



# New Horizons Children's Academy

**PART OF THE THINKING SCHOOLS ACADEMY TRUST**



**Children first – Challenge – Aspire - Achieve**

## Early Years Foundation Stage Policy

Inception date: September 2020

Review date: September 2022

## Introduction

*'Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.'*

Early Years Foundation Stage Profile - Department for Children, Schools and Families 2012

The Early Years Foundation Stage applies to children from birth to the end of the Reception year. At New Horizons Children's Academy, children are admitted to our Nursery class following their third birthday. Children are admitted to the Reception year in the September following their fourth birthday.

Early childhood is the foundation on which children build the rest of their lives. At New Horizons Children's Academy we greatly value the significance that the EYFS plays in laying secure foundations for future learning and development. We also believe that early childhood is valid in itself as part of life linking to our school values 'Child first, Aspire, Challenge, Achieve'. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

Our Curriculum intent:



## Aims & Objectives

At New Horizons Children's Academy we aim to provide the highest quality of care and education for all our children regardless of their starting points, thereby shaping their success and giving them a strong foundation for their future learning. We create a safe and happy environment with highly motivating and enjoyable learning experiences that enable children to acquire effective habits to be successful at school and beyond. We adopt the 'Child First' approach and work alongside parents and other professionals to meet individual needs and help every child be their best self and reach their full potential. Our Early Years Foundation stage curriculum provides no limits or barriers to the children's achievements, children of all backgrounds will achieve the best possible outcomes.

New Horizons Children's Academy adheres to the Statutory Framework of the EYFS and the four guiding principles that shape practise within the Early Years setting:

### **1. Unique Child**

We believe every child is a **unique child** who is constantly learning. Our curriculum and care practises promote and support children's emotional security and development of their character. We will teach children about habits of mind that will give them the long term skills to be resilient, capable, confident and self-assured.

Children's attitudes to learning are influenced by feedback from others; we support children to 'think about their thinking' through the use of praise and encouragement, as well as through celebration and reward. Children develop an awareness of their own strengths and areas they would like to develop, encouraging all children to have a positive attitude to learning and be their best self.

### **2. Positive Relationships**

#### Positive relationships with parents and carers

Children learn to be strong and independent through **positive relationships**. At New Horizons Children's Academy, we aim to develop caring, respectful and professional relationships with our children and their families. We recognise that parents and carers are children's first educators and we value being partners with them in their child's education. We consistently strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We provide information for parents and carers about their children's progress, in line with the requirements of the EYFS. This ensures we are working in partnership to prepare children for the next step in their life journey. We welcome and actively encourage parents and carers to participate confidently in their child's education and care using the following strategies:

We involve, not simply inform, parents and carers on how to support their child's learning at home by providing them with supporting documents or programmes, parental workshops and 'in house' sharing of quality first teaching. These are detailed and focus on the school's specific method of teaching reading and how to help children learn to read.

Home visits or parental meetings within school are conducted prior to the child attending school on a full time basis so we can ensure all children are ready for their next step in their

life journey. The Class Teacher and Teaching Assistant both visit parents and carers to discuss any questions the parents may have about their child starting school.

There is a home/school contact book which is a daily means of communication and if parents and carers require a more formal discussion, they are able to make an appointment to speak to the Class Teacher after school. Families are kept informed about school activities and events through letters and newsletters informing them about key events relevant to their class, including the topic and curriculum coverage for that term. Children also have individual reading records in the back of their home contact book and so that there is a daily partnership between home and school to support children's learning. These strategies all support parents and carers to understand how to improve areas of their child's development and ensure progression.

The use of the online learning journal 'Tapestry' creates a profile that builds up each child's holistic picture of their progress and development over the year. Observations in the profile will capture "wow" moments in all areas of learning and will celebrate the long term knowledge and skills the children have gained and deployed in new circumstances. The profile will be shared with children regularly incorporating 'Child Voice'. Adults will involve children in their own assessment by encouraging them to review their learning and communicate their ideas and thoughts. Families are able view any observations/photos/videos of their child's learning instantly. In addition, parents and carers can add their own comments, observations and photos of their child at home.

There is also the opportunity to make comments and discuss the information during formal parent consultations. Mid-year interim reports are written and sent home summarising their child's progress in the prime and specific areas of learning. Families receive an end of year report, which will illustrate their child's characteristics of effective learning (how a child learns). The teacher also makes a "best fit" judgement against the 17 Early Learning Goals (ELG) to report if the expected attainment has been reached by the end of the Reception Year.

#### Positive Relationships with other professionals

Working with other services and organisations is integral to our practise in order to meet the needs of our children. At times we may need to share your information with other professionals to provide the best possible support in order for them to achieve the best possible outcomes.

