



Get up and Go! (Gateshead) CIC

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Meeting the needs of the child policy

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Introduction

As an Ofsted registered childcare provider we meet the statutory requirements of the Early Years Foundation Stage (EYFS 2014) as well as legislation Equality and Human Rights Commission and United Nations Convention on the Rights of the Child (1992). To this end, we have developed a policy to incorporate all children in our care setting. We will offer an inclusive practice that actively encourages participation by all. We encourage diversity and equal opportunity within our setting. This policy meets the EYFS specific requirements 'Providers must meet the requirements for adult: child ratios'; 'Where the provision is solely before/after school care or holiday provision for children who normally attend Reception class (or older) during the school day, there must be sufficient staff as for a class of 30 children. It is for providers to determine how many staff are needed to ensure the safety and welfare of children, bearing in mind the type(s) of activity and the age and needs of the children. It is also for providers to determine what qualifications, if any, the manager and/or staff should have. Providers do not need to meet the learning and development requirements in Section 1. However, practitioners should discuss with parents and/or carers (and other practitioners/providers as appropriate, including school staff/teachers) the support they intend to offer.', 'The premises and equipment must be organised in a way that meets the needs of children'; 'In registered settings, providers must meet the following space requirements:

- children aged 3 to 5 years: 2.3 m² per child

'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an ongoing judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.; 'Providers must undertake sensitive observational assessment must be undertaken in order to plan to meet young children's individual needs'; 'Providers must plan and provide experiences which are appropriate to each child's stage of development as they progress towards the Early Learning Goals';

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go';
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy

achievements; and

- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Each child must be assigned a key person. Providers must inform parents and/or carers of the name of the key person, and explain their role, when a child starts attending a setting. The key person must help ensure that every child's learning and care is tailored to meet their individual needs. The key person must seek to engage and support parents and/or carers in guiding their child's development at home. They should also help families engage with more specialist support if appropriate.

Policy

We will ensure that the following statutory guidelines are met:

- Providers must meet the requirements for adult : child ratios
- The premises and equipment must be organised in a way that meets the needs of children.
- In registered settings, providers must meet the following space requirements:
 - children aged 3 to 5 years: 2.3 m² per child
- Providers must ensure that there is a balance of adult-led and freely chosen or child-initiated activities, delivered through indoor and outdoor play.
- Providers must undertake sensitive observational assessment must be undertaken in order to plan to meet young children's individual needs.
- Providers must plan and provide experiences which are appropriate to each child's stage of development as they progress towards the Early Learning Goals

Procedure

Our setting is designed to be a community room within a school, and fulfils the space requirements for the children in our care. We have organised the setting in a way that meets the needs of the children in our care. They have easy access to toys, books, writing equipment, creative activities and toileting facilities. We have access to a secure play area with ample space and equipment for children to play. We provide both adult-led and freely chosen or child initiated activities that include both indoor and outdoor play.

We undertake sensitive observational assessments of the children in our care and use the information gathered to ensure that we are planning to provide experiences that are appropriate to each child's stage of development as they progress towards their early learning goals.

The early learning goals

The prime areas

Communication and language

Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Physical development

Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Personal, social and emotional development

Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

The specific areas

Literacy

Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Mathematics

Numbers: children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, space and measures: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore 12 characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding the world

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive arts and design

Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Conclusion

We meet the child’s welfare requirements as set out in the above policy, and meet the individual needs of the children in our care. We make observational assessments against the EYFS using the Early Learning Goals listed above.

Signed _____ (Director and registered person)

Date _____

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