

STATUTORY FRAMEWORK FOR THE EARLY YEARS FOUNDATION STAGE

The Early Years Foundation Stage (EYFS) defines the legal requirements and standards for promoting the care, learning and development of children from birth to five years in Ofsted registered childcare provision. The EYFS requirements include:

- The *Learning and Development Requirements* which shape the activities and experiences that childcare providers offer children.
- The *Assessment Requirements* which detail how childcare providers monitor and plan for children's progress.
- The *Safeguarding and Welfare Requirements* which ensure children are kept safe and have their welfare promoted.

Learning and Development Requirements

The Learning and Development Requirements include three prime areas - **communication and language, physical development, and personal, social and emotional development** - which are particularly crucial for children's learning and development and four specific areas – literacy, mathematics, understanding of the world and expressive arts and design – through which the prime areas are strengthened. The areas are connected, with learning and development in each area contributing towards that of the others.

Assessment Requirements

In order to identify and plan for children's successful learning and development, we observe children throughout the day to identify their interests, how they learn, and their progress in each area of learning and development. In addition, two progress reviews are carried out for each child and shared with their parents – the progress check at age two, which is a summary of a child's development in the prime areas of learning when they are aged between two and three years, and the Early Years Foundation Stage Profile, which provides a review of your child's progress as they come to the end of the EYFS.

Safeguarding and Welfare Requirements

The Safeguarding and Welfare Requirements cover areas which relate to the safety and well-being of children – child protection; suitable people; staff qualifications, training, support and skills; key person; staff: child ratios; health; managing behaviour; safety and suitability of premises, environment and equipment; special educational needs; and information and records. Each area is supported by specific requirements and guidance to direct providers' policies, procedures and practices.

Policies and procedures

Our Policies and procedures help to provide a good quality provision by giving clear information to staff and parents on what we want to achieve and how this is put into practice.