

# **King's House School**

## **Early Years Foundation Stage**

### **Information for Parents and Carers**

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**This policy takes into account the new statutory requirements of the Early Years Foundation Stage - September 2014**

#### **1. Introduction**

At King's House we believe that Early Year's education is the foundation upon which young children build the rest of their schooling. It is a holistic education that encompasses all learning and development. A high quality early years education is an essential factor in a child's development.

This policy outlines the principles, purpose and management of the Early Years Foundation Stage (EYFS) at King's House School.

The term Early Years refers to all three year groups under the King's House Early Years umbrella; Caterpillar Class, Butterfly Class and the two Reception classes.

The implementation of this policy is the responsibility of all staff working with the children in the Early Years.

## 2. Aims

- We believe that it is important to value all children as competent learners. All children have a need to develop; therefore we recognize their individuality, efforts and achievements.
- We aim to provide a welcoming, safe, secure and caring environment where all children feel valued and their emotional needs are met. ([Whole School Safeguarding Policy](#))
- We believe a high quality early years' experience provides a firm foundation on which to build future academic, social and emotional success. Key to this is ensuring continuity between the settings.

Four guiding principles should shape practice in early year's settings. These are:

- Every child is a **unique** child who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is strong partnership between staff and parents/carers.
- Children develop and learn in different ways and at different rates and all areas of **Learning and Development** are equally important.

## 3. The Early Years Foundation Stage Framework

More information on EYFS is available at <https://www.gov.uk/early-years-foundation-stage> [www.ofsted.gov.uk](http://www.ofsted.gov.uk) and in the Nursery and Reception Curriculum books.

There are seven areas of learning and development that must shape educational programmes in Early Year's settings. All areas of learning and development are important and inter-connected. Three areas of learning are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The three **Prime** areas;

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

The four **Specific** areas are:

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

## **Underpinning principles in Early Years**

The staff in the Early Years believe that it is important to value all children as competent learners. All children have a need to develop; therefore we recognize their individuality, efforts and achievements. Relationships with adults and children are crucial in a child's life and a relationship with a key person is essential. Children learn best through interaction with people and active exploration of the world around them. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively. Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult led and child-initiated activity.

### **Characteristics of Effective Learning:**

- Playing and Exploring – engagement/finding out and exploring/playing with what they know/being willing to have a go
- Active Learning – motivation/being involved and concentrating/keeping trying/enjoying achieving what they set out to do
- Creating and thinking critically – thinking/having their own ideas/making links/choosing ways to do things

### **Learning through Play**

Play supports all aspects of children's development, through play children learn by doing rather than being told. Young children are individuals and progress at different rates. Children learn when they are given the appropriate responsibility, allowed to make decisions, choices and errors and are respected as autonomous and competent learners. In the Early Years, the children are encouraged to become independent and they are guided towards looking after their own needs as soon as possible.

The contexts in which children learn need to be relevant, meaningful, motivating and interesting to them. A play based Early Years Foundation Stage Curriculum supports all aspects of children's development. Through play both indoors and outdoors children learn by having practical, hands on, meaningful opportunities to experience real life situations, make choices and have ownership over their actions and reactions.

The Early Years Foundation Stage supports the child's inbuilt curiosity and desire to make sense of the world around them and helps them discover that learning is interesting and fun; this is vital if children are going to be keen to learn for the rest of their lives.

## **4. The learning Environment**

The Nursery is in a separate building with two very large, carefully designed classrooms for the Caterpillars and Butterflies. This allows the classrooms to be equipped with resources that are suitable for the specific age groups. Butterfly Class also has an additional room with an IWB and Smart table.

The Nursery has two outside spaces with a climbing frame, log cabin, sandpit and road way for trikes and scooters.

The two Reception classes are based in the Junior Department and their resources are carefully selected to ensure they build on the learning that has taken place in the Nursery. Both classrooms have inter-connected outside learning areas with a wealth of activities and a very large sandpit.

