



Early Years Foundation Stage Policy

This policy represents the agreed principles for the Early Years Foundation Stage (EYFS) throughout the Nursery. All Nursery staff, representing Jack in the Box, have agreed this policy.

At Jack in the Box, we aim to provide the highest quality education and care for all our children. We provide a warm welcome to each individual child and family and offer a caring environment where all children can learn and develop to become curious independent learners within their play.

Please read this policy in conjunction with our Data Protection policy for the information collected by Jack in the Box, the professionals this information may be shared with and the retention periods this data is held for.

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. At Jack in the Box, we believe children deserve high quality early education and care. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high -quality early learning together provides; the foundations children need to make the most of their abilities and talents as they grow up.

Admissions and Induction in the Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year.

The Early Years Foundation Stage (EYFS) sets the standards that all early year's providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. The EYFS is about what children learn, as well as how they learn. Effective practice is through a mix of different approaches. Children learn through play, by adults modelling, by observing each other and through adult-guided learning.

The EYFS seeks to provide:

- **quality and consistency** so that every child makes good progress, and no child gets left behind
- **a secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learnt regularly
- **partnership working** between practitioners and with parents and/or carers
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. **The learning and development requirements** cover:

- **the areas of learning and development** which must shape activities and experiences for all children.

- the **early learning goals** Jack in the Box must help children work towards (the knowledge, skills and understanding that children should have at the end of the academic year in which they turn five)
- **assessment arrangements** for measuring progress and reporting this to parents and/or carers

The **safeguarding and welfare requirements** cover the steps that Jack in the Box must take to keep children safe and promote their welfare. (See safeguarding children policy)

The EYFS overarching principles

- **A Unique Child-** every child is unique, who is constantly learning from birth, who is resilient, capable, confident, and self-assured.
- **Positive Relationships-** where children learn to be strong and independent through positive teaching and positive relationships with adults who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents/carers.
- **Enabling Environments-** Children learn successfully in enabling environments that are supported by adults who respond to their interests and individual needs. Environments should be supportive, challenging, and inspiring to help children build their learning over time.
- **Learning and development-** Children develop and learn in different ways and at different rates. The EYFS framework covers the education and care of all children, including those with Special Educational Needs and disabilities (SEND), by reflecting the different ways children learn.

The curriculum has three prime areas of learning:

The three prime areas of learning are particularly important for learning and forming relationships. They build the foundations for children to thrive and provide the basis for learning in all areas.

Personal, Social and Emotional Development-

- Supports children to develop warm, positive relationships and interactions.
- Enables children to develop a positive sense of self.
- Helps children to develop an understanding of emotions.
- Model's routines, boundaries, and expectations that help children learn how to have a good relationship with each other.
- Provides opportunities for children to explore, prepare and eat healthy foods in supportive and meaningful contexts.

Communication and Language-

- Places a strong focus on vocabulary, oral language, and language comprehension.
- Promotes children's enjoyment and develops their love of stories, rhymes, songs, and books.
- Includes frequent and high-quality interactions between adults and children.
- Includes oral storytelling and shared reading with plenty of opportunities for repeated practise in a range of contexts.

Physical Development-

- Identifies small steps that, when taught and practised purposefully, lead to proficiency in a physical skill.

- Enables children to learn and practise what they need to and builds on what they already know.
- Includes explicit modelling and teaching of fundamental movement skills.
- Provides activities that deepen and extend children's capabilities.
- Gives children the space and time they need to practise and refine their emerging skills through play.

There are also four specific areas of learning:

The four specific areas of learning help strengthen and develop the three prime areas and ignite children's curiosity and enthusiasm.

 Literacy-

- Develop children's communication and language.
- Inspire children's love of books, songs, and rhymes.
- Includes storytelling and shared book reading.

 Mathematics-

- Is sequenced so that concepts are introduced and developed carefully, and knowledge and skills are practised frequently.
- Develops children's confidence in and use of mathematical vocabulary.
- Is designed to give children a secure grounding in number and operations with number and to develop their spatial reasoning.
- Helps them to enjoy mathematics so that they use what they know across all areas of learning.

 Understanding the World-

- Emphasises the importance of children's personal experiences and the books, songs and rhymes they encounter.
- Enables practitioners to identify the language and knowledge that children need to learn to develop their concepts of past, present and future and their knowledge of living things and the natural world.
- Includes experiences that help children make sense of and learn about the diverse world in which they live and help them recognise both the similarities between themselves and others and their own uniqueness.
- Enable children to learn to use technology safely and purposefully.

