



# St Georges Church School & Nursery

## EYFS Policy

### Our EYFS Vision

*St. Georges prides itself in a loving approach to learning and in our children getting the best possible start. Our highly skilled early years professionals understand child development and how crucial the early years are in creating fundamental building blocks that will secure the children's future success as life-long learners. Our dedicated early years educators care deeply about the children and are committed to establishing close relationships and educational partnerships with families and the local community, seizing every learning opportunity from the earliest of stages.*

*We believe passionately in nurturing children's curiosity, independence, and creativity, promoting child-led learning and providing children with rich, open-ended, purposeful play experiences within our free flowing indoors and outdoors learning environments. Our play based, purposeful provision follows our children's current interests and sensitively responds to the individual needs of the children and real-life situations. The children are empowered to take ownership of their learning; seek out care of their own wellbeing; become confident communicators and self-assured risk takers.*

*We understand that high-quality, in the moment interactions are key to our children's progress. It is when children become deeply engaged in what they are doing, in moments of inquisitiveness, wonder and puzzlement, that the adults together with the children make the most difference.*

*We believe starting well together needs to seamlessly continue throughout our children's journey at St. Georges and the values we believe in from the start, simply evolve rather than change. We plant seeds that develop roots, shoots and one day blossom!*

### Our Aims & Values

At St. Georges Church School & Nursery our aim is to provide our children with the best opportunities to be able to learn and reach their full potential. Our child-led approach ensures that we can engage children in their learning through high-quality play experiences and stimulating and challenging environments.

We ensure this by:

- Providing a welcoming, safe, nurturing, inclusive and stimulating environment where children can feel secure and happy to achieve their full potential.
- Delivering the standards for learning, development and care of young children as set out in the Statutory Framework for the Early Years Foundation Stage and guidance documents Birth to Five Matters and Development Matters.
- Offering a broad, balanced and highly skilled provision based on the EYFS curriculum, which is planned and informed around the current interests and individual needs of the children. This provides the children with access to a broad range of knowledge and skills which encourage them to be imaginative, creative, curious and critical thinkers, essential for good progress through school and life.
- Building close working partnerships with our parent/carers, fellow professionals, and all settings that a child attends.
- Ensuring that every child is included and supported through equality of opportunity and anti-discriminatory practices.

**This policy is based on the requirements set out in the Statutory Framework for the Early years Foundation Stage (DfE, January 2024). The Early Years Foundation Stage (EYFS) refers to children from birth to five years of age. At St Georges Church School and Nursey this policy refers to children between the ages of 2 and 5 years.**

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The **learning and development requirements** cover:

- the **areas of learning and development** which must shape activities and experiences (**educational programmes**) for children in all early years settings.
- the **early learning goals** that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five).
- **assessment arrangements** for measuring progress (and requirements for reporting to parents and/or carers.)

## **Our EYFS Team**

Education has a core focus on relationships and commitments, participation in communities and institutions, and the qualities of character which enable people to flourish together. At St. Georges Church School and Nursey, we recognise that in life, as in education, we are always 'stronger together'.

At St. Georges, we have a strong team of highly experienced and skilled early years educators who believe passionately in achieving the best outcome for every child.

Members of our EYFS team are:

- EYFS leads and SLT: Charlotte McConnell (0.6) and Tessa Biggart (0.6)
- Nursery Manager and Inclusion Coordinator (INCCO): Karen Mogg
- Nursery Early Year Educators: Amelia Downward, Lindsey Allen, Julie Chapman and Joanne MacDonald
- Reception Teachers: Charlotte McConnell (0.6) and Tessa Biggart (0.6)

- Teaching Partner: Grace Chamberlain

Our Safeguarding Team are:

- Headteacher & Designated Safeguarding Lead: Joanne Thorn
- Deputy Head and SENDCO: Sarah Starr
- Assistant Head: Hannah Neilan
- EYFS Leads: Charlotte McConnell and Tessa Biggart
- Nursery Manager: Karen Mogg

The Governor responsible for Safeguarding and Child Protection is Lyndsay Markham and the Safeguarding Lead for the Multi-Academy Trust is Darren Ling.

## Our EYFS Structure

### Nursery

At St. Georges, children can start with us the term after they turn 2 years old, and our Nursery provides childcare for children aged 2 – 4 years old within a mixed aged provision. Our Nursery's opening hours are 7.30 a.m. – 5.30 p.m. and we offer a variety of flexible sessions across the week, including a breakfast club, lunch club and after school wrap-around provision.

### Nursery Funded Childcare

In England, there are two Government funded 15-hour early years education schemes that offer childcare for children aged two, three and four years:

- 15 hour funded childcare for eligible 2-year olds
- 15 hour funded childcare for all 3 & 4 year olds

### Two-Year-Old Childcare

We accept 2-year-old vouchers for eligible families, which covers up to a maximum of 15 funded hours per week for 38 weeks of the year (during term-time). A 2-year-old is eligible for 15 hours of funded childcare per week if you live in England and get any of the following benefits:

- Income Support
- Income-based Jobseeker's Allowance (JSA)
- Income-related Employment and Support Allowance (ESA)
- Universal Credit, and your household income is £15,400 a year or less after tax, not including benefit payments.
- The guaranteed element of Pension Credit
- Child Tax Credit, Working Tax Credit (or both), and your household income is £16,190 a year or less before tax
- The Working Tax Credit 4-week run on (the payment you get when you stop qualifying for Working Tax Credit)
- Support through part 6 of the Immigration and Asylum Act - NASS support

They are also eligible if:

- They are looked after by a local authority.
- Have an education, health, and care (EHC) plan.
- Get Disability Living Allowance
- Have left care under an adoption order, special guardianship order or a child arrangement order.

2-year funded eligibility can be checked by completing a short assessment through the North Somerset website:

[https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/fel\\_app\\_landing.page](https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/fel_app_landing.page)

By completing the short assessment, families can quickly check whether their child is eligible for Funded Early Years Learning and an answer will be received straight away. Where eligible, a voucher will be provided to save or print to bring to our Nursery on admission. For families that are not eligible for 2-year-old funding, we offer privately funded sessions at our competitive hourly rate of £4.95.

### Three- & Four-Year-Old Funding

The term after a child's third birthday, all children become eligible for 15 hours of Government funded hours per week for 38 weeks of the year (during term-time). This comes to a total of 570 hours over a 12-month period. These funded hours can be used across our wrap around provision and flexible weekly sessions, depending on our current availability. At St. Georges we also provide the opportunity of topping-up sessions at our competitive hourly rate of £4.95.

### 30 Hour Funded Childcare

St. Georges are pleased to offer 30 hours funding for eligible families. All 3 and 4-year-olds in England currently receive 15 hours a week Government funded early education. If their parents are living and working in England, 3 and 4-year-olds may be entitled to 30 hours funded childcare, which is up to 1,140 hours per year in total. If eligible you will be entitled to access the 30 funded hours from the beginning of the term following your child's 3rd birthday. Families can check their eligibility for 30 hour funded childcare by completing a short assessment on the Childcare Choices website:

<https://www.childcarechoices.gov.uk/>

### Tax-Free Childcare

Tax-Free Childcare is a Government initiative designed to help eligible working parents with the cost of childcare for children up to the age of 12 years old. Eligibility depends on the following factors:

- if you are working
- your income (and your partner's income, if applicable)
- your child's age and circumstances
- your immigration status

Parent/carers need to open an online account with the Government via their website: GOV.UK. Payment can be made into the account to cover the cost of childcare with a registered provider. For every 80p you pay in, the Government will top up an extra 20p.

The Government will top up the account with 20% of childcare costs up to a total of £10,000 - the equivalent of up to £2,000 support per child, per year (or £4,000 for disabled children).

Tax-Free childcare can be used to help cover the cost of our Nursery sessions and our Early Years Breakfast & After School Provision.

### **Reception Class:**

Children start full time school during the academic year in which they are 5 years old. Admissions into our Reception class are made through North Somerset's Admission's team: <https://www.n-somerset.gov.uk/my-services/schools-learning/school-admissions>.