We ensure that;

- We provide a stimulating environment with easily accessible resources both indoors and outdoors.
- The learning environment in and out of doors is planned carefully to ensure that children can access and participate in all areas of provision
- Resources are organized to allow children to access them independently
- We offer children a range of well-planned play opportunities which offer continuity and progression, e.g. physical play, creative play, imaginative play, social play, play with natural materials;
- We provide play contexts which are well planned and resourced to foster all aspects of children's development (physical, emotional, social and intellectual)
- We provide situations which will enable children to appreciate the multicultural society in which they live;
- We provide appropriate, good quality materials and resources that reflect careful planning and enable children to interact at their own level of development, allowing for progression by exciting children's interests and curiosity.
- We provide stimulating practical activities enabling the children to freely express their creativity.
- We provide a range of Literacy and Numeracy activities, introducing the children to numbers and letters, including using the Interactive Whiteboard.
- We provide a good balance of child- initiated and adult led activities. Focused circle times start in Caterpillar Class and we build on these sessions as the children's listening skills develop.

### **Daily Routines**

The Early Years classes all have clear routines that clearly specify times for free-flow activities, circles times, snack times and specific lessons with specialist teachers. Timetables are displayed on Nursery noticeboards and on Reception Classroom doors.

### **5. Planning**

- Experiences are planned in response to observations of the children and knowledge of the child gained from parents and other sources. They include possible learning and development, but also allow for play to arise spontaneously from children's own ideas.
- Possible learning intentions in short-term planning are drawn and developed from the Early Years Foundation Stage Framework and long term planning. Short term planning is completed weekly informed by observation, assessment and evaluation, but may be altered daily in response to children's interests, needs and responses.

- Adults regularly evaluate, reflect on and develop the provision they make for play
- Outdoor exploration is important for all children and incorporated into the planning.
- Weekly planning is displayed on the noticeboards in the Nursery welcome areas and in the Reception classrooms.

## 6. Assessment and Record keeping

- Staff take time to look, listen and note while working with the children. Observation helps staff to get to know the children and identify their interests and abilities in order to plan experiences appropriately. Observations are also made to aid future planning and differentiation, according to abilities. The observations are an important part of the child's Early Years Foundation Stage Profile and give evidence towards the Early learning Goals.
- Age Two Progress checks are a statutory requirement and are carried out during the child's first term at Nursery. They provide a clear indication of a child's starting point and are a valuable tool in identifying any children who would benefit from early intervention.
- On entry data is gathered within 6-8 weeks of a child entering Butterfly Class or Reception.
- Staff monitor what has been covered and learning priorities are identified for each child, any gaps are identified and incorporated into future planning.
- Parents are encouraged to contribute to their child's learning through discussion, parents' evenings, daily feedback and contributions to their child's portfolio. The portfolio will be sent home every term but parents are welcome to request them at any time.
- All data is electronically recorded allowing progress to be tracked and at the end of Reception judgements relating to the Early Learning Goals are passed to the LA.
- This information is fed to the Year One teachers as part of the transition process.

## 7. Staffing, ratios and supervision

There is a large team of highly qualified staff in the Early Years at King's House. Butterfly Class and the two Reception Classes are run by qualified Teachers supported by qualified practitioners. Additional specialist staff teach French, PE, drama and music.

Our ratios ensure that the children are always well supervised and always are within sight or hearing of an adult. In Caterpillar Class there is a staff to child ratio of 1:6 and in Butterfly Class 1:8. In Reception each class has their own Teacher and Teaching Assistant.

**Head of Nursery Department:** Mrs Jane O'Brien BA (Hons) QTS

**Reception Early Years Coordinator:** Mrs Lisa Jacobson BSc PGCE

*A full list of staff and their qualifications can be found on the school website and in the curriculum booklets.*

*More details can be found in the Supervision Policy*

## **8. Key carer**

Each child is assigned a key person and parents are introduced to their child's key carer during the first induction session. This role is to help ensure that every child's care is tailored to meet their individual needs, to help them become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents. However, all staff work with all of the children and contribute to observations.

## **9. Parents as Partners**

We believe that parents and families are central to the wellbeing of the child and should be involved in their children's experiences and development. Early Years staff need to make visible children's learning to enable parents to understand, contribute to and support their child's learning. We have an open-door policy throughout the Early Years, and parents are encouraged to speak to the staff whenever any concerns may arise.

- We involve parents and encourage them to contribute to and support their child's learning.
- We welcome parents into the classrooms to talk about their jobs or to share a festival that is special to their family.
- Learning diaries are sent home and we encourage parents to add photographs, observations and pictures from home.

## **10. Admissions and Induction**

### **Nursery**

Children can join the Caterpillar Class of the Nursery in the term in which they turn three years old. There is therefore a staggered entry over the three terms of the school year.

The following September they join the Butterfly Class – when they are rising four. A small number of children will join at the Butterfly Class stage if an occasional space becomes available.

Parents register their interest by completing a registration form. Places are then offered by order of registration, although priority is given to siblings. To accept a place the parents are asked to complete a Nursery Acceptance Form and to pay a deposit of £500. They are also sent a Travelling to Nursery letter.

In the term prior to entry the Head of Nursery will invite the parents to an Information Evening, where the parents are given a Welcome Pack.

Boys in the Nursery are expected to carry on through into Reception.

## Reception

In May, 16 months before entry into Reception, the Registrar writes to the parents to ask them to confirm that they are hoping to be offered a place. We advise parents that priority will be given to those boys who are entering the Junior Department from the Nursery (normally about half of the total in-take). We also give them the opportunity to attend a Visitors Morning.

In July, 14 months prior to entry, places are offered with an acceptance date of the beginning of September the same year. Boys entering directly into Reception are offered places in order of registration, but with priority given to siblings. To accept a place parents are asked to sign one copy of the Form of Acceptance and return it to the Registrar with their deposit of £2,800 for the Junior Department. If the boy has already attended the Nursery they will be asked for a further deposit of £2,300. The Head acknowledges positive replies. If parents do not reply, the school will try to contact them to remind them but the offer will lapse if it is not accepted within a fortnight. Places will then be offered to those on the waiting list.

When all the places have been accepted the Registrar writes to all parents who have not received an offer to inform them that they will only be offered a place if there is a cancellation and to ask if they would like to be kept on the waiting list.

At the end of the Spring Term, the Head of the Junior Department writes to welcome parents and their son. He also invites new parents to the Induction Morning in June where the parents are handed the introductory pack of information. The pack is posted to any parents not present. Senior staff and members of the Friends of King's House School attend this meeting

## 11. Equal Opportunities

*More details can be found in the whole school Equal Opportunities and Disability Policy*

The Early Years staff actively promotes positive attitudes to diversity and differences within all children, parents and staff. The aim is to ensure that we help children and staff learn to value different aspects of their own and other people's lives. This includes ensuring that all people who are in the Early Years feel included, safe and valued, that all children and adults are treated as individuals and are not discriminated against, and that all children are listened to and respected.

## 12. Learning Support

Children with Special Educational Needs are welcomed into our Early Years setting, as are all our children. In line with the **SEND Code of Practice 2014** we plan for the four areas of need: Communication and interaction, Cognition and Learning, Social and Emotional, Sensory and/or Physical needs.

**Identification** - We recognise the benefit of early intervention.

1. **Age 2 Progress Check** - The Age 2 progress check is carried out in the child's first term. The report is shared with parents and their view on their child's development forms an important part of it. If a child is not reaching the expected developmental milestones, internal support may be put in place or a referral to an external professional (Occupational Therapist, Speech and Language Therapist etc.) The parents are always kept fully informed during this process.

2. **Professional Observation** - All staff continually observe and monitor the children against the expected developmental stages of the Early Years Outcomes. Any concerns are passed on to the Head of Learning Support, who will also observe, monitor and assess the areas of concern and follow the required cycle of action.

**Provision** - When appropriate, the Head of Nursery and Head of Learning Support will devise interventions that are additional to or different from those provided as part of our usual curriculum and strategies. Strategies employed to enable the child to progress will be recorded within an Individual Education Plan which outlines specialist strategies and targets. We ask parents to share information about the child from other professional who may already be involved with the child (e.g. Speech and Language Therapists, Educational Psychologists, Occupational Therapists etc.). External advice will be supported when suitable for the setting. When applicable, we are able to guide parents when external help of specialists is required.

If it is considered that a pupil's difficulties are more severe and the child requires further support, we may request an Education and Health Care assessment through the Borough, and will support the parents through this process. The school will endeavour to accommodate and make reasonable adjustments through this process.

The Head of Learning support and the Head of Nursery work closely with the Local Authority and attend relevant training to ensure they are fully aware of local offers and updates. They are always happy to discuss any parental concerns. A member of staff will always seek to contact a parent if they feel that an adjustment to the curriculum or individual education plan followed by their child might be in their best interests, or if there is a specific concern.

### **13. Food and drinks**

The children are provided with a varied selection of fresh fruit, vegetables and a plain breadstick or biscuit at snack time. They are offered milk or water to drink.

Fresh drinking water is available to children at all times.

#### **14. Uncollected/Missing child procedures**

*Please refer to the whole school Missing Child Policy*

All children are handed over one-to-one at the end of the school day. Once the child is handed over they are the responsibility of the parent/carer. Staff will not hand a child over or let them go unless a known adult is collecting.

If the child is going on a play date or being collected by a friend or relative, parents are asked to sign a book in the morning clearly stating the name of the adult who will be collecting.

If a child is not collected at the end of the session, the school will look after the child and make efforts to contact one of the parents or carers. No child would be left unsupervised at any time.

A Reception child may be sent to After School Care whilst contact is being made.

##### **Missing Child Procedure**

If a child goes missing in the school environment or on an outing a search would be carried out immediately and the police and parents would be called.

If contact cannot be made with the child's parents/carer or the emergency contact, the school will contact Richmond Child Welfare Services. The child will remain, fully supervised, in the care of staff until collected.

#### **15. Policies**

More information can be obtained by reading the following policies on the school website [www.kingshouseschool.org](http://www.kingshouseschool.org) A hard copy is available to read in the school office.

- Academic and Curriculum Policy
- Admissions Policy
- Anti-bullying Policy
- Complaints Procedure Policy
- Data Protection Policy
- English as and Additional language
- Equality and Disability Policy
- Appendix 1
- Appendix 2
- Exclusions Policy
- Health & Safety Policy
- Parental Agreement to Administer Prescribed Medication

- Learning Support Policy
- Missing Child Policy
- Pupil Behaviour Policy
- Safer Recruitment Policy
- Safeguarding Children Policy
- Supervision Policy
- School Vision, Ethos and Aims

## **16. Complaints**

### **Further information**

Parents of EYFS pupils can also make a complaint to ISI/Ofsted at the contact numbers/address included below, if the complaint is about the fulfilment of the EYFS requirements.

#### **Ofsted**

Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD;  
General helpline 0300 123 1231; Text phone number 0161 618 8524.

[www.ofsted.gov.uk](http://www.ofsted.gov.uk).

A simple form can be completed on-line.

#### **ISI**

[info@isi.net](mailto:info@isi.net)

020 7776 8830

## **17. Emergency Contact Numbers**

### **Nursery Department**

King's House School  
The Old School House  
Princes Road  
Richmond  
TW10 6DQ  
Telephone: 020 8948 5655  
Email: [nursery@kingshouseschool.org](mailto:nursery@kingshouseschool.org)

### **Junior Department**

King's House School  
61 Kings Road  
Richmond  
Surrey  
TW10 6EG  
Telephone: 020 8940 7015  
Email: [juniordepartment@kingshouseschool.org](mailto:juniordepartment@kingshouseschool.org)

### **Senior Department**

King's House School  
68 Kings Road  
Richmond  
Surrey  
TW10 6ES

Telephone: 0208 940 1878  
Fax: 0208 939 2501  
Email: [schooloffice@kingshouseschool.org](mailto:schooloffice@kingshouseschool.org)