Safeguarding and Welfare Requirement: Child Protection
Providers must have and implement a policy, and procedures, to safeguard children.
Suitable People - Providers must ensure that adults looking after children, or having unsupervised access to them, are suitable to do so.
Premises, Environment and Equipment - Outdoor and indoor spaces, furniture and toys must be safe and suitable for purpose.
Organisation - Providers must plan and organise their systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.
Documentation - Providers must maintain records, policies and procedures required for the safe and efficient management of the settings and to meet the needs of the children

19. EARLY YEARS FOUNDATION STAGE (EYFS)

Policy Statement

Every child deserves the best possible start in life and the support that enables them to fulfil 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.
The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Procedures

All registered 'birth to five years' childcare providers have a duty to implement the EYFS and must ensure that their settings comply with the learning and development requirements of the EYFS which 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/carers;
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

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 (ELG's) 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/carers).

- The safeguarding and welfare requirements cover:
  - the steps that providers must take to keep children safe and promote their welfare.

We will:

- ensure an EYFS Profile is completed for all eligible children;
- ensure provision is made to meet the requirements of all children with special educational needs (SEN);
- ensure that the data accurately reflects each child's level of attainment;
- ensure that parents/carers have regular opportunities to discuss their child's learning and development with their key person;
- provide an EYFS Profile assessment to each child's parent to be passed onto their child's next setting;
- provide parents/carers with an online report of their child's progress against the EYFS ELG's;
- ensure the statutory requirements for the transfer of records between providers are fulfilled.

The EYFS Profile summarises and describes children's attainment at the end of the EYFS and is based upon four guiding principles:

A Unique Child - *EYFS principle: Every child is a competent learner from birth, who can be resilient, capable, confident and self-assured.*

This principle celebrates the uniqueness of every child and urges practitioners to take the time to observe, listen and tune in, to understand what it is that makes each child tick. As children's strengths, interests, preferences and different developmental pathways begin to unfold, practitioners can plan responsively to capture experiences that are meaningful and tailored to individual needs.

Positive Relationships - *EYFS Principle: Children learn to be strong and independent from a base of loving and secure relationships with parents/carers and/or a key person.*

Creating a secure emotional environment is paramount if everyone in the setting is to flourish. No-one learns effectively when they are worried or afraid and everyone should be able to try new experiences, explore new resources and share their thoughts and feelings in an atmosphere of mutual trust and respect. When we are encouraged to think creatively and know that our ideas and contributions will be valued, we develop positive attitudes to learning and confidence in ourselves as learners. Mistakes are then seen in a positive light, as a natural part of the learning journey and an opportunity to grow and learn, rather than something to be ashamed of.

Enabling Environments - *EYFS principle: The environment plays a key role in supporting and extending children's development and learning.*

The EYFS acknowledges the critical importance of both the emotional and the physical environment. We aim to ensure that there are sufficient opportunities for the children to get deeply involved, discover new lines of enquiry, experiment, explore, represent their thinking and solve problems. This enables us to see the environment from the child's point of view and reflect on the possibilities that it has to offer.

Learning and Development - *EYFS Principle: Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.*

Children learn from everything they do and one of the best ways for this to happen is through carefully planned, play based experiences that start with their strengths, interests and capabilities. It acknowledges that young children are active learners and that they need opportunities to explore and make sense of the world, supported by knowledgeable, interested and sensitive adults.

The EYFS Profile is based on ongoing observations and assessments in the three prime areas (which are fundamental, work together and move through to support development in all other areas) and four specific areas of learning (which include essential skills and knowledge for children to participate successfully in society).

- The prime areas of learning are:
  - communication and language;
  - physical development;
  - personal, social and emotional development.

- The specific areas of learning are:

- literacy;
- mathematics;
- understanding the world;
- expressive arts and design.

Practitioners working with the youngest children in the 0 – 5 years age range are expected to focus more on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively and become ready for school. It is expected that the balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. Throughout the early years however, if a child's progress in any prime area gives cause for concern, our staff will discuss this with the child's parents/carers and agree how to support the child. Staff will also consider and seek advice if necessary, as to whether a child may have a special educational need or disability which requires specialist support. The child's key person and/or the settings Special Educational Needs Advisor will link with and help families to access relevant services from other agencies as appropriate.

We use a piece of educational software called 'Tapestry' (a system which is hosted in the UK on secure servers) and every child at Feltwell Playgroup has a personal on-line Learning Journal which records photos, observations and comments - in line with the Early Years Foundation Stage - to build up a record of their experiences during their time with us.
Parents/carers have secure access (via email address and password) to their child's Learning Journal and in addition to viewing our contributions, Tapestry allows them to add observations, comments and photographs of their own. Assessments will be based primarily on observation of daily activities and events - in particular the learning which a child demonstrates spontaneously, independently and consistently in a range of contexts. Accurate assessment will take account of a range of perspectives including those of the child, parents/carers and carers and other adults who have significant interactions with the child. Examples of what each child achieves will be collected through the normal everyday activities of the group and could include:

- a variety of observations;
- photos of samples of children's work with a short sentence explaining the work;
- photographs/videos and conversations between adults and children;
- parents/carers and carers comments about events at home;
- anything of interest to the child and their family. i.e.:
  - Photographs of family celebrations, outings and holidays;
  - Playgroup activities;
  - When a child does something new at home, e.g.
    - fastens their coat;
    - writes their name;
    - draws a picture of a person or object;
    - makes marks on paper and says that it's a shopping list etc.;

For each ELG, the child's key person judges and records what level of development the child has reached and will include a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning:

- playing and exploring
- active learning
- creating and thinking critically

This provides the child's key person with important information about the child's approach to learning and supports future curriculum planning. We will consider the individual needs, interests and stage of development of each child and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. 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. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning at school.

Legal Framework

2024 Early Years Foundation Stage Profile Handbook

This policy was adopted by	Feltwell Playgroup
On	27.03.2026
Date to be reviewed	(on or before) 27.03.2027
Signed on behalf of the provider	J.I.
Name of signatory	Jonathan Irving
Role of signatory (e.g. chair, director or owner)	Committee Chairperson