

How Little Stars Pre-school meets the requirements of the EYFS.

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child Development <ul style="list-style-type: none"> - Key Person system - Registration forms - All about me forms - Recognising that each child is an individual - Planning for an individual child's needs - Recognising that each area of development is of equal importance 	2.1 Respecting Each Other <ul style="list-style-type: none"> - Ensuring staff act as good role models - Use of positive language - Establish good relationships between practitioners and parents - Policies and procedures - Open door policy - Encourage turn taking and sharing - Supervision and staff appraisals 	3.1 Observation, Assessment and Planning <ul style="list-style-type: none"> - Individual Education Plans - Observe as part of daily routine - Observe next steps for planning for individual children - Special books regularly updated - Flexible planning - Parent consultations 	4.1 Play and Exploration <ul style="list-style-type: none"> - Child initiated play - Free choice of available resources - Indoor and outdoor play - Children given time to explore and enjoy activities - Visits to park, post-box and school - A wide range of stimulating activities
1.2 Inclusive Practice <ul style="list-style-type: none"> - Equal opportunities - Cultural and ethnic diversity - Parents as partners - Open door policy - Support from other professionals when necessary - All children and their families are included and valued 	2.2 Parents as Partners <ul style="list-style-type: none"> - Parent questionnaire - Suggestion box - Open door policy - Settling in policies and procedures - Providing advice and support when necessary - Meeting cultural needs - Home Visits 	3.2 Supporting Every Child <ul style="list-style-type: none"> - Treat each child as an individual - Provide resources to support and interest all children - Individual Education Plans - All about me forms - Observe next steps for planning for individual children - Visits from the community - Key Person system 	4.2 Active Learning <ul style="list-style-type: none"> - Free choice to support own learning - Support and plan for children's interests - Opportunity for children to explore - Key person enables the child to feel safe and secure - Provide a safe and secure environment - Regular observations - Provide children with indoor and outdoor activities
1.3 Staying Safe <ul style="list-style-type: none"> - Daily safety checklists carried out - Health and safety policy - Regular fire drills - Safeguarding children policy - Designated member of staff responsible for child protection and safeguarding issues - Safeguarding children training for all staff - Behaviour policy - Adult : child ratio observed - Accident / incident forms - Rules displayed and adhered to 	2.3 Supporting Learning <ul style="list-style-type: none"> - Termly planning meetings - Regular observations on children - Planning for each individual child - Key Person system - Newsletters - Individual Education Plans - Provide varied adult led activities - Provide continuous provision - Staff kept up to date with training 	3.3 The Learning Environment <ul style="list-style-type: none"> - Free choice of available resources - Free flow from indoor to outdoor areas (When able to) - Rules displayed and adhered to - Defined areas of learning within the setting - Individual Education Plans - Continuous provision - Equal balance of child and adult initiated activities - Qualified and experienced practitioners 	4.3 Creativity and Critical Thinking <ul style="list-style-type: none"> - Value parents input - Adult to act as role model - Easy access to materials and resources - Equal balance of adult and child initiated activities - Use open ended questions - Opportunities to experience different cultures - Planning activities that allow children to learn new skills
1.4 Health and Well –Being <ul style="list-style-type: none"> - Parents as partners - Meeting dietary needs - Recording allergies - Promote healthy eating - Registration /all about me forms - Safe and secure environment - Head injury forms - Provide opportunity for physical exercise - Planning for individual children's needs - Provide for children's emotional well being 	2.4 Key Person <ul style="list-style-type: none"> - Key Person system in place - Settling in policy - All children supported by all key persons - Open door policy - All about me/ registration forms - Parent consultations - Transition forms - Visits for new children - Home Visits 	3.4 The Wider Context <ul style="list-style-type: none"> - Working with other professionals - Parent/Carer information pack - Newsletters - Settling in policy - New child visits - Visit areas around the local community - Welcome visitors from local and wider communities 	4.4 Areas of Learning and Development <ul style="list-style-type: none"> - All areas of learning are provided for in the continuous provision - Ensure that all seven areas of learning are covered every day - All areas of development are connected to one another and are equally important - Maintain positive relationships with parents, staff, children and other professionals - Provide an enabling environment