

## **Cold Ash Pre-school: Early Years Prospectus Policy**

### **Safeguarding and Welfare Requirement: Information and Records**

Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met.

#### *Policy Statement:*

Cold Ash Pre-school follows the guidelines set by the Department for Children, Schools and Families. These guidelines are outlined in the Early Years Foundation Stage (EYFS).

The EYFS uses 'A Principled Approach' which guides us to group our work into four distinct but complimentary themes:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

Each theme is then broken down into four commitments describing how the principles can be put into practice.

The EYFS sets standards to enable us to reflect the rich and personalised experience that many parents give their children at home. Like parents, we aim to deliver individualised learning, development and care that enhances the development of the children and gives those children the best possible start in life. Children are encouraged to learn at their own pace and children who need extra support will receive special consideration.

There are seven areas of learning and development:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World

- Expressive Arts and Design

All areas are covered in our provision, although there is a greater focus on the prime areas (physical, communication and language, personal, social and emotional). All areas are delivered through our learning environment, resources, and a balance of child-initiated and adult-led activities.

Ongoing assessment is an important part of the EYFS. Assessment follows the 'look, listen and note' approach. We ensure that we observe children and respond appropriately. Information taken from parents and our observations will provide the basis of the individual learning priorities and motivating learning experiences for each child.

An online Learning Journey is created for each child attending the preschool which contains all the information gathered about a child's learning and development. Every child has a key person and all staff are responsible for collecting short observations for all children which help to sum up the child's development and learning achievements each term. Longer observations are also gathered and used to note the child's stage of development and plan activities that move them towards their next steps of learning. Each child is moved towards their Early Learning Goals and when leaving to go to school, a transition report is written and shown to their parents and passed onto their teacher. Parents/Guardians/Carers are encouraged to contribute to their child's learning journey by adding comments about their child and they can access them at any time.

#### *The progress check at age two*

- Where appropriate, the key person carries out the progress check at age two in accordance with any local procedures that are in place and referring to the guidance A Know How Guide: The EYFS progress check at age two.
- The progress check aims to review the child's development and ensures that parents have a clear picture of their child's development.
- Within the progress check, the key person will note areas where the child is progressing well and identify areas where progress is less than expected.
- The progress check will describe the actions that will be taken by the setting to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s).
- The key person will plan activities to meet the child's needs within the setting and will support parents to understand the child's needs in order to enhance their development at home.



If a child joins us a few weeks before turning three, we will be unable to gather sufficient information in time to produce the two-year check, which will in these instances have been carried out by the child's health visitor or another setting. If a two-year check has already been produced by another setting when a child joins us we will not produce another. Where a two-year-old child attends multiple settings, the setting which has known the child for the longest time will produce the check.