



Pilgrims School

Early Years Foundation Stage

January 2022

Next review date: January 2023



Please note: 'School' refers to Early Years Foundation Stage (Little Pilgrims and Pre School) and Pilgrims Main School.

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Early Years Foundation Stage Policy

The Early Years Foundation Stage includes children from birth to the end of the academic year in which a child has had their fifth birthday. It promotes teaching and learning to ensure children are ready for school and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Our Aims

Pilgrims inspires each child to love learning. We aim to achieve this through:

- Inspirational and innovative teaching
- Recognising each child as an individual
- Creating a stimulating environment
- Developing a strong sense of community

Pilgrims School provides a safe and happy environment full of rich and challenging opportunities. We motivate each child to discover their full potential whilst recognising and supporting individual needs. We aim to stimulate the children's curiosity, imagination and creativity encouraging them to be confident and independent thinkers.

As well as nurturing our children's interests and developing their ideas, we inspire them to open their minds to new opportunities and challenges. We also engage the children with the wider community to enhance their understanding of the world around them.

Our Values

- **Curiosity**

We celebrate and encourage curiosity and the desire to wonder and ponder, instilling in everyone a lifelong love for learning and the skills to explore the world around us.

- **Respect**

We acknowledge the feelings, interests and beliefs of others within an environment that reflects understanding, honesty and integrity.

- **Kindness**

We treat everybody in a kind, compassionate, caring and supportive way so that everybody feels happy and safe.

The EYFS guidance focuses on four guiding themes. Outlined below is how we use these to support the development, learning and care of each child.

1. A Unique Child

1.1 Early Years Structure at Pilgrims

Little Pilgrims and main school has separate rooms for different age groups of children which generally fall into these bands based on September entry:

- Little Toddlers 3 to 18 months
- Toddlers: 18 to 24 months
- Kindergarten: 2 to 3 years (children from Kindergarten upwards are placed in their correct 'school year')
- Pre School: 3 to 4 years
- Reception: 4 to 5 years

1.2 Behaviour

- All the children throughout the school are introduced to our school values. When demonstrating kindness and respect, we expect the children to
 - be kind with their hands, feet and voices
 - display good manners
 - stop, look and listen when someone is talking.
- Children are encouraged to make informed choices and are made aware of possible consequences
- With the help of adults children learn about possible dangers, how to protect themselves and assess risks (Refer to school policies for: Health and Safety, Behaviour and Assertive Discipline)
- The Head of Early Years and the Early Years Department Managers are responsible for the implementation of the behaviour management policy.

1.3 Inclusive Practice

The diversity of individuals and communities is valued and respected.

At Pilgrims we ensure this by;

- Treating each child as an individual
- Using resources that reflect diversity positively
- Being aware of the range of learning styles and providing appropriate strategies to meet each child's learning needs
- Facilitating equal access to activities by all children
- Promoting British Values (see Safeguarding Policy)

1.3.1 SEN

We support children with Special Educational Needs by:

- Liaising with the SENDCo, Early Years SENDCo and external agencies to ensure adequate and appropriate provision is provided
- Using specialist aids and equipment where needed
- Observing, assessing and monitoring progress and stages of development
- Working with parents to keep them informed of their child's progress and achievements

1.3.2 EAL

We support children with English as an additional language by:

- Valuing the child's home language
- Using resources which promote languages from other countries

1.3.3 More Able, Gifted and Talented

We provide challenging opportunities for more able children by:

- Liaising with the Gifted and Talented co-ordinator
- Linking with other co-ordinators and specialists to provide appropriate and adequate opportunities to extend and develop specific gifts or talents
- Ensuring resources are appropriate
- Observing, assessing and monitoring progress and stages of developments
- Working with parents to keep them informed of their child's progress and achievements

(Refer to school policies for: Inclusion, SEN and More Able, Gifted and Talented)

1.4 Health and Wellbeing

1.4.1 Health

- Medical forms are completed by parents on entry to the school. These details are updated and reviewed regularly by parents.
- Staff familiarise themselves with allergies and special dietary requirements as appropriate
- Pilgrims endeavours to be a nut free school
- Menus are displayed daily and are available on the school website. Parents are kept informed of their child's eating habits
- Pilgrims encourages healthy eating and a balanced diet
- All staff receive training in food hygiene

1.4.2 First Aid

- At least one person who has a paediatric first aid certificate is on the premises when children are present and accompanies the children on any outings (see First Aid Policy)

1.4.3 Wellbeing

- All children have free flow access to an outside space when appropriate and are encouraged to exercise daily
- We have designated members of staff for Safeguarding children: Designated Safeguarding Lead – Mrs Tracey Marquand, Deputy Designated Safeguarding Lead – Mrs Zoe Miles.
- All rooms are cleaned and tidied daily
- Resources and equipment are appropriate to the child's age and stage of development and are cleaned regularly and checked for wear and tear
- Prior to each child starting at Pilgrims parents give detailed information on their child's daily routines including sleep and feeding patterns
- Special areas are made available for sleeping and rests and adults are made aware of special comforters

(Refer to school policies for: Health and Safety, Healthy Eating, Safeguarding Children)

1.5 Monitoring

- Children's progress is monitored on a day to day basis by the key person, class teachers and HLTAs. Termly meetings are held to discuss each child's progress and development. In Little Pilgrims, Kindergarten and Pre School, these meetings take place between Room Leaders and Key People. In

Reception these meetings take place between the Head of Early Years, Reception Class Teachers, the Head Teacher and Deputy Head Teacher. Information is shared with the SENCo and A,G & T co-ordinator as appropriate.

- Areas of concern or support are recorded on an internal spreadsheet.

1.6 Recording and Reporting

The Key Person collates photographs and details of significant events over the year and records the children's achievements and progress in a 'Yearbook' file. Photographs, snapshot observations and more detailed observations are regularly shared with parents via the Evidence Me App. Parents are also encouraged to share their observations, comments and WOW moments via the Evidence Me app.

At the end of the year parents receive a written report based on the seven areas of learning and development to inform them of their child's progress over the year. Yearbooks are also sent home at the end of the academic year.

Early Years Foundation Stage Profiles are completed for the children in Reception. This information is then used to inform Year One teachers and parents of progress and attainment. Internal moderation of Foundation Stage Profile judgements takes place with the Reception team. Parents are able to discuss their child's progress during parent consultation evenings and a summary report is sent home at the end of the year. Parent information events are held on a regular basis.

Retention of records

Pupils' records are retained as detailed in the overarching Harpur Trust Data Protection, Information and Records Retention Policy, in line with the General Data Protection Regulation (GDPR).

1.7 Safeguarding

At Pilgrims we comply with the welfare requirements as stated in the Statutory Framework for the Early Years Foundation Stage 2021.

Mrs Tracey Marquand is the named person for safeguarding in the school (DSL) and Mrs Zoe Miles is the Assistant DSL.

We are committed to:

- Promoting the welfare of children.
- Ensuring all adults who look after the children are safe and suitable for that purpose. (See Safer Recruitment policy)
- Identifying children who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our setting
- Maintaining records, policies and procedures required for safe, efficient management of the setting and to meet the needs of the children
- Training staff to recognise signs of abuse and neglect at the earliest opportunity and then follow the correct procedures

Informing OFSTED within 14 days of any allegation of serious harm by any person working at the premises

(See Safeguarding policy)

1.7.1 Cameras

Photographs are used as evidence in children's Yearbooks and to share with parents via Evidence Me. When children join, parents are asked to consent to photographs being taken of their child. Photographs are stored on the school network and only available to School staff. (See E-Safety Policy)

1.7.2 Mobile Phones and other electronic and mobile devices

Staff mobile phones are stored in their locker during working hours and switched to silent. When staff are taking the children on an outing they take a school mobile phone with them to ensure the safety and welfare of the children. The number of the phone is added to the outing register which is left in the department office. The school mobile phone for use on Reception outings is kept in the school office. Staff must not use their mobiles to take photographs or videos of the children. Visitors are asked to switch off their mobile phones when they enter the building. School iPads are also used to photograph the children and record assessment and development data.

