



Policy Title	Early Years Foundation Stage (EYFS) Policy
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Version Control

Version #	Date of review	Reviewer	Summary of changes
3	13/05/2024	Julia Harrison	<ul style="list-style-type: none">• Changed to correct headed paper• Changed font to FS Me Pro• Added numbered sections• Added the legislation requirements in more detail• Added the EYFS Principles

1. Introduction

“All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.” (EYFS Statutory Framework, 2024)

Early Years Foundation Stage is a stage of children’s development from birth to the end of their first year (Reception) in school (until the 31st of August after your child’s fifth birthday). Tarner aims to provide a happy, safe, caring and stimulating environment that:

- Meets the needs of all children that we look after
- Supports every child so that no group or individual is disadvantaged.
- Helps children make the best possible progress in their learning and development and promote their welfare.
- Promotes working with other to provide good quality early education and care.
- Plans for improvement and has effective processes for self-evaluation.

2.0 Legislation

Tarner is committed to meeting the legal requirements of the Statutory Framework for the Early Years Foundation Stage 2024 (EYFS).

https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS_statutory_framework_for_group_and_school_based_providers.pdf

As Tarner only provides care after school and during school holidays for children who normally attend reception (or older) class during the school day we do NOT have to meet or be guided by the

learning and development requirements set out in Sections 1 and 2. We must however meet all the safeguarding and welfare requirements as set out in Section 3.

The EYFS Framework is based on the following legislation:

- The learning and development requirements are given legal force by an Order² made under section 39(1)(a) of the **Childcare Act 2006**.
- The safeguarding and welfare requirements are given legal force by Regulations³ made under section 39(1)(b) of the **Childcare Act 2006**.

3.0 Early Years Framework

The EYFS framework describes how early years practitioners should work with children and their families to support their development and learning. Through this they can learn and develop socially, physically, intellectually, creatively, and emotionally as well as having fun. It also describes how children should be kept safe and cared for and how all concerned can make sure that any child achieves the most that they can in the earliest years of their life.

EYFS gives a secure foundation for future learning. Tarner strongly believes that childhood is important, and we want children who use our services to have and share many enjoyable, successful, and satisfying learning experiences. We aim to develop positive attitudes to learning in all our children.

Our ethos is based on the play work principles which are the backbone of professional and ethical play work. Through play children can develop confidence for learning, social skills needed for personal development and skills for writing, counting, and exploring their environment. Tarner believes children become more independent and can tackle simple problems.

4.0 EYFS Principles

Tarner recognises the four overarching principles of EYFS:

1. **A Unique Child:** Every child is constantly learning and can be resilient, capable, confident, and self-assured. Tarner staff use positive encouragement and praise to motivate the children in our care.
2. **Positive Relationships:** Children learn to be strong and independent through positive relationships. Tarner staff aim to develop caring, respectful, professional relationships with the children and their families.
3. **Enabling Environments:** Children learn and develop well in environments in which their experiences respond to their individual needs and where there is a strong partnership between practitioners and parents/carers. Tarner staff observe children to understand their current interests and development before planning appropriate play-based activities for them.
4. **Children develop and learn in different ways and at different rates.** The EYFS framework covers the education and care of all children in Early Years provision, including children with special educational needs and disabilities. At Tarner we will tailor the experiences we offer the children in our care according to their individual needs and abilities.

5.0 Tarner's EYFS Responsibilities and Procedures

Tarner has a Children's Project Manager who oversees our EYFS provision. They are responsible for:

- Identifying EYFS children when they join Tarner, and informing the other staff.
- Ensuring an EYFS assessment/registration form is completed by the parent with their child.
- Determining the primary EYFS provider (typically, the school) for each child
- Assigning a key person for each EYFS child to help them settle into Tarner and to continue support for their learning and development.
- Implementing an open communication policy, so that the parents, Tarner and the primary EYFS provider can easily exchange information. **Please see our Confidentiality and Information Sharing Policy.**
- Agreeing information sharing policies with the primary EYFS provider and gaining parental consent for this where necessary
- Liaising and working closely with the primary EYFS provider to discuss what support Tarner offers to EYFS children.
- Encouraging feedback from parents as this is hugely beneficial for Tarner to ensure we continue to provide a rich and stimulating environments for all children.