

Learning and Development Policy and Procedure

“Early years providers must guide the development of children’s capabilities with a view to ensuring that children in their care complete the EYFS ready to benefit fully from the opportunities ahead of them.”

Statutory Framework for the EYFS 2017 (1.1)

The Early Years Foundation Stage (EYFS) is how the Government and early year’s professionals describe the time in a child’s life between birth and age 5. This is a very important stage as it helps your child get ready for school as well as preparing them for their future learning and successes. From when your child is born up until the age of 5, their early years experience should be happy, active, exciting, fun and secure; and support their development, care and learning needs.

I will meet the EYFS Learning and Development requirements by:

- Discussing the EYFS and the areas of learning with parents and/or carers and ask them to work in partnership to support their child’s learning and development.
- Sharing a copy of the document ‘What to expect When’ guidance for parents and the ‘Parents Guide to the EYFS’ with all parents and/or carers.
- Obtaining parental consent to share and exchange information about their child with other settings, Health Visitors/Community Nursery Nurse, members of Early Learning & Childcare Team who visit me.
- Establish children’s starting points prior to starting with me by working with parents and/or carers and other settings.
- Considering the individual needs, interests, and stage of development of each child in my care; and by using this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.
- Ensuring each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity.
- Responding to each child’s emerging needs and interests, guiding their development through warm, positive interaction.
- Planning and guiding children’s activities; reflecting on the different ways that children learn through the three **characteristics of effective learning**:
 1. **Playing and exploring** - children investigating and experiencing things, and ‘having a go’.
 2. **Active learning** - children concentrating and keeping on trying if they encounter difficulties, and enjoy achievements.
 3. **Creating and thinking critically** - children having and developing their own ideas, making links between ideas, and developing strategies for doing things.
- Seeking to engage and support parents and/or carers in guiding their child’s development at home.

- Reviewing a child's progress when they are aged between two and three, and providing parents and/or carers with a short written summary of their child's development in the prime areas.
- Involve parents/carers within the child's learning and will ensure they are updated on a regular basis of their child's progress.
- I will discuss and agree with parents/carers the most appropriate next steps in their child's learning and how we both can support the child to make further progress.
- Discussing with parents and/or carers how the summary of development can be used to support learning at home.
- Making information available about the range and type of activities and experiences provided for their children, and how parents and/or carers can share learning at home.
- Encouraging parents and/or carers to note and share their child's achievements at home through the use of observations, diary updates and photographs.

I ensure that:

- I undertake appropriate training and professional development opportunities to ensure I offer quality learning and development experiences for children that continually improves.
- I respond to observations about children's progress and observations that parents and/or carers share with me.
- Parents and/or carers are kept up-to-date with their child's progress and development.
- Parents and/or carers are encouraged to share information from the 2 year progress check with other relevant professionals, including their health visitor/Community Nursery Nurse.
- Parents/carers are encouraged to share any actions or further steps required following the completion of the 'Integrated Review' with me.
- The learning environment provides opportunities for children to develop the Characteristics of Effective Learning.
- Stimulating resources, relevant to all children's cultures and communities are provided.
- Children are encouraged to take risks and explore.
- The documents; 'Development Matters in the EYFS' and 'Early Years Outcomes' is used to support children's learning and development.
- Children are observed as they act and interact in their play, everyday activities and planned activities.
- Support children/parents/carers with activities and resources to provide children with exposure, enjoyment and experience of Phase 1 'Letters and Sounds.'

For Children whose home language is not English:

Providers must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. Providers must also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS. (1.7 EYFS 2017)

Please also refer to the following policy and procedures:

- Equal Opportunities
- Risk Assessment

Name of Childminder:.....

Signature of Childminder

Date: