

EYFS Policy and Procedure



Dynamic Ducks is committed to delivering the Early Years Foundation Stage (EYFS) as set out in the Statutory Framework for the Early Years Foundation Stage 2019. EYFS applies to all children from birth through to the end of their reception year. More information about EYFS is available from the Department for Education's website.

The designated EYFS coordinator is the Manager who is responsible for:

- Identifying EYFS children when they join Dynamic Ducks, and informing the other staff
- Determining the primary EYFS provider (typically, the school) for each child and Meeting regularly with them in order to share information in order to benefit the child's emotional, social and academic wellbeing.
- Assigning a key person for each EYFS child.
- Implementing a communication book so that the parents, Dynamic Ducks and the primary EYFS provider can easily exchange information (where necessary)
- Agreeing information sharing policies with the primary EYFS provider and gaining parental consent for this where necessary provides a mix of adult-led and child-initiated activities. We always follow play principles, allowing children to choose how they occupy their time. We advocate and promote play that is freely chosen, self-directed and intrinsically motivated. We will continue to plan opportunities to meet the children's needs and interests.

We recognise the four overarching principles of EYFS:

- **A Unique Child:** Every child is constantly learning and can be resilient, capable, confident and self assured. We use positive encouragement and praise to motivate the children in our care.
- **Positive Relationships:** Children learn to be strong and independent through positive relationships. We aim to develop caring, respectful, professional relationships with the children and their families.
- **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. We observe children in order to understand their current interests and development before planning appropriate play- based activities for them.
- **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. We tailor the experiences we offer the children in our care according to their individual needs and abilities.

Procedure:

When EYFS children start at Dynamic Ducks they are given a registration pack, which includes an 'About me form' that parents fill out and return to Dynamic Ducks. This provides Dynamic Ducks with some knowledge about the child, before they start. The pack includes who the child's keyworker is and information about Dynamic Ducks.

In the first term, we complete a 'settling in observation' for each child. We offer parents meetings to talk about each child and what we can do to support the child and the family. Some parents do not want to have a meeting; if this is the case we document this. Any conversations that we have with parents, we briefly document them.

Each EYFS child has their own folder and parents are able to look at this at any time. It contains their settling observations, any work they do, any photos that we have taken, any meetings we have with parents and their Unique Child Summary and Targets. Each child also has a communication book, which Dynamic Ducks and Parents write in. Dynamic Ducks' planning for EYFS is specific to the individual child. Children are given weekly targets that the EYFS team give and this helps the planning of activities and supports observations and the child's development.

Dynamic Ducks have open access to the children's class learning journals at all times and Dynamic Ducks' Key Workers will look at these where necessary to track progress. This will be illustrated by a coloured dot at the end of each page with Dynamic Ducks' keyworkers' initials in the middle. Teachers will then know whether Dynamic Ducks are up to date with children's development. The EYFS teachers give Dynamic Ducks access to termly attainment levels. The Reception teachers and Dynamic Ducks liaise frequently about children and this partnership allows information to be shared, ultimately supporting the child's development. Coloured dots will also be added to the Dynamic Ducks learning journey books to ensure all keyworkers know where their child is at during their time at our club.

At the end of each term the Dynamic Ducks team, including all staff, as well as the Key workers, complete a Unique Child Summary and set targets for the following term, on the Autumn, Spring and Summer EYFS Target Sheet. Consultations with EYFS team at Rickmansworth Park School are conducted with Lizzy Duck and /or Owen Stevenson to look at the overall achievements of the child. The targets that Dynamic Ducks set are what Dynamic Ducks will be working with individual children on next term. Both the Unique Summary and targets are shared with parents. The targets are shared with staff in briefing, and it is staff's responsibility to look at each EYFS's targets so they can support the child in a range of activities, as all staff have a responsibility to all children. If staff are conversing with children or engaging in an activity that links to their target, a photo/evidence should be used, alongside an observation and given to the child's Key Worker.

Dynamic Ducks has great relationships with parents and liaise with them daily about the child and also ask for parents/carers feedback using a survey.

This policy was adopted by: Dynamic Ducks Ltd	Date: March 2020
To be reviewed: March 2021	Signed: E Duck

Written in accordance with the Statutory Framework for the Early Years Foundation Stage (2017)