



Early Years Foundation Stage Policy

XYZ After School Club is committed to delivering the requirements of the Early Years Foundation Stage (EYFS) as set out in the Statutory Framework for the Early Years Foundation Stage 2014. EYFS applies to all children from birth through to the end of their reception year, but only certain parts are applicable to After School Clubs. More information about EYFS is available from the Department for Education's website.

The club has a risk assessment sheet completed at each session.

We operate a 1:8 staff to child ratio.

There is a minimum of 1 qualified paediatric first aider at every session.

There is a minimum of 1 manager qualified to NVQ level 3 (or similar) present at every session.

The designated EYFS coordinator at the Club is the Manager who is responsible for:

- Identifying EYFS children when they join the Club, and informing the other staff
- Assigning a key person for each EYFS child
- Agreeing information sharing policies with the primary EYFS provider and gaining parental consent for this where necessary
- Meeting with the primary EYFS provider to exchange information on development of each EYFS child.

At XYZ we will also plan and provide opportunities which are appropriate to each child's stage of development. The Club provides a mix of adult-led and child-initiated activities. The Club always follows play principles, allowing children to choose how they occupy their time, and never forces them to participate in a given activity.

We recognise the four overarching principles of EYFS:

- **A Unique Child:** Every child is constantly learning and can be resilient, capable, confident and self assured. We use positive encouragement and praise to motivate the children in our care.
- **Positive Relationships:** Children learn to be strong and independent through positive relationships. We aim to develop caring, respectful, professional relationships with the children and their families.
- **Enabling Environments:** Children learn and develop well in environments in which their experiences respond to their individual needs and where there is a strong partnership between practitioners and parents/carers. We observe children in order to understand their current interests and development before planning appropriate play-based activities for them.
- **Children develop and learn in different ways and at different rates.** The EYFS framework covers the education and care of all children in Early Years provision, including children with special educational needs and disabilities. We tailor the experiences we offer the children in our care according to their individual needs and abilities.

Signed

Adopted April 2013

Reviewed: