

## Learning & Development in the Early Years Foundation Stage

There are seven interconnected areas of learning and development that shape what we do in Early Years. The three prime areas, Personal, Social and Emotional Development, Communication and Language and Physical Development are fundamental. These underpin the four specific areas of Literacy, Mathematics, Understanding the World and Expressive Arts and Design.



### Personal, Social & Emotional Development

In this area children are helped to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

### Communication and Language

This area involves giving children opportunities to experience an environment that is rich in language: to develop confidence and skills to express themselves and to speak and listen in a variety of situations.

### Physical Development

This area involves providing opportunities for children to be active and interactive and to develop their co-ordination, control and movement. Children are also helped to understand the importance of physical activity and to make healthy choices about food.

### Literacy

Development in this area involves encouraging children to link sounds and letters and to begin to read and write. Children's interest is ignited by giving them access to a wide range of reading and writing materials.



### Mathematics

Children are provided with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and to describe shapes, spaces, and measures. Using a large range of quality natural resources, children are encouraged to experience maths in their environment.

### Understanding the World

This involves guiding children to make sense of their physical world and their community through providing opportunities to explore, observe and find out about people, places, technology and the environment. Frequently framed by children's interest in the natural world, we enjoy exploring inside and out, planting and harvesting and investigating a wide range of different things that touch our children's lives.

### Expressive Arts and Design

Children are enabled to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play and design and technology.



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**Early Years @ Swansfield Park caters for children aged 2 years and over in two classes:**



### Cherry Class

A 16-place provision for 2 and 3 year olds offering term-time only sessions between 08.45 and 11.45 daily.



### Apple & Pear Class

A 32-place provision for 'rising 3s' to 4 year olds offering term-time only sessions between 08.45 and 15.00. We offer either a morning session from 08.45 until 11.15 with the option of staying for lunch until 11.45, or an afternoon session from 12.30 until 15.00 with the option of coming for lunch at 12.00. Places for rising 3s are available in certain sessions.



Furthermore we offer a number of places to extend the day so that children can stay in the class for the whole school day. Once a child is 3, they can access the breakfast and after school clubs, as well as the holiday club run by the school to enable a child to access year-round full day care from 07.30-18.00.



### Fees

Eligible 2 year olds, and all 3/4 year olds from the term following their 3rd birthday, are entitled to 15 hours of funded education per week (term time only).

#### Cherry Class

Unfunded morning session (3 hrs):	<b>£12</b>
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#### Apple & Pear Class

Unfunded am/pm session (2.5 hrs):	<b>£10</b>
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Additional 30 mins lunch:	<b>£2</b>
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(Bring own packed lunch or purchase school dinner for **£1**)

School day wraparound (08.45 - 15.00):	<b>£13 (funded)</b>
	<b>£25 (unfunded)</b>

#### Facilities available through Tic Toc Out of School Club


Breakfast club:	from <b>£2</b>
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After school club:	from <b>£4</b>
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Holiday club:	from <b>£10</b>
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**Please see Tic Toc Brochure for further details.**

## Our aim is:


 To provide a safe, secure, happy and stimulating indoor and outdoor learning environment.



 To develop positive relationships with parents and to actively involve them in their child's learning.

 To build children's confidence and self-esteem.

 To develop children's independence.

 To develop physical, intellectual, emotional and social abilities through the implementation of a relevant and progressive curriculum.

## Partnership with Parents/Carers

We recognise the vital role that parent/carers play as the first educators of their children and regard the relationship between the school and parents/carers as one of partnership, where both parties are working in the best interests of the children in their care.

Information should be a 2-way process where we observe, record, monitor and inform you of your child's progress and at the same time welcome the knowledge you have of your own child's achievements.

## Equal Opportunities

We believe that all children and families should be given equal access to a high standard of education. Our provision reflects a range of cultures and beliefs.

## Admissions Policy

At times we have more requests for places than we have available. In such cases we follow the school admission policy.



## Procedures

### Settling In

Each child is different and we aim for a smooth transition from home to our setting. We welcome the opportunity to introduce ourselves to you in your own home and encourage you to visit us with your child before leaving them for a whole session.



### Discipline

We have clear rules and routines regarding behaviour which are explained to the children and applied consistently. These aim to help the children develop self-discipline and respect for the needs of others.



### Confidentiality

All staff are aware of and respect the confidential nature of information regarding each child in our care.

### Special Educational Needs

We recognise the wide ranging needs of children and families and will endeavour, under the direction of our Special Educational Needs Co-ordinator, to play a positive role in meeting these needs.

### Safeguarding & Welfare

The safety of the children in our care is of paramount importance and we abide by the Department for Education Statutory Framework for the Early Years Foundation Stage. Should staff have any concerns regarding the welfare of any of the children in our care we will follow the procedure laid down by Swansfield Park First School.

### Arrival/departure

All children should arrive and be collected promptly by the parent/carer only. Notification must be given in advance of a different person collecting a child by completing the collection log in the setting.

