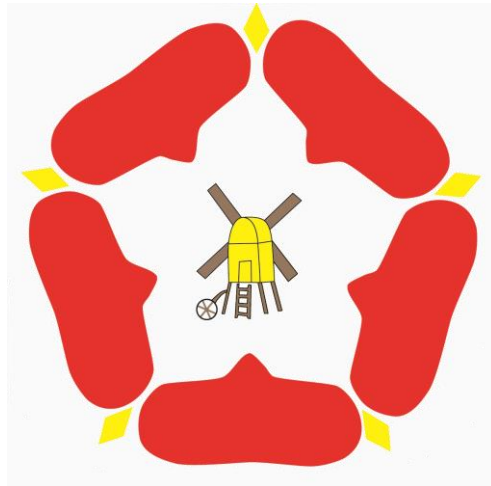


Bozeat Community Primary School



Early Years Foundation Stage Policy

Approved by: Full Governing Body

Date: November 2023

Last reviewed on: November 2023

Next review due November 2024
by:

Introduction

At Bozeat Community Primary School, our intention is to ensure that our children 'Believe, Achieve, Succeed' - learning is at the heart of everything that we do. We believe that our role is to help children to develop their skills as reflective and creative learners who are eager to face new challenges. We want our pupils to learn in a way which develops independence of mind; creates a desire to acquire knowledge and skills which will enable them to carry on learning for life in a rapidly changing world. We have designed our curriculum to facilitate our ambition for every child to successfully reach both their academic and personal goals. We endeavor to provide a calm, safe environment where children are encouraged to reach their full potential and recognize their value.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In our school, the EYFS applies to children attending our Preschool, from the age of three to the end of the Reception year when they are five years of age.

We are fully committed to the purpose and aims of the Statutory Framework for the Early Years Foundation (2021) which clearly states:

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.'

When parents and carers choose Bozeat Community Primary School, we want them to be confident that we will keep their children safe and help them to thrive.

Aims

Our Early Years Foundation Stage aims to:

- Create a happy, caring, secure and stimulating environments for all children.
- Encourage confidence, independence, and a desire to learn.
- Focus on the development of every child as an individual, valuing and building on their previous experiences and responding to their individual needs.
- Work in partnership with parents and carers.
- Develop in children an enquiring mind, an interest in learning and an enthusiasm for the next stage of school life.
- Provide good foundations for later learning.
- Encourage good social relationships, developing self-esteem and respect for others.

The Four EYFS Principles

The statutory framework is based on four guiding principles which shape practice early years settings, these are:

- A Unique Child
- Positive Relationships
- Enabling Environments with teaching and support from adults
- Learning and Development

A Unique Child

At Bozeat Community Primary School, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others. We use praise and encouragement, as well as celebration/sharing circle times and rewards to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of differences. All children are treated regardless of race, religion, gender, nationality, or abilities. All children and their families are valued within our school.

In our Early Years class, we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences, interests, needs and stages of development when planning for their learning.

In the EYFS, we set realistic and challenging expectations which meet the needs of our children. We adapt our curriculum to meet the needs of its learners and place equal importance on non-academic skills, which we believe help to prepare our pupils for life outside our Bozeat family. We achieve this by planning to meet the needs of boys and girls; children with special educational needs; children who are higher attaining; children with disabilities; children from all social and cultural backgrounds; children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children by:

- Planning opportunities which build upon and extend children's knowledge, experience and interests and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs.
- Differentiating for all children's needs to ensure progression in their learning and development.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Ensuring all learning opportunities, experiences and resources are challenging for all, inclusive and enable children to learn together.
- Monitoring children's progress and taking action to provide support as necessary.
- Working closely with parents/carers, other professional adults such as speech therapists and specialist teachers as part of the learning process.

It is important to us that all children in the school are safe. We teach our children to respect boundaries, rules, and limits. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks but need to be taught how to recognise and avoid hazards.

Positive Relationships

We recognise that children learn to be strong and independent through secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We value our working partnerships with all parents and understand that children may demonstrate particular skills at home that they may not always demonstrate in school. For that reason, all of our children have an individual 'Online Journal' on Tapestry. This is software that allows parents to frequently view the assessments and observations of their child. It also allows (of which we encourage) parents to post comments, observations, photos, and videos of their children during evenings, weekends, and school holidays.

We consistently strive to work in an integrated way to promote parent involvement; parents are always made to feel welcome and are encouraged to have informal discussions each day. We offer a range of EYFS workshops for parents throughout the school year to support them in supporting their child. Our formal school interim reports and Parents' Evenings ensure that parents are continually involved and updated in regard to their child's development.

