



Implementation of Early Years Foundation Stage:

Overarching principles

The guiding principles that shape practice at Camp Glide are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through positive relationships;
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- Children develop and learn in different ways and at different rates.
- Children feel safe, welcomed and valued

The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities. While Camp Glide is not a specialist SEN provision, we are an inclusive setting and aim to support children with additional needs in line with our resources and capabilities.

As an Early Years provider, Camp Glide should support the following seven areas of learning and development for all the children that attend camp.

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations.

- Example activity:

Play a game called splat. Instructions are given out at the beginning and children are asked questions to show that they have understood the instructions. A practice round is played to demonstrate the language being used and the following action that should be taken.

Physical development involves providing opportunities for young children to be active and interactive and to develop their coordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

- Example activity

Play a game of sharks and minnows. Sharks try to tag minnows who then turn into seaweed. Minnows must dodge seaweed and sharks must catch all the minnows and turn them into seaweed. Children are encouraged to tell staff if they are tired/too hot/need a drink so they can take appropriate action to care for themselves.

Personal, social and emotional development involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

- Example activity

One child is chosen as the “secret signaler” while another child (the detective) looks away. The detective then stands in the middle while the signaler secretly selects others by using a chosen signal (e.g. a thumbs up). The detective must observe carefully to work out who the signaler is by watching others’ reactions. Children take turns in each role, use names, and play respectfully.

Specific Areas

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

- Example activity

Making cards for parents. Children must write a thank you card for sending them to camp. Simple sentences and words, children might be encouraged to create a poem. Staff may help them with this. Draw things and label them.

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and to describe shapes, spaces, and measures.

- Example activity

Ring toss, children must throw different coloured rings towards a target. Each child gets a number of a certain colour. They must throw 5 rings in total. The child who is closest to the target gets points depending on how many are closest to the target game starts over up to a score of 10.

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

- Example activity

Nature Hunt (Orienteering), children must look for and document different plants around the premises. Starting with small plants like grass, then going to bushes, then to trees. They must document the differences and similarities between each plant.

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, roleplay, and design and technology.

- Example activity

Dutch Action, a mix of smaller activities. Children are asked to get into teams and make a team cheer. A team name and a team logo. They will be asked to act in a famous Disney scene. They may be asked to improvise a joke. They may be asked to draw a picture of what a staff member will look like in a year's time. This helps with communication, understanding the world and social development.

Camp Glide will provide planned activities to help children develop in all of the above areas and in regards to the principles. Camp Glide cares for the older end of the early years spectrum and, therefore, may focus on the specific areas as well as prime areas in line with EYFS requirements. As a holiday (out of school) provider, Camp Glide does not have to fully comply with all the learning and development

requirements. However, Camp Glide aims to fulfil all the development requirements in order to help children be best prepared for school.

Camp Glide qualified staff will perform formative (on-going) assessments on all children to evaluate their development in line with EYFS. In most cases, assessments will not be in written form unless it is vital to a child's development. Staff will speak to parents about their child's development, especially if they suspect they have not reached development goals set out in EYFS. Camp Glide will create a plan specific to a child's need and provide and adapt activities so that all children benefit. Camp Glide will help families link with Surrey County Council and other agencies to help with special educational needs and disabilities.

Camp Glide will also create development plans for any child with a disability, special educational need or for a child who does not speak English. Camp Glide will treat all children equally and as unique individuals.

Confidentiality

The Statutory Framework for the Early Years Foundation Stage and Ofsted require all childcare providers to collect, maintain and keep records about children.

All information provided by parents/carers will be treated as secure and confidential, unless parents/carers are informed otherwise in line with safeguarding or legal requirements.

Confidential information is stored securely and is accessible only to authorised senior members of staff and management. Access to this information is restricted to those who require it for legitimate operational or safeguarding purposes.

Records are retained only for as long as necessary, in accordance with relevant guidelines and organisational requirements

To meet the needs of children in our care it is important to share information with parents and it may also be necessary in some circumstances for the manager to seek help and advice from other professionals and outside agencies for the welfare of the child i.e. additional needs. Parents/carers are required to complete a consent form prior to help and advice being pursued.

Key workers are required to store information safely and securely. Any document containing information that can identify a child or parent/carer that is no longer required must be shredded.

Key Person

At Camp Glide the play-workers strive to ensure every child feels safe, secure and confident in their surroundings. This is supported by building a special relationship with a Key person for the child to thrive. The Key person creates a welcoming environment where children settle quickly, providing individual care to the child by working closely with parents. The play-workers recognise that for some children and parents/carers, starting a new club or leaving their child for the first time can be a worrying time. The use of the Key person approach enables the Key person to get to know the child and parents, giving them the reassurance to feel safe. As outlined in

the Early Years Foundation Stage: 'Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and to build a trusting and respectful relationship with parents.' (EYFS, 2012)

- The Key person offers unconditional regard for the child and is non-judgemental.

Each child attending Camp Glide will be assigned a Key Person to support their overall experience and wellbeing within the setting. The Key Person is responsible for maintaining developmental records and sharing information regularly with parents/carers to ensure records reflect a full and accurate picture of the child both at the setting and at home.

Assignment of Key Person

A Key Person is assigned to each child upon registration or at the start of their attendance at the setting.

In the absence of the Key Person, a suitable member of staff will take on their responsibilities to ensure continuity of care. All relevant information will be accessible to staff to maintain consistency in meeting the child's needs.

Safeguarding and Welfare

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. Camp Glide aims to create high quality settings which are welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence.

Camp Glide will take all necessary steps to keep children safe and well. Camp Glide's safeguarding and child protection policy covers: safeguarding children; ensure the suitability of adults who have contact with children; promote good health; manage behaviour; and maintain records, policies and procedures.

Camp Glide's health and safety policy covers relevant points to make sure the environment is safe for every person on site. All activities are risk assessed by a trained person.

Camp Glide's Safeguarding and Child protection policy covers the points raised above and further safeguarding and child protection issues. Camp Glide's Equal opportunities policy covers other relevant points in regards to welfare.

More information is available at the DfE website. www.education.gov.uk/