The school day begins at 8.40 a.m. and finishes at 3.10 p.m.

The children in our reception class can also attend the school breakfast club from 7.30 a.m. as well as our early years after school club from 3.10 p.m. up until 5.30 p.m. Our school breakfast club costs £3.50 and our after-school provision costs £4.95 per hour with a hot snack and drink being provided from 4.15 p.m.

Eligible families can pay for our breakfast club and/or Early Years After School club by tax-free childcare. For every £8 that is paid into a childcare account, the government will pay in £2 to use to pay a childcare provider. Applications for tax-free childcare can be made online:

<https://www.gov.uk/tax-free-childcare>

If you require further information on the various payment options, please do not hesitate to contact Karen Mogg, our Nursery Manager.

### **Transitions & Partnerships**

'Children benefit from strong partnership between practitioners and parent and/or carers' (Statutory Framework for the Early Years Foundation Stage 2024)

St. Georges Church School & Nursery understand the importance of transitions and the important role parent & carers play in their child's development. We endeavor to build positive working relationships with all our families and each child is inducted into our setting based on their individual needs. This usually begins by visiting the child in their home environment and taking the time to get to know them and their family, prior to them starting our Nursery or Reception class.

As part of our transition, we also host stay and play and story-time sessions as well as offer our families the opportunity to tour our school, EYFS provision and meet members of our staffing team. Additionally, one to one meetings are available for families / parents who wish to discuss their child's individual circumstances or needs. St Georges also offer an open door policy so that parent & carers are able to share information, ask questions, talk about their child's learning or progress or raise any concerns promptly.

By working with and engaging with other childcare providers such as nurseries & childminders which

the children are attending alongside our Nursery setting, or which they are transitioning from as they move on into school, helps to ensure a consistent approach and smoother transition for the child and their family. We take the time to build good relationships with our joint and feeder providers and ensure that we share information at the earliest of stages to support the children as they embark upon their learning journey with us.

## Our Curriculum

We follow the curriculum as outlined in the latest version of the Early Years Foundation Stage Statutory Framework (DfE, 2024). The EYFS framework includes seven areas of learning and development, and these are made up of three prime areas and four specific areas. The three prime areas are particularly important for igniting curiosity and enthusiasm for learning, building children's capabilities to learn, and forming relationships.

The prime areas are:

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

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

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

The characteristics of effective learning 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
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

At St. Georges School & Nursery, we recognise the importance of play and know that it is essential for children's development and building of their confidence as they learn to explore, think about problems, and relate to others. During our interactions our early year educators consider the different ways in which children learn and these are reflected in our everyday practice. We combine our expert knowledge of child development, our knowledge of each individual child and parents/carers knowledge of their children, to create a relevant, exciting and enriching curriculum.

We ensure that the requirements of the EYFS are met through the prime and specific areas, underpinned by the characteristics of effective learning, in order for children to make progress towards the Early Learning Goals. These are the expected outcomes for most children to reach by the end of the EYFS.

## **Our Enabling Environments**

Children learn and develop well in enabling environments with teaching and support from adults (Statutory Framework for the Early Years Foundation Stage, 2024).

At St. Georges, our environments and continuous provision are regularly reflected upon and carefully planned to ensure we provide stimulating experiences both indoors and outdoors. Our skilled-based provision enables children to learn new skills, challenges their thinking, actively responds to their interests and needs and allows them to practice, master and embed concepts and skills.

Within our Nursery, our in the moment planning approach, experiences, activities, enhancements, and provocations are spontaneously planned based on the children's interests and fascinations. The basis of all of this is that children have a natural curious desire to learn and explore and we allow them to find and develop their own interest, using these to enhance and build upon their existing knowledge and engage in high levels of engagement and wellbeing throughout meaningful learning experiences.

