



# Saint Nathaniel's Academy

EYFS Prospectus

2021-2022



We warmly welcome you to our caring, happy and safe Church of England community.

At Saint Nathaniel's Academy, we seek to encourage an understanding of the meaning and significance of faith and promote Christian values through the experiences we offer all our pupils. We welcome diversity and have high expectations for everyone to behave with mutual respect for each other regardless of gender, race, religion or economic background.

We know how important your child is and aim to deliver the highest quality of care and education to help them to achieve their best.

This prospectus aims to provide you with an introduction to Saint Nathaniel's Early Years setting, our routines, our approach to supporting your child's learning and development, and how we aim to work together with you to best meet your child's individual needs.

### **School Vision**

At Saint Nathaniel's Academy we aim to serve our community by providing education of the highest quality, encouraging an understanding of the meaning and significance of faith and promoting Christian values. We are ambitious for our pupils, wanting all of our pupils to achieve to the best of their abilities, realise their true potential and achieve their goals. Jesus said, "With God all things are possible." Matthew 19 v 26.

### **Our setting aims to:**

- Provide high quality care and education for children below statutory school age
- Work in partnership with parents to help children to learn and develop
- Add to the life and well-being of the local community
- Offer children and their parents a service that promotes equality and values diversity

### **Parents**

You are regarded as members of our setting who have full participatory rights. These include a right to be:

- Valued and respected
- Kept informed
- Consulted
- Involved and included at all levels

### **Children's development and learning**

We aim to ensure that each child:

- Is in a safe and stimulating environment
- Is given generous care and attention
- Has the chance to join in with other children and adults to live, play, work and learn together
- Is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do
- Has a key person who makes sure each child makes satisfying progress;
- Is in a setting that sees parents as partners in helping each child to learn and develop

### **The Early Years Foundation Stage**

Provision for the development and learning of children from birth to 5 years is guided by the Early Years Foundation Stage. Our provision reflects the four overarching principles of the Statutory Framework for the Early Years Foundation Stage (DfE 2021)

#### ***A Unique Child***

- Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

#### ***Positive Relationships***

- Children learn to be strong and independent through positive relationships.

#### ***Enabling Environments***

- 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, parents and carers.

#### ***Learning and Development***

- Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early year's provision including children with special educational needs and disabilities.

### **How we provide for development and learning**

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development.

#### ***The Areas of Development and Learning comprise***

- Prime Areas:
  - Personal, social and emotional development
  - Physical development
  - Communication and language
- Specific Areas:
  - Literacy
  - Mathematics
  - Understanding the world
  - Expressive arts and design

For each area, the level of progress that children are expected to have attained by the end of the Early Years Foundation Stage is defined by the Early Learning Goals. These goals state what it is expected that children will know, and be able to do, by the end of the reception year of their education.

The *Early Years Outcomes* guidance sets out the likely stages of progress a child makes along their progress towards the Early Learning Goals. Our setting has regard to these when we assess children and plan for their learning. Our programme supports children to develop the knowledge, skills and understanding they need for:

### ***Personal, social and emotional development***

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

**ELG:** *Self-regulation, managing self and building relationships.*

### ***Physical development***

- Moving and handling
- Health and self-care

**ELG:** *Gross motor and fine motor skills.*

### ***Communication and language***

- Listening and attention
- Understanding
- Speaking

**ELG:** *Listening, attention and understanding, speaking.*

### ***Literacy***

- Reading
- Writing

**ELG:** *Comprehension, word reading and writing.*

### ***Mathematics***

- Numbers
- Shape, space and measure

**ELG:** *Number and numerical pattern*

### ***Understanding the world***

- People and communities
- The world
- Technology

**ELG:** *Past and present, people, culture and communities, the natural world.*

### ***Expressive arts and design***

- Exploring and using media and materials
- Being imaginative

**ELG:** *Creating with materials and being imaginative and expressive.*

### **Our approach to learning and development and assessment**

Learning through play, being active and playing supports young children's learning and development through doing and talking. This is how children learn to think about and understand the world around them. We use the EYFS statutory guidance on education programmes to plan and provide opportunities which will help children to make progress in all areas of learning. This programme is made up of a mixture of activities that children plan and organise for themselves and activities planned and led by practitioners. As well as following the EYFS handbook, we are also going to be using the 'Development Matters, Non-statutory curriculum guidance for the early years foundation stage.'

