

# Goldfield Infants' and Nursery School

## Early Years Policy including Outside Play



<b>Committee</b>	<b>Learning Matters</b>
<b>Next Review</b>	<b>Summer 2022</b>
<b>Duration</b>	<b>3 Years</b>
<b>Approved FGB</b>	<b>Spring 2019</b>

***“Every child deserves the best possible start in life and the support that enables them to fulfill their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”***

**“Statutory Framework for the Early Years Foundation Stage”,  
Department for Education, 2012**

At Goldfield Infants' and Nursery School, 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.

### **AIMS**

#### **We aim to**

- Provide quality and consistency of provision which is safe, challenging, stimulating, caring and positive.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development in Key Stage 1 and beyond.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision-making, fostering independence and self-confidence.
- Work in partnership with Parents/Carers and value their contributions
- Ensure that all children have the opportunity to experience a challenging and enjoyable programme of learning and development.
- Be aware that children develop in different ways and at different rates and to be sensitive to the needs of all children; irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, gender or ability, including those with special educational needs and disabilities.

### **Staffing and Organisation**

At Goldfield Infants' and Nursery School, we have two 3 hour Nursery sessions, children attend either 5 mornings or 5 afternoons. There is a full time teacher, a full time teaching assistant (NVQ 3), 2 part time teaching assistants (NVQ3) and 2 further part time teaching assistants offering 1:1 support where needed. .

There is a full time teacher, supported by a full time teaching assistant in each Reception class. Other teaching assistants may be deployed in Nursery and Reception based on the needs of the children.

The Nursery class have two dedicated classrooms and a spacious outdoor area. The environment is organised into learning zones for the children to access. These zones are flexible and are changed or added to depending on the needs of the children. In Reception the space has been designed as one unit. Each class has its own base and learning zones are shared between both rooms. The

children are organised into ability groups across both classes for adult led activities.

Staff support children in a balance of adult led and child initiated experiences throughout the day. Most sessions include free flow access to the outdoor area. Practitioners are aware of the need to be flexible in order to respond to unplanned events that the children are interested in.

### **Learning and Development**

The early learning goals (knowledge, skills and understanding which young children should have acquired by the end of reception year) and the educational programmes (the matters, skills and processes which are required to be taught to young children) are set out in the Statutory framework for the Early Years Foundation Stage” document. (Department for Education 2012).

The three prime areas of learning and development are;

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

In addition, there are four core areas of learning:

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

Our planning has a sharp focus on the children’s needs, their interests and their stages of development. We recognise that the seven areas of learning cannot be delivered in isolation and seek opportunities to make links between them. We aim to deliver the curriculum through planned, purposeful play and present new concepts and skills in meaningful contexts that enable the children to build on what they already know.

### **Effective Teaching and Learning**

***“Play is used as an essential part children’s development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults”. (Statutory Framework for EYFS 2012)***

Play is essential for children’s development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. Uninterrupted time is planned into the routine of the day to allow this to happen. We aim to provide an attractive, challenging learning environment that offers high quality opportunities for the children to learn through play, both indoors and outdoors. There is a range of “continuous provision” available in the classroom,

that is designed to offer open-ended, practical learning opportunities. Children are supported to think creatively and imaginatively and explore how resources can be adapted. Each week, the provision is enhanced with additional resources, based on the previous week's observations.

At Goldfield we support children in using the three characteristics of effective teaching and learning. These are;

- **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; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

(Taken from statutory framework for the EYFS 2012)

Every member of the Early Years team recognises how crucial these characteristics are in early learning.

Adult led activities are practical in nature and based on first hand experiences wherever possible. The children are supported to develop problem-solving skills through open-ended tasks and opportunities to share their thinking with others. It is expected that the balance will gradually shift towards more activities led or guided by adult by the end of Reception

### **Observation and Assessment**

At Goldfield Infants' and Nursery 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. Formative assessment is undertaken by all members of staff and may take the form of anecdotal observations, focused observations, annotated examples of work, photographs and information from parents. Each child has a learning journal in which this evidence is stored.

We use our knowledge of each child to decide which age band of 'Early Years Outcomes' they are working on in each area of the curriculum. This is recorded using the Hertfordshire EYFS Observational Assessment Sheets and completed after the first 3 weeks of the first term (attainment on entry) and then at the end of each term. This information is closely monitored to ensure that all children are making good progress.