 Expressive Arts and Design-

- Gives children opportunities to learn and practise skills, to appreciate their own and others art, and to use what they know in creative ways.
- Ensures that all children have the early sensory experiences they need.
- Is clear about how and when new tools, materials, skills, songs, rhymes, and stories are introduced.
- Identifies the vocabulary that children need to express their views and ideas about different art forms and talk about what they think and what they have done.
- Includes opportunities for children to practise their skills and knowledge in creative ways.

These seven areas of Learning and Development address children's physical, cognitive, linguistic, social, and emotional development. No one aspect of development stands in isolation from the others as all Areas of Learning and Development are all closely interlinked. This ensures the

delivery of a holistic, child-centred curriculum which allows children to make lots of links between what they are learning.

At Jack in the Box, we recognise that every child is a competent learner who can be resilient, capable, confident, and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

We value the diversity of individuals within the nursery and do not discriminate against anyone. All children at Jack in the Box are welcomed regardless of race, religion, or abilities. All children and their families are valued within our setting, and we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences and interests when planning for their learning. We set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs or disabilities (SEND), children who are working above their age- related expectations, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds and children with protected characteristics alongside our vulnerable groups.

We meet the needs of all our children through:

- planning ambitious opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence and encourage self-regulation.

- using a wide range of teaching strategies based on children's individual learning needs and their next steps for learning.

- providing a wide range of opportunities to motivate and support children and to help them to learn effectively.

- providing a safe and supportive learning environment in which the contribution of all children is valued.

- using resources which reflect diversity.

- planning challenging and enjoyable experiences in all areas of learning and development for every child and for children whose ability and understanding are in advance of their language and communication skills.

- monitoring children's progress and provide support, as necessary. (See special educational needs policy)

We recognise the importance of ensuring all children are given opportunities to reach their full potential and that we have a responsibility to 'close the gap' in the achievement and attainment of potentially vulnerable children in order to 'catch up' and 'keep up.' (See inclusion and equity policy)

It is important to us that all children in the nursery are 'safe.' We aim to educate children on boundaries. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks but need to be taught how to recognise and avoid hazards. (See positive behaviour policy)

We aim to protect the physical and psychological well-being of all children. (See Safeguarding Policy)

Safeguarding and Welfare (See safeguarding policy)

“Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.”

At Jack in the box, we understand that we are legally required to comply with the welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage. We understand that we are required to:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill. (see health and safety policy)
- Manage behaviour effectively in a manner appropriate for the children’s stage of development and individual needs. (see positive behaviour policy)
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so and that all staff and volunteers are subject to full vetting and safeguarding procedures and hold an enhanced DBS or CRB.
- Ensure that the premises, furniture, and equipment is safe and suitable for purpose
- Ensure children must usually be within sight and hearing of staff and always within sight and hearing especially while eating.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.
- Report any incidents to the Designated Safeguarding Lead (DSL).

At Jack in the Box, we recognise that children learn to be strong independent learners from secure relationships. This requires a quality workforce. A well-trained, skilled team of professionals who help every child achieve the best possible educational outcomes. We aim to develop caring, respectful, professional relationships with the children and their families. Every child at Jack in the box is assigned a key person. Their role is to help ensure that every child’s care is tailored to meet individual needs, to help the child become familiar with the setting, offer a settled relationship for the child, and build a relationship with their parents and / or carers. They will support families to engage with more specialist support if appropriate. Children build an attachment with their key person for their confidence and well-being. The key person also promotes children’s learning by developing a deep understanding of their individual needs and children can particularly benefit from their modelling and support.

Parents as Partners

We recognise that parents are children’s first and most enduring educators and we value the contribution they make.

We recognise the role that parents have played, and their future role, in educating their children. We do this through:

- Sharing how the EYFS is delivered in our setting.

■ Sharing the range and type of activities and experiences provided daily alongside our routines and how parents/ carers can further this learning at home.

■ talking to parents about their child before their child starts our setting and finding out their cultural capital.

■ Open classroom and parent's consultation afternoons/ telephone consultations.

