



Delivering the Early Years Foundation Stage & The Key Person Approach

Links to Key Legislation and guidance:

- Children's Act 1989 & 2004
- Children and Families Act 2014
- Statutory Framework for the Early Years Foundation Stage DfE 2021
- Working Together to Safeguard Children DfE 2018
- Keeping Children Safe in Education DfE 2021
- The Equality Act 2010

Policy Statement

Busy Bees is committed to delivering the early year's foundation stage to the highest standards possible. We follow all statutory guidelines and use the development matters and birth to five as a guidance tool.

Our main aim at Busy Bees is to create an environment that feels similar to home, where love and nurture is the highest of priorities. Our main focus is communication and language and the personal, social and emotional wellbeing of our children. We use a variety of mindful practices such as yoga, forest school and being in touch with nature to achieve this. We believe by creating an environment where children feel safe, secure and loved this helps them to feel empowered to explore the world around them.

Our environment is influenced by many approaches, Montessori for her practical life skill ideas, Reggio for using natural resources where possible and the curiosity approach for encouraging loose part play, where the possibilities of imagination are endless.

We do believe in a little bit of structure to our day and each room follows a routine that suits the needs of the children and is regularly adapted. We believe routines enable us

to offer a variety of experiences effectively. For example, group times to share ideas and sing, planned activities to offer creative experiences or even mathematical ones, and rest times to allow the children to recharge. We also believe that children thrive on routine, for example in our baby room our children are extremely secure in their routine they know exactly what cues to follow and because of this the room flows peacefully which allows time and space to engage with the children in interactions.

We are extremely lucky to have an incredibly highly qualified and experienced team. We trust our practitioners to respond to the needs of the children and therefore we don't have set topics to learn. We listen to and observe the needs of the children and then we allow our practitioners to respond to plan activities or extend play to ensure the children have the opportunities to reach their fullest potentials.

Alongside our ethos we also do the following to help ensure we deliver the key principles of the EYFS effectively.

- Staff observe their children daily, recording their individual interests and achievements.
- These records are fed into our weekly planning, where we expand on the children's interests through a mixture of adult led and child led activities.
- We reflect on our planning weekly, to ensure we continue to develop our own practice but more importantly ensuring we continue to provide challenging yet fun and engaging play opportunities for our children.
- Staff use appropriate language and behaviour towards other staff and children, ensuring they are positive role models at all times.
- Staff observe one another's practice to reflect upon and make changes as necessary.
- Group times are carried out throughout the day, encouraging children to express their own feelings, views and values.
- Children are encouraged to be independent wherever possible, but with gentle guidance and support from staff always.
- Children are encourage to explore new activities.

- Safeguarding is covered at every staff meeting and staff are frequently reminded of their individual responsibility to safeguard each and every one of our children.
- Staff attend a variety of training and are encouraged to develop their own personal progression.
- We continue to reflect our setting daily, to ensure we provide as many opportunities for our children in all areas of development as possible.

Two-year progress check

Between the child's second and third birthday we carry out a statutory two-year progress check. This is similar to all other summaries and tracking that we carry out, however this one is statutory and can be used alongside health visitor checks which are carried out at a similar age.

The main aim of these checks is to identify any concerns at an early stage and link with the health visitor. Early intervention is always key for ensuring the child is able to make the best progression and helps to ensure no child gets left behind.

Once the check has been carried out, the child's key person shall get in touch to:

- Arrange a meeting with the parent/carer to discuss the reasons for the review and the progress of their child.
- During the meeting offer advice about dental checks, two-year funding and how to access the children's centre facilities, and encourage the parent to share the review with the health visitor.
- If no further action is required, parents are asked to sign the progress check, reminding them that this is also consent to share information with the health visitor if requested.
- If further action is required, for example a concern about the child's development from either party involved, family, key person or health visitor, parent/carers will be asked to sign information sharing consent form and discuss an integrated review action plan.

- Copies of the full progress check shall go into the child's learning journey (the parents are free to have this at any time) and a copy in the child's individual file in the contacts folder.

Parent Partnership

Alongside the curriculum we believe parents and carers are the most important people in a child's life. They are the biggest influence and therefore we hugely respect their input and will endeavour to work closely in partnership with them at all times.

How we aim to achieve this:

- We will provide opportunities both informally and formally for you and our staff to discuss your child's individual needs and their development. During taster sessions you will be asked to complete information all about your child which hopefully will enable us to gain a better picture of your child's characteristics and encourage a smooth transition from home to Busy Bees.
- We carry out learning journeys on all our individual children here at Busy Bees. Our aim is to support every child with a learning experience that is planned from the child's starting point with activities that are challenging yet achievable so that they can continue to enjoy learning. Each child will be assigned a key worker, who is responsible for the individual's learning journey. Your child's key person will be sensitive to their individual development to ensure that activities they undertake are suitable for the stage that they have reached. Staff will therefore complete ongoing observational assessment in their learning journey each month to ensure continue development through play-based learning. Within these learning journeys we have parent pages and will send them home at least 3 times a year, more if requested. Parents are asked to contribute to the book and we may even ask for some key pieces of information to enable expansion on learning within our planning.
- Parents are able to meet with their child's key person at any time to discuss their child's learning journey, progress or any concerns. We will also hold parents'

evenings as an opportunity to meet and discuss with all staff and to arrange a one-to-one appointment if needed.

- Verbal feedback occurs daily between staff and parents. A daily diary is completed for our baby room. We send regular newsletters, usually termly to inform parents of any special events, requests or feedback required. We email our parents on a regular basis with any day-to-day information and the telephone is always available for a friendly chat.
- Two-year progress checks for our children aged between 2 and 3 years are carried out and parents are invited to discuss the check. This is also used as a great time to feedback to each other.
- We encourage our parents to join in with our nursery. We are a charity run business and require a voluntary board of directors to oversee the running of the nursery and to fundraise for equipment and the future of our business. An AGM is held annually where we appoint new directors and all are welcome.
- There is a notice board displayed in the entrance hall with information on regarding health and safety, list of directors, public liability, and certificate of registration. We will put up any notices or reminders on the front door and all policies can be found here on the desk in the hallway.

Key Person Approach

Each child at Busy Bees is assigned a key person who ensures that within the day to day demands of the setting, each child has somebody who they are able to form a relationship with, ensuring they feel valued and cherished whilst they are away from their home environment.

Key persons Responsibilities

- To provide a secure attachment for their key children.
- To help the settling in processes.
- To ensure the individual needs of that child are met.
- To ensure they are making good progress in their development and planning opportunities to help continue this development, planning next steps.

- To highlight any gaps in the child's development through tracking and observation.
- To build a relationship with the family.
- To develop a two-way flow of information between setting and parents.
- To share the child's developmental progress with the family as often as possible.
- To identify and share any concerns with a senior member of staff and to develop action plans as needed.
- To pass on records when a child moves key persons or setting, ensuring a smooth transition.
- To report any safeguarding concerns to the settings designated safeguarding officer.
- To attend parents' evenings and any other parent meetings.