

## The Early Years Foundation Stage: How Christ Church Pre-School meets the requirements of EYFS

<b>A UNIQUE CHILD</b>	<b>POSITIVE RELATIONSHIPS</b>	<b>ENABLING ENVIRONMENTS</b>	<b>LEARNING AND DEVELOPMENT</b>
<b>1.1 Child Development</b> <ul style="list-style-type: none"> <li>- Key Person system</li> <li>- Registration forms</li> <li>- All about me forms</li> <li>- Transition forms</li> <li>- Recognising that each child is an individual</li> <li>- Planning for an individual child's needs</li> <li>- Recognising that each area of development is of equal importance</li> </ul>	<b>2.1 Respecting Each Other</b> <ul style="list-style-type: none"> <li>- Ensuring staff act as good role models</li> <li>- Use of positive language</li> <li>- Establish good relationships between practitioners and parents</li> <li>- Policies and procedures</li> <li>- Open door policy</li> <li>- Encourage turn taking and sharing</li> <li>- Supervision and staff appraisals</li> </ul>	<b>3.1 Observation, Assessment and Planning</b> <ul style="list-style-type: none"> <li>- Individual Education Plans</li> <li>- Observe as part of daily routine</li> <li>- Observe next steps for planning for individual children</li> <li>- Profiles regularly updated</li> <li>- Flexible planning</li> <li>- Parent consultations</li> </ul>	<b>4.1 Play and Exploration</b> <ul style="list-style-type: none"> <li>- Child initiated play</li> <li>- Free choice of available resources</li> <li>- Indoor and outdoor play</li> <li>- Children given time to explore and enjoy activities</li> <li>- A wide range of stimulating activities</li> </ul>
<b>1.2 Inclusive Practice</b> <ul style="list-style-type: none"> <li>- Equal opportunities</li> <li>- Cultural and ethnic diversity</li> <li>- Parents as partners</li> <li>- Open door policy</li> <li>- Support from other professionals when necessary</li> <li>- All children and their families are included and valued</li> </ul>	<b>2.2 Parents as Partners</b> <ul style="list-style-type: none"> <li>- Parent questionnaire</li> <li>- Suggestion box</li> <li>- Open door policy</li> <li>- Settling in policies and procedures</li> <li>- Providing advice and support when necessary</li> <li>- Meeting cultural needs</li> <li>- Book week</li> </ul>	<b>3.2 Supporting Every Child</b> <ul style="list-style-type: none"> <li>- Treat each child as an individual</li> <li>- Provide resources to support and interest all children</li> <li>- Individual Education Plans</li> <li>- All about me forms</li> <li>- Observe next steps for planning for individual children</li> <li>- Visits from the wider community</li> <li>- Key Person system</li> </ul>	<b>4.2 Active Learning</b> <ul style="list-style-type: none"> <li>- Free choice to inform own learning</li> <li>- Support and plan for children's interests</li> <li>- Opportunity for children to explore</li> <li>- Key person enables the child to feel safe and secure</li> <li>- Provide a safe and secure environment</li> <li>- Regular observations</li> <li>- Provide children with indoor and outdoor activities</li> </ul>
<b>1.3 Staying Safe</b> <ul style="list-style-type: none"> <li>- Daily safety checklists carried out</li> <li>- Health and safety policy</li> <li>- Regular fire drills</li> <li>- Safeguarding children policy</li> <li>- Designated member of staff responsible for child protection issues</li> <li>- Safeguarding children training for staff</li> <li>- Behaviour policy</li> <li>- Adult : child ratio observed</li> <li>- Accident / incident forms</li> <li>- Rules displayed and adhered to</li> </ul>	<b>2.3 Supporting Learning</b> <ul style="list-style-type: none"> <li>- Weekly planning meetings</li> <li>- Regular observations on children</li> <li>- Planning for each individual child</li> <li>- Key Person system</li> <li>- Newsletters</li> <li>- Individual Education Plans</li> <li>- Provide varied adult led activities</li> <li>- Provide continuous provision</li> <li>Staff kept up to date with training</li> </ul>	<b>3.3 The Learning Environment</b> <ul style="list-style-type: none"> <li>- Free choice of available resources</li> <li>- Free flow from indoor to outdoor areas</li> <li>- Rules displayed and adhered to</li> <li>- Defined areas of learning within the setting</li> <li>- Individual Education Plans</li> <li>- Continuous provision</li> <li>- Equal balance of child and adult initiated activities</li> <li>- Qualified and experienced practitioners</li> </ul>	<b>4.3 Creativity and Critical Thinking</b> <ul style="list-style-type: none"> <li>- Value parents' input</li> <li>- Adult to act as role model</li> <li>- Easy access to materials and resources</li> <li>- Equal balance of adult and child initiated activities</li> <li>- Use open ended questions</li> <li>- Opportunities to experience different cultures</li> <li>- Planning activities that allow children to learn new skills</li> </ul>
<b>1.4 Health and Well -Being</b> <ul style="list-style-type: none"> <li>- Parents as partners</li> <li>- Meeting dietary needs</li> <li>- Recording allergies</li> <li>- Promote healthy eating</li> <li>- Registration /all about me forms</li> <li>- Safe and secure environment</li> <li>- Head injury advice forms</li> <li>- Provide opportunity for physical exercise</li> <li>- Planning for individual children's needs</li> <li>- Provide for children's emotional well being</li> </ul>	<b>2.4 Key Person</b> <ul style="list-style-type: none"> <li>- Key Person system in place</li> <li>- Settling in policy</li> <li>- All children supported by all key persons</li> <li>- Open door policy</li> <li>- All about me/ registration forms</li> <li>- Parent consultations</li> <li>- Transition forms</li> <li>- Visits for new children</li> </ul>	<b>3.4 The Wider Context</b> <ul style="list-style-type: none"> <li>- Working with other professionals</li> <li>- Prospectus</li> <li>- Newsletters</li> <li>- Settling in policy</li> <li>- New child visits</li> <li>- Welcome visitors from local and wider communities</li> </ul>	<b>4.4 Areas of Learning &amp; Development</b> <ul style="list-style-type: none"> <li>- All areas of learning are provided for in the continuous provision</li> <li>- Ensure that all six areas of learning are covered every day</li> <li>- All areas of development are connected to one another and are equally important</li> <li>- Maintain positive relationships with parents, staff, children and other professionals</li> <li>- Provide an enabling environment</li> </ul>

