



JPAC LTD EARLY YEARS AND FOUNDATION STAGE POLICY

“The Government’s view is that the EYFS is flexible enough for providers to deliver their own service. Its focus is not on formal learning, but on learning through play so that every child is supported in their development. “ Ref: OFSTED - Delivering the Early Years Foundation Stage in out-of-school provision 2010

Whilst there have been changes to EYFS the above principle remains unchanged particularly for Out of School services such as those provided by JPAC Ltd. It is however important to note that the Learning and Development Goals are no longer mandatory for Out of School Clubs and evidence which relates to learning and development is **no longer required** . Inspectors “should not make any judgements on outcomes or set any actions requiring the provider to meet any part of the learning and development requirements” (para123 Early Years Inspection Handbook.)

All JPAC Ltd Out of School Clubs are on the Early Years Register and as such we know we must meet the requirements of the Early Years Framework. “ Three areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning and for building their capacity to learn, from relationships and thrive, These three areas, the prime areas, are:

- Communication and language
- Physical development
- Personal, social and emotional development “

(Para 1.3 EYFS Framework)

There are also four specific areas:

1. Literacy
2. Maths
3. Understanding the World
4. Expressive art and design

We also need to be mindful of:

- meeting the needs of all children we look after
- supporting every child so that no group or individual is disadvantaged

- helping children make the best possible progress to develop emotionally and gain confidence in their self-worth.
- promoting their safety and welfare
- working with others who impact upon the child's life – school, parents/carers. Social care.

An examination of our policies and practice demonstrates our commitment to the above.

EYFS is based upon four overarching principles:

A Unique Child We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. 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 to motivate children. We support children to become skilful communicators and to understand the importance of equality and diversity within British Society. Whilst we encourage them to be inquisitive we also teach them the importance of being safe and making choices, which is a fundamental core value of the British way of life.

Positive Relationships 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 try to instil the importance of respecting each other – understanding feelings and friendships. Through demonstrating to children that we are careful listeners we provide a positive role model for their interaction with others. Every child in the Early Years and Foundation Stage age range is allocated to a Key Worker so that they have a secure attachment to an adult in whom they can confide if necessary.

Enabling Environments We recognise that the environment plays a key role in supporting and extending the children's development. We observe the children and assess their interests and development, before planning enjoyable and challenging but achievable activities and experiences to extend their learning. We consider that the creation of an emotionally secure environment is key to achieving a happy environment in which children can flourish.

Learning and Development 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. Learning through play, exploration and experience, decision making and mental and physical involvement is the key to the work we do with children. Adults will support, become involved or offer encouragement, whichever is appropriate.

As an Out of School Provider we are very aware of the importance of communication with other professionals involved in a child's development. As our Clubs are based in school we will liaise with school staff so that we can concentrate on areas which we feel are more appropriate to the needs of the child in the less formal environment of our Out of School Clubs.

We will focus on the three prime areas:

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

Linking with the School in which we are based

Communication, language and literacy skills are the key to a child's future success. A welcoming quiet corner with interesting and attractive books is essential (It is important that this area is kept under constant review so that appropriate books are available and books that are well past their best should be discarded. The area should also be 'cosy' and clean.) We will use all opportunities for children to learn the Importance of communication – role play, puppets, news sessions etc.

Physical development This is about children developing physical control, mobility, and awareness of space and manipulative skills in both indoor and outdoor environments. This includes establishing positive attitudes towards a healthy and active way of life. All of our settings have access to the school hall and playing field area it is important that these areas are used for a part of each session. Should managers require further support for the development of these activities please consult with Ryan Robertson who has a wealth of experience in this area. It is also important to recognise that not all children enjoy such activities but as an acknowledge part of their early development it is our role to talk to the children and identify their 'barriers to enjoyment'.

Personal, social and emotional development is a pre-condition for children's success in all other learning and it is in this area where we can play a significant contribution to the overall development of the child. It is essential that we monitor and record a child's development in this area and share it with others who are significant in a child's early development e.g. parents/carers, school and in some cases other professionals. This should be a two way process so that we all work together for the benefit of the child e.g. a child may be finding it difficult to settle in school – separation difficulties, refusing to take off coat, hat etc. working together we can help a child to overcome this. It is very important however that we keep everyone informed and liaise with parents/carers and other professionals so that we are working towards the same goal.

JPAC Ltd staff will also support children in four *specific* areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy; > These areas are easily integrated through e.g. board,
- mathematics; > games, role play, counting those present at registration
or members in a team , cooking etc.
- understanding the world; and
- expressive arts and design.

Knowledge and understanding of the world focuses on children's developing knowledge and understanding of their environment, themselves, other people in their

lives and features of the natural and made world. It provides a foundation for scientific, historical and geographical learning. Role play can play an important part here, it is important that we provide a range of dressing up clothes and materials which children can imaginatively adapt for use in this area of play – a café, corner shop/supermarket, florist, mini hospital etc can all be created with ease. This area of play also links with communication and language and mathematical development – note pads left in this area can help to develop early writing. It can also be an excellent way to introduce traditions and cultures from other races and communities. This is a fundamentally important aspect of British society in today's world – it is a multicultural society where tolerance, peace, equality and understanding are important factors for young children to learn and understand, helping to prevent the possibility of radicalism in later life. We still need however to be encouraging children to question, investigate and evaluate the ways of this modern society so that they understand and appreciate the significance of a free democracy where, for example different cultures and religions, can be amicably appreciated and co-exist within a climate of respect and understanding

Expressive arts and design The stimulation of the children's curiosity is addressed here. Through art, music, and design technology the children's imagination, ideas and feelings are developed. It is important to recognize that, once again this is not an area which all children enjoy – they sometimes have preconceived ideas about the outcome and chose to 'opt' out rather than, as they believe, face up to failure. It is important that we offer a range of activities and praise children for their work acknowledging their achievements.

Our approach within the settings will be through play and activities – board games, construction, sport, creative activities, role play, sharing books, exploration of the environment, cooking etc

Children will be monitored and assessed so that we can support their 'next steps'. If we feel there are areas for concern with regards to their development we will share these concerns with parents/ carers and the school. We will also share other records and information about their child.

JPAC Ltd staff are aware of the Early Learning Goals and should refer to the Framework so that they have a clear idea about the pathway all children should be following.

This policy should not be read in isolation but in conjunction particularly with JPAC LTD policies for Safeguarding, Recruitment and Retention, Special Educational Needs, Child Participation, Outings and Visits, Risk Assessments, I.T., Medication for Children, Accidents and Incidents, Food and Hygiene, Photography, Mobile Phone Use and Health and Safety.

It is important that the staff, particularly the Manager of the setting has a working understanding of all the policies so that all children are happy, safe, well cared for and secure at all times.

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