



Early Years Foundation Stage (EYFS):

The EYFS sets the standards that we must meet to ensure each child in our care learns and develops in a safe and healthy environment. The EYFS promotes teaching and learning to ensure that all children have a broad range of knowledge and skills that provide the right foundation for future progress.

Our aims will be achieved through the implementation of a carefully structured curriculum with relevant and appropriate content that supports the development levels of children from birth to five years. There will be planned and purposeful activities that provide opportunities for children to develop and learn through a combination of adult led and child initiated experiences both indoors and outdoors. We are also committed to the encouragement of parental involvement and we recognise that parents are the initial educators of the children within our care. We aim to achieve these goals by:

- Providing a happy stimulating, stable and safe environment where every child feels secure and valued using guidance from the underlying principles of the EYFS.
- Monitoring the progress of each child so as to identify strengths and weakness in each of the seven areas of learning.
- Developing a sense of care, respect and courtesy towards others and our environment.
- Fostering high expectations of responsibility and behaviour which is age appropriate.
- Fostering the development of attitudes and skills that will give children increasing control over their lives and so enable them to contribute positively to the local and wider community.
- Developing a partnership between home and the nursery that is beneficial and supportive for the child and their family.

The EYFS principles, which guide the way we work, are grouped into four distinct but complementary themes:

- A unique child
- Positive relationships
- Enabling environments



- Learning and development

At Ducklings Childcare Ltd we aim to deliver individualised learning, development, play and care to the children in our setting and every child is supported to make progress at their own pace. All areas of learning and development are important and inter-connected.

There are seven areas covered by the Early Learning goals and educational programmes; Three of these areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. They are known as the prime areas; these are:

1. Prime areas

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Communication and language involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied, these are:

2. Specific areas

Literacy involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers,



calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

All children have a learning journal which begins from their first day. This follows your child's progress with regular reports, development records, observations, photographs and children's own work. We encourage parents to write comments in their child's learning journal about how they are developing at home.

Practitioners must consider the individual needs, interests and stage of development of each child in their care, and must use this information to plan an enjoyable and challenging experience for each child in all of the areas of learning and development. Practitioners that are working with the youngest children are expected to focus strongly on the three prime areas, which are the basis for successful learning in the other four areas.

Throughout the early years, if a child's progress in any prime area gives cause for concern, practitioners must discuss with this child's parents and/or carers and agree how to support the child. Practitioners must consider whether a child may have a special educational need or disability which requires specialist support. They should link with the families and help them to access relevant services from other agencies as appropriate.

The Early Learning Goals

The following goals are guidelines as to what attributes a child leaving the Early Years Foundation Stage should have achieved:

The Prime Areas

1. Communication and Language



Listening and attention- children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding- children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking- children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

2. Physical Development

Moving and handling- children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self care- children know the importance for good health of physical exercise, and a healthy diet and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

The CMO approved UK Physical Activity Guidelines can be found here: <https://www.gov.uk/government/publications/uk-physical-activity-guidelines>.

3. Personal, social and emotional development

Self-confidence and self-awareness- children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behavior- children talk about how they and others show feelings, talk about their own and others' behavior, and its consequences, and know that some behavior is unacceptable. They work as part of a group or class, and understand and follow the rules. They



adjust their behavior to different situations, and take changes of routine in their stride.

Making relationships- children play co-operatively, taking turns with others. They take account of one another's ideas about how to organize their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

The Specific Ideas

1. Literacy

Reading- children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular. They demonstrate understanding when talking with others about what they have read.

Writing- children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

2. Mathematics

Numbers- children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, space and measures – children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognize, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

3. Understanding the World

People and communities- children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.



The World- children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology- children recognize that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

4. Expressive Art and Design

Exploring and using media and materials – children sing songs, make music and dance and also experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being Imaginative – children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.