

# STANDARD 9 Equal Opportunities



## EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
Child development Inclusive practice 1.4 Health and well-being	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child 3.3 The learning environment 3.4 The wider context	4.1 Play and exploration 4.2 Active learning 4.3 Creativity and critical thinking

## Standard 9.5 Narrowing the Gap

### Horsted Keynes Preschool's commitment to accelerate the achievement

#### of vulnerable groups of children in our setting.

- We promote an ethos of attainment for all children
- We have an individualised approach to addressing barriers to learning
- We focus on high quality teaching and deploy the most appropriate staff to support disadvantaged children

#### To find each child's starting point upon entry to the setting we:

- collect information on the children from the parents/carers before they join our setting
- gather information from other settings or childminders the child has been in contact with, if appropriate
- allocate each child a key person and second key person before they join the setting.
- arrange time for the key person to have a discussion with the parent/carer during settling in sessions to gather information.
- organise developmental records which the key person consistently builds on providing evidence of the child's learning and development.
- observe every unique child from the first day they join the setting.

#### How is this information used?

- The observations are linked to the EYFS (Early Years Foundation Stage) and these are used to set 'next steps' for the child. Next steps are shared with parents/carers to invite their own observations and feedback comments.
- Regular meetings are held with the parent/carers to look through the development folder and discuss progress and include their feedback.

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- EYFS (Early Years Foundation Stage) individual tracking assessments are completed at the end of every term; these are used by the individual key person to see if their key children are making progress from their starting point. If they are not, individual next steps are written and shared with parents/carers; additional strategies are also put in place to support the child when required. These assessments are also used to monitor the progress of all children at the setting; from one term to the next we look for trends and make decisions based on this data.
- EYFS (Early Years Foundation Stage) learning and development summary 1 (progress check at 2 years old) are completed the term before the child's 3rd birthday. This document provides a detailed summary of the child's learning and development which is shared with parents/carers and any second carer i.e. child minder or nanny. These are used by the individual key person to see if their key children are making progress from their starting point. If they are not, individual next steps are written and shared with parents/carers; additional strategies are also put in place to support the child when required.
- Outside agencies are contacted if required: Area SENCo, Community Nursery Nurse, local Children's Centres for example.
- Early Help Assessment forms (EHA) are completed with the family's permission and involvement should we feel that the child and/or family require additional support