

Early Years Policy



At the Children's Respite Trust, we are committed to providing a nurturing and stimulating environment for the children. Our Early Years Practice Policy outlines our approach to ensuring the highest standards of care and education for children in their formative years. We believe that every child deserves the opportunity to thrive in a safe, inclusive, and supportive setting.

This policy is designed to guide our practices and ensure consistency in delivering quality early childhood education. We employ to foster the physical, emotional, social, and cognitive development of each child. By adhering to this policy, we aim to create a foundation for lifelong learning and well-being

Aim

Children are safe, happy, and eager to participate and to learn.

Objectives

- Children need to form a secure attachment to their key person when they join the setting to feel safe, happy and eager to participate and learn. It is their **entitlement** to be settled comfortably into a new environment.
 - The needs of part-time children are considered.
 - There is a procedure for when children do not settle and for prolonged absences.
 - Introductions and induction of the parent is carried out before children start.
 - *Prime times* of the day make the very best of routine opportunities to promote 'tuning-in' to the child emotionally and create opportunities for learning. We actively promote British values, inclusion, equality of opportunity and the valuing of diversity.
 - We operate a positive behaviour management approach. Behaviour management procedures cover how staff should respond to all aspects of behaviour, including children who exhibit challenging behaviour towards other children. These procedures build on the Early Years Alliance's approach to learning based on three key statements.
1. Learning is a lifelong process, which enables children and adults to contribute to and shape their world.
 2. We want the curriculum we provide to help children to learn to:
 - be confident and independent
 - be aware of and responsive to their feelings
 - make caring and thoughtful relationships with other people
 - become increasingly excited by, interested in, and knowledgeable and questioning about the world around them.
 3. We provide a wide range of interesting child-chosen and adult-initiated activities which:
 - give children opportunities to use all their senses

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- help children of different ages and stages to play together
- help children be the directors of their own learning
- help children develop an inquiring and questioning attitude to the world around them

The **Early Years Foundation Stage** is used as a framework to provide care and learning opportunities for babies and children under two years.

Older Children (2-5 years)

- To feel securely settled and ready to learn, children from two to five years need to form attachments with adults who care for them, primarily to a key person, but with other adults and children too. In this way children feel part of a community of learners; they can contribute to that community and receive from it. The three-stage model is applicable, but with some differences in the procedures for children moving up into the next group and for older children.

Staff Training

We recognize that the quality of our early years provision is directly linked to the skills and knowledge of our staff. Therefore, we are dedicated to providing comprehensive training and professional development opportunities for all team members.

By investing in our staff, we ensure that they are well-prepared to deliver high-quality care and education, contributing to the overall success and well-being of the children we serve.

Legal References

Special Educational Needs and Disability Act 2001

Special Educational Needs and Disability Code of Practice (DfE and DHSC 2014)

Equality Act 2010

Childcare Act 2006

This policy was adopted by: Michelle Hulse	Date: 18/01/2026
To be reviewed: January 2027	Signed: <i>M Hulse</i>