

Rosy Cheeks Nurseries

Early Years Foundation Stage (EYFS) Policy

The Early Years Foundation Stage became a legal requirement in September 2008 for early years childcare providers, replacing the Curriculum Guidance for the Foundation Stage, Birth to Three Matters Framework and the National Standards for Under 8s Day care and Childminding.

Rosy Cheeks Nursery acknowledges that all settings working with children from birth to the end of their Reception year (the year in which the child turns five) have a legal requirement to work with the EYFS, and will ensure that all staff are familiar with it. To this end the nursery will:

- Identify EYFS children at the point of registration
- Identify each child's main EYFS provider at registration
- Have a designated person responsible for implementing EYFS, an EYFS Co-ordinator
- Undertake any relevant EYFS training for staff
- Implement a [verbal communication and diary](#) method to ensure all relevant information relating to individual EYFS children is shared with the child's parents/carers and any other EYFS provider.
- Gain parental consent to share information where necessary
- Have a basic regard for EYFS when planning play opportunities
- Continue to facilitate the principles of play and ensure that children choose how they spend their time at the nursery and are never made to participate
- Keyworkers (who have been allocated at transition) will ensure their key children have opportunity for their voice to be heard, This will be actively encouraged throughout the day.
- Provide an inclusive service to all children and families attending the setting
- Continually monitor children via the matrix system to identify vulnerable groups.
- Plan to support any additional needs identified.

The nursery accepts that a key element of the EYFS framework is information sharing and communication between nursery staff, schools and parents/carers. All settings have access to the Information Sharing Pack so understand the legal position of sharing information, and the nursery understands the importance of meeting with the school in order to discuss the requirements of the EYFS and agree what information can be shared and how it will be shared.

Areas of Learning and Development

The EYFS consists of seven Areas of Learning and Development, which are underpinned by the principles of the EYFS. All the areas are connected to one another and are equally important. The Areas of Learning and Development are:

- Personal, Social and Emotional Development (PSED) (Prime area)
- Communication and Language (CL) (Prime Area)
- Physical Development (PD) (Prime area)
- Literacy (L) (Specific area)
- Mathematics (M) (specific area)
- Understanding the world (UW) (Specific area)
- Exploring Arts and Design (EAD) (Specific area)