### **Characteristics of effective learning**

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the Early Years Foundation Stage as:

- Playing and exploring – engagement
- Active learning – motivation
- Creating and thinking critically - thinking

We aim to provide for the characteristics of effective learning by observing how a child is learning and being clear about what we can do and provide in order to support each child to remain an effective and motivated learner.

### **Assessment**

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs or videos of the children, to document their progress and where this may be leading them. We use the programme '2 simple Evidence Me', to gather information about your child's development. We believe that parents know their children best and we will ask you to contribute to assessment by sharing information about what your child likes to do at home and how you, as parents, are supporting development.

We make periodic assessment summaries of children's achievement based on our on-going development records. These form part of your child's record of achievement. We undertake these assessment summaries at regular intervals, as well as times of transition, such as when a child moves into the next year group.

### **Working together for your children**

We maintain the ratio of adults to children in the setting that is set by the Safeguarding and Welfare Requirements. This helps us to:

- Give time and attention to each child
- Talk with the children about their interests and activities
- Help children to experience and benefit from the activities
- Allow the children to explore and be adventurous in safety

### **How parents take part in the setting**

Our setting recognises parents as the first and most important educators of their children. All of our staff see themselves as partners with parents in providing care and education for their children. There are many ways in which parents take part in making our setting a welcoming and stimulating place for children and parents, such as:

- Exchanging knowledge about their children's needs, activities, interests and progress with our staff
- Contributing to the progress check at age two
- Sharing their own special interests with the children
- Taking part in events and informal discussions about the activities and curriculum provided by the setting
- Building friendships with other parents in the setting

### **Key person and your child**

Our setting uses a key person approach. This means that each member of staff has a group of children for whom she/he is particularly responsible. Your child's key person will be the person who works with you to make sure that the childcare that we provide is right for your child's particular needs and interests. When your child first starts at the setting, she/he will help your child to settle and throughout your child's time at the setting, she/he will help your child to benefit from our activities.

### **The setting's timetable and routines**

Our setting believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in our setting are provided in ways that:

- Help each child to feel that she/he is a valued member of the setting
- Ensure the safety of each child
- Help children to gain from the social experience of being part of a group
- Provide children with opportunities to learn and help them to value learning

### **The daily session**

We organise our sessions so that the children can choose from, and work at, a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small and large group activities, which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others. Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor child-chosen and adult-led activities, as well as those provided in the indoor playroom.

### **Snacks and meals**

We make snack time a social time at which children and adults eat together. We plan the menus for snacks so that they provide the children with healthy and nutritious food. Please tell us about your child's dietary needs and we will plan accordingly.

### **Clothing**

We provide protective clothing for the children when they play with messy activities. We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off, and putting on, outdoor clothes. Clothing that is easy for them to manage will help them to do this.

### **Policies**

Our staff can explain our policies and procedures to you. Copies of which are available on the school website. Our policies help us to make sure that the service provided by our setting is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents.

### **Safeguarding children**

Saint Nathaniel's Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The school has a legal duty to work with other agencies in protecting children from harm and responding to abuse. The school regards this as an essential duty of care. Parents should be aware therefore, that staff have a legal duty to report their concerns about a child who may be at risk of abuse or where there is a safeguarding or Child Protection concern to the Local Authority Safeguarding Team. Please note the Academy staff do not carry out investigations or make judgements.

Mrs Robinson is the Academy Designated Child Protection Officer and Mrs Morris is the Governor responsible for Child Protection and Safeguarding.

### **Special Educational Needs**

To make sure that our provision meets the needs of each individual child, we take account of any individual needs a child may have. We work to the requirements of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015).

Our Special Educational Needs Co-ordinator is Miss L Clarke.

### **The management of our setting**

The setting is managed by Miss H Pyatt (EYFS Lead and Reception Class Teacher)

### **Starting at our setting**

We want your child to feel happy and safe with us from the very start. To make sure that this is the case, our staff will work with you to decide on how to help your child to settle into the setting.

We hope that you and your child enjoy being members of our setting and that you both find taking part in our activities interesting and stimulating. Our staff are always ready and willing to talk with you about your ideas, views or questions.

### **Contact:**

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