



# **EARLY YEARS FOUNDATION STAGE HANDBOOK**

## **Early Years Foundation Stage**

### **Staff List**

**Steve Jeffery:** Acting Head Teacher and Designated Safeguarding Lead

**Tamara Pearson:** Assistant Head Teacher / Head of Junior School and Deputy Designated Safeguarding Lead

**Maria Ventura-Paul:** Nursery Manager and Deputy Designated Safeguarding Lead

**Donna Meighan:** Deputy Nursery Manager Deputy Designated Safeguarding Lead

**Coco Swanson:** Reception Teacher

**Peri Kirk:** Reception Teaching Assistant

**Sarah Pittard:** Reception Teaching Assistant

**Jess Brothers:** Nursery Practitioner

**Amina Joda:** Nursery Practitioner

**Denise Caruana:** SENCO

**Emma Carmody:** Music Teacher Safeguarding Lead

**Mme Ines Trevino:** French Teacher

**Robert Staggs:** PE Teacher

## **How the Early Years Foundation Stage (EYFS) is delivered at Sion Early Years**

The Early Years Foundation stage covers the period of a child's development and learning in Nursery and Reception.

At Our Lady of Sion, you child's happiness is our first priority and we believe they should be able to grow as a unique child in a stimulating and secure environment. We work in close partnership with parents to ensure that children are nurtured and able to develop into self-confident and social individuals, who are willing to learn, are kind, caring and who integrate well with their peers. We have small classes where all staff are well qualified, experienced and dedicated.

Our Nursery and Reception classes benefit from being situated in a purpose-built, self-contained unit which ensures excellent security and is adjacent to the main Junior School building. Both classes have easy access to the covered outdoor play area, which enables children to spend as much time outside as possible all year round.

The close link between Nursery and Reception ensures a smooth transition into our full-time education.

Every day the children are provided with stimulating activities to develop each of the seven areas of development in accordance with the Early Years Foundation Stage. We plan activities for the children's individual learning, using their own interests and our observations.

The Nursery is open from 7.30am to 6pm for 52 weeks a year. Breakfast and a cold tea are provided. Lunch is provided at a cost of £3.60 a day or alternatively you can bring a packed lunch for your child. Parents are asked to bring in a piece of fruit daily and other snacks are provided throughout the day.

Reception children can come in to school via the main school gate from 8am and use our Morning Club until 8.30am when they are then brought into the Early Years building. All other pupils can come to the main Early Years door at 8.30am.

In our current situation, Parents are to provide Lunch and a morning and afternoon snack.

We accept the 15 hours and 30 hours free entitlement from West Sussex in our Nursery.

The Early Years Foundation Stage (EYFS) framework supports an integrated approach to early learning and care. It gives all professionals a set of common principles and commitments to deliver quality early education and childcare experiences to all children."

The Nursery layout is designed to support the children to reach their full potential with equipment and activities in accordance with the EYFS. We have designated areas such as construction, role play, small world, Literacy, maths and creativity. These areas are set out for the children to access independently, creating an atmosphere of self-initiated learning. The experienced staff recognise moments to interact and moments to solely observe.

Each Key person will use the observation to make judgements on the children's development and use this information to create planning that will support the child to reach the age appropriate stage.

Personal, social and emotional Development.

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

Communication and Language.

- Listening and attention
- Understanding
- Speaking

Physical Development

- Moving and handling
- Health and self-care

Literacy

- Reading
- Writing.

Mathematics

- Numbers
- Shape, space and measure

Understanding the world

- People and communities
- The world
- Technology

Expressive arts and designs

- Exploring and using media and material
- Being imaginative

The EYFS is the beginning of the journey to become a competent learner able to explore and experiment.

### **Reception Class learning**

In Reception class the children follow the Letters and Sounds approach to Phonics learning. We also incorporate the Jolly Phonics elements of songs and actions whilst ensuring the sounds are all embedded through games and challenges.

Children in Reception follow the whole school Think Write Handwriting programme and will be developing as cursive writers by the end of their reception year.

In Maths we adopt a Mastery approach which encourages a strong number sense through physical, investigative and independent learning.

The learning will be topic based, often initiated by the children. The aim of teaching, as always, is to provide effective **learning** experiences for all pupils.

### **Working in partnership with Parents and Carers**

Parents are the most significant people in a young child's life; the first educators.

At Our Lady of Sion Early Years, we believe that we meet the needs of individual children by working closely with Parents and Carers. We aim to develop effective partnerships between Parents and Carers and staff which are based on mutual trust and respect. This enables the sharing of information and knowledge for the benefit of the children in our care.

Parent's knowledge of their children is vital in the development of our partnerships between home and school. Parental involvement is essential to ensure quality and success in the Early Years. This is important on a day to day basis, so that any matters which may arise are discussed with parents and recorded in our daily communication book.

Staff are always available to talk with parents either at the beginning or end of the day. We aim to discuss:

- Events of the day
- Changes of circumstances at home
- First aid – incidents and action taken (accident form shared)
- Exchange any relevant information

### **Range and type of activities and experiences provided for children**

Activities include, but are not limited to (indoor and outdoor):

- Construction
- Role play
- Small world
- Water and sand
- Mud kitchen
- Creative
- Music/movement
- Physical
- Literacy (including Think Write handwriting) and Numeracy
- Computing

### **How Parents can Share Learning at Home**

Parents can share learning at home by:

- Liaising with Child's key person/teacher.
- Reading books with children and attending regular phonic/reading sessions.
- Engage in Nursery reading/book project.
- Staff are always happy to share current topics so that parents can discuss this with their children.
- Extend their learning with visits and reading further books on the subject.