We highly value the contribution that parents and carers make and seek to maintain an effective partnership between home and school by:

- Demonstrating that we value and respect the role of the parents/carers as the first educators by listening to accounts of their child's development and any concerns and aspirations they have.
- Ensuring that parents and carers are provided with detailed information prior to admissions, enabling them to feel confident about the transition process.
- Meeting with parents/ carers and or visiting all EYFS children in their home setting prior to them starting school, to allow practitioners and parents to discuss their children's circumstances, interests, skills and needs and for children to meet their teacher.
- Inviting all EYFS parents to an induction meeting during the term before their child starts school.
- Children having an opportunity to spend time with their new teachers during 'Transition Days'
- Demonstrating that we value linguistic diversity and provide opportunities for children to develop and use their home language in play and learning.
- Welcoming parents and carers into the classroom to share their expertise and enrich the learning opportunities provided.

- Ensuring parents and carers are kept well informed about the curriculum and school life via Tapestry parent's notice boards, letters, leaflets, and school website.
- Offering parents regular opportunities to talk about their child's progress and allowing access to their child's Learning Journeys via Tapestry.
- Providing opportunities for parents to add comments and observations relating to their child's achievements in their Learning Journeys via Tapestry.
- Arranging a range of activities throughout the year that encourage collaboration between children, school and parents/carers, e.g. sports day, trips, themed activity days, class assemblies, Book and Biscuit etc.
- Other partnerships including coffee mornings, parent workshops and Stay and Play sessions
- Sharing information regarding a child's progress and achievements and how parents and carers can support the next stage of learning through workshops, formal meetings, leaflets, and reports.

All staff involved in the EYFS aim to develop good relationships with children, interacting positively with them and taking the time to listen to them.

Enabling Environments

We recognise that 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 and parents and carers. Staff work closely with parents and carers to observe the children's interests, learning and development and use the information gathered to plan challenging but achievable activities and experiences to extend the children's learning.

A rich, interesting, and stimulating learning and teaching environment will always be in place that allows children to fully develop their skills and abilities. Learning will be supported by appropriate resources including the use of ICT.

The EYFS open plan indoor classroom and outdoor environment continually ensures that a wide range of practical, fun and challenging activities are always planned for, promote independence and are accessible for all learners. They are rich in language opportunities to develop vocabulary awareness and provide children with the opportunity to independently access their own resources; ensuring that they are central to their own learning and development and can clearly demonstrate their newly learnt skills in their own unique way. Our children have free-flow access to all areas, regardless of the weather so if a child loves the outdoors, that's where their learning will take place.

The environment is aesthetically appealing with lots of examples of children's current work included in displays. Displays are limited to identified notice boards to reduce visual clutter and sensory overload.

Learning through Play

Well planned play, both indoors and outdoors, provides key opportunities for young children to learn with enjoyment and challenge. We recognise the importance of adult support and a secure environment in ensuring effective high quality, purposeful play. Teaching at Bozeat includes working face-to face with a child or a small group of children during the session and structuring the learning environment to support children in making progress through child-initiated play. Sometimes, these two approaches overlap, for example when a child or small group initiate play which is then supported and extended by the practitioner.

Effective high quality play opportunities involve:

- Planning and resourcing a challenging environment.
- Supporting children's learning through purposefully planned play activities.
- Extending and supporting children's spontaneous play.
- Extending and developing children's language and communication in their play.
- The secure environment and adult support in play enables children to:
- Explore, develop and represent learning experiences which help them to make sense of the world.
- Practice and build up ideas, concepts and skills.
- Be alone, be alongside others or cooperate as they talk or rehearse their feelings.
- Take reasonable risks, making and learning from mistakes.
- Think creatively and imaginatively.
- Communicate with others as they investigate or solve problems.

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning. Children are given opportunities to be creative through all areas of learning. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely to extend their learning.

Learning and Development

We recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected. *'Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults. Practitioners must stimulate children's*

interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for playing and learning.' Statutory Framework for the Early Years Foundation (2021).

At Bozeat Primary the features of effective teaching and learning in our school which relate to the EYFS are:

- The partnership between staff and parents, so that our children feel secure at school and develop a sense of well-being and achievement.
- The understanding that staff have knowledge of how children develop and learn, and how this affects their teaching.
- The range of approaches used, which provide first-hand experiences; give clear explanations; make appropriate interventions and extend and develop play, talk or other means of communication.
- The carefully planned curriculum which helps children work towards the Early Learning Goals throughout their time in the EYFS.
- The provision for children to take part in activities which build on and extend their interests and develop their intellectual, physical, social and emotional abilities.
- The encouragement for children to communicate and talk about their learning, and to develop independence and self-management.
- The support for learning, with appropriate and accessible indoor and outdoor space, facilities and equipment.
- The identification of the progress and future learning needs of children through observations, which are shared with parents and carers.

