The Early Years Foundation Stage (EYFS) applies to children from birth to the end of their reception year. The Academy's Early Years Foundation Stage accommodates children from the age of 3 to 5. At the Academy we have a 52 place Nursery, which offers 13 places in the morning session 8.45am-11.45am, 13 places in the afternoon session 12.30pm-3.30pm and 26 places for 30 hours 8.45am-2.45pm. In addition to the 30 hours we have arrangements in place to provide care for the children doing 30 hours to stay until 3.30pm for which a fee for the extra 45mins is payable to the school.

We have 3 reception classes with 30 children in each class. To ensure best practice we have two adults, one teacher and one teaching assistant attached to each class. In addition to this we have support staff who also work within the classes and provide extra support and intervention where needed.

Aims

At Park Hall Infant Academy we aim to provide the highest quality care and education for all our children therefore giving them the strong foundation for their future. We aim to ensure that all our children develop into independent and lifelong learners.

As outlined in Development Matters in the Early Years Foundation Stage

‘Children develop quickly in the early years, and early years practitioners aim to do all they can to help children have the best possible start in life. Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities or gender’.
Our high expectations will enable children to develop socially, physically, intellectually and emotionally and to achieve their full potential. We will ensure that all our children are kept healthy and safe and that they achieve the knowledge and skills they need to start in Key Stage 1.

**Curriculum**

The Nursery and Reception follow the curriculum as outlined in the EYFS document. The EYFS is based upon four principles:

- A unique Child: every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Positive Relationships: children learn to be strong and independent through strong relationships
- Enabling Environments: children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers
- Learning and Development: children develop and learn in different ways. The framework covers the education and care of all children in early year’s provision, including children with special educational needs and disabilities.

As part of our best practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning
- Promote equality of opportunity and anti-discriminatory practice
- Provide early intervention for those who need additional support
- Work in partnership with parents and where needed outside agencies
- Plan challenging learning experiences for all our children, based on the individual needs of the child
- Provide opportunities for our children to engage in adult led learning and self-initiated learning
- Provide a secure and safe learning environment indoors and outdoors
- Plan an exciting and challenging curriculum based on our observations of children's needs, interests and stages of development across the seven areas of learning

**Areas of Learning:**

The EYFS is made up of three *prime areas* of learning:
- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

There are four *specific areas* of learning:
- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design

All seven areas of learning and development are important and interconnected.

At Park Hall Infant Academy children are provided with a range of rich, meaningful first hand experiences, in which children can explore, think creatively and are active. We provide a well-balanced curriculum and our planning ensures that each child has the opportunity to develop their knowledge, skills and understanding in every area of the EYFS. Each area of learning and development is implemented through planned, purposeful activities and through a mix of adult led and child initiated learning.

**Inclusion**

All children will receive quality first teaching on a daily basis and activities will be differentiated accordingly. In addition to this where children have been identified as having a specific need intervention programmes will be implemented. Teachers and Teaching Assistants plan programmes together and where needed with liaison with the Special Needs Co-ordinator. (Please refer to the Academy's ‘Special Needs Policy’ for greater detail). The needs of children with English as an additional language will be met through planning and support alongside our ‘English as a Second Language’ (EAL) lead practitioner.
Assessment, Recording and Reporting

- Assessments are made in line with the EYFS
- Daily practice includes observations of children’s development and progress
- Discussions are held with all adults in EYFS about individual children’s development and next steps
- Significant observations of children’s achievements are recorded in their learning journeys which are shared with parents
- An end of year report is provided to all parents/carers on their child’s development against the seven areas of learning
- At the end of Reception children are assessed against the Early Learning Goals for each area of learning

Transitions

At Park Hall Infant Academy we recognise that starting school and moving up classes has the potential to be a stressful time for both parents and children. To this end we have established a strong set of procedures for transitions to be smooth as possible. All children starting in our Nursery have home visits prior to their child starting nursery this gives children the security of meeting with their teacher in a safe, familiar environment and gives parents time to ask questions and share knowledge or any concerns they have about their child. In addition to this all the children have a play session in the Nursery to meet the other staff and get familiar with their new surroundings.

All children starting Reception have story days with their new class teacher and teaching assistant, parents are invited to attend and are familiarised with the school and school day by the Principal and Vice Principal. Parents can ask questions and share information about their child. Those children coming from different settings to our Reception are visited, where possible, by the Early Years Co-ordinator and their progress and development shared by their Nursery key worker. We have a staggered intake in our Early Years in order to ensure that children who need extra support are given time at each start date to settle in.

All children starting in Nursery and Reception have a booklet to complete during the summer break and parents are given a timetable and ‘School Readiness’ booklet.
In the summer term all our Reception children visit their new Year 1 teachers on two occasions prior to them starting Year 1. Reception teachers pass on their knowledge of each child’s development, progress and achievement towards the early learning goals to ensure that all teachers have a well-rounded picture of the children prior to starting the new school year.

**Health and Safety and Safeguarding**

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. We follow the safeguarding and welfare requirements detailed in the ‘Keeping Children Safe in Education’ statutory guidance and adhere to the Academy’s safeguarding policy.

We are a healthy school and participate in the free fruit and milk for under-fives scheme. For our Reception children we provide the universal infant free school meal and the menu is regularly monitored with the chef. We cater for those children who have special dietary requirements and have robust systems in place ensuring that all children receive the correct meal.

Fresh water is readily available for all children and we encourage children to bring in water bottles with water only.

Children are taught the importance of keeping clean and washing their hands correctly.

M. Dickson  
Early Years Co-ordinator  
September 2019

Reviewed: Annually