# IntroductionThis policy and procedure document is taken from the recommended policies and procedures from the Pre-School Learning Alliance, having regard for the Requirements of the Early Years Foundation Stage (EYFS), as updated in 2021. This document shows what we intend to do as a setting (our policies) and how we intend to do it (our procedures). Responsibility for the policies lies with the committee; responsibility for the procedures lies with the staff. This document is available within the Pre-School for all to see and is also available by email/hard copy if so requested. This document will be reviewed every 3 years and updated as required to incorporate new legislation.

Mission Statement

It is our mission to provide a safe, caring and stimulating environment to enable all children to learn and grow to their full potential. We will encourage children’s self-esteem and confidence to achieve the very best foundations and skills to take with them to the next stage in their learning journey.

We will consider each child as an individual and recognise and value the qualities they bring to Stratton Pre-School.

In our endeavours to fulfil this commitment to the children we will work fully with their parents/carers.

Children's development and learning The provision for children's development and learning is guided by The Early Years Foundation Stage (2021). The Pre-School will use Development Matters, Birth to 5 Matters and Mary Sheridan’s “From Birth to Five” as non-statutory reference material to assess children’s development. Our provision reflects the four key themes and sixteen commitments of the Early Years Foundation Stage.

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| **A Unique Child**  Child Development: Skilful communicator, competent learner. Inclusive Practice: Equality and diversity, children’s entitlements, early support. Keeping Safe: Being safe and protected, discovering boundaries, making choices. Health and Well-being: Growth and developing, physical and emotional wellbeing. |
| **Positive Relationships**  Respecting Each Other: Understanding feelings, friendship, professional relationships. Parents as Partners: Respecting diversity, communication, learning together. Supporting Learning: Positive interactions, listening to children, effective teaching. Key Person: Secure attachment, shared care, independence. |
| **Enabling Environments**  Observation, Assessment and Planning: Starting with the child, planning, assessment. Supporting Every Child: Children’s needs, the learning journey, working together. The Learning Environment: The emotional environment, the outdoor environment, the indoor environment. The Wider Context: Transitions and continuity, multi-agency working, the community. |
| **Learning and Development**  Play and Exploration: Learning through experience, adult involvement, contexts for learning. Active Learning: Mental and physical involvement, decision making, personalised learning. Creativity and Physical Thinking: Making connections, transforming and understanding, sustained shared thinking. Areas of Development and Learning. |