*-All Silver Stars Day Nursery policies will be subject to any future change according to Government legislation and guidelines to maintain the safety of all children, families, staff and visitors.*

## 3.09

## Early Years Foundation Stage 2024(EYFS) Policy

Policy Statement

**Our Aims**

At Silver Stars Day Nursery, we aim to:

- Provide high-quality care and education for children aged 6 weeks to 5 years.
- Work in partnership with parents and carers to support children's learning and development.
- Offer a service that promotes equality and values diversity.
- Provide children with a wide range of new and exciting experiences, allowing them to explore and consolidate their learning through awe and wonder.
- Enable each child to develop socially, physically, intellectually, and emotionally, through encouragement and high expectations.
- Encourage children to develop independence within a loving, secure, and friendly environment.
- Support children in building relationships and developing social skills such as cooperation and sharing.
- Help each child recognise their strengths and achievements, building confidence to work toward personal goals.

We follow the Early Years Foundation Stage (EYFS) 2024 statutory framework, which sets standards to ensure children learn and develop well, are kept healthy and safe, and are prepared for school. The EYFS aims to provide:

- Quality and consistency so every child make progress and no child is left behind.
- A secure foundation through planned learning and regular assessment of each child's development.
- Partnerships between practitioners, parents, and carers.
- Equality of opportunity and anti-discriminatory practice, ensuring all children are included and supported.

For more information:

- EYFS Guidance
- Foundation Years

The Four Guiding Principles of EYFS

1. A Unique Child – Children are resilient, capable, confident, and self-assured. We recognise that children develop at different rates and celebrate achievements to encourage positive attitudes toward learning.
2. Positive Relationships – Strong, caring, respectful relationships with adults and peers support children to become independent learners.
3. Enabling Environments – Observing and assessing children's interests and needs allows us to provide challenging, achievable experiences to extend learning.
4. Learning and Development – Children learn in different ways and at different rates. All areas of learning are valued equally and are interconnected.

**The Curriculum**

The Early Years Foundation Stage (EYFS) and Statutory Framework for the Early Years (September 2024) sets the standards that all Early Year's providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children are ready for school and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. The EYFS seeks to provide:

- **Quality and consistency** so every child makes good process and no child gets left behind.
- **A secure foundation** through planning for the learning and development of each individual child and assessing and reviewing what they have learned regularly.
- **Partnership working** between practitioners and with parents/carers.
- **Equality of opportunity** and anti-discriminatory practice, ensuring every child is included and supported.

For more information visit http://www.gov.uk>Earlyyears

We follow this curriculum to help build a stimulating learning environment for children in our care and we aim to provide children with the foundations to develop positive attitudes to future learning. For more information please visit:

https://www.foundationyears.org.uk

Four guiding principles shape the EYFS, these are:

- **A Unique Child-**who is constantly learning and can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we

use praise and encouragement as well as celebrate and share to encourage children to develop a positive attitude to learning.

- **Positive Relationships-** that support children become strong and independent. We aim to develop caring, respectful, professional relationships with the children and their families.
- **Enabling Environments with teaching and support from adults**- we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children assessing their interests, development and learning, using teachable moments, encouraging challenging yet achievable experiences to extend children's learning.
- **Learning and Development-** We recognise that children learn and develop in different ways and at different rates including those with special educational needs and disabilities (SEND). We value all areas of learning and development equally and understand that they are interconnected.

We follow the EYFS framework and Development Matters guidance, focusing on seven interconnected areas of learning:

**Prime Areas:**

1. Communication and Language – Developing spoken language through rich interactions, storytelling, role play, and shared reading.
2. Physical Development – Supporting gross and fine motor skills through play, movement, and practical activities to build strength, coordination, and confidence.
3. Personal, Social and Emotional Development (PSED) – Building emotional resilience, social skills, self-confidence, and independence through secure attachments and guided interactions.

**Specific Areas:**

1. Literacy – Promoting reading, comprehension, writing, and vocabulary through stories, rhymes, songs, and age-appropriate writing activities.
2. Mathematics – Developing number skills, spatial awareness, problem-solving, and a positive attitude toward maths through practical, hands-on experiences.
3. Understanding the World – Encouraging curiosity about the physical world, community, technology, culture, and the environment through exploration and first-hand experiences.
4. Expressive Arts and Design – Supporting creativity, imagination, and self-expression through art, music, movement, and cultural experiences.

**Characteristics of Effective Learning**

We support children to:

- Play and Explore – Investigate, try new things, and develop creativity.
- Active Learning – Stay motivated, persist through challenges, and gain satisfaction from achievements.

- Create and Think Critically – Solve problems, make links between ideas, and develop confidence to take safe risks.

**Teaching Strategies**

At Silver Stars, we embrace The Curiosity Approach, which encourages children to:

- Be thinkers and doers, with exploration and curiosity at the centre of learning.
- Use everyday items to inspire discovery, creativity, and language development.
- Learn through 'in the moment' planning, allowing practitioners to observe and respond to children's interests in real time.
- Engage in child-initiated play, with adults modelling, facilitating, and extending learning through teachable moments.
- Enjoy story and book time daily, fostering a love of reading and literacy development.
- Participate in outdoor learning, which reflects all curriculum areas and promotes responsibility and independence.

**Assessment**

**Assessment is integral to supporting children's progress. We use:**

- **Formative Assessment – Ongoing observations help practitioners plan activities tailored to each child's interests and level of achievement.**
- **Ovivio Online Learning Journals – Each child has a personal profile including photos, observations, and linked EYFS learning objectives. Parents are encouraged to contribute.**
- **'Unique Story' Reports – Completed three times a year (Winter, Spring, Summer) to track progress across all seven areas of learning.**
- **Two-Year-Old Check – A written summary of development in the prime areas for children aged 2–3 years. Any concerns trigger a targeted support plan involving parents, the SENCO, or relevant professionals.**
- **Parental Involvement – Parent evenings and regular communication ensure that families are fully engaged in their child's learning journey.**

**For the statutory EYFS framework:**

- **EYFS Statutory Framework 2024 PDF**

Parent evenings can be set up to discuss your child's development in more detail after these documents are completed as we request parents to participate in the document. This also gives parents an opportunity to ask any questions they may have about their child's development.

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| This policy was adopted by | Silver Stars Day Nursery |
| Date | February 2026 |

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| Review Date | February 2027 |
| Name of signatory | Jenifer Capper |
| Role of signatory | Proprietor |
| Signed:<br><br>Date: | <br><br>February 2026 |