■ Children's records are easily accessible and made available to those who have a right, such as other professionals. All staff understand the need to protect privacy of the children in their care, as well as the legal requirements that exist to ensure that information relating to the child is managed in a way that ensures confidentiality.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At Jack in the Box every child has a 'Key Persons,' where children attend other settings alongside Jack in the box, we enable a regular two-way flow of information with parents/cares and the other setting. We pride ourselves on incorporating parents and cares comments into children's learning journals and their hopes and dreams for their child ensuring continuity and coherence by sharing information about the child/ren.

At Jack in the box, we recognise that the environment plays a key role in supporting and extending the children's development. Through observations we assess the children's interests, stage of development and learning needs, before planning challenging, achievable activities and experiences to extend the children's learning tailored to their individual needs.

Staff Ratios

At Jack in the box our staffing arrangements must meet the needs of all children and ensure their safety. All children are adequately supervised, especially whilst eating and to ensure we are meeting each child's individual needs. Managers must inform parents/ carers about how staff are organised/ deployed and when relevant and practical aim to involve them in these decisions, this information is shared during our settling in visits and through informal conversations with our families.

For children aged under two:

- There must be at least one member of staff for every three children.
- At least one member of staff must hold an approved level 3 qualification or have received approval to be included in the ratio at level 3 after attaining experience-based route status and are suitability experienced in working with children under two.
- At least half of all staff must hold an approved level 2 qualification.
- Where there is a room of under two- year-olds, the manager must in their judgment and that of the provider, have suitable experience of working with under twos.

For children aged two;

- There must be at least one member of staff for every five children.
- At least one member of staff must hold an approved level 3 qualification or have received approval to be included in the ratio at level 3 after attaining experience-based route status.
- At least half of all staff must hold an approved level 2 qualification.

For children aged three or above:

- Where a person with Qualified Teacher Status (QTS), Early Years Professional Status (EYPS), Early years Teacher Status (EYTS) is working directly with children there must be at least one member of staff to every thirteen children.
- At least one other member of staff must hold an approved level 3 qualification or have received approval to be included in the ratios at level 3 after attaining experience-based route status.

For children aged three and over:

- There must be at least one member of staff for every eight children.
- At least one member of staff must hold an approved level 3 qualification or have received approval to be included in the ratios at level 3 after attaining experience-based route status.

Anyone aged under seventeen must **NOT** be included in ratios, except apprentices who may be included in ratio from the age of sixteen. Anyone under 17 years of age must not be allowed to care for children unsupervised at any time. Managers may count students and long-term volunteers (aged 17 or over) and apprentices (aged 16 or over) in ratio at the level below their level of study but only if managers are satisfied they are suitable, competent, responsible, hold a valid and current paediatric first aid qualification and have had all their safeguarding checks including an enhanced DBS.

The environment is organised in a way to allow a balance of:

📖 Child Initiated Activities – children make choices from within the learning environment to meet his / her outcome for learning.

📖 Adult Initiated Activities – practitioners provide the resources to stimulate and consolidate and extend learning opportunities.

📖 Adult Directed Activities – Children engage in planned activities to meet specific learning outcomes and secure sticky knowledge in their long-term memory.

Our curriculum

At Jack in the box, we base our curriculum on what our children already know and what they need to learn in a holistic way covering the seven areas of learning in the Early years foundation stage (EYFS). The curriculum is organised to allow children to explore and learn securely and safely. Our ambitious curriculum is designed to be coherent and sequential, building on children's knowledge to meet the needs of the range of ages and stages of children in our care, especially disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and those who face barriers to their learning and/ or well-being. We focus on developing children's knowledge and skills rather than on activities and experiences that leave children's learning to chance. We focus on concepts that are just ahead of children's current level of thinking, which allows them to learn newer concepts by building on previous concepts that they have securely understood. Through high quality teaching/ interactions and expert knowledge of child development staff focus on the most important knowledge and skills needed to be taught and continually check children's deeper understanding adapting that teaching where necessary to support any barriers to learning.

Interactions with children during planned and child-initiated play include a high focus on communicating and modelling language, showing, predicting, explaining, demonstrating, exploring ideas, encouragement when things are not always going to plan, questioning, recalling on previous learning, providing a narrative for what they are doing, facilitating and setting challenges

ready for their next stage in education and school readiness. Staff prioritise their teaching aspects ensuring that children who need more support receive it at the right time, particularly children who are falling behind the expected stages of communication and language.

