of the EYFS is defined by the early learning goals.

The prime areas

Communication and language

Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Physical development:

Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Personal, social and emotional development

Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

The specific areas

Literacy

Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.



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Mathematics

Numbers: children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, space and measures: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding the world

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive arts and design

Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.



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Assessment

Ongoing assessment is an essential aspect of the effective running of the EYFS setting at Oasis Academy Warndon. Regular assessments are made of children's learning and individual needs. A record of each child's progress in all areas of their learning is kept within each child's 'Learning Journey' and recorded on the schools assessment tracking system. Summative assessment points are at the

The main EYFS assessment method is through practitioners' observations of children in different teaching and learning contexts, including both adult focused activities and child initiated play. Observations take place on a daily basis (both formally and informally). Practitioners make time to carry out observations of individuals and groups of children regularly, making spontaneous observations in order to capture significant moments of children's learning. Assessment does not entail prolonged breaks from interaction with children, nor excessive paper work. Parents and carers are kept up to date with their child's progress and development.

Learning Journeys record children's progress over the academic year where we use an online system called 'tapestry'. This is a secure programme where photographs and information are uploaded by staff and parents- it is compliant with GDPR regulations. All practitioners are involved in observing children these observations are used to support their developing knowledge of individual children. It informs them of children's abilities, needs, interests, play schemas and learning styles. Observations are evaluated, children's learning priorities are identified and relevant learning opportunities are planned to support children to make the next steps and progress. This is updated once each term to track individual progress. At the end of the year, the profile provides a summary of every child's development and learning achievements.

Baseline assessments are carried out using the EYFS Early Years Outcomes during the children's first three weeks upon entering the setting. Judgments made on children's development in the Profile are based on practitioners'

evidence of children's behaviour observed independently and consistently in their self-initiated activities across all Areas of Learning and Development.

Progress check at age two: When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short written summary of their child's development in the prime areas. This progress check must identify the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child's future learning and development involving parents and/or carers and other professionals.

Early Years Foundation Stage Profile (EYFSP): In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

The Profile must reflect: ongoing observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution. The assessment is assessed against the early learning goals practitioners decide whether the children are meeting expected levels of development, or if they are exceeding expected levels or of not yet reaching expected levels (emerging). These results must be reported to the local authority, then local authorities return this data to government departments. The profile is completed for all children.



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Safeguarding

We have a duty of care to all children to ensure they are safe and free from harm. If your child has any accidents or has hurt themselves please let a practitioner know. We are duty bound to follow up any unusual marks or injuries reporting them to the safeguarding authority that may need to follow them up. If your child has had an accident, we will inform you prior to collection where possible. We follow the guidelines set out by the department for education that at least one member of staff in each class is paediatric first aid trained. If someone different is collecting your child, please let a member of staff know and introduce us to that person prior to their day of collection. We will not let your child go unless we have been informed of a change. No-one can collect a child who is under the age of 16.

The designated safeguarding lead in the academy and all staff follow the guidance and procedures in line with the local safeguarding children's board. All staff receive safeguarding training on a regular basis this enables staff to identify signs of possible abuse and neglect at the earliest opportunity to respond in a timely and appropriate way. Staff show regard to the governments statutory guidance 'Working together to Safeguard Children 2015, 'Prevent duty guidance for England and Wales 2015 and Keeping Children Safe in Education. All staff are enhanced criminal record checked (DBS) who work in the academy. See *Safeguarding Policy, Late and Non collection Policy, Missing Child Policy, Social Media Policy, Allegations against a member of staff policy and Camera and Phone policy.*

Key person: every child is assigned a key person, the key person ensures that every child's learning and care is tailored to meet their individual needs. The key person must engage and support parents and /or carers in guiding their child's development at home. They should also help families engage with more specialist support if appropriate. See *Key Person Policy*

Staff to child ratios:

HH- for children aged two 1:4 ratio, at least one member of staff holds a full and relevant level 3 qualification, all other staff hold a full and relevant level 2 qualification. Apprentices aged over 16 are included in ratios.

Pre school- for children aged three and over 1:13 ration when the teacher is working directly with the children. 1:8 ration when the teacher is not working directly with the children, at least one member of staff holds a full and relevant level 3 qualification, all other staff hold a full and relevant level 2. Apprentices aged over 16 are included in ratios.

