

Care, Learning and Play

EYFS 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*

Learning & Development Requirements EFYS Statutory Framework, Page 4 - 9, Paragraphs 1.1 to 1.13, Observation, Pages 10 - 12, Paragraphs 2.6 to 2.11

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;

- How does your setting ensure that all children are treated as individuals, and that as such, their individual needs and welfare are met?
- How does your setting ensure that all children's learning and development is promoted effectively?
- How does your setting support children whose home language is not English?
- How does your setting aim to provide quality care?
- How does your setting ensure that the 7 areas of Learning & Development are delivered to all children?

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 will you ensure that you deliver the 3 prime areas and the 4 specific areas of learning and development? (see EYFS Statutory Framework, Pages 4 & 5, Paragraphs 1.4 - 1.6)
- What would you do if a child's progress in any of the prime areas of learning and development was giving you cause for concern? How would you involve parents in agreeing how best to support the child?
- How would you support a child, whose home language is not English, by taking reasonable steps to provide and use their home language in play and learning, therefore supporting their language development at home?
- How would your setting provide a child, whose home language is not English with sufficient opportunities to learn and reach a good standard in the English language during the EYFS?
- When assessing the communication, language and literacy skills of a child whose home language is not English, and where the child does not have a strong grasp of English language, how would you ensure that practitioners explore the child's skills in their home language with parents and/or carers, to establish whether or not there is cause for concern about language delay?
- How will your setting respond to a child's emerging needs and interests?
- How will your setting ensure that key persons tailor each child's individual learning and care to the child's individual needs? How will key persons engage with parents/carers?
- How will your setting ensure that when planning and guiding children's activities, practitioners reflect on and include the different ways that children learn in their practice?
- How will your setting ensure when considering the training and development needs of all members of staff, these will support the provision of a continually improving quality learning experience for children?
- How will time, space, staff and resources be organised within your setting?

- How will you work and communicate with other settings for children who attend more than one setting to ensure a consistent partnership approach?
- 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?
- 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 setting's Partnership Working policy).
- How will you use observation and assessment to plan activities and to understand their level of achievement?
- What types of assessment will you undertake? e.g. Ongoing and formal progress checks?
- What type of information will you include in a child's progress check at age two years? (EYFS Statutory Framework Pages 10 & 11, Paragraphs 2.3 – 2.5)
- How will you support learning at home?
- Who will you involve and what other factors will you consider when deciding exactly when the two year check is undertaken?
- How will you obtain parents consent when you wish to share information with other relevant professionals?
- How will you ensure that your observations are reflected in a child's Early Years Foundation Stage Profile (EYFS

Date created:

Date updated:

Related Policies: Equality and Diversity, including Special Educational Needs

For more information ...

EYFS Statutory Framework Pages 4 – 12

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

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