

Early Years Foundation Stage (EYFS) Policy

In order to support children from Abington Pre-School in the Early Years Foundation Stage (EYFS), AACC will have regard to the following EYFS policy in coordination with Abington Pre School.

[Early Years Foundation Stage Framework](#)

Introduction

1. 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.

2. 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.

3. The EYFS 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 and/or carers;
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

4. 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); and
- assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers).

5.

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

Overarching principles

6.

Four guiding principles should shape practice in early years 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 a strong partnership between practitioners and parents and/or carers; and
- **children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

7.

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and interconnected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- communication and language
- physical development
- personal, social and emotional development.

Providers offering care exclusively before and after school or during the school holidays for children younger than those in the reception class age range, should continue to be guided by, but do not have to meet the learning and development requirements.

8.

- Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:
 - literacy;
 - mathematics;
 - understanding the world; and
 - expressive arts and design.

Rights of the Child:

The staff and management committee hold with the highest regard the rights of the children within our setting. The management committee and staff have read and are all aware of the articles on the rights of the child published by Unicef. The following articles are related to safeguarding.

Convention on the Rights of the Child – UNICEF

[UNICEF - Rights of the Child](#)

Monitoring and Review:

This policy will be monitored by the administrator and the manager of AACC and will be reviewed at least annually.

ADOPTION AND ANNUAL REVIEW OF THE POLICY

This policy was adopted at a meeting of: **Abington Community Out Of School Club (GAPS).**

Print Name: Ruth Beach

Date: 04/01/2018

Role: Administrator

This policy was reviewed on:	Name:	This policy was amended on:	Name:
01/09/2018	R Beach		
20/08/2021	R Beach	20/08/2021	R Beach
14/11/2022	E Turner	14/11/2022	E Turner
27/11/2023	E Roper		