

# Tom Tom Out of School Club

## Early Years Foundation Stage Policy

Tom Tom Out of School Club is committed to delivering the Early Years Foundation Stage (EYFS) as set out in the *Statutory Framework for the Early Years Foundation Stage 2012*. EYFS applies to all children from birth through to the end of their reception year. More information about EYFS is available from the Department of Education website.

Our designated EYFS coordinator is .....Klara Cernohorska..... who is responsible for:

- Identifying EYFS children when they join Tom Tom and informing other staff
- Determining the primary EYFS provider for each child, this is currently Blackwell First School
- Assigning a key person for each EYFS child
- Ensuring all staff receive relevant EYFS training
- Implementing a communication book, so that the parents, Tom Tom and Blackwell First School can easily exchange information
- Agreeing with Blackwell First School how information should be shared and gaining parental consent for this where necessary
- Communicating with Blackwell First School when needed to discuss child's progress and agree next steps for the development of each EYFS child

There are currently 7 areas of learning and development identified within the EYFS:

Three prime areas: Personal Social and Emotional Development

Communication and Language

Physical Development

Four specific areas: Literacy

Mathematics

Understanding of the World

Expressive Arts and Design

For each EYFS child Tom Tom will plan activities to support the learning and development in the three prime areas, this should balance out the school curriculum that delivers learning and development in the four specific areas.

Our staff will:

- Undertake observations and assessments in order to plan for each child's individual needs
- Plan and provide opportunities which are appropriate to each child's stage of development

Tom Tom provides a mix of adult-led and child-initiated activities. We always follow play principles, allowing children to choose how to occupy their time and never force them to participate in a given activity.

We recognize 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.

Written in accordance with the *Statutory Framework for the Early Years Foundation Stage (2012)*, *Safeguarding and Welfare Requirements: Information for parents and carers*[3.72]