

EYFS Nursery Policy

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Name of policy writer	Demi Scott
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Record of Alterations

Version 1.0 Original

Approved by Chris Sellers

September 2024



THE MOUNT NURSERY EARLY YEARS POLICY

The named Manager and DSL for The Mount Nursery is: Miss Demi Scott

The named Deputy Manager is: Charlotte Kitchen

The Headteacher with responsibility for EYFS is: Euan-Burton Smith

The Director with responsibility for EYFS is: Chris Sellers

AIMS

The aims of Early Years Education at The Mount Nursery are in line with the aims stated by the School, with a specific focus on the following:

- Children will always be at the centre of what we do.
 - To nurture children, enabling them to develop to their full potential, and build a love of learning and a thirst for knowledge.
 - To provide inspiring resources that are accessible to children and will allow them to self-select what they would like to play with and where.
 - To foster in all our children confidence to be inquisitive, resilient, and willing to have a go.
 - In the idyllic setting of The Mount Nursery, to encourage a love of nature and a respect for the environment.
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THE EARLY YEARS' FOUNDATION STAGE

Since the introduction of the non-statutory curriculum guidance Birth to 5 Matters and Development Matters in 2021, the emphasis is on children learning and developing in a more holistic way. This means we recognise that children develop and learn at different rates, and we aim to guide each child so that they make progress at their own individual pace. As early years professionals, we are able to identify where children are meeting developmental milestones and intervene when necessary.

We follow all legal requirements for safeguarding and welfare. In addition, we have regard, in everything we do, to the guidance laid out in the Statutory framework for the early years foundation stage (4th January 2024) and Keeping Children Safe in Education (1st September 2023).

The 4 principles of the EYFS are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through positive relationships.



- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- The importance of learning and development. Children develop and learn at different rates.

These 4 principles are set out to ensure effective practice in the care, development, and learning of young children.

Children at The Mount Nursery experience a broad curriculum that introduces the seven areas of learning and development:

Three Prime Areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Four Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Children under the age of two will focus primarily on the Prime areas as these are the foundations for learning. The children are supported by their key worker and nursery staff to become active learners. They have opportunities to explore, make decisions, and work together with their peers. These experiences are observed, informing future plans for the individual child.

The Early Years Foundation Stage framework is the basis upon which we plan for our nursery children, ensuring coverage of all key areas and working towards the expectations laid out in the Early Learning Goals (completed at the end of Reception year).

EFFECTIVE TEACHING AND LEARNING

Children learn in different ways, so it is essential to have a good mixture of child-led play, collaborative play, adult-supported learning, and direct adult teaching. At The Mount Nursery, children will follow their own interests and we will support their learning



through 'In The Moment Planning'. They will be encouraged to self-select resources and develop their play through their own curiosity.

This may look like play, but they are learning by trying different ways, experimenting, hypothesising, making mistakes, building resilience, and working with peers. When children have some control over their learning direction, they are more engaged, and when highly engaged, their brains are developing and making essential connections.

Our environments will provide inspiring resources that children can access to self-select what they would like to play with and where. It is vital that children have uninterrupted time to play and explore. For younger children (under twos), we ensure access to stimulating floor-based activities and treasure baskets to engage all their senses.

Care routines are prioritised for this age group, including time for eating, resting, and nappy changes.

TWO-YEAR CHECKS

Between the ages of two and three, The Mount Nursery will provide parents with a short written summary of their child's developmental progress in the Prime Areas. Strengths and any areas of concern will be identified, and strategies and targets will be implemented to support these areas.

COMMUNICATION AND PARENTS AS PARTNERS

We value communication between the nursery, children, and parents to ensure an effective delivery of Early Years education. We aim to build strong relationships with parents through:

- Meetings with the nursery manager and staff before registration to share the nursery's ethos and answer questions.
- The EYFS Handbook
- Topical workshops for parents (e.g., toilet training, behaviour management).
- Face-to-face handovers every day, providing important messages and informal feedback.
- Daily feedback using the Famly app to share key moments from the day.
- Ongoing observations and assessments shared with parents via the Famly app.



ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

At The Mount Nursery, we celebrate diversity and welcome children from various backgrounds and cultures. We recognise the importance of supporting children who are learning English as a second language and take steps to ensure that their home language is celebrated within the nursery.

Our approach includes:

- Supporting a "silent period" for language learners.
- Collecting key words from home to help settle children.
- Using non-verbal communication to aid understanding.
- Encouraging parents to continue speaking their home language at home.

ASSESSMENT AND PROGRESS TRACKING

Ongoing observations and assessments are shared with parents through the Family app, and feedback is regularly provided. Staff practitioners observe and assess children throughout the year, using this information to shape individual learning experiences.

When children leave for school, a summary portrait of their development is provided to their new school, with parental permission.

SAFEGUARDING AND WELFARE

Safeguarding is everyone's responsibility at The Mount Nursery. We are committed to creating a safe and nurturing environment. All safeguarding and welfare requirements from the EYFS Statutory Framework are followed. The Mount Nursery will follow the school's Safeguarding and Child Protection policy.

CHILD PROTECTION

The Designated Safeguarding Lead at The Mount Nursery is: Miss Demi Scott

The Deputy Designated Safeguarding Leads for The Mount Nursery are: Euan Burton-Smith and Natalie Sandford.

SUITABLE PEOPLE

Staffing and recruitment at The Mount Nursery meet all EYFS Statutory Framework requirements. Staff undergo induction training and are encouraged to seek professional development opportunities.



SUPERVISION

All staff working with Early Years children will follow the school's supervision policy.

PAEDIATRIC FIRST AID TRAINING

The Mount Nursey will follow the school's First Aid policy.

KEY PERSON

Each child at The Mount Nursery is assigned a key worker and a secondary key worker to ensure individualised care.

TRANSITIONS/ SETTLING IN

Our settling-in process includes several sessions where parents and children can familiarise themselves with the nursery. When transitioning to new rooms, parents are consulted, and settling sessions are arranged.

STAFF RATIOS

The following statutory staff-to-child ratios are adhered to:

- Under twos: 1:3 ratio with a level 3 qualified staff member and staff with relevant experience.
- Age two: 1:5 ratio with at least half the staff holding a level 2 qualification.
- Age three and over: 1:8 ratio with at least half the staff holding a level 2 qualification.