(See E-safety policy and social networking policy regarding use of social networking sites and appropriate use of these sites by employees)

1.8 Security

We have secure video phone entrances for Little Pilgrims, Kindergarten and Pre School for parents dropping off and collecting during the day. The main school entrance is secured using a buzzer system which is operated by school staff throughout the day. At specific times at the beginning and end of the school day the caretaker unlocks the school gates to allow parents access into the school playground.

2. Positive Relationships

2.1 Key Person

A key person has special responsibilities for working with a small number of children, giving them the reassurance to feel safe and cared for and building relationships with their parents.

The key worker / person at Pilgrims is responsible for;

- Offering support and reassurance to both children and parents
- Developing strong relationships, based on trust, with the parents and children, helping to meet their needs with sensitivity whilst making them feel safe and secure
- Meeting with parents at consultation evenings and other requested times
- Collating all relevant and important information about their key children
 - Play visit questionnaire / tell me about yourself forms
 - Internal and external transition forms
 - Reports and assessments from other settings / year groups
- Keeping their children's records and information up to date

- Carrying out observations, informal assessments and taking photographs to add to each child's electronic learning journal and Yearbook to show their progression, development and achievements
- Writing end of year reports
- Passing on relevant information to new settings, year groups and outside agencies when appropriate
- Meeting with specialist teachers, subject coordinators or outside agencies where appropriate
- Maintaining additional SEN or G&T files where appropriate
- Ensuring a smooth transition from year group to year group

A daily record is kept of the names of the children being cared for on the premises, their hours of attendance and the names of each child's key person.

2.2 Parents *When parents and practitioners work together the results have a positive impact on children's development and learning*

- Open door ethos - Parents are encouraged at all times to share any concerns or issues they may have
- All children and parents are welcomed at the beginning of each session and at the end parents are informed of relevant information related to the sessions
- Transition booklets are given to parents before starting a new stage at school. This is to ensure that both the children and their parents feel happy and confident about the forthcoming changes
- Information leaflets are issued for each new stage to aid transition for the children and parents
- Registration forms are completed by parents prior to their child starting at Pilgrims. They request information about the child and their background including home language and religion
- Parents are asked to complete a 'tell me about your child' form listing likes, dislikes, favourite toys, games, places and people, who is in their family, other settings they visit or have visited etc
- Curriculum overviews for Reception are sent home termly, outlining learning intentions, expectations, and events
- Play visits are arranged, inviting parents and children in to spend time in their new environment, meeting the staff and children. This time also allows staff and parents to talk about routines, feeding, diets and any special comforters
- Parents are encouraged to share experiences and special events and add to their child's journals
- Parents are asked to fill in 'Wow moments' of achievements at home. These are added to Yearbooks. These can be sent as hard copies or via the Evidence Me app.
- Parents are given information booklets on the EYFS
- Parent Consultation Evenings take place during the Autumn and Spring terms.
- End of year reports are produced informing parents of their child's progress and development throughout the year
- Newsletter ...
- Parents are invited throughout the year to formal and informal events such as:
 - Information evenings

- Sports Day and picnic
- Swimming galas
- Special assemblies
- Christmas productions
- Summer Concerts
- Summer barbeque
- Parent/Child Activity events

2.3 Ratios

Staff to children ratios are maintained at all times and allow for staff breaks and meetings

- Children under two 1:3
- Children aged two 1:4
- Children aged three and over 1:13 (between the hours of 8am – 4pm where a Qualified teacher / EYP / level 6 is working directly with the children) otherwise 1:8