Reception- where the majority of children reach the age of five or older within the school year. A teaching assistant works alongside the teacher.

Health

We promote good health in school, an attendance procedure is in place for monitoring attendance, the academy follows government guidelines on illness or infections.

Medicines- both prescription and non-prescription can only be administered to a child where written permission has been obtained by the child's parent or carer. A written record is kept each time medicine is administered. See *Administering Medication policy.*

Food and drink- Meals, snacks and drinks provided are healthy, nutritious and balanced. Any special dietary requirements, preferences and food allergies are recorded by staff before children start the setting. Fresh drinking water is available and accessible at all times. All staff are food hygiene trained. See *Healthy Eating policy*



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Accident or Injury- A first aid box is accessible at all times, a written record is kept and parents are informed.

Managing behaviour- A whole school behaviour policy is in place with positive rewards and sanctions in place. Parents are invited to share in celebrations and will be informed of any inadequate behaviour. *See Behaviour Policy and Biting policy.*

Environment and equipment- The health and safety policy is followed to ensure the setting is fit for purpose, Floor space requirements are adhered to and follow the following criteria.

- Two year olds: 2.5 m² per child
- Aged three to five years: 2.3m² per child

Access to outdoor play is available daily- with a balance of planned and child initiated activities. Changing facilities are available in both Nurseries, children across the setting have access to suitable toileting and hand basin facilities. Quiet rooms are available for confidential discussions with parents, collection arrangements are adhered to, all visitors must be signed in at the main office.

Risk Assessments- All reasonable steps are taken to ensure staff and children in our care are not exposed to risks. Written risk assessments are completed for the environment and resources that may pose a risk, these are shared with all staff, and are reviewed on a regular basis. *See risk assessments and Sun safety policy*

Outings- Risk assessments are carried out to identify any potential risks or hazards, child to adult ratios are included in this.

Smoking- *See Smoking Policy*

Inclusion

In the EYFS, we set realistic and challenging expectations that meet the needs of our children whereby some children progress beyond this point. 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, 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 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 challenge 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.

See School Inclusion Policy.

Special educational needs (SEND)

Arrangements are in place to support identify and support children with SEND needs. *See SEN Policy*



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Equal Opportunities

All staff at Oasis Academy Warndon have a responsibility to maintain positive attitudes to diversity and difference, ensuring that inclusive practice is delivered in the EYFS setting.

All children, irrespective of gender, ability, ethnicity, culture or religion, and social circumstances, have the opportunity to experience a challenging and enjoyable programme of learning and development within the EYFS setting.

See Equality Policy

Information and records

GDPR procedures are followed when sharing information with other professionals, staff have received GDPR training. Records on tapestry are managed online. Parents sign a use agreement before using tapestry. Parents are kept up to date with the name of their child's key person, how the academy deliver the EYFS, daily routines and activities available, how parents can share learning at home, food and drink provided, and details of all policies.

Admission and Transition

Before they start in the setting, children in Happy Hearts Nursery and Pre-school nursery are offered a home visit from the Nursery practitioners and one visit to the setting. Children who are new to the setting and will start in the Reception year will also receive a home visit.

The purpose of these visits is for the children to meet their new practitioners and start to become familiar with the setting environment. Where necessary practitioners, with parental permission, will also go to visit the children in their current pre-school settings. The aim of these visits is to support practitioners develop their knowledge and understanding of each child in order to make the transition period to Oasis Academy Warndon as smooth as possible.

In the summer, term parents are invited into school to meet the setting practitioners. At this meeting, information regarding the induction process and what goes on in the setting is shared. There is also time for informal chat and parents' questions. School information packs will be distributed to parents at this meeting, detailing school routines and expectations. Induction packs will also be given out to parents at the transition day, as another way to support practitioners' knowledge and understanding of each individual child.

From September children in Reception attend the setting part-time for the first week and then if settled will begin on a full-time basis. Every effort is made to make children feel safe, secure and happy. There is a relaxed and open ethos in the setting. Established routines, a calm atmosphere and encouraging talk are some of the strategies practitioners use to maintain children's positive feelings about school.

Transition to Year 1 takes place in the final half term. All information gathered across the year about the children's progress and attainment is shared with the next class teacher. Visits into Year 1 are organised for the children to get to know the class teacher.



