

Early Years Foundation Stage (EYFS) Policy

Purpose

At Aflah Nursery, we are committed to providing high-quality early education and care in accordance with the Statutory Framework for the Early Years Foundation Stage (EYFS). We aim to provide a safe, stimulating, and inclusive environment where every child is supported in achieving their full potential.

Our curriculum combines the EYFS with an Islamic ethos, nurturing children academically, socially, emotionally and spiritually. Through meaningful experiences and positive role modelling, we encourage children to develop a love of learning, strong moral values and confidence in their own abilities.

Our Vision

We believe every child is unique and deserves the very best start in life. Our vision is to create an environment where children feel safe, respected and inspired to learn through play, exploration and positive relationships.

Our Islamic values are woven naturally throughout daily routines and learning experiences, helping children develop kindness, honesty, gratitude, respect and a sense of responsibility towards themselves, others and Allah سبحانه وتعالى.

The Four Principles of the EYFS

Our practice is built upon the four guiding principles of the EYFS:

A Unique Child

We recognise that every child develops at their own pace and brings their own interests, experiences and strengths. Planning is personalised to meet each child's individual needs and promote confidence, resilience and independence. We use praise and encouragement (in both English & Arabic), as well as sharing celebrations and circle times, to encourage children to develop a positive attitude toward learning.

All children at Aflah are treated equally regardless of their race, religious background or abilities. Everyone should feel valued at the setting.

We aim to meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- 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 and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.

It is important to us that all children in the nursery are 'safe'. We aim to educate children about boundaries and golden rules to help them make appropriate choices. Children should be allowed to take risks but need to be taught how to recognise and avoid hazards.

We aim to protect the physical and psychological well-being of all children.

"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 Aflah Nursery, we understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2024.

We understand that we are required to:

- Promote the welfare of children. In so doing, we have a duty to report safeguarding concerns about children in our setting. On occasion, our concern for a child may mean we have to consult other agencies. Unless it is not safe for a child, we would always aim to achieve this with a parent's or carer's consent.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and engaging learning and developmental experiences tailored to meet their needs.
- Maintain records, policies and procedures required for the safe, efficient management of the setting and to meet the needs of the children.

Positive Relationships

Children thrive when they form secure relationships with caring adults. Every child is supported by a Key Person who works closely with families to ensure continuity of care, emotional wellbeing and effective learning. At Aflah Nursery, we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

We acknowledge that parents and carers are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents and carers have played and will play in educating their children.

We do this through:

- the children can spend time with their 'Key Person' before and during 'settling-in' sessions which are free of charge
- inviting all parents to an induction meeting

- offering parents and carers regular informal opportunities to talk about their child's progress in our nursery
- offering formal Parent/Carer consultations at which the child's Key Person and the parent/carer discuss the child's progress twice a year
- Parents can always view their child's learning journal and will be kept informed of their child's achievements and interests via Tapestry, an online learning journal.
- We arrange a range of activities throughout the year that encourage collaboration between child, nursery and parents, e.g. 'lunch with your child', storytelling sessions, local trips and stay 'n' play sessions

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen. At Aflah Nursery, the children have a 'Key Person' who is the first point of contact and cares for individual 'key' children.

Enabling Environments

At Aflah Nursery, we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development, and learning, before planning challenging yet achievable activities and experiences to extend their learning.

The Key Staff help to inform a long-term plan that employs a thematic approach to learning. Each month, the children engage in activities that promote language acquisition, centred on an Early Years theme and a related Islamic theme. In so doing, the children build a vocabulary repertoire over a month. The weekly 'Continuous Provision Plan' will also feature learning opportunities from the long-term plan. In addition, each child's unique interests and next steps are addressed through focused activities planned by the Key Person. Parents are encouraged to speak to staff concerning the theme of the month.

Parents will receive a monthly handout that clearly details the Early Years' theme and the Islamic theme in order that learning can be supported and continued at home.

We conduct regular assessments of children's learning and use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, which involves all staff.

The nursery rooms are organised to allow the children to explore and learn securely and safely. There are areas where the children can be active or be quiet and rest. The nursery rooms are set up as learning areas, where children can find equipment and resources independently. The children have free-flow access to the outdoor area, which has a positive effect on their development. Being outdoors offers opportunities to do things in different ways and on different scales than indoors. It offers the children a chance to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help them develop in all 7 areas of learning.

Learning and Development

At Aflah Nursery we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected.

