



Nursery Strategic Leader & Nominated Individual Mrs E Williams BEd. Hons NPQH
Nursery Manager: Miss C Bates

Initial policy date	May 2024	Next schedule review	May 2025
Governor approved	May 2024	Key person/people	Nursery Manager
Model Policy		Model localised	Yes

Early Years Foundation Stage

At **Rotherly Day Nursery** we support children with their development ensuring that they meet their developmental milestones. We have created our Rotherly Aspirations which provides with learning opportunities that is in line with the Early Years Foundation Stage Framework. This policy is based on requirements set out in the

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

This policy aims to ensure that:

- Children access a broad and balanced curriculum that gives them the comprehensive range of knowledge and skills needed for good progress through nursery and life
- Quality and consistency in teaching and learning so that every child makes at least good progress and no child gets left behind
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

Curriculum

Our Early Years setting follows the curriculum as outlined in the 2024 Statutory Framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

- **Literacy**
- **Mathematics**
- **Understanding the world**
- **Expressive arts and design**

Characteristics of Effective Learning

- **Playing and Exploring**
- **Active Learning**
- **Creating and thinking critically**

These learning dispositions underpin the EYFS curriculum and are modelled, taught, and encouraged by all colleagues at Rotherly Day Nursery in order to support all children to unlock their potential.

Planning

Colleagues consider the individual needs, interests, and stage of development of each child and use this information to plan an inspiring learning environment and curriculum. Where a child may have a special educational need, colleagues consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding children's activities, colleagues reflect on the different ways that children learn and include these in their practice. Early Years Foundation Stage colleagues use the 'Observation, Assessment, Planning' cycle as the basis for planning. Colleagues identify children's achievements, interests and next steps for learning. These observations then lead the planning. This fostering of the children's interests develops a high level of motivation for their learning.

The EYFS

The Early Years Foundation Stage at Rotherly Day Nursery is organised to allow children to explore and learn securely and safely, helping them to make sense of their world. They practise, make links in their learning, and develop self-regulation. Children have the opportunity to think creatively alongside others as well as independently. They communicate with others as they investigate and solve problems.

All areas of Learning and Development are represented in both our outside and inside learning environments. Free flow between the inside and the outside has a positive impact on the children's development. Exploring outdoors offers opportunities for learning in different ways and on a different scale. The children can investigate, using their senses and be physically active. The environment reflects the current needs and interests of the children in the Early Years Foundation Stage. Continuous provision is enhanced regularly to ensure our environment provides the best opportunities for all children to develop and progress in their learning.

Each area of learning and development is implemented through planned, purposeful play, and through a careful balance of adult-led and child-initiated activities. Colleagues respond

to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Inclusion

We value the diversity of individuals within the nursery. All children are treated fairly regardless of race, gender, religion, ability or any other protected characteristic. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

Working with parents

We recognise that children learn and develop well when there is a strong partnership between home and nursery. We value working in partnership with children's parents/carers. Parents and/or carers are regularly kept up to date with their child's progress and development both verbally and via Tapestry.

Key person

All children are assigned a key person when starting at Rotherly Day Nursery and parents are informed who their child's key person is. We follow a buddy role system. If the child's key person is absent the buddy would take on the responsibility of the key person.

All colleagues aim to develop good relationships with all children, interacting positively with them and taking time.