

EYFS Policy

The EYFS is a framework that is mandatory for all early years providers. Graitney acknowledges that all settings working with children aged from birth to the end of the Reception year (the year in which the child turns five) will have to work with the EYFS, and will therefore ensure that all staff will be familiar with it.

Key points to consider:

- EYFS children will be identified at point of registration.
- Each child's key person will be introduced to the child and their parent/carer on their first day.
- The Setting will have a designated person responsible for implementing the EYFS.
- Graitney will implement a method to ensure all relevant information relating to individual EYFS children is shared with either the child's parents/carers and/or the main EYFS provider.
- Parental consent to share information will be gained, where necessary.
- Parent/carers will have access to their child's EYFS Learning Journals, and can request to look at these at anytime.
- All staff are aware of who the EYFS children are and the number attending that session will be marked on the whiteboard.
- Key Person's will have a basic regard of EYFS when planning play opportunities.
- The Club will still continue to facilitate all of the play principles and ensure that children still choose how they spend their time at Graitney and are never made to participate.
- Graitney will continue to provide an inclusive service to all children and families attending the setting.
- The club is aware that a key element of the EYFS framework is information sharing and communication between the child's school, parents/carers and Graitney staff.

Graitney staff are aware that the EYFS seeks to provide:

- **quality and consistency** in all early years settings, so that every child makes good progress and no child gets left behind;
- **a secure foundation** through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;

- **partnership working** between practitioners and with parents and/or carers;
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

Four guiding principles should shape practice in early years settings.

These are:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through **positive relationships**;
- 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 and/or carers; and
- **children develop and learn in different ways and at different rates.**

Key persons will have some knowledge and understanding of where the 16 play types are linked to the EYFS 7 areas of learning.

Prime Areas: Communication and language(CL), Personal, Social and Emotional Development (PSED)and Physical Development (PD).

Specific Areas: Literacy(L), Understanding the World (UW), Expressive Arts and Design(EAD) and Mathematics(M).

The 16 play types are: Communication Play, Creative Play, Deep Play, Dramatic Play, Exploratory Play, Fantasy and Imaginary Play, Locomotor Play, Mastery Play, Object Play, Recapitulative Play, Role Play, Rough and Tumble Play, Social Play, Socio-Dramatic Play and Symbolic Play.