Characteristics of Effective Learning

'In planning and guiding children's activities, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately .' (1.15 Statutory Framework for the EYFS 2021)

The three characteristics of effective teaching and learning are:

- Playing and exploring - children investigate and experience things, and 'have a go';
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The Early Years Curriculum

The curriculum is carefully planned to ensure progression and continuity of skills in seven areas of learning.

‘Three areas are particularly important for building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships and thriving.’ (1.4 Statutory Framework for the EYFS 2021)

These are the **Prime areas**:

- Communication and language
- Physical development
- Personal, social and emotional development

‘Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied.’ (1.5 Statutory Framework for the EYFS 2021)

The **specific areas** are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

These areas of learning depend on each other to support a rounded approach to early years' development. All the areas will be delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities.

Communication and Language

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems,

and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. The development and use of communication and language is at the heart of young children's learning and opportunities will be provided for children to use their skills in a range of situations and for a range of purposes and be supported in developing the confidence and disposition to do so.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. At Bozeat Community Primary School, providing opportunities to support children's emotional well-being, helping them get to know themselves and what they can do, is a high priority, particularly in the first term at school.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing) We will endeavor to promote a love of reading and writing through providing an environment rich in print and possibilities for communication. Reading and Phonics is a fundamental aspect of the EYFS curriculum and lays the foundation for future reading and writing success. We invest heavily in adult support and other staff members from across the school are utilised. The children have daily morning phonics sessions (which follows the Read, Write Inc programme) in small groups to ensure that children can be supported and challenged accordingly to make rapid progress.

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. At Bozeat we use the NCETM Mastering Number program to provide the children with a strong grounding in number and prepare them for the next steps on their school journey.

Understanding the World

This involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. This forms the foundation for later work in science, history, geography and information and communication technology.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Being creative enables children to make connections between one area of learning and another and so extend their understanding.

The statutory early learning goals outline the expectations for most children to reach by the end of the EYFS. By the end of the EYFS, some children, depending on their individual needs, will be working towards some or all of the goals – particularly some younger children, some children with learning difficulties and disabilities and some who are learning English as an additional language.

Planning

Long- and medium-term planning are based around termly topic themes. Planning incorporates a balance between adult and child-initiated activities, and experiences which take account of children's individual needs, stages of development and interests. Planning incorporates all areas of learning and development and puts the principles of the Early Years Foundation Stage into practice.

Planning always follows the same pattern: observation, analysis and using information about the children to plan for the next steps in their learning.

Through careful planning we aim to:

- Provide a carefully structured curriculum, building on and extending children's knowledge, experiences, interests, stages of development and skills.
- Provide a wide range of well planned, purposeful, challenging activities that utilise the children's interests, needs and previous knowledge.
- Support and develop children's involvement and concentration for them to learn effectively.
- Present activities in many ways and use a range of teaching strategies.
- Develop self-esteem and confidence in their ability to learn.
- Provide a safe and secure learning environment, where each child is valued and where racial, religious and gender stereotypes are challenged.
- Monitor children's progress, identifying areas of concern/next steps and taking action to provide support.
- Give opportunities for self-assessment and reflection.

Assessment and Recording

On-going assessment is an integral part of the learning and development process.

'It involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge.' (2.1 Statutory Framework for the EYFS 2021)

We make regular assessments of children's learning, that do not entail prolonged breaks from interaction with the children, and use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded onto 'Tapestry' and are often supported by information provided by parents, carers and other professionals.

Staff ensure that they:

- Make systematic observations and assessments of each child's achievements, interests and learning styles.
- Use these observations and assessments to identify learning priorities, next steps, interests and to plan relevant and motivating learning experiences for each child.
- Match their observations to the expectations of the Development Matters and Early Learning Goals.

Assessment does not entail prolonged breaks from interaction with children.

We use the Development Matters and the Early Learning Goals to assess the children in the Foundation Stage. In each learning area, the Development Matters and Early Learning Goals define the expectations for most children. Practitioners plot the individual progress of each child as they grow and develop. As the child progresses through the EYFS, staff will make judgements based upon their observations of the child in all seven areas of learning.

During the Reception year, the children are assessed against the Early Years Foundation Stage Profile. This is also informed by the observations, assessments, discussions with parents/carers and other professionals and each child's level of development are recorded against the 17 scales derived from the Early Learning Goals.

During the year, there are formal opportunities to feedback information to parents and carers through parent/carer consultations in the Autumn and Spring Terms. Parents and carers are vital partners in the assessment process. Towards the end of the academic year, a written report, covering the seven areas of learning, will be given to parents and carers indicating whether children are meeting expected levels of development or not yet reaching expected levels ('emerging').