## **Tapestry**

What is Tapestry?

Tapestry is a secure online learning journal to record photos, observations and comments, in line with the Early Years Foundation Stage curriculum, to build up a record of your child's experiences during their time with us. This system allows us to work with parents and carers to share information and record the children's play and learning in and outside of the classroom.

How does Tapestry work?

Tapestry provides each individual child with their own learning journal held online. Parents and carers can log-in using their email and password (we will send a link to your chosen email). All of our staff are given a secure log-in. They can then upload observations, photos or videos; recording children's achievements and assessing their learning in reference to the EYFS curriculum. Parents can change their settings so that an email is then automatically generated informing them when an observation has been added so they can have a look and add any comments of their own.

## **When visiting**

Prospective parents are always welcome to visit. Once you have decided that you wish for your child to attend, two complimentary 'settling sessions' will be booked. This is the start of our journey together.

## **Settling in**

Your child's wellbeing and happiness is very important to us. The settling in process is paramount in helping your child feel safe and secure in our setting. Each child settles at their own pace, making the transition between home and school as smooth as possible.

## **Key person**

Your child will be designated a key person when they join Nursery, and you will be made aware of who this member of staff is.

The key person seeks to engage and support parents and carers in guiding their children's development at home and Nursery, so that they help families to develop fully.

The role of the key person is to record observations of the children using our online Learning journal on the Tapestry software. They will monitor your child's development in the 7 areas of learning, observing and collating evidence, to ensure that your child reaches their full potential, to the best of their ability, age and stage appropriate.

Although your child's key person has specific responsibilities, we encourage interaction between all staff and children so that close bonds can be developed. This helps the children to feel safe and secure and enables all staff to contribute to the Tapestry learning journals.

The Reception class team record observations of your child's learning and play on a daily basis and these will be uploaded to their Tapestry Learning journal.

### **How Early Years supports children with special educational needs and disabilities**

We have regard to the SEND Code of Practice. Staff are regularly trained and updated with current approaches. When a child is identified as having a particular need by either a parent/carer or a member of staff, the concern will be discussed with the parent/carer, as well as the key person/teacher. We will also liaise with our Learning Support Coordinator.

We consult with the local authority for advice on providing for the child's needs. We follow the procedure set out in the school policy for Special Needs. We consult with parent/carers about all decisions that are made about their child (please see SEND Policy for further information – on our website).

### **English as an Additional Language**

We aim to make the transition into Early Years as seamless as possible. We take reasonable steps to provide opportunities for the children to develop and use their home language in play and in learning. This supports their language development at home and ensures that they have sufficient opportunities to learn and reach a good standard in English language.

### **Daily routines in Early Years**

Daily routines are shared with parents on the boards in Early Years. Each area of learning and development is planned and implemented through purposeful play and a mixture of adult-led and child-initiated activities. As practitioners, we respond to each child's interests and needs. We are reflective and flexible within the planning we set out, in order to best meet the needs of the individual children in our care.

Enrichment visitors and visits include:

Police, dentists, regular Beach School visits, Care Home intergenerational project, town centre trips, parent talks, Planetarium trips, Drusillas trips and Arundel castle visits.

**If a Parent/Carer fails to Collect or in the event of a child going missing at or away from the setting**

In the event that parent/carer fails to collect a child, this procedure can be found in the Missing Child Policy.

**Emergency Numbers**

Junior School – 01903 204062

Senior School – 01903 204063

Nursery – 01903 250317 (when urgent and above numbers are not available)

**Other Policies**

Please see the Junior School Parent Handbook for more information. Also, you can log on to our school website [www.sionschool.org.uk](http://www.sionschool.org.uk) , which all essential policies and information are kept.

| <b>Policies available on the school's website:</b>   |
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| Acceptable use of ICT Policy   |
| Accessibility Plan   |
| Admissions Policy  |
| Alcohol and Drugs & Substance Policy   |
| Anti-bullying Policy   |
| Assessment Policy  |
| Behaviour and Discipline Policy  |
| Code of Conduct for Staff  |
| Complaints Procedure ( <i>information about the number of formal complaints received during the preceding school year is available on the website</i> ). |
| Curriculum Policy  |
| Disability Policy  |

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| Educational Visits Policy                    |
| E-Safety Policy                              |
| EAL Policy                                   |
| Expulsion, Removal and Review Policy         |
| First Aid Policy                             |
| Health & Safety General Policy               |
| Looked After Children Policy                 |
| Minibus Code of Practice and Guidance Policy |
| Missing Child Policy                         |
| PREVENT Policy                               |
| Protection of Pupil Data Policy              |
| PSHEE Policy                                 |
| Pupil Medication Policy                      |
| Recruitment, Selection & Disclosure Policy   |
| Risk Assessment Policy                       |
| Safeguarding Policy                          |
| Scholarship Policy                           |
| Searching and Confiscation Policy            |
| SEN/SpLD Policy                              |
| Supervision Before and After School Policy   |
| Teaching and Learning Policy                 |
| Uniform Policy                               |
| Whistleblowing Policy                        |