



Claire's Court Schools The Nursery

The Early Years Foundation Stage (EYFS)

Information for Parents and Carers of Nursery and Transition Children

From September 2008 all settings providing childcare and education for children from birth to five years of age are required to follow the Early Years Foundation Stage (EYFS). This booklet gives a basic outline of the new framework.

RESPONSIBILITY | RESPECT | LOYALTY | INTEGRITY

A Principled Approach

The EYFS principles which guide the work of all practitioners are grouped into four distinct but complementary themes:

- § **A Unique Child** recognises that every child is a competent learner from birth who can be resilient, capable, confident and self-assured. The commitments are focused around development; inclusion; safety; and health and well-being.
- § **Positive Relationships** describes how children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person. The commitments are focused around respect; partnership with parents; supporting learning; and the role of the key person.
- § **Enabling Environments** explains that the environment plays a key role in supporting and extending children's development and learning. The commitments are focused around observation; assessment and planning; support for every child; the learning environment; and the wider context - transitions, continuity, and multi-agency working.
- § **Learning and Development** recognises that children develop and learn in different ways and at different rates, and that all areas of learning and development are equally important and inter-connected.

Areas of Learning

The Learning and Development theme consists of six areas of learning, each of which has a set of early learning goals:

§ Personal, Social and Emotional Development

Children must be provided with experiences and support which will help them to develop a positive sense of themselves and of others: respect for others; social skills; and a positive disposition to learn. Providers must ensure support for children's emotional well-being to help them to know themselves and what they can do.

§ Communication, Language and Literacy

Children's learning and competence in communicating, speaking and listening, being read to and beginning to read and write must be supported and extended. They must be provided with opportunity and encouragement to use their skills in a range of situations and for a range of purposes, and be supported in developing the confidence and disposition to do so.

§ Problem Solving, Reasoning and Numeracy

Children must be supported in developing their understanding in this area of learning in a broad range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding. They must be provided with opportunities to practise and extend their skills in these areas and to gain confidence and competence in their use.

§ Knowledge and Understanding of the World

Children must be supported in developing the knowledge, skills and understanding that help them to make sense of the world. Their learning must be supported through offering opportunities for them to use a range of tools safely; encounter creatures, people, plants and objects in their natural environments and in real-life situations; undertake practical “experiments”; and work with a range of materials.

§ Physical Development

The physical development of babies and young children must be encouraged through the provision of opportunities for them to be active and interactive and to improve their skills of coordination, control, manipulation and movement. They must be supported in using all of their senses to learn about the world around them and to make connections between new information and what they already know. They must be supported in developing an understanding of the importance of physical activity and making healthy choices in relation to food.

§ Creative Development

Children’s creativity must be extended by the provision of support for their curiosity, exploration and play. They must be provided with opportunities to explore and share thoughts, ideas and feelings, for example, through a variety of art, music, movement, dance, imaginative and role-play activities, mathematics, design and technology.

Assessment

Ongoing assessment is an integral part of the learning and development process. In the Nursery Department at Claires Court we make systematic observations and assessments of the achievements, interests and learning styles of each child. Observations are matched to the expectations of the early learning goals. We use the observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child.

During the final year of the EYFS (the academic year in which a child turns five) the Early Years Foundation Stage Profile is completed for each child. It is based on the observations and assessments in all six areas of Learning and Development.

As experienced Early Years practitioners this is essentially what we have been doing within The Nursery at Claires Court for some considerable time. Be assured that your children are learning through play in a happy, fun-filled, safe and secure environment and, as always, we value your support and the information you share with us regarding them.

Sheena Wilding
Head of Nursery