The Revised Early Years Foundation Stage (EYFS)

What parents/carers need to know

What is the EYFS?

The Early Years Foundation Stage (EYFS) was originally launched in 2008. It is the statutory framework for all early years’ providers in England but it is held in high regard worldwide. The Statutory Framework for the Early Years Foundation Stage sets the standards that all early years’ providers must meet. Early years providers in England who provide care and learning for children from birth to the end of reception class must comply with the EYFS Statutory Framework. Ofsted regulate and inspect all early years’ providers against the safeguarding and welfare requirements and areas of learning to determine how well children are kept safe and healthy. From time to time the EYFS is updated and refreshed, so far this has happened in 2012, 2014 and 2017.

What is changing?

From September 2021 a revised EYFS will come into force. The key messages about the reforms include:

* Reducing practitioner/teacher workload and needless paperwork to allow for more quality time and interactions with the children
* Improving the outcomes of all children and addressing/reducing the disadvantage gaps
* The importance of workforce knowledge and professional development to inform assessments. Reflect upon the need to assess every child’s development against ‘check lists’, saving formal steps of assessment for when they are necessary
* Making early learning goals clearer and more aligned to Y1 curriculum.

What do the changes mean to me as a parent/carer?

The safety of your child and the quality of the education provided will not change. You may not see any changes in terms of the activities and opportunities on offer to your child/ren. However, you may notice that we are not physically recording as many observations and assessments of progress. Please be reassured that we will still be supporting your child’s development and responding to their interests. We will be using our professional judgements to assess your child’s development during our daily interactions and activities. The progress check at 2 years is still a mandatory assessment point and we will still share your child’s development and progress with you.

Our aim will be that we invite you to have a progress catch up at the end of each term face to face in a parents’ afternoon / evening style. Although we encourage an open door policy and will always try and accommodate a catch up whenever possible if you want to chat.

*Each child has a key worker and a key buddy that supports your child in the staff member’s absence please ask if you are not aware of who that is for your child. We also use the facebook platform to share photos of the day and some of the activities we have been exploring* [*https://www.facebook.com/ascotcranbourne.preschool*](https://www.facebook.com/ascotcranbourne.preschool)

*We are exploring options for an online sharing platform not of progress updates but an online facility that we can share class photos and updates etc.*

Our pedagogy

'ACHEIVING THE BEST WE CAN IN ALL WE DO'

 Ascot and Cranbourne Pre – School aims to offer first class early year education through a stimulating and varied curriculum, based at a level suitable for children aged 2 to 5 years.

* We aim to achieve this through the implementation of the Early Year Foundation Stage principles giving children the opportunities for the children to learn, either from the environment we have created or from the interactions from adults.
* Staff will honour all confidential information.
* Staff will honour and value all differences, and treat all children with equal consideration and respect.
* Staff will be open and honest, warm and kind and respectful adults to help children settle and access the curriculum.
* All children will have the opportunity to blossom and develop at their own pace.
* Planning of Early Years Foundation Stage requirements within the pre-school will ensure a broad, balanced, interesting, stimulating and flexible curriculum with your child being at the centre.
* to recognise children's needs and keep these at the centre of our work.
* All families involved with the pre-school will be given equal opportunities, and diversity will be acknowledged and respected.
* All parents/carers will have the opportunity to input into their child’s learning journey.
* All children and their families will be welcomed into Ascot & Cranbourne Pre-School.

Our curriculum

The 7 areas of learning and development within the EYFS have not changed, these are:

• Communication and language

• Physical development

• Personal, social and emotional development

• Literacy

• Mathematics

• Understanding the world

• Expressive arts and design

The prime areas of learning form the essential foundations for healthy development and future learning. Once a solid start has formed within the prime areas we continue to build upon these skills, opening to explore more learning opportunities within the specific areas of learning.

These 7 areas are the basis for our curriculum. Careful thought is given to inform our enabling environments (indoors and outdoors), to provide resources, activities and learning opportunities to meet each child’s unique requirements. Ofsted call this ‘curriculum’. Our curriculum is very flexible and responsive to follow children’s interests and those totally unplanned learning opportunities that sometimes come out of the blue, such as it unexpectedly snowing, etc!

Young children learn through play. The EYFS refers to the Characteristics of Effective Learning. These are:

• Playing and exploring

• Active learning

• Creating and thinking critically

Every EYFS provider has their own bespoke curriculum, to support each child’s unique developmental pathway, following their interests and fascinations.

Each term we plan an overarching theme this enables us to teach children and explore activities that are not necessarily on their interest thread but that we feel can lead us to many important teaching moments. These include: growing & mini beasts, all about me and people who help us, Transport, Space & solar system and animals and the natural world. This is in a 2 year (6 term rolling programme)

We allow the children free flow from inside to the outside and a balance of free play and adult led activities throughout the sessions. Our workshop style environment allows for exploratory play for the children to access what they want to at any time. This is our basic continuous provision, (all the resources we have out all the time). Enhancements are then offered to follow children’s interests or when we see an extra challenge or stimulation is needed.

Adult led activities also form part of our day including, story time, small group times, singing and dancing times, and activities that children can choose to participate in craft activities, games, science experiments etc.

Interventions – these are more specialized activities for particular children who have been identified as having some additional need in a particular area for example children with SEND or children that have a speech delay.

Link to our last Ofsted report

<https://reports.ofsted.gov.uk/provider/16/119262>