



The Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of children from birth to five years old. All settings that are Ofsted registered must follow the EYFS to provide a secure foundation through learning opportunities that are planned for each individual child's needs, abilities and interests.

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential". EYFS FRAMEWORK 21'

The EYFS allows for professional judgement - the child's keyworker having a clear understanding of each individual child's development that allows for a tailored curriculum for each individual child.

The EYFS was revised in 2021, with the aim to

- improve outcomes at 5 years old
- improve language development for all children but particularly for children from disadvantaged backgrounds
- reduce workload for teachers and childcare practitioners.

At Brue Farm Day Nursery we follow the Development Matters

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web__2_.pdf

The Development Matters is split into 3 age brackets - Birth to 3 years, 3-4 years and Children in reception/ELG

"A child's experiences between birth and age five have a major impact on their future life chances". EYFS FRAMEWORK 21'

There are 7 areas of learning as shown below

Seven Areas of Learning *3 Prime Areas of Learning **4 Specific Areas of Learning	Working towards achieving these Early Learning Goals
*Communication and Language	Listening, Attention & Understanding Speaking
*Personal, Social and Development	Self Regulation Managing Self Building Relationships
*Physical Development	Gross Motor Skills Fine Motor Skills
**Literacy	Comprehension Word Reading Writing
**Mathematics	Numbers Numerical Patterns
**Understanding The World	Past & Present People, Culture & Communities The Natural World
**Expressive Arts and Design	Creating with Materials Being imaginative & Expressive

There are also Characteristics of Effective Teaching and Learning (COETL) that allows practitioners to reflect on the different ways that individual children learn. The three COETL are as follows:

Playing and Exploring - children investigate and experience things and 'have a go'

Active Learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

Creating and Thinking Critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

How Brue Farm Day Nursery delivers the EYFS framework

Children are at the heart of it all. Play is integral to the EYFS framework and is very much centred around the individual child's interests with a big emphasis on

language - communication and interaction. Adults are involved with the child's play whilst watching and listening to the child and offering support and extending play when appropriate.

"Children learn by leading their own play, and by taking part in play which is guided by adults." EYFS FRAMEWORK 21

Keyworkers reflect on the different rates and ways at which children are developing and adjust practice appropriately. Children develop at their own rates and in their own ways.

A child is like a butterfly in the wind
Some can fly higher than others,
But each one flies the best it can.
Why compare one against the other?
Each one is different.
Each one is special.
Each one is beautiful.

Keyworkers plan an ambitious, challenging and enjoyable curriculum, with careful sequencing to help children to build their learning over time. Using the child's interests and home experiences to help to drive learning.

Keyworkers assess and review what the child has learned, ensuring statements from the seven areas of effective learning are revisited and repeated in play to consolidate learning and progression. (For example, Physical development 0-3 years Clap and Stamp to Music a baby will be clapping to join in to music with excitement whilst a 3 Year Old will be clapping in rhythm to music/a beat).

Observations are carried out on children at nursery to support children's learning and development to identify individual interests, to scaffold children's learning opportunities, to carefully plan for the learning and development of each individual child and frequently assessing and reviewing what they have learned to ensure that keyworkers have a clear understanding of each individual child's abilities and areas to develop.

We always welcome observations shared by Parents/Carers on Tapestry of achievements and experiences gained outside of nursery.

Within the EYFS there are checkpoints to consider at different ages to help identify any concerns within the prime areas with an individual child's learning and development.

Termly summaries are completed and shared with Parents/Carers each term, offering an overview of the child's progress and next steps of learning. Parents/Carers can gain ideas of how they can be involved in helping their child progress and learning. A Two Year Old Progress Check is completed around the child's second birthday to share the progress achieved at Brue Farm day Nursery and progress that Parents/Carers have seen with their child at home, along with any concerns or support that maybe needed to help the child and/or Parent/Carer/Keyworker. This Two Year Old Progress Check is then shared with the child's Health Visitor. School transition forms are completed at the end of the child's time at Brue Farm Day Nursery prior to joining school to share the child's achievements to help with a smooth transition into school.

What we see the children learning within the seven areas of learning at BFDN

Communication and Language

Experience a language-rich environment

Take part in back and forth interactions with adults and peers throughout the day

Engage actively with frequent stories

Encouraged to share ideas

Personal, Social and Emotional Development

Experience strong, warm, and supportive relationships with adults

Manage emotions and develop a positive sense of self

Learn how to look after their bodies

Physical Development

Pursue happy, healthy, and active lives

Play both indoors and outdoors

Explore and play with rich and varied resources and develop proficiency, control, and confidence.

Literacy

Develop a lifelong love of reading

Acquire language comprehension through talking and sharing books with others

Communicate using meaningful marks

Mathematics

Develop a deep understanding of numbers to 10

Frequent Opportunities to develop special reasoning

Have **positive attitudes** and interests in Mathematics

Understanding the World

Make sense of their physical world and their community

Foster an understanding of our culturally, socially, technologically, and ecologically diverse world

Enrich and widen vocabulary

Expressive Arts and Design

Foster imagination and creativity

Active engagement with the arts

Interpret and appreciate what they hear, respond to, and observe