In the Summer term of the Reception year, practitioners consider the 17 Early Learning Goals (ELGs) in the EYFS Profile to decide whether each child is working at the expected levels, exceeding the levels or have not yet met the levels. Judgements against the Early Learning Goals (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 Profile are shared with parents and/or carers, and there are opportunities for them to meet their child's class teacher to discuss this information.

At the end of the year, Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This helps to create a smooth transition and assists with the planning of activities in Year 1.

The EYFS profile results are reported to the local authority, which monitor and moderate the judgements made.

### **Working in Partnership**

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.

We have strong links with local preschools and attend transition meetings in the summer term where there are opportunities to discuss children moving to our setting. The Nursery teacher visits the local preschools to spend time getting to know new starters in a familiar environment for the children.

### **Parent Partnerships**

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. In Nursery we publish a newsletter every half term to inform parents of what their child will be learning and how they can support them at home. A notice of weekly themes and key skills is displayed in the Nursery cloakroom. In Reception a weekly email is sent to parents detailing the learning that will take place that week.

In the Autumn Nursery hold a "Learning Journey" meeting with parents and child where we discuss how their child has settled, introduce the learning journal and answer any questions parents may have. In Reception there are parent consultations in the Autumn and Spring terms where learning journals and targets are shared with parents. In the Summer term we have an open evening and send home their completed learning journal which takes the form of a detailed report.

We welcome contributions from home and provide observation forms for parents and carers to complete.

In Reception children take reading books home to share and can also choose reading for pleasure books from our lending library.

Throughout the year, there are parent's meetings and open classrooms where parent's can find out how their child learns in school and view their learning Journal.

## **Community Links and the Wider World**

Over the year, we arrange visits from members of the local community to support our topic work. We also arrange trips for children in the EYFS within the local community, for example visiting the library and Tesco. Film clips, non-fiction texts and artefacts are also used to introduce new concepts in real-life contexts. We aim to develop the children's awareness of other cultures by exploring different countries and celebrations.

## **Inclusion and Equal Opportunities**

We have a responsibility to ensure positive attitudes to diversity and difference. We can support each child's needs by:

- removing or helping to overcome barriers where these already exist;
- being alert to the early signs of needs that could later lead to difficulties and responding quickly and appropriately, involving other agencies as required;
- stretching and challenging all children.

Please refer to the school's 'Equality of Opportunities', 'SEN' and 'A, G and T' policies.

Please refer to our other school policies for related topics, including:

**Induction/Transition**

**Equal opportunities**

**Safeguarding**

**Risk assessment**

**Health and safety**

### **Monitoring and review**

The effectiveness of this policy will be monitored and evaluated by the head teacher and EYFS leader and will be reviewed on a regular basis.

**Appendix 1**

## **Outdoor Play**

**Rationale:**

- ‘Outdoors should provide opportunities for children to engage in planned and freely chosen play experiences and should offer risk, challenge, variety and fun’.
- ‘Playing outdoors can inspire and enable children to learn more effectively, become more active, develop their motor skills and connect with nature’.  
(Learning Through Landscapes)

### **Objectives:**

We aim to:

- Provide free access to outdoor environment throughout the whole day.
- Provide opportunities for doing things in different ways and on different scales than when indoors.
- Provide continuous provision in order to encourage independent learners in the outdoor environment.
- Plan for a good balance between child-led and adult-led initiated experiences.
- Observe, assess and record what children are learning in the outdoor environment to inform future planning.
- Ensure the outdoor environment is seen as a continuation of the indoor environment.
- Provide appropriate clothing encouraging children to experience the outdoors in all weathers.

### **Method**

The staff will:

Ask Parents to provide appropriate clothing for example rain coats, waterproof pants and wellies.

- Plan for a wide range of exiting and stimulating experiences, planning to meet all children’s interests
- Encourage children to be independent learners and to freely access the indoor and outdoor environment.

### **Monitoring and Evaluation**

This will include:

- Staff observations, discussions and feedback.
- Annually discussing and reviewing the validity of the policy to ensure it is meeting the needs of the children.
- Discussion and feedback from children and parents.

### **Success Criteria**

The principles of the Early Years Foundation Stage underpin the planning and organisation of the outdoor environment, ensuring all needs and interests are met.

### **Health and Safety (See Health and Safety Policy)**

- Site supervisor to check grounds daily and carry out litter pickup

- Regular grounds maintenance
- Staff to do a visual check before children access outdoors
- Child – Adult ratio maintained
- Appropriate risk assessments to be carried out
- Regular on-going safeguarding checks.

### **Equal Opportunities**

All children will have access to the outdoor play curriculum regardless of gender, special educational needs, race, home or cultural background.