



Laugh and Learn Pre-School

EYFS Statutory Framework Policy (Including Equal Opportunities, Parents in Partnership and Promoting British Values)

General Welfare Requirements in accordance with the EYFS

Early years providers must guide the development of children's capabilities with a view to ensuring that children in their care complete the EYFS ready to benefit fully from the opportunities ahead of them. Providers must promote equality of opportunity for children in their care, including support for children with special educational needs or disabilities. Providers must work in partnership with parents and/or carers to prompt the learning and development of all children in their care and to ensure they are ready for school.

Policy Statement

By law we must deliver activities, resources, experiences, and opportunities which reflect the needs of each child's individual needs and help them to develop using a wide variety of ways. To do this, we look carefully at all the children in our care, consider and discuss their needs with the children themselves and their parents/carers, their interests, and their age and stage of development and use all of this information to help plan a challenging and enjoyable experience across all the seven areas of learning:

- **Communication and language development** involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, social and emotional development** involves helping children 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.
- **Literacy development** involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves providing children 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.
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive arts and design** involves enabling children 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.

All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn,

form relationships and thrive (the "*Prime*" areas of Communication and Language; Physical Development; and Personal; Social and Emotional Development), however Providers must also support children in four "*specific*" areas, through which the three prime areas are strengthened and applied (Literacy; Mathematics; Understanding the World; and Expressive Arts and Design).

All the above areas of Learning and Development are equally important and depend on each other to support a rounded approach to child development. All the areas are delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities. We also endeavour to thread through all the provision we offer the promotion of British Values which include Democracy, The Rule of Law, Individual Liberty, and Mutual Respect and Tolerance.

The Childcare Act 2006 provides for the EYFS learning and development requirements to comprise of three main elements:

1. The Early Learning Goals (E.L.G's) - the knowledge, skills and understanding which young children should have acquired by the end of the academic year in which they reach the age of five.
2. The Educational Programme - the matters, skills and processes which are required to be taught to young children.
3. The Assessment Arrangements - the arrangements for assessing young children to ascertain their achievements.

By the end of the EYFS some children will have exceeded the goals, other children, depending on their individual needs, will be working towards some or all of the goals - particularly some younger children, some children with learning difficulties and disabilities and some learning English as an additional language.

Procedures

❖ We will provide following:

- A suitable environment: One which is safe and secure with space indoors and outdoors, with areas for energetic activity as well as quiet activities. An environment which promotes confidence, and which celebrates children's achievements.
 - Adequate and appropriate staffing: Who are sensitive to children's needs and provide opportunities for children to interact with them and to talk about their activities. Staff who intervene in order to raise children's standards of achievement and who help children work together and learn how to be collaborative learners.
 - A range of sufficient quality resources: Which promote learning in all seven areas and are high quality, clean and stimulating. Which are stored and set out to be accessible to children, allowing them to select their own materials.
- ❖ An appropriate allocation of the time children need: Time to pursue activities at their own pace and opportunities to plan what they will do with particular equipment. A "signal" when it is nearly time to finish the task and time to reflect on their activities and achievement. Time to tidy away following discussions on their activities. Also threaded through our provision will be the promotion of British Values which include Democracy, The Rule of Law, Individual Liberty and Mutual Respect and Tolerance.
- ❖ In order to include parents/carers in their children's education we will share information about their child's interests and abilities and provide regular feedback on their child's development and progress through the Tapestry online Learning Journal, Parent evenings and daily face to face discussion.

Our Long Term Plan

Everything we do, say and provide is part of our overall curriculum. We have drawn up and agreed the policies and procedures which ensure everybody in our setting is cared for. These policies include Health and Safety, Behaviour Management, Child Protection and many more. These can be accessed through our

website or can be made available on request for all parents to see and we review our procedures regularly. We also have an ongoing action plan to ensure we are always providing good quality childcare. All the time we will be providing activities which relate to the Early Learning Goals (ELG's). These activities are the core of our provision and will be available on a regular basis providing children with a familiar routine and environment. It is expected that these activities will give children opportunities for repeating and practicing skills they have developed. They are essential for consolidating children's learning and development.

Our Medium/Short Term Plan

Weekly areas of focus are chosen with the children and based on their current interests to provide stimulation through linked activities related to their own experiences. Common focuses can include holidays, Seasons, Festivals, colours, numbers, homes, living and growing, babies, "all about me". We promote equality of opportunity for children with special needs and their families, and equal opportunities for boys and girls, and also promote British Values which include Democracy, The Rule of Law, Individual Liberty, and Mutual Respect and Tolerance. We endeavour to extend the children's experience and knowledge of different cultures, languages and celebrations, using dolls, puppets, models etc as appropriate. This planning shows how it provides opportunities for the children to demonstrate their learning in each area and the outcomes the activities hope to achieve. At half termly staff meetings staff are asked to suggest for the forthcoming half term any child centered or child related focuses/activities directly linked to their own key children which would enhance their development, together with any important annual activities which we feel we should consider, for example Diwali, Harvest Festival etc.

Our short-term plans are recorded on charts, rotas, evaluation/reflection sheets on the wall, daily staff notices and in a diary. When we are drawing up our short-term plan it always includes:

- What specific skills we want the children to demonstrate.
- How they will demonstrate these skills (which activities and/or routines we will use).
- What resources we need
- Evaluation of the planned activity to identify changes to make in the future or specific needs, strengths or learning aims of individual children.
- The planning is always open and flexible for all staff to follow the interests of and extend the children's development in areas of direct interest to them.

Monitoring and Review

It is the role of the Owner/Manager and all Staff to ensure that this policy is fully implemented.

This policy links in with the following EYFS key themes and commitments:

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Child Development 1.2 Inclusive Practice 1.3 Keeping Safe 1.4 Health and Well-being	2.1 Respecting Each Other 2.2 Parents as Partners 2.3 Supporting Learning 2.4 Key Person	3.1 Observation, Assessment and Planning 3.2 Supporting Every Child 3.3 Learning Environment 3.4 The Wider Context	

This policy was written and effected by Sharon Bennett, Owner of Laugh and Learn Pre-School after discussion and review with staff and parents in the Autumn Term of 2023.

Signed: *Sharon Bennett*

Dated: February 2026

This policy will be reviewed in the Spring Term of 2028