



# HUMPTY DUMPTY PRE-SCHOOL

All Saints Centre, New Road, Hackbridge, Surrey CR4 4JN

## HOW HUMPTY DUMPTY PRE-SCHOOL DELIVERS THE EYFS

Parents Pack

### **Children's development and learning**

The provision for children's development and learning is guided by the Early Years Foundation Stage. Our provision reflects the four guiding themes and principles of the Early Years Foundation Stage.

**A Unique Child** - Every child is a unique child who is constantly learning and can be resilient, capable, confident and self assured.

**Positive Relationships** – Children learn to be strong and independent through positive relationships.

**Enabling Environment** – 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, parents and carers

**Learning and Development** – Children develop and learn in different ways. The framework covers the education and care of all children in Early Years provision including children with special educational needs and disabilities.

### **How do we provide for development and learning**

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development

The areas of development and learning comprise

Prime Areas:

Personal Social and Emotional Development

Physical Development

Communication and Language

Specific Areas:

Literacy

Mathematics

Understanding the World

Expressive Arts and Designs

For each area, the level of progress children should be expected to have attained by the end of the Early Years Foundation Stage is defined by the Early Learning Goals. These goals state what it is expected that children will know and be able to do by the end of reception year of their education.

The Development Matters guidance sets out the likely stages of progress a child makes along their learning journey towards the early learning goals. Our setting has regard to these matters when we assess children and plan for their learning.

Personal Social and Emotional Development:

Our programme supports children to develop

- Making relationships
- Self confidence and self awareness
- Managing feelings and behaviour

Physical Development:

Our programme supports children to develop

- Moving and handling
- Health and self-care

Communication and Language

Our programme supports children to develop

- Listening and attention
- Understanding
- Speaking

#### Literacy:

Our programme supports children to develop

- Reading
- Writing

#### Mathematics

Our programme supports children to develop

- Numbers
- Shapes, space and measure

#### Understanding the World

Our programme supports children to develop

- People and communities
- The world
- Technology

#### Expressive Arts and Design

Our programme supports children to develop

- Exploring and using media and materials
- Being imaginative

Our approach to learning and development and assessment

## Learning through play

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. Our setting uses the Early Years Foundation Stage “Development Matters” guidance to plan and provide a range of play activities which help children to make progress in each of the areas of learning and development. In some of these activities children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity. In all activities information from the Development Matters guidance to the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

### Characteristics of effective learning

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the Development Matters guidance to the Early Years Foundation Stage as:

- Playing and exploring – engagement
- Active learning – motivation
- Creating and thinking critically – thinking

We aim to provide for the characteristics of effective learning by observing how a child is learning and being clear about what we can do and provide in order to support each child to remain an effective and motivated learner.

## Assessment

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs or videos of the children, to document their progress and where this may be leading them. We believe that parents know their children best and we ask them to contribute to assessment by sharing information about what their children like to do at home and how they as parents are supporting development.

We make periodic assessment summaries of children's achievement based on our ongoing development records. These form part of children's records of achievement. We undertake these assessment summaries at regular intervals as well as times of transition, such as when a child moves into a different group or when they go on to school.

#### The progress check at age two

The Early Years Foundation Stage requires that we supply parents and carers with a short written summary of their child's development in the three prime learning and development areas of the EYFS, personal social and emotional development, physical development and communication and language when a child is aged between 24 and 36 months. The key person is responsible for completing the check using information from ongoing observational assessments carried out as part of our everyday practice taking account of the views and contributions of the parents and other professionals.

#### Learning Journey

The setting keeps a learning journey file for each child. Staff and parents working together on their children's learning journey is one of the ways in which the key worker and parents work in partnership. Your child's record of achievement helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress.

Your child's key worker will work with you to keep this record. To do this you and she/he will collect information about your child's needs, activities, interests and achievements. This information will enable to key worker to identify your child's stage of progress. You and the key worker will then decide on how to help your child to move on to the next stage. We encourage parents to attend our Parents morning where we can share their learning journeys, discuss any concerns/achievements and agree ways in which we can help each individual child make progress, both at home and at pre-school.

#### Transitions

When your child leaves us to start primary school, your child's key worker will prepare your child's file, this will be forwarded to your child's new nursery/primary school teacher, this will enable to teacher to know all about your child and where they are at in their learning and development. This document is used to plan for the individual needs and next steps in your child's learning journey towards the Early learning goals.

If you would like any more information please see your child's key worker. More information on the EYFS can be found at [www.foundationyears.org.uk](http://www.foundationyears.org.uk)