2.4 Staffing

2.4.1 Structure (See Appendix ?)

- The Head of Early Years is a member of the school leadership team and is responsible for the successful implementation of the Early Years Foundation Stage across the school
- The Manager of each department is responsible for the day to day management of Little Pilgrims, Kindergarten and Pre School
- The Deputy Manager for Early Years works alongside the Head of Early Years to ensure the successful implementation of the Early Years Foundation Stage and the smooth running of the Early Years provision
- The Deputy Manager will deputise for the Head of Early Years in her absence.
- Room leaders report to their Department Manager and Key People report to Room Leaders
- The Pre School Teacher is responsible for the educational provision in the Pre School
- The Reception teachers and HLTAs report to the Reception Year Group Leader

2.4.2 Recruitment

All staff have to complete an application form for any post in line with our safer recruitment policy. Candidates will be observed interacting with children and interviewed as part of the selection process (refer to Safer Recruitment Policy). Before new staff commence employment, they will have been cleared to work with children by going through a DBS Check. Two references will also have been requested. They undergo induction training and are initially employed for a probationary period.

2.4.3 Performance Management

All staff take part in annual performance management cycles where performance is reviewed and targets are set to improve personal effectiveness. Six monthly reviews take place to ensure staff are provided with the relevant support.

2.4.4 Coaching and Supervision

Staff have opportunities to discuss children's development, well-being and progress at weekly room or team meetings, as well as at the termly monitoring meetings. Supervision meetings between managers and staff also take place at regular intervals. These include the opportunity to discuss children's development, receive coaching to improve performance and identify solutions to issues as they arise. Individual children's progress is also discussed with the relevant staff on an ad hoc basis as the need arises. Reception staff meet on a weekly basis and each teacher and HLTA also meet regularly to discuss individual children.

2.4.5 INSET and Staff Training

All main school staff attend a weekly staff meeting and termly INSET training. Little Pilgrims, Kindergarten and Pre School staff attend termly staff training. Training needs are identified through performance management and action plans. Staff are sent on Paediatric First Aid Training to ensure that the correct number of staff hold a relevant qualification.

2.4.6 Staff taking medication/other substances

Staff must seek medical advice if they are taking medication which may affect their ability to care for children, and any staff medication must be securely stored at all times.

2.5 Transition

The transition from one-year group to another is planned for carefully and monitored. Visits are arranged to ensure the children become familiar with adults and environments. Parents are invited to information evenings and leaflets are made available outlining expectations and advice.

Internal and external transfer forms are completed by each child's Key Person or teacher to ensure all relevant and important information is passed on to new rooms or settings. The parents of children who are still attending other settings or are transferring from other settings are encouraged to share information regarding the curriculum and the children's achievements. (Refer to Transition Policy)

2.6 The Wider Context: *Working in partnership with other settings, businesses, agencies and individuals to support the development and progress of each child.*

Outside agencies such as, speech therapists, Child Development Officers or doctors are involved where appropriate to ensure each child's needs are met.

Children regularly walk to the Park and take trips to the local shop for stamps, to post a letter, or for ingredients. Book Start book packs are also distributed.

3 Enabling Environments

3.1 The Learning Environment

The environment supports every child's learning through planned experiences and activities that are challenging but achievable.

Within each developmental stage children have the opportunity to visit and explore a range of experiences both inside and outside. Opportunities set up include:

- Graphics – mark making, cutting, sticking
- Book / quiet area – fiction, non fiction texts, familiar stories, poems
- Construction – building and designing using kits and a range of natural objects
- Small world – imaginative play e.g. farm, garage, dolls etc
- Role play – imaginative play e.g. home corner, café
- Malleable – moulding, manipulating, using tools e.g. play dough, clay, Plasticine etc
- Design and make – cutting, sticking, using tools and reclaimed materials
- Painting – colour mixing, brush control
- Sand – imaginative / mathematical e.g. pouring, hiding, weighing, moulding, sieving
- Water – imaginative / mathematical e.g. pouring, weighing, mixing, washing, floating etc
- Physical development – climbing frames, obstacle courses, bikes, bats and balls etc; fine motor skills – threading, nuts and bolts etc.
- Investigation – growing and planting, living things, sounds and instruments etc
- Challenge – weekly challenge in Reception often related to a previously learnt skill
- Mathematics – dice, shapes, number lines and cards, puzzles

Items and objects are altered, added and changed within areas according to observations made.

3.2 The Outdoor Learning Environment

Supports children's learning, encouraging confidence to explore in a secure and safe environment both inside and outside.

Access is secured using coded gates and video intercom systems.

The inside and outside environments are planned and organised to meet the needs and interests of the children. Children have free access to both areas throughout the day.

Parents are encouraged to provide appropriate clothing to enable the children to explore the outside areas in all weather.

3.3 Planning

Little Pilgrims, Kindergarten and Pre School

In Little Pilgrims the 'In the Moment Planning' approach is used. This is informed by observations, interests and experiences of the children. Children and parents are encouraged to offer information about themselves, their families and their

experiences prior to joining Pilgrims. The key person will spend time getting to know a child and building a relationship with them before beginning to personalise the child's learning. All planning should be flexible to accommodate a sudden fall of snow or some new birds appearing in the garden, for example.

Weekly room meetings are held to discuss and reflect on practice and planning. A planning review sheet is completed during the week and at their weekly meeting but most activities will not be planned in advance. Most activities will be child-initiated with the exception of planned timetabled activities such as Forest School, swimming or hall time. Adults may also plan activities for particular seasonal events for example to make Mother's Day cards.

For the youngest children in Little Pilgrims the focus will be on the 3 prime areas which are the basis for successful learning in the 4 specific areas. Stimuli for child-initiated activities include seasonal events, festivals, school schedules and routines.

In Pre School, activities are also planned for Key Person group sessions. These focus on supporting and reinforcing skills and providing personalised learning for individual children. Ongoing observation informs the weekly planning and enhancements are added to the continuous provision to take into account the children's interests and developmental needs. Personalised learning is planned for during small group or individual activities.

Reception

In line with the main school, Reception use a creative curriculum approach to planning, with termly topics on a four year cycle. The medium term plan for each termly topic pinpoints the main learning intentions in each of the 7 areas of learning. This plan also includes seasonal events, festivals and themed days or weeks. The medium term plan offers some flexibility to take children's interests into account. A weekly plan outlines the adult led activities and the continuous provision for that week.

Weekly meetings are held to discuss and reflect on practice, planning and achievement.

3.4 Resources and Equipment

At Pilgrims we understand the importance of heuristic and imaginative play. The children have access to a range of natural and real objects to touch, gather, stack and manipulate. Role play areas include 'real' objects e.g. pots and pans, hair dryers etc.

3.4.1 Cleaning and Maintenance of Equipment

Resources are checked regularly to ensure cleanliness and safety. Each room has an equipment checklist which is updated at the end of every term.

3.5 Risk Assessments

Risk assessments are carried out in relation to specific activities and are used to inform staff practice and how we are managing activities that involve an element of risk.

Part of the induction process for new staff is the requirement that they read the risk assessments before they are able to carry out some activities.

All staff are required to read the risk assessments on an annual basis and sign to say they have done so. The risk assessments are reviewed annually by Department Managers and the Health and Safety Lead.

Older children are encouraged by adults to assess the risks during the activity as part of their learning.

4 Learning and Development

4.1 Assessment

Assessments are mainly formative and based on daily observations.

- In each room initial assessments and observations are carried out to inform the Key Person of the child's needs and development stage
- In Reception the teachers may use more formal assessments to find out each child's knowledge and abilities of;
 - Letter, sound and word recognition
 - Unaided / emergent writing
 - Mathematical concepts and skills
- An EYFS profile is completed for each child by the end of Reception (or the end of the academic year that the child reaches their fifth birthday)

End of year reports are written by each child's key person / teacher with input from specialist teachers, other support workers, and outside agencies where appropriate

4.1.1 The Progress Check at age 2

When a child is aged between 2 and 3 we will review their progress and provide parents / carers with a short written summary of their child's development in the prime areas.

