

# Honeypot Under Fives Centre EYFS

*Statutory Framework – The learning and development requirements; 2.3-2.5, 3.27*

The educational programme at Honeypot under Fives Centre will be shaped by the seven areas of learning and development as stated in the Statutory Framework for the Early Years Foundation stage – March 2014.

The **prime areas** are particularly crucial in igniting children's enthusiasm for learning. These are:

- Communication and language
- Physical development
- Personal, social and emotional development.

Children will also be supported in the four **specific areas**; these areas strengthen the learning that takes place through the prime areas they are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The practitioners at Honeypot under Fives Centre are aware of how each of these areas of learning and development must be delivered through the challenging/age appropriate learning environment.

Practitioners will consider the individual needs, interests, and stage of development of each child in their care and will use this information when tracking each child in all the areas of learning and development.

The educational programme will be delivered through the Planning in the moment ethos. Children will follow their own agenda through play. Staff will be available to extend and challenge children's thinking and learning. Each half term each child will be selected to be a 'focus' child.

All children learn in different ways and practitioners will reflect on this using the Characteristics of effective learning; they are:

- 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; and
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Each child will be assigned a key person. Parents will be informed of the name of their child's key person and what their role entails. The key person will ensure that each child's learning and care is tailored to meet their specific needs. Key people will engage and support parents/carers in guiding their child's development at home. Information will be gathered from

parents by key people on their child's entry to nursery to ensure the educational programme can begin immediately. At induction parents will be asked to sign up to the Tapestry app to enable them to contribute to their child's learning in nursery and see next steps for their child to further learning at home.

### **Assessment**

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.

When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short, written summary of their child's development in the prime areas. This progress check must identify the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child's future learning and development involving parents and/or carers and other professionals (for example, the provider's Special Educational Needs Co-ordinator or health professionals) as appropriate.

In addition to the progress check at age two, assessments will take place of all children on a termly basis. In their fifth week of attendance key people will complete a baseline assessment and additional assessment will be completed at the end of each term. The information gathered will be used to develop the educational programme for each child.

Parents will be notified of the outcome of the assessments during a meeting with their child's key person to be held during Stay and Play sessions.

To be reviewed August 2021  
To be reviewed by Sarah Holliday