There are areas where the children can be active, be quiet and rest. The nursery takes account of the equipment that adults provide, the attention given to the physical environment, the structure and routines of the day taking account children's interests the characteristics of effective learning and children's next steps. The nursery is set up in learning areas, where children can find and locate equipment and resources independently as well as exploring enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers the children further opportunities to explore, use their senses, develop their language skills and be physically active. We plan activities and resources both inside and outside enabling the children to develop in all the areas of learning.

Observation, Assessment and Planning

The Planning within the nursery is tailored to the need's achievements and interests of the children and what they can do, we then shape teaching and learning experiences for each child reflecting that knowledge, this is indicated on weekly planning sheets linked to next steps for learning. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. 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. Assessment at Jack in the Box takes the form of observations, and this involves key persons and other adults as appropriate. These observations should not involve long breaks from interactions with children or require excessive paperwork, they are recorded in a variety of ways and are used to inform our assessment sheets undertaken termly. Practitioners use their professional judgments and their knowledge of the children to indicate whether children are working at their expected level of development. Practitioners keep parents/carers up to date with their child's progress and development and address any learning and development needs in partnership with parents and/or carers and any relevant professionals within the seven areas of learning, through moderation team meetings.

Learning and Development

The learning and development requirements are informed by the best available evidence on how children learn. They reflect the broad range of skills, knowledge, and attitudes children need as foundations for life now and in the future.

At Jack in the Box, we recognise that children learn and develop in different ways and have their own learning styles. We value all areas of learning and development equally and understand that they are often inter-linked, these include:

- partnerships between practitioners' parents and carers, ensures our children feel secure at nursery and develop a sense of well-being and achievement. We promote the learning and development of all children in our care and ensure children's early experiences contributes positively to their brain development and school readiness.
- use approaches that provide first-hand experiences, give clear explanations, provide appropriate interventions, extend and develop play and talk about other means of communication as well as support misconceptions around their learning
- children take part in activities that build on and extend their interests and develop their intellectual, physical, social, and emotional abilities.

- encourage children to communicate and talk about their learning and develop independence.
- supports learning with appropriate and accessible indoor and outdoor spaces, facilities, and equipment.
- identify the progress and future learning needs of children through observations, moderations, and professional judgments
- we build relationships between our nursery, family centres, and the settings that our children experience prior to, or while at our setting
- In planning and guiding what children learn appropriately practitioners reflect on the different rates at which children learn and are developing and adjust their practise to meet these needs accordingly.

Progress check at age two (see two-year-old policy)

When a child is aged between two and three, practitioners must review their progress and provide parents/ carers with a short-written summary of their child's development in the Prime areas. Within our two-year-old summaries practitioners will identify areas in which a child is progressing well. Highlight areas in which some additional support might be needed particularly where there is a concern that a child may have a developmental delay, which may indicate a special educational need or disability (see special educational needs and disability policy). Jack in the box will ensure any activity plans or strategies implemented by the settings special educational needs co-ordinator (SENco) involves parents and carers and support will be sourced from relevant professionals as appropriate.

Characteristics of effective learning

Play and exploring: - Children investigate and experience things, and 'have a go'

Play is essential for children's development, building confidence as they learn to explore, relate to others, set their own goals and problem solve.

Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Playing with peers is important for children's development. Children learn by leading their own play, and by taking part in play and learning that is guided by adults. Practitioners decide what they want children to learn, and the most effective ways to teach it. Practitioners stimulate children's interests responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning. Through play our children explore and develop learning experiences, which help them make sense of the world. They can practise skills, develop ideas, and think creatively alongside other children as well as individually. The children communicate with others as they investigate and solve problems. They have the opportunity to express fears or re-live anxious experiences in controlled and safe situations.

Active Learning: - Children concentrate and keep on trying if they encounter difficulties and enjoy achievements

Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas, and events that engage and involve children for sustained periods. Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

Creativity and Critical Thinking- Children have and develop their own ideas, making links between ideas and develop strategies for doing things

When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adults support in this process enhancing their ability to think critically and ask questions.

Children should be given opportunities to be creative through all areas of learning, not just through the arts. Adults can support children’s thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas, and asking open questions. Children can access resources freely and can move them around the classroom to extend their learning.

This policy was adopted by the managers and staff in September 2025

Signed on behalf of Jack in the Box Manager.....

Staff Signatures: