**Zac’s Club Limited** 

**Early Years Foundation Stage (EYFS) Policy**

Zac’s Club is committed to meeting the requirements of the *Statutory Framework for the Early Years Foundation Stage 2017 (EYFS).* The EYFS applies to all children from birth through to the end of their reception year. More information about the EYFS is available from the Department of Education’s website. A full copy of the Statutory Framework, and Development Matters, both relating to the EYFS are kept on site at the setting to readily refer to by staff.

The designated EYFS coordinator is Erika who is responsible for:

* Identifying EYFS children when they join the Club and informing the other staff of their specific needs.
* Determining the primary EYFS provider (the school) for each child.
* Assigning a key person for each EYFS child.
* Establishing communications between parents, Club and the Primary EYFS provider, so that all parties can easily exchange information.
* Agreeing information sharing policies with the primary EYFS provider and gaining parental consent for this where necessary.
* Liaising with the primary EYFS provider to discuss what support the Club offers to EYFS children.
* Planning events, activities and resources for the setting which extend school learning, and ensure children are challenged and have fun.
* Ensuring that an All About Me document is completed with the child on entry.

The Club provides a mix of adult-led and child-led initiated activities. The Club always follows The Playwork Principles, allowing children to choose how they occupy their time, and never forces them to participate in an activity.

We recognise the four overarching principles of the 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 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 Playworkers 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.

Staff are also trained in the 7 separate areas of the EYFS, and the 17 Early Learning goals. Riccall staff are qualified to at least level 3, except for our Apprentice who is working towards the Level 3 qualification in childcare, and one unqualified Playworker. Some staff are working towards or hold level 5 or above.

Those with key person responsibilities are responsible for maintaining learning records that illustrate where the child started from on joining the setting (All About Me ), and recording their learning experiences, tying them into the EYFS in the EYFS folder. Next steps should also be recorded and followed up in the planning process.

*Written in accordance with the Statutory Framework for the EYFS (2017): Before/after school care and holiday provision (3.40) and Safeguarding and Welfare Requirements: information for parents and carers (3.73)*