

## Care, Learning and Play

### EYFS overarching legal requirement:

“Providers must plan and organise their systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs”

**Every Child Matters Outcome:** Enjoy and Achieve

**EYFS Requirement:** Organisation (Statutory Framework, pg 37)

### EYFS Principles into Practice: A Unique Child

- Child development (card 1.1)

### EYFS Principles into Practice: Positive Relationship

- Parents as Partners (card 2.2)
- Supporting Learning (card 2.3)
- Key Person (card 2.4)

### EYFS Principles into Practice: Enabling Environment

- Observation, Assessment and Planning (card 3.1)
- Supporting Every Child (card 3.2)
- The Learning Environment (card 3.3)
- The Wider Context (card 3.4)

### EYFS Principles into Practice: Learning and Development

- Play and Exploration (card 4.1)
- Active Learning (card 4.2)
- Creativity and Critical Thinking (card 4.3)
- Areas of Learning & Development (card 4.4)

This policy applies to

1. Early Years Register (EYR)
2. Childcare Register (CR) both parts

### Policy

A policy is a description of the setting's aim / commitment. Consider the following information when detailing your policy.

- What is the aim of your setting with regards to ensuring that all children are individuals, and that their individual needs and welfare are met?
- What is the aim of your setting with regard to ensuring that all children's learning and development is promoted effectively?
- How does your setting aim to provide quality care?

### **Procedure**

A procedure is a description of the way in which a setting goes about a particular activity or process. Consider the following information when detailing your procedures.

- How will the staff within your setting help children to build positive relationships and develop their self esteem?
- How will the staff within your setting help children to distinguish right from wrong?
- How does your setting provide learning and play opportunities both inside and outside for children?
- How do you use observational planning to care for the child's individual needs, background etc?
- What are your procedures for planning and recording?
- How will time, space, staff and resources be organised within your setting?
- Is there an effective key worker system in place?
- How will you work and communicate with other settings for children who attend more than one setting?
- How does the setting ensure that all planning etc is communicated fully with parents (CR 9.1)?
- How does your setting plan for children who attend different sessions?
- How do you provide suitable activities for children of different age groups within one room?
- How does your setting provide risky and challenging activities for older children?
- Is your setting formally committed to working towards a Quality Assurance scheme?

- Does your setting work in partnership with other settings, professional individuals and groups in the community to support children's development and progress? (Cross reference this policy with the settings Multi-agency Working policy).

**Date created:**

**Date updated:**

**For more information ...**

EYFS Statutory Framework

EYFS CD ROM

Requirements for the Childcare Register: Childminders and home child carers

- - Ofsted ref 080161

Requirements for the Childcare Register: Childcare providers on non domestic or domestic premises – Ofsted ref 080143

**Additional duties under national legislation:** Childcare Act 2006, EYFS

**Ofsted are the registering, inspecting and enforcing body for childcare, and as such, they alone, have the final say on the suitability of persons, premises and the number of childcare places that can be offered therein. Therefore, any information provided by Children & Young People's Services (CYPS) should be used as a guide only.**