

The Riverside

Nursery School



What does the Early Years Foundation Stage mean for my child?

“Early years providers must guide the development of children’s capabilities with a view to ensuring that children in their care complete the EYFS ready to benefit fully from the opportunities ahead of them.”

(Statutory Framework for the Early Years Foundation Stage)

The Early Years Foundation Stage (EYFS) has been revised and updated from September 2012. Setting statutory standards for learning, development and care for children from birth to five, the EYFS will reassure parents that by using registered childcare they are doing the best thing for their child, who will be safe and well looked after. There is an emphasis on working closely with parents to encourage them to be more involved with their child’s development both at home and when they are at nursery.



The Early Years Foundation Stage is based on four overarching principles

- ☆ **A unique child** – every child is a competent learner from birth who can be resilient, capable and self assured.
- ☆ **Positive relationships** – children learn to be strong and independent from a base of loving and secure relationships with parents/carers.
- ☆ **Enabling environments** – the environment plays a key role in supporting a child's development where experiences respond to their individual needs and there is a strong partnership between practitioners and parents /carers.
- ☆ **Learning and development** – children learn and develop in different ways and at different rates.

These principles shape the practice in early years settings and are interconnected

What does this mean for children at The Riverside Nursery School



At The Riverside we follow the children's interests because we know they need to be actively involved in order to learn. We want ideas to come from the children so they will get the most out of the experience because it's unique to them.

How do we do this?

We make sure that our environment incorporates the three characteristics of effective teaching and learning:

- ☆ **Playing and exploring** - children will have opportunities to investigate and experience things, and 'have a go'.
- ☆ **Active learning** - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.
- ☆ **Creating and thinking critically** - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

How will you make sure this happens for my child?

Every child will have a Key Person at nursery

☺ A Key Person will be assigned to your child and will make sure that care is tailored to meet their individual needs.



☺ A Key Person will get to know you and your child and make sure you all settle comfortably into nursery life.

☺ We value contributions from parents and carers. A Key Person will discuss with you what your child is like at home which will help us to meet their needs at nursery.

Observing children whilst they play

☺ As nursery practitioners we recognise children's strengths and needs best by observing them whilst we are playing with them.

☺ There is no need for bureaucratic processes to distract us from the children. We have tailored our recording of observations to a minimum in order to provide enough evidence to assess their needs but allow us plenty of time to interact with the children.

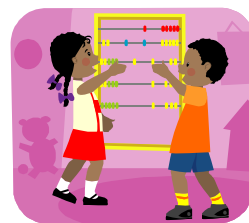
☺ Sometimes, stepping back and watching what children are doing during their play will enable us to see how they like to learn. This ensures we can help them get the most out of activities that are available.

How do we decide what activities to do at nursery?

☺ We have a good range of continuous provision. These are the toys and resources that are available to the children every day both indoors and outdoors.

☺ We will enhance this provision by adding resources that are relevant to the children's needs and interests at the time.

☺ Following careful assessment of the observations we have made, we will plan specific activities based on the children's needs, interests and input from parents.



There are no tick-lists for children's development

The milestones set out in *Development Matters in the Early Years Foundation Stage* are to give nursery practitioners guidance and therefore, we will be linking our observations to the stages of development. This will help us assess whether a child is reaching their full potential or may need additional support.

When a child is aged between two and three years the EYFS stipulates that their progress must be reviewed and a short written summary in the *Prime Areas of Learning* shared with parents and/or carers.

We aim do this within the first half term for every child at The Riverside Nursery in order to give them the best possible start. The timing for this progress check will obviously depend on how often a child attends and how well they have settled.

- ☺ Be assured, there is no obligation for any child to reach a particular standard and we do not 'tick off' lists of 'goals' to be achieved.
- ☺ Children are not expected to do things at a set age, but at a rate that suits each child's development.

What are the Prime Areas of Learning?

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



We believe it is important for children to be having fun as this is how they learn best.



Further information can be obtained from:
DfE publications (2012) *Statutory Framework for the Early Years Foundations Stage Setting the standards for learning, development and care for children from birth to five* <https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00023-2012>