



## 15.1 The Early Years Government Funding Scheme

### Two Year Old Funding

We provide Early Years Government Funding for **eligible** two year olds for a maximum of 15 hours of free early years learning per week available in term time only for 38 weeks per year. Eligibility requirements are available by contacting the local Children's Centres, by contacting the Principal or accessing the local government website - [www.suffolk.gov.uk/education-and-careers/early-years-and-childcare/information-and-guidance-for-parents/free-early-education-for-2-3](http://www.suffolk.gov.uk/education-and-careers/early-years-and-childcare/information-and-guidance-for-parents/free-early-education-for-2-3) and parents can check on [www.childcarechoices.gov.uk](http://www.childcarechoices.gov.uk)

### Three and Four Year Olds

Any child, no matter the family's circumstances, is entitled to receive free early learning from the term after their third birthday, until they start school full time. Each child is entitled to a maximum of 15 hours of free early years learning each week during term time for up to 38 weeks a school year.

Children from eligible working families are also entitled to an additional 15 hours funded early years education. The total of 30 hours funded education can be taken during term time for up to 38 weeks a school year.

The funded sessions are only available in term time and are deducted from the invoice at the beginning of each term.

Government Funding can be used for any breakfast session: 8am to 9am (1 hour), morning session: 9am to 12.30pm (3.5 hours), lunch club: (12.30 to 1pm), afternoon session: 1pm to 4pm (3 hours) or day session: 9am to 4pm (7 hours). If the hours which your child attends exceeds 15 hours and your family does not qualify for thirty hours funding, charges will be made in line with our fee structure for those additional hours. Sessions cannot be split.

If a child is attending more than one setting, the free entitlement is usually divided between Foxglove Violet Hill and one other setting. This is the decision of the Parent/Carer. Funding claim forms are issued in readiness for the new term for each eligible child for their prompt return.

### Early Years Pupil Premium

The aim of the Early Years Pupil Premium is to close the gap between children from disadvantaged backgrounds and their peers by providing funding to Early Years providers to help them to raise the quality of their provision (Department of Education (DfE) Consultation).

The Early Years Pupil Premium provides us with a sum of money in addition to the Free Entitlement for three and four year old children whose parents are in receipt of certain benefits or children who have been in care or adopted from care. Full eligibility requirements are available to view on [www.childcarechoices.gov.uk](http://www.childcarechoices.gov.uk) where an online checker can also be used.

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Foxglove Violet Hill can use the Early Years Pupil Premium in any way we see appropriate to improve the quality of early years education which we provide for the child. We aim to improve the cultural capital of these children as their early experiences may have been different to their peers. This could include for example additional training for staff, provision of materials and resources or support from additional services. As part of the decision process of how the money is best spent, consultation with the eligible parents/carers is carried out.

Application for The Early Years Pupil Premium is included in the Early Years Government Funding Claim form and is given to each family regardless of eligibility (see Policy 04 Equality of Opportunity).

## 15.2 EYFS Stages and Goals

Children are constantly encountering new experiences and seeking to understand them in order to extend their skills. The EYFS outline early learning goals which most children are expected to achieve by the end of their reception class year at school.

The aim of our nursery is to plan a curriculum using the EYFS alongside the Montessori philosophy and principles to provide the children with learning experiences of the highest quality, considering both children's needs and achievements and the range of learning experiences that will help them to make progress towards (and, where appropriate, beyond) these goals.

The EYFS includes seven areas of learning and development which is divided in to Prime Areas and Specific Areas as follows;

### Prime Areas

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

### Specific Areas

- Literacy
- Mathematics
- Expressive Arts and Design
- Understanding of the World

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## Planning

Foxglove Violet Hill uses an approach known as in the moment planning. Rather than plan activities in advance we will let the children choose what to do, join them and support them in their pursuits and then write up what has happened.

Children are born with a natural desire to explore and learn. We can support them in this by creating an enabling environment, both physical and emotional, and through the relationships and interactions that the children have.

We will not plan ahead. Instead we will stay 'in the moment' with the children as they explore and learn.

We will observe carefully and enhance the learning whenever we spot a teachable moment. Observations, interactions and outcomes are recorded afterwards.

## Teachable moments during child led play

- Provide opportunities and environments that stimulate curiosity.
- Observe and listen closely so that you can follow the child's lead.
- Pick up on the thing, person or idea that has sparked the child's interest.
- Use open ended questions.
- Praise and reinforce the learning.

## How it works in practice

### Initial assessment.

- Observations on children using Tapestry.
- Long observations to show interactions and language.
- Discussion with parents at first parent's afternoon.

### Focus children

- Each week two or three children will be chosen as focus children.
- One sheet per child will be put on the planning notice board.
- The key person will note a couple of things they would like to focus on with the child.
- All staff will watch out for teachable moments with the focus children and record them on Tapestry. These need to include the teaching that has taken place.
- This may include Montessori resources.

### The rest of the group

- Adults continue to observe and support individuals and groups who are not focus children.
- Adults may join a group in their play and extend their learning. This should be recorded on Tapestry using the 'Planning in the moment'.

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- Wow! moments can still be recorded on Tapestry.

**Making sure the curriculum is covered**

- The key person will ensure that their key children are showing development in Prime areas initially, then in all areas.
- Principal will monitor the trackers of individual children, different groups and the whole cohort, to ensure that all areas are being covered.

**Play**

Toys are not just for fun. Most toys help to encourage the development of children in different areas so that even when children seem to be just playing, they are learning at the same time. This is the case specifically with our Montessori Equipment.

All the toys and activities available at nursery have been planned to cover certain areas of a child’s development within the EYFS as shown above.

During the child’s work cycle, staff interact with the activities to encourage the planned learning outcome.

The staff continually observe the children and use the information gained to assess each child’s development.

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Signed for and on behalf of Foxglove Violet Hill

Lindsey Harvey (Principal) :

Date :

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