



Westbourne
House School

CHICHESTER

EARLY YEARS FOUNDATION STAGE POLICY

This is the policy of Westbourne House School, where The Early Years Foundation Stage applies from children from 2 years to the end of the Reception Year

Policy Statement

At Westbourne House, we are committed to providing a high-quality early years' education, which gives children a secure and confident start to their school life and nurtures a lifelong love of learning. We are fully committed to the purpose and aims of the Early Years Foundation Stage Framework. This policy sets out the whole school's expectations in contributing to an outstanding learning environment. It should be read in conjunction with our other policies.

Aims

- To provide a well-planned curriculum both indoors and outdoors that both motivates and challenges children.
- To provide a safe, secure and well-resourced environment which meets the developmental needs of all pupils, enhancing their learning.
- To ensure children's 'school readiness' and give children the right foundation for good future progress through school and life.
- To recognise a child's existing knowledge, skills and interests to provide a platform for the next stage of learning.
- To recognise that parents/carers are a child's first and most enduring educators and to work in partnership with them.
- To develop each child's knowledge, skills and understanding in all seven areas of and encourage them to make connections within their learning through a broad and balanced curriculum.
- To develop higher performance learning skills and to introduce the associated vocabulary.
- To nurture in every child the characteristics of effective learning to ensure that each child reaches their true potential and becomes a passionate learner.
- To provide opportunities for independence allowing children the time and space to become engrossed, work in depth, revisit, practice and complete activities; emphasising the value of the process, not just the product.
- To ensure opportunities are given for staff to observe, assess and monitor the children's learning, to inform future planning.
- To support and promote British values.
- To ensure smooth transitions from home to Nursery, Nursery to Reception and from the Early Years Foundation Stage into Key Stage one.

Structure

At Westbourne House, children can start Pre-Nursery once they have turned two (this is usually during the term they turn 2½ years old). The setting allows for up to 24 children of Nursery age and 20 children of Pre-Nursery in each session. Children may attend morning or afternoon sessions, or all-day sessions.

We have a ratio of 1:13 for our teachers and 1:8 for our assistants for children over 3 years. For children under 3 years old, there is a ratio of 1:5. Each child is designated a key person when they join the Nursery.

There are two Reception classes with dedicated classroom spaces, as well as a shared activity room and an Early Years outdoor area. There are two full time teachers, supported by at least one full time teaching assistant. The children's class teacher is their Key person.

The key person's responsibilities include:

- helping the child to become familiar with the setting;
- responding sensitively to the child's needs, feelings, ideas and behaviour;
- ensuring that the learning opportunities on offer meet the needs of each child; and
- building a relationship with each child's parents, working in partnership with them to ensure that the child is being cared for appropriately for each family.

The Curriculum

In Nursery and Reception, statutory guidance is taken as the starting point on which we build our own ambitious and rich curriculum supporting every child in our setting.

The Early Learning Goals are the knowledge, skills and understanding which young children should have acquired by the time they reach the age of five. These comprise of three prime areas of learning and four specific areas of learning:

Prime Areas

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

Specific areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We deliver a creative and ambitious curriculum, which is based around a new topic each half term in Reception and each term in Nursery. Medium term planning and schemes of work show the key learning instruction and opportunities for learning experiences for each area of

the curriculum. Practitioners use this flexibly, choosing these learning experiences to meet the needs of the children.

Each week, through pupil progress meetings, gaps in the children's skills and learning are identified and activities are planned to address these gaps alongside the instructional teaching which is planned in more detail and taken from the medium-term planning.

Through our teaching and interactions, we develop the children's skills in playing and exploring, active learning, creating and critical thinking. During planning meetings, the individual characteristics of effective learning of all children are discussed and planned for each week.

We also follow the four guiding principles that shape practice in Early Years:

- A unique child
- Positive relationships
- Enabling environments
- Learning and development

Effective Teaching and Learning

Our Early Years teaching is a balance of adult led instructional teaching and child-initiated experiences supported through high quality interactions. We are ambitious for all children and consider the individual needs, interests, and development of each child in our care.

Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals, and solve problems. Children learn by leading their own play, and by taking part in play and learning that is guided by adults. We stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.

During the free flow sessions, the children have access to the indoor and outdoor learning environments. Practitioners are aware of the need to be flexible in order to respond to unplanned events that the children are interested in and these are also reflected in the ongoing planning cycle. When the practitioners teach children:

- They make opportunities for the child to make a contribution and to make choices in their learning.
- They scaffold the child's development, to support increasing independence and control.
- They ask questions to check or develop children's understanding.
- They work collaboratively to solve problems and find answers.
- They provide formative feedback to help children to consolidate their learning and extend their exploration and thinking further.