#### Positive Relationships with the wider community

We draw on our links with the wider community to enrich children's experiences by taking them on outings and inviting members of the community into our setting. These positive relationships enable us to construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to engage and succeed in life.

### **3. Enabling Environments**

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs. At New Horizons Children's Academy, we recognise that the

environment plays a key role in supporting and extending children's development, where the children feel confident, secure and challenged. The seven areas of learning in the EYFS Framework are accessed daily both in the indoor environment and outdoor learning environment. The high impact continuous provision has discrete learning opportunities set up which encourages a positive attitude to learning, reflecting the individual's interests, passions and abilities. All the areas reflect the ambitious curriculum reflecting the community and the wider world, providing children with the cultural capital needed to succeed in life.

At New Horizons Children's Academy, play-based learning is paramount. Children have opportunities to direct their own learning with planned opportunities provided by staff. Children will be highly motivated and eager to join in and demonstrate this through deep engagement in our ambitious, coherently planned and sequenced curriculum.

In addition to this, children have access to Forest learning, which takes place in our own Forest space on the school site.

***See the separate policy on 'Learning Environments' for further information.***

#### **4. Inclusion**

Children learn in different ways and at different rates. We value all our children at New Horizons Children's Academy, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and support them at their own pace so that our children achieve the best possible outcomes.

We do this through planning opportunities that 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; providing a wide range of opportunities to motivate and support children and to help them learn effectively; offering a safe and supportive learning environment in which the contribution of all children is valued; employing resources which reflect diversity and are free from discrimination and stereotyping; planning challenging activities to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds; Monitoring children's progress and taking action to provide support as necessary; working closely with families and other outside agencies to ensure children's needs are met and that we enable them to access the curriculum and make good progress.

We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support they need and in doing so, work closely with parents and carers and outside agencies.

***See our separate policy on Equality and Special Educational Needs for further information.***

#### **Principles into Practice**

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning.
- Promote equality of opportunity and anti-discriminatory practise. We provide early intervention for those children who require additional support.
- Work in partnership with parents and carers and within the wider context.
- Plan challenging learning experiences, based on the individual child, informed by assessment and observation.
- Provide opportunities for children to engage in activities that are adult initiated and child initiated, supported by the adult.
- Provide a secure and safe learning environment both indoors and outdoors.

### **Foundation Stage Curriculum**

At New Horizons Children’s Academy, we plan an exciting and challenging curriculum based on our observations of children’s needs, interests and stages of development across the seven areas of learning to enable the children to achieve and exceed the Early Learning Goals (ELG). The curriculum is separated into seven areas of learning and each have equal importance and are interconnected to provide children with the long term knowledge and skills that are ‘lifelong’.

The three ‘**Prime Areas**’ are particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for laying the foundations for their capacity to learn, form relationships and thrive. These three areas are:

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

Children are also supported through the four ‘**Specific areas**’, through which the prime areas are strengthened and applied:

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

Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

### **Planning**

The Early Years Foundation Stage framework (2017) sets standards for the learning, development and care of children from birth to 5 years old. This forms the long term planning for teachers.

Medium-term planning identifies the intended learning, with outcomes, for children working towards the Early Learning Goals and beyond. As a team, we write long term and medium term plans using the EYFS based on a series of topics and children's interests, each of which offers experiences in all seven areas. ***Please see our plans for more details.*** These plans then inform our short-term weekly planning, alongside our observations, which remains flexible for unplanned circumstances or children's responses. The planning is based upon themes with discrete teaching of phonics, maths, writing and reading. The EYFS follows the school's bespoke curriculum which sets out the curriculum under 6 Thinking Curriculum Areas:



### **Thinking Artistically**

**'Thinking Artistically'** teaches our children to be their best self through the knowledge skills and understanding of how the arts enrich the world around us. Children will participate in a range of artistic learning opportunities to develop an appreciation of visual and performing arts. They will experiment with both aspects of being an artist, developing communication and self-confidence skills through individual expression. *In Early Years children will engage in Expressive Arts and Design by exploring and using media and materials and being imaginative.*



### **Thinking Academically**

**'Thinking Academically'** teaches our children to be their best self through the knowledge skills and understanding of how to be literate and numerate. They are able to read a range of texts fluently applying a range of skills across the curriculum. Children's, vocabulary, including speech and language, is developed through active learning which engages children in debate, drama and oracy activities. The basic skills of Mathematics are taught through recall, reasoning, problem solving and fluency. Children develop their number agility effective to apply to range of situations with confidence. *In Early Years this will teach children the foundations for Reading, Writing, Number and Shape, Space and Measure.*