Transition across the EYFS

At Bozeat Community Primary School, we value the importance of our pupil's wellbeing and confidence when entering a new year group and class. We understand that this could be a challenging and apprehensive time for pupils and that this can subsequently affect their wellbeing and academic achievement. Therefore, we aim to ensure that pupils feel safe, secure and settled in their new environment by effectively implementing a transition plan across the Early Years Foundation Stage. There are many strategies taken to aid effective transition including parental involvement, environment planning and plenty of opportunities for new teachers and pupils to meet in a familiar context.

Pupils entering Preschool

- A mixture of home Visits, parent meetings & setting visits will be conducted in the term before the children start.
- A stay and play session will be offered in the term before the children start so they can familiarize themselves with the environment.
- We understand that for some children who find it difficult to settle, a more personalised plan will be required. This may involve the child visiting with their parent for a short period of time and then increasing the amount of time with the parent and eventually without the parent present when suitable.

Preschool to Reception Transition

As we are a mixed preschool/ reception setting sharing the same staff members, the transition process is swift and settled. For those children joining Reception, who have not been part of our Preschool we offer:

- Two transition days in July giving the children opportunity to spend time with their new teachers and classmates and familiarise themselves in the Reception learning environment.
- Home Visits in July before the September start to meet children in a comfortable environment and start planning for individual needs and interests.

Reception to Year 1 Transition

‘As children grow older and move into the reception year, there should be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for year 1.’ (1.14 Statutory Framework for the EYFS 2021).

At Bozeat Community Primary School, Reception practitioners prepare children for more formal learning and the introduction of the National Curriculum in Year 1.

Children are encouraged to develop independence when dressing and undressing and when organising their personal belongings, throughout the Reception year. Children are introduced to challenges through a variety of carefully planned activities in different learning areas and are supported to meet challenges daily. Children participate in adult-led activities every day and structured phonics, reading, writing and mathematics sessions are part of the daily timetable. Reception practitioners plan for more structured activities to be undertaken during the summer terms, encouraging less dependence on adult support.

At Bozeat Community Primary School, Reception and the Year 1 teachers work together to make the transition from the EYFS to Key Stage 1 as smooth as possible:

- The complete phonics program: Read Write Inc begins in the EYFS and is continued in Key Stage 1.
- The Talk for Writing approach begins in EYFS and is followed and built upon in Key Stage 1.
- Individual EYFS Learning Journeys and an EYFS Profile end of the year class summary, are shared with Year 1 teachers.
- Reception and Year 1 teachers meet to discuss each child’s stage of development and learning needs, to assist with the planning of activities and ease transition into Year 1.
- Reception children are introduced to Year 1 teachers during assemblies, playtime, and other whole school activities during the school year.
- Children visit their new class and teachers during the transition days and activities in July.

Welfare Arrangements

‘Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.’ (3.1 statutory Framework for EYFS 2021)

At Bozeat Community Primary School, we recognise our responsibility for promoting the welfare of our youngest children:

- All adults with access to our children will receive the appropriate level of CRB checking and as part of the induction process, will have discussed and signed a school code of conduct.
- All staff employed by Bozeat Community Primary School, receive a thorough induction training to help them understand their roles, responsibilities and key information about how things work in the school.
- All staff employed by Bozeat Community Primary School, will undertake regular Child Protection training and are expected to follow the school guidance in following up a cause for concern.
- Staffing will be organised to ensure the safety of the children and to ensure staff/child ratios are always followed; Teacher Preschool 1:13, Teacher Reception 1:30. Nursery Nurse level 3 1:8.
- All staff will be trained to the level appropriate to their responsibility.
- All Early Years staff will have Paediatric First Aid Certificates, or an emergency Paediatric First Aid certificate will only be administered by trained personnel. Procedures are in place to inform parents/carers of accidents involving their child.
- Procedures are in place to ensure security of children and the safe release of children into the care of individuals named by the parent/carer.
- As healthy schools, there is a focus on emotional well-being, healthy eating and physical activity. Good health will be promoted, and appropriate action will be taken when children are ill.
- Routines are in place to support children’s growing understanding of personal hygiene.
- Children’s behaviour is managed effectively through the use of a whole school behaviour system, which is adapted to the stage and development of individual needs.

- Risk assessments will be undertaken and reviewed regularly.
- Indoor and outdoor premises, furniture and equipment will be regularly checked and repaired, washed etc. as required.
- Records, policies and procedures required for the safe efficient management of the setting will be maintained.
- Policy documents will be available for parents and carers.

Monitoring and Review

At Bozeat Community Primary School, we self-evaluate through our school development plan and action plans. Delivery of the EYFS policy will be monitored within the school monitoring cycle: teacher observations, planning and interactive learning diary monitoring, interviews with children, analysis of the EYFS data and parent/carer feedback.