In planning and guiding what children learn, we reflect on the different rates at which children are developing and adjust our practice appropriately. We follow the three characteristics of effective teaching and learning:

- Playing and exploring - children investigate and experience things, and 'have a go'.
- Active learning - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In Nursery we recognise that children may access EYFS provision through other providers throughout the week and that all providers have an equally important role to play in their early years experiences. We seek information about the other settings that our children attend so that we can establish communication about their learning and development.

Transition

There is close liaison between Early Years and Key Stage 1 staff with transition opportunities each term, such as our Gruffalo event for Nursery children and their parents held in Reception.

In the Summer term, we begin a programme of transition to support the children with their move from Nursery to Reception and from the end of Early Years to Year One. This involves visits to classrooms, discussion with children, walks to look at where they will enter school and opportunities to ask any questions about the next year. The school holds a 'Move Up' morning, giving the children a taste of their new class.

When children join Westbourne House, teachers will communicate with their previous setting and the key worker. New pupils and their families are invited to a familiarisation meeting, so they can visit their new setting and meet their key worker.

Inclusion

All children have the right to learn through instructional teaching and play and will have access to a rich, broad, balanced and differentiated curriculum. We will strive to overcome actual or potential barriers to learning faced by children to ensure every child is able to play and learn in a way that is appropriate for them. Due to the age of our children, their overall well-being is of primary importance to us. We are a non-selective, inclusive school and want all of our children to feel a sense of 'belonging'. All children are valued individuals with unique interests and strengths. All children should be given opportunities to reach their full potential educationally, emotionally and physically. We achieve this by planning to meet the needs of:

- both boys and girls
- children with special educational needs
- children who are more able
- children with disabilities
- children from all social and cultural backgrounds

- children of different ethnic groups
- children who are EAL

If are worried about a child's progress in any prime area, this will be discussed with the child's parents and/or carers and we will agree how to support the child. We will consider whether a child needs any additional support, including whether they may have a special educational need or disability which requires specialist support. Parents can access more information about inclusion and how our setting supports children with special educational needs and disabilities on the school website in the Individual Needs area. We also have a policy for pupils with disabilities, SEN & learning difficulties.

Learning Environments

Activities and experiences are arranged to promote independence. Opportunity is given by adults to play co-operatively and alone both indoors and in our outside area.

The environment is aesthetically appealing with lots of examples of children's current work included in child centred displays. Displays include examples of children's speech where possible and appropriate and give children opportunities to talk about, review and think about their previous experiences and learning (metacognition).

Clear guidelines and boundaries promote positive behaviour. Challenging social situations are seen as opportunities for growth and development, explaining and working with children to help them feel strong and safe, and to learn how to manage difficult issues and conflicts in appropriate ways.

Assessment

At Westbourne House School, we use a range of strategies to gather information about the children's learning and development and use this information to ensure that our planning meets the needs of all learners.

During child-initiated activities, practitioners make observations on tapestry and reflect on them in planning for the coming week. Notes about guided activities are recorded on class planning sheets. Each child has a Learning Journey which is regularly shared with parents and the learners themselves.

On entry to Nursery and Reception, we carry out baseline assessments through observations and interactions to gain a clear picture of each child's developmental stage and learning needs. In Reception, we supplement these assessments with CEM base which is an online baseline assessment that assesses, literacy, mathematics, and personal, social and emotional development.

In Pre-Nursery, we carry out a progress check at age 2 years of the prime areas and send to parents a written report identifying strengths and areas where a child's progress is less than expected.

Where there is concern that a child may have a developmental delay, the written summary must describe the activities and strategies adopted to address any issues or concerns. Practitioners must discuss with parents how the summary of development can be used to support learning at home. Also at this stage, practitioners should encourage parents and/or carers to share information from the Progress Check with other relevant professionals, including their health visitor. Where possible, the progress check and the Healthy Child Programme health and development review at age two should inform each other and support integrated working.

In the Summer term, practitioners consider the 17 ELGS in the EYFS Profile to decide whether each child is working at the expected levels or have not yet met the levels. Judgements against the ELGs are based on ongoing observation, all relevant records, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

The results of the EYFS profile are shared with parents and/or carers, and there is an opportunity to meet their child's class teacher to discuss this information. EYFS profile scores and characteristics of effective learning will be shared with Year 1 teachers at the end of the academic year. Upon request, the EYFS profile details are passed on to the local authority.

Early Years assessments will inform an ongoing dialogue between EYs practitioners and Year 1 teachers about each child's learning and development to support a successful transition to Year 1. The profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

Supervision

We provide effective supervision of Early Years staff in the form of support, coaching and training which all promote the interests of children. These opportunities allow EYs practitioners to discuss any issues regarding pupil progress, children's development or wellbeing, including child protection concerns. Supervision meetings allow staff to discuss and identify solutions to address issues as they arise, as well as receive coaching to improve their personal effectiveness.

Parent Partnership

Each year or upon joining the school, parents are informed on how the EYFS is being delivered and the range of activities and experiences on offer. The information is detailed in Reception and Nursery handbooks, as well as our 'Routine Matters' document. Parents are informed of their child's key worker when they start in Nursery and Reception by way of a personal letter. A curriculum information evening takes place each September and parents are directed to access more support and information on the Google classrooms.

We value the contribution that our parents and carers make to their child's learning and take every opportunity to work in collaboration with them. Each week, we publish a newsletter to inform parents of what their child will be learning and how they can support them at home. We hold parents' consultations every term which last at least 15 minutes. A short written report is also sent home at the end of the Autumn term and in the Summer term we send home detailed reports. There are also regular opportunities for parents to view their child's termly topic book and learning journals. We welcome contributions from home and ask the parents to email us pictures of any exciting events or achievements the children have at home.

The 'Routine Matters' document also provides parents with key information including, but not limited to, an emergency contact number, the staff in the setting, our daily routines and the healthy food & drink provided. They are also regularly directed to the school website, where for example, the menu is published each week.

Our policies and procedures are available on the school website and copies of all policies can be made available to parents on request. The procedure to be followed in the event of a child going missing at, or away from, school is found in Appendix 3 of our Child Protection (Safeguarding) Policy. The procedure to follow in the event of a parent and/or carer failing to collect a child at an appointed time is found in Appendix 4 of our Child Protection (Safeguarding) Policy.

Tapestry

Tapestry is used as an online Learning Journal, allowing staff and parents to access information from any computer via a personal, password-protected login.

Each child will have a Key Person allocated to them who will be responsible for the compilation of that child's Learning Journal. Information about a child's learning and development will be recorded and parents may add comments on observations. Observations detailed on the Tapestry system are moderated by a senior member of staff before being added to the child's Learning Journal. When making group observations no names are mentioned within it. This allows the observations to go in all the relevant learning journals.

Parent access allows the addition of comments or an option to 'Like' existing observations and photographs – parent logins do not have the necessary permission to edit existing material. However, there is the option for parents to add photographs and comments sharing their child's development with their Key Person.

Access to information stored on Tapestry can only be gained by unique user id and password. Parents can only see their own child's information and are unable to login to view other children's Learning Journals. Tapestry is not used as a general communication tool between Early Years and home. Parents will contact us through the usual channels for any other day to-day matters.

Supporting Policies:

- *This policy should be read in conjunction with the following:*
 - Assessment Policy
 - Attendance & Child Missing from Education Policy
 - Behaviour & Discipline Policy
 - Bereavement & Loss Policy
 - Child Protection (Safeguarding) Policy with KCSIE
 - Collective Worship Policy
 - Complaints Policy
 - Curriculum Policy
 - Display Policy
 - E-Safety Policy (including Acceptable Use of School Devices Agreements)
 - Educational Visits (including EYFS) Policy with Forms
 - English as an Additional Language (EAL) Policy
 - Equal Opportunities Policy
 - First Aid & Medical Policies (& Protocols)
 - Handwriting Policy
 - Intimate Care & Toileting Policy
 - Marking & Feedback Policy
 - Outdoor Policy
 - Policy for More Able Pupils
 - Policy for Pupils with Disabilities, SEN & Learning Difficulties
 - PSHEE & SMSC Policy
 - Pupils Roles & Responsibilities Policy with LL2TL
 - Record Keeping & Reporting to Parents Policy
 - Relationships & Sex Education Policy
 - Safer Recruitment Policy
 - Search & Confiscation Policy
 - Supervision of Pupils Policy
 - Taking, Storing & Using Images Policy
 - Teaching & Learning Policy
 - Whistleblowing Policy

Other supporting documents:

- *This policy should be read in conjunction with information found in the following:*
 - Nursery Handbook
 - Reception Handbook
 - Routine Matters
 - School website: www.westbournehouse.org

Monitoring and review

The School will review and monitor the effectiveness and compliance of this policy (and appendices – if appropriate). This policy will be kept up-to-date and amended to take account of legislative and regulatory changes.

Last Review Date	Next Review Date	Reviewer(s)
September 2025	September 2026	Head of Pre-Prep Head of Early Years