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Parents as Partners

At Oasis Academy Warndon we recognise the importance of establishing positive relationships with parents, as highlighted by the EYFS framework. We understand that an effective partnership between school and home will have a positive impact on children's learning and development. So, practitioners endeavour to encourage the regular sharing of information about the children with parents.

We value the role of parents as children's primary educators. Practitioners encourage parents to share their unique knowledge of their child, providing further insight into the child as an individual (e.g. characteristics, interests, experiences, likes, dislikes). This supports practitioners in establishing interesting and stimulating learning experiences, responding to children's needs and interests.

Parents are kept informed of what is happening in the setting through letters, reading records and informal chatting at the beginning and end of the day. This also gives suggestions of how parents can support their children's learning at home; consolidating and building on what has been covered in the setting. Whole school newsletters are also sent home on a regular basis.

Parents are invited to attend parents' consultations during the course of the academic year. The first of these takes place during the autumn term to allow practitioners and parents to discuss how children have settled into the setting. Another parent's evening takes place during the spring term where practitioners will feedback on children's learning and development progress. Parents are invited into the setting on other occasions such as open afternoons, stay and play sessions, where children show them their work and special events.

At the start of the year, we have an induction meeting for parents to attend where we give information about regarding transition, the curriculum, trips, visits, behaviour. The setting has a friendly, open-door ethos and practitioners are available to talk to parents at the beginning and end of the day.

Complaints See *Comments, compliments and Complaints policy and procedure.*



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British Values

The fundamental British values of Democracy' @The Rule of Law, Individual Liberty and Mutual respect' and 'Tolerance of faiths and beliefs are embedded in our curriculum and practice. We use the following strategies to develop the children's understanding.

Democracy

- Encourage the children to know their views count and their opinions are important by following their interests in topics and activities.
- Encourage children to make decisions together for e.g. when sharing
- Encourage children to see their 'bigger picture' e.g. linking to part of a family, class, group, school, community etc.
- Provide opportunities for children to vote for activity choices, choosing a theme for their role play, choosing a story or a song.
- Encourage the completion of turn taking activities, sharing, discussion and collaboration for e.g. role play, model making and using equipment.
- In group times and circle times we model to the children to take turns, listen to others, to value and respect the contributions made by others.
- Encourage a climate of working together to create a safe environment where it is 'safe' to make mistakes, share thoughts and ideas, and to explore different options e.g. promoting forgiveness after an argument, opportunities to retry an activity and tolerance for different views.

The rule of law

- Adults and children work together to create group rules.
- Discuss the need for rules and how they should be fair to keep everyone safe and happy.
- Teach children to understand their own and others' behavior and feelings, along with their consequences.
- Work together to create an environment where actions are consistently

followed through e.g. behavior policy, follow up on discussions and other choices after a group vote.

- Encourage and support children to distinguish right from wrong.
- Encourage children to take turns, share and compromise.

Individual Liberty

- Encourage children to develop a positive sense of themselves.
- Provide opportunities for children to develop their self-esteem and confidence in their own abilities. E.g. Dino Power awards and next step certificates.
- Encourage children to ask questions and trust that their opinions and ideas will be respected and valued.
- Provide opportunities for children to follow and develop their own interest and ideas.
- Provide activities for all children to engage in and actively challenge gender- specific tasks and activities.
- Encourage children to reflect upon their similarities and differences, and appreciate and respect that others may have different views.

Mutual respect and tolerance of different faiths and beliefs

- Work as a group to create an environment that include, values and promotes different faiths, cultures, views and races.
- Provide opportunities for the children to make links with the wider community, e.g. link within the local community, speaker's visitor's links with a local charity.
- Encourage children to learn about other faiths, cultures, traditions, families, communities and ways of life. We encourage the children to share their experiences within the group and allow children to recognize similarities and differences between themselves and others. For e.g. learning about festivals family units, different occupations and places around the world.



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Other Early Years Policies

Nappy changing procedure

Intimate care policy- EYFS specific amendments

Pets and animal policy

Staff qualifications, training, support and skills

Settling in policy

Sleeping Child Policy

Copies of all policies can be requested.

“Teaching should not be taken to imply a “top down” or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child initiated activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It take account of the equipment adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations” OFSTED