The parents will be asked to consent to the check being shared with other professionals and also the most appropriate time to do the check. The key person will fill in the progress review and will then discuss with the parents at parents evening. The key person is the best person to complete this assessment as they have the most knowledge about the child.

The progress check should contain:

- Information on the child's progress in the 3 prime areas
- Information if there are any areas of concerns

- The voice of the child
- Parents comments
- Next steps for the child

4.1.2 The Early Years Foundation Stage Profile

The EYFS Profile summarises and describes children's attainment at the end of the EYFS. It is based on ongoing observation and assessment in three prime and four specific areas of learning, and the three learning characteristics.

4.2 The Curriculum

Prime Areas of Learning:

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

Specific Areas of Learning:

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

4.3 Characteristics of Learning

Play and exploration

Children learn through play. We ensure children have the freedom, support, time and space to do this both inside and outside.

Active learning

This involves other people, objects, ideas and events.

AfL (Assessment for Learning) is used throughout the school to enhance teaching and learning. The children's ideas, experiences and interests are used to inform planning along with observations and information from home. Children are encouraged to reflect on their own and their peers achievements through informal chats, group discussions and special awards. A record of each child's progress and achievements is kept and shared with the children and their parents. These records are shared more formally during parent consultation evenings.

Creativity and critical thinking

Enabling and encouraging the children to develop greater understanding, make connections and ask questions.

Children are given the freedom to explore all areas within their environment. Opportunities to explore and play with materials such as paint and clay as well as reinforcing when it's appropriate to do this and the importance of tidying up! Open ended questions and activities are used to encourage and extend the children's ideas and thinking.

4.4 Observation and Assessment

Babies and young children are individuals first, each with a unique profile of abilities.

At Pilgrims observations come first

1. The indoor and outdoor environments are set up so that the children can have independent access to resources as well as adult led play. This enables a range of observations to be made as learning occurs.
2. Time is taken to assess the learning and decide on the next steps to take for each child's development.
3. Activities and opportunities and how the children will access them are then planned for. In many cases, next steps and teaching can be carried out there and then (In the Moment). Where this is not possible, particularly in Pre School and Reception, skills to be developed are then planned as part of the continuous provision, adult led activities and Key Person activities. In Reception these activities may be related to the current topic.
4. The planning is implemented, the children are observed and the cycle continues.

Although children are observed in adult led group sessions the majority of observations take place when the children are playing something they have initiated themselves. It is only when observing the children in their play that you can assess whether they are using the skills and knowledge that has been shared with them in adult led sessions.

Observations of significant achievements show a child:

- Attempting something not previously tried
- Doing something they have not been able to do before
- Applying new understanding, knowledge or skills in a different situation or context
- Explaining something in a new way or put into words something they have not previously been able to express such as explaining how to do something to another child or an adult
- Cooperating and collaborating with others in a new way or for a longer period of time
- Persevering for longer at an activity, either self initiated or led by an adult

When analysing the observations staff are able to develop:

- A good understanding of how children learn
- An understanding of child development
- A good understanding of the Early Years Foundation Stage

4.5 Teaching and Learning

At Pilgrims it is important that all staff;

- Model expected behaviour
- Listen to children, parents and colleagues
- Motivate the children by providing a variety of learning opportunities both inside and outside, ensuring access to all

- Observe the children to find out what they already know, how they learn and what they are discovering. These observations are then used to inform planning and the different kinds of teaching strategies to use
- Use different methods of communication such as photographs, voice recorders, videos, songs, movement, and gestures to meet each child's needs.
- Encourage and support the children with all the daily challenges they face, from reinforcing existing skills to taking on new challenges
- Reflect on their practice

EARLY YEARS