We meet the needs of needs of all our children by:

- Providing an environment that is underpinned by the characteristics of effective learning and reflects the community the children come from as well as the wider world.
- Developing children's independence and decision-making by providing environments in which the children can freely explore and access resources, both indoors and outside.
- Analysing children's responses to different situations and identifying future learning needs and focuses.
- Encouraging children to communicate and talk about their experience.
- Offering a variety of experiences that enable children to challenge themselves and take calculated risks

## **Assessment and recording**

Assessment is an integral part of all learning and plays an important part in our reflective observational planning cycle. Assessments are carried out regularly to see what the children know, understand, and can do and enable us to track progress, plan next steps, involve our parents and children in the learning process and gain a picture of the whole child.

At St. Georges, we encourage a positive attitude to learning by ensuring that our planning begins by observing the children to consider their current interests, developmental stage and learning style. Through the planning of our environments, continuous provision and activities and experiences, we

build on and extend what the children already know, understand, and can do.

In Nursery, each child has an online learning journal via Tapestry. These are used to record observations and reports. In addition to this, we also suggest ideas and activities which will consolidate and extend children's learning at home. Parent contributions to tapestry are warmly welcomed and are used to enhance our interactions and provision.

## **Two Year Old Learning and Development Progress Summary**

When a child is aged between two and three, our early years educators must their progress and provide the parent/carers with a short-written summary of the child's development in the prime areas. The progress check identifies the child's strengths and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, our educators will develop a targeted plan to support the child's future learning and development involving parent/carers and other professionals. This may involve the school's inclusion coordinator or Special Educational Needs Coordinator (SENCO) or relevant health professionals, as appropriate.

## **EYFS Profile**

At St Georges Church School and Nursery, the EYFS Profile is completed at the end of each academic year. Practitioners' complete judgements for each child. These judgements are based on culminative observational evidence recorded over the year and teachers own knowledge of the child.

## **Summative Data**

Early years educators are required to review children's progress and attainment regularly and outcomes are shared at four data drops across the academic year.

|   |
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| RBA Baseline by the end of week 6                             |
| Autumn data drop (December)                                   |
| Spring data drop (March/April)                                |
| End of year data drop (June) Submitted to the Local Authority |

Development Matters (DFE, 2021) and Birth to Five Matters (Early Years Education, 2021) are used as guides to set next steps or future focuses of learning and make best fit judgments about where a child is showing typical development for their age at each assessment point.

The data completed after each data drop forms the basis of a gaps and strengths analysis Teachers use this data assessment to inform planning, adapt the environment and establish interventions for children to meet their next steps of learning. The analysis supports information sharing with parents, colleagues, governors and the BWMAT Trust.

## **Quality Assurance**

Moderation of judgements within EYFS at St Georges Church School & Nursery is completed in a variety of formats:

- Internally between EYFS Teachers / Early Years Educators



- Between Teachers within the North Somerset BWMAT hub
- During Local Authority Moderations
- During Pupil Progress Meetings

Teachers and SLT members review and reflect on progress regularly to identify key trends, share gap and strength analysis and support children's next steps of learning.

### **Reporting to parents**

In Nursery, at least once a term as part of a child's focus week, their children's parent/carers are invited to share information about what their child is enjoying doing at home e.g. any current interests, recent family events or experiences such as day out or a family holiday. Parent & Carers are also provided with opportunities to ask any questions they may have about their child's learning and development to their child's key person. At the end of each child's focus week, their individual learning journey focus sheet and linked media items (photographs and videos) are shared along with the child's future focuses and ideas for continuing and extending the child's current interests and areas of development at home.

Parent/carers are also kept informed of their children's learning through:

- The sharing of regular observations on Tapestry, the online learning journal application.
- 2 year old learning and development reviews (where applicable).
- Parent & Carers meetings.
- End of year reports which outlines each child's strengths, areas of development and end of year assessment.
- Early Years Profile (completed and shared at the end of the child's time in Reception)

### **Continuing Professional Development**

To keep up to date, broaden our understanding and learn new skills, all members of the EYFS team at St Georges Church School & Nursery receive regular training. The identification of training needs of all adults is part of an on-going process.

### **Monitoring and Review**

It is the responsibility of the EYFS teachers and staff to understand and adhere to the principles stated in this policy. There is a named Governor responsible for the EYFS. This Governor meets with the EYFS teachers on a regular basis to discuss practice in the EYFS and feedback to the Local Governing Committee.

