



JPAC LTD Out of School Clubs

Early Years Foundation Stage Policy

JPAC LTD is committed to meeting the requirements of the *Statutory Framework for the Early Years Foundation Stage 2024* (EYFS). EYFS applies to all children from birth through to the end of their reception year. More information about EYFS is available from the Department for Education's website.

The designated EYFS coordinator at the Club is The Manager who is responsible for:

- Identifying EYFS children when they join the Club, and informing the other staff
- Determining the primary EYFS provider (the school/nursery) for each child
- Assigning a key person for each EYFS child
- Implementing a communication book, so that the parents, Club and the primary EYFS provider can easily exchange information
- Agreeing information sharing policies with the primary EYFS provider and gaining parental consent for this where necessary
- Liaising with the primary EYFS provider to discuss what support the Club offers to EYFS children

The Club provides a mix of adult-led and child-initiated activities. The Club always follows the playwork principles, allowing children to choose how they occupy their time, and never forces them to participate in a given activity.

We recognise the four overarching principles of EYFS:

- **A Unique Child:** Every child is constantly learning and can be resilient, capable, confident and self-assured. We use positive encouragement and praise to motivate the children in our care.
- **Positive Relationships:** Children learn to be strong and independent through positive relationships. We aim to develop caring, respectful, professional relationships with the children and their families.
- **Enabling Environments:** Children learn and develop well in environments in which their experiences respond to their individual needs and where there is a strong partnership between practitioners and parents/carers. We observe children in order to understand their current interests and development before planning appropriate play-based activities for them.
- **Children develop and learn in different ways and at different rates.** The EYFS framework covers the education and care of all children in Early Years provision, including children with special educational needs and disabilities. We tailor the experiences we offer the children in our care according to their individual needs and abilities.

Policy Updated August 2024

Written in accordance with the *Statutory Framework for the Early Years Foundation Stage (2024): Before/after school care and holiday provision [3.41]* and *Safeguarding and Welfare Requirements: Information for parents and carers [3.73]* and *The Learning and development requirements, Footnote 5, p7*

January 2024 Summary of changes for school-based providers since the previous issued framework

Group and school-based settings must:

- ensure setting managers appointed on or after 4 January 2024 hold a level 2 maths qualification, or they achieve one within 2 years of starting in the position (Section 3, Staff:child ratios)
- ensure your setting's safeguarding policies and procedures include all electronic devices with imaging and sharing capabilities, not just mobile phones and cameras (Section 3, Safeguarding policies and procedures)
- ensure all level 2 and level 3 staff members hold a valid paediatric first aid (PFA) certificate, otherwise they cannot be included in ratio (Section 3, Paediatric first aid)

Group and school-based settings may wish to consider applying the following flexibilities, if appropriate:

- level 3 practitioners in group and school-based settings will no longer be required to hold a level 2 maths qualification to count within staff:child ratios (Section 3, Staff:child ratios)
- a manager in group and school-based settings can now allow students and apprentices to count in staff:child ratios at the level below their level of study, if the manager is satisfied that they are competent and responsible (Section 3, Staff:child ratios)
- settings may provide opportunities for children to develop and use their home language in play and learning, previously this requirement stated this 'must' be done (Section 1, English as an Additional Language)

Group and school-based settings should also be aware that the following updates have been made to the

EYFS

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- there is a new [statutory document](#) on early years qualification requirements and standards
- the language has been changed to clarify that physical evidence does not need to be collected for assessments (Section 2, Assessment)
- a clarification made that while qualifications must be verified, employees do not have to provide physical copies of their qualifications (Section 3, Suitable people)
- a clarification made on the wording on the validity of paediatric first aid (PFA) certificates (Section 3, Paediatric first aid)