Our policies on 'Differentiation' and 'Play' define the features of effective teaching and learning in our nursery. Features that relate to the EYFS are:

- the partnership between teachers and parents, so that our children feel secure at nursery and develop a sense of well-being and achievement;
- staff understanding of how children develop and learn, and how this affects their teaching;
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication;
- the carefully planned curriculum that helps children work towards the Early Learning Goals throughout EYFS;
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities;
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-management;
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment;
- the identification of the progress and future learning needs of children through observations, which are shared with parents and carers;
- the good relationships between our nursery and the other settings that our children experience prior to joining school;

"Children's play reflects their wide-ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development."

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practice, develop ideas, learn to control themselves, and understand the need for rules. They can think creatively both alongside other children and on their own. They communicate with others as they investigate and solve problems. They express fears or anxiety in controlled, safe situations.

"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." (DfE 2007)

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 satisfaction as they take ownership of their learning.

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 at Aflah Nursery support children in this process and enhance their ability to think critically and ask questions.

Children should be given the opportunity 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. During child-initiated play, children have free access to a range of resources both inside and out.

The EYFS Curriculum

The curriculum is based upon the seven areas of learning and development:

Prime Areas

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Learning opportunities are carefully planned through observations, assessments and children's individual interests to ensure every child makes good progress.

Islamic values, language and experiences are naturally incorporated throughout the curriculum where appropriate, enabling children to develop both academically and spiritually.

Assessment and Progress

Assessment at Aflah Nursery is an ongoing and integral part of children's learning and development. Practitioners use their professional knowledge, observations and interactions with children to understand what children know, can do and need to learn next.

Assessment will be proportionate and will not require excessive paperwork. Practitioners will use their knowledge of each child to plan meaningful experiences, identify any emerging needs and ensure that children receive appropriate support.

Parents and carers will be kept informed about their child's progress and development and will be encouraged to share information about their child's learning and experiences at home.

Progress Check at Age Two

In accordance with the Early Years Foundation Stage (EYFS), when a child is aged between two and three years, Aflah Nursery will review their progress and provide parents and carers with a short-written summary of their child's development in the prime areas of learning.

The progress check will identify the child's strengths and any areas where their progress is below expectations. Where there are significant emerging concerns or an identified special educational need or disability, practitioners will develop a targeted plan to support the child's future learning and development involving parents and carers and, where appropriate, other professionals.

The child's Key Person will discuss the progress check with parents and carers and encourage them to share the information with relevant health professionals, including the child's health visitor where appropriate.

Where a child attends more than one early year setting, Aflah Nursery will work with parents and, where appropriate, the other provider to determine which setting will complete the progress check and to support appropriate information sharing.

The EYFS Profile is normally completed in the final term of the year in which a child reaches age five. Where responsibility for completing the EYFS Profile falls to Aflah Nursery, the nursery will complete it in accordance with current statutory requirements.

Partnership with Parents

Parents and carers are children's first educators, and we value working in partnership with families throughout each child's learning journey.

We support this partnership through:

- A settling-in process.
- A Key Person system.
- Regular communication.
- Parent consultations.
- Learning journals.
- Opportunities for parents to contribute to their child's learning.

Inclusion

Aflah Nursery is committed to ensuring that every child has equal opportunities to learn and succeed, regardless of their background, culture, religion, language, ability, or individual needs.

Where additional support is required, we work closely with parents and relevant professionals to ensure children receive appropriate provision.

Safeguarding and Welfare

Children's safety and wellbeing underpin everything we do.

The nursery meets all welfare requirements within the Statutory Framework for the EYFS and maintains robust procedures for safeguarding, health and safety, behaviour management, staff suitability, and risk assessment.

Further guidance can be found in the nursery's Safeguarding and Child Protection Policy.

Transition and Information Sharing

When a child moves to another early years provider or school, Aflah Nursery will support continuity in their learning and development by sharing relevant information with the receiving

setting, in accordance with statutory requirements and the nursery's data protection and safeguarding procedures.

Parents and carers will be involved in the transition process, and particular attention will be given to children with SEND, additional needs, or other circumstances in which enhanced transition arrangements may be beneficial.

Monitoring and Review

The Nursery Manager is responsible for monitoring the implementation of the EYFS across the nursery to ensure high-quality teaching, learning and assessment.

This policy will be reviewed annually or sooner where legislation or statutory guidance changes.

Date Approved: August 2026

Review Date: August 2027

Aflah Nursery