



FILEY CE NURSERY & INFANTS ACADEMY

‘Inspiring Confident Learners, Reflecting Christian Values’
“Shine as lights in the world and love as Jesus loves us”
(Philippians 2:15, John 13:34)

Early Years Foundation Stage Policy:

‘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 experience 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’.

EYFS Statutory Framework, Outcomes and Development Matters.

Rationale:

The children learn through a range of activities that are planned through meaningful play based opportunities. This will include a balance of focus teaching, independent learning, structured play and child initiated play opportunities and challenges. This will progress as children move through nursery into the reception classes. Generally, there will be more adult-initiated activities as the child becomes older.

Christian values of friendship, community and compassion underpin the ethos of the school and are reflected in the activities that are planned and delivered to the children throughout the Foundation Stage.

Aims:

At Filey CE Nursery and Infants Academy we aim to:-

- Prepare children for the future
- Ensure everyone has the opportunity to achieve their full potential
- Provide a happy, safe and stimulating environment
- Put the school at the heart of the community
- Make sure that everyone, irrespective of gender, race or culture, feels safe and secure
-

As a parent /carer you are your child’s first and most important teacher and we want to share progress and achievements with you. We will do this in many ways including through Tapestry, our new online learning journal.

Our Provision:

At Filey CE Nursery and Infants Academy we will ensure all children feel important, secure, happy, included and cared for.

We will provide a high quality teaching and learning environment, which provides well planned, purposeful activities for all children.

We will help them to work together, share and respect other people as they develop in confidence, understanding and learn new skills.

The aims will support and assist the children to develop the skills that they will need to reach their full potential and will lay the foundations for all later learning.

Admission/ Setting:

Nursery:

At Filey CE Nursery and Infant Academy we believe that starting nursery as soon as possible supports emotional well-being and aids a smooth transition. All parents are offered the universal entitlement of fifteen hours per week which is funded by the government. For those working parents that meet the criteria we also offer the extended entitlement of thirty hours. We offer flexible hours which can be taken in a variety of ways: two and a half days, five mornings or five afternoons. Parents can also choose to split both the fifteen and thirty hours funding with another provider, if they so wish. The nursery children are invited to stay for lunch. They may choose between packed lunch and school dinners, menus are available. We are a fully inclusive nursery and welcome all children irrespective of their diverse needs.

Nursery:

Children enter Nursery at the start of the term after their third birthday.

If your child's birthday is between

1st September – 31st December – they begin nursery in January

1st January – 31st March – they begin nursery after Easter

1st April – 31st August – they begin nursery in September

All parents are offered the universal entitlement of fifteen hours per week which is funded by the government. For those working parents that meet the criteria we also offer the extended entitlement of thirty hours. We offer flexible hours which can be taken in a variety of ways: two and a half days, five mornings or five afternoons. Parents can also choose to split both the fifteen and the thirty hours funding with another provider, if they so wish.

To give you flexibility you can choose from the following sessions and times:

Morning session: 8.55 a.m. – 11.25 a.m. (go home for lunch) or

8.55 a.m. – 12.25 p.m. (staying for lunch)

Afternoon session: 11.25 a.m. – 2.50 p.m. (have lunch at school) or

12.25 p.m. – 2.55 p.m. (have lunch before arriving)

Stay all day 8.55 a.m. – 2.55 p.m. (children have lunch at school)

All children will be offered a full-time place in Reception from the beginning of the year in which they will reach 5 years of age.

Reception:

All children are admitted into the Reception year during the first week of the school year in accordance with the schools admission policy and LA guidelines.

Children are put into parallel registration classes and are taught in classes, groups and individually. The children are encouraged to develop their independence and access the areas of learning during free flow play opportunities.

We succeed with our aims by implementing the following procedure:

- We invite parents to a prospective parent afternoon or evening where we introduce the staff who will be working with their children. We share our curriculum and outline the type of activities their children might be involved in.
- We work with local providers and offer a variety of transition visits prior to entry into reception.
- Parents are invited to a parents evening once a term to share their child's achievements.
- We work closely with colleagues in Key Stage 1 (KS1) to provide a smooth transition from the Foundation Stage into the children's next classes.

Monitoring and Assessment

The Foundation staff make regular observations of the children in their work and play which then informs future planning (next steps in their learning). These observations together with photographs are put onto the Tapestry online journal or into individual children's learning journeys. Both can be accessed freely by parents/carers.

Parents/carers are also encouraged to extend this process by uploading observations of their child at home and commenting on school observations. This is another highly valuable tool that helps us to understand more about your child outside school and is another way to develop confidence and self-esteem immensely because the children are excited and proud to share their experiences with the staff and their friends.

During the summer term the Early Years Foundation Stage data is collated and entered onto the schools' tracking system and forwarded to the Local Authority. A summary of a child's learning is included in their annual report.

Reviewed – September 2020

Next review date – September 2021

Co-ordinator responsible: Mrs J George, Early Years Lead Teacher.

Date: 12/10/20