### **Thinking Globally**

**Thinking Globally** teaches our children to be their best self through the knowledge skills and understanding of the world within they live. Children are taught to appreciate and respect the world around them; they are able to reflect on how humans have impacted on the world that we know today and how they can play a vital role in the development of the world for years to come. *In Early Years children will extend their knowledge and understanding by learning about People and Communities, the World and Technology.*



### **Thinking Healthily**

**'Thinking Healthily'** teaches our children to be their best self through the knowledge skills and understanding of how to keep themselves physically and mentally healthy. Children use their learning to make healthy choices; demonstrating the ability to know how their choices impact on themselves and the people around them. *In Early Years children will develop their Physical Development through improving their Moving and Handling skills and developing their awareness and daily practise of Health and Self Care.*



### **Thinking Inclusively**

**'Thinking Inclusively'** teaches our children to be their best self through the knowledge skills and understanding of how society is enriched by the people in it. They will learn to appreciate how diversity positively impacts on the community and how they can respectfully demonstrate the Fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance. *In Early Years this will teach the Personal, Social and Emotional skills children need to enable them to Manage Feelings and Behaviour, gain Self-Confidence and Self Awareness and build Relationships.*



### **Thinking about their Thinking**

**'Thinking about Thinking'** teaches our children to be their best self through the knowledge skills and understanding of how to be an active thinker. Thinking tools are used to enable children to control and structure their thinking. Children will use a range of tools through a progressive structure, increasing their knowledge, skills and understanding of how the tools aid and develop their thinking. Throughout all aspects of school life, including the curriculum, children develop effective dispositions to be proficient learners according to

their developmental ability. Through thinking about thinking children will be prepared for the next pathway that they choose. *In the Early Years this will be taught through Communication and Language skills development, building children's Listening and Attention, Understanding and Speaking fluency.*

### **Planning objectives**

The planning objectives within the Early Years Foundation Stage are taken from the Development Matters Stages of Development. These are used for short term planning – weekly and daily. It is expected that these are not used in a linear fashion and are not used as tick boxes.

Children have whole group and small group directed sessions which increase as they progress through the EYFS with a daily phonics session timetabled using 'Letters and Sounds', teaching aspects of Mathematics and Literacy, including shared reading and writing.

The curriculum is delivered using a play-based approach as outlined by the EYFS profile.

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities.

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, early years' practitioners interact to stretch and challenge children further.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice.

We create a stimulating environment to encourage children to free-flow between inside and outside.

### **Characteristics of Effective Learning**

The Characteristics of effective learning underpin all learning in the EYFS and they identify how children learn through playing and exploring, active learning and creating and thinking critically. This thought process develops children's awareness of their own strengths and areas they would like to develop:



Throughout the EYFS we construct a curriculum that is ambitious and designed to give children the knowledge, self-belief and cultural capital to succeed and achieve the Early Learning Goals and prepare them for their next educational step in their life journey, the National Curriculum.

Staff are required to develop and enhance the continuous provision in the environment regularly according to the children's interests and outcomes of informal and formal assessments. This will ensure highly motivated children who are eager to join in and are deeply engaged sustaining high levels of concentration.

### **Observations**

As part of our daily practise we observe and assess children's development and learning to inform our future plans. We record our observations using the online learning journal 'Tapestry'. These observations are shared with children and parents and carers at regular intervals. The next steps are shared termly and updated and reviewed as needed, ensuring all children understand and can shape their future success.

Within the final term of Reception, we provide parents and carers with a report based on their child's development against each of the Early Learning Goals and the characteristics of their learning. Parents and carers are then given the opportunity to discuss these judgements with the Reception teacher in preparation for their next step in their life journey.

### **Vocabulary**

There is a sharp focus at New Horizons Children's Academy on ensuring that children acquire a wide vocabulary to communicate effectively and in the EYFS, secure a knowledge of phonics which provides them with the foundations for future learning, especially in preparation for them to become confident and fluent readers.

At New Horizons Children's Academy staff read to children in a way that excites and engages them introducing new ideas, concepts and vocabulary. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge. This is planned to teach children and build on what they already know and can do, towards sufficient knowledge and skills for their future learning. The teaching provided in the EYFS is designed to help children remember long term what they have been taught and integrate new knowledge into larger concepts so each child can shape their future and be their best self.

### **Phonics**

The Rose Report makes clear that 'high-quality phonic work' should be taught systematically and discretely as the prime approach used in the teaching of early reading.

In Early Years at News Horizons Children's Academy, a high-quality, systematic phonics programme, Letters and Sounds, is used to teach phonics in discrete daily sessions at a brisk pace. This provides a clearly defined and structured progression for learning all the major grapheme-phoneme correspondences.

By the end of Term 2; children will have been taught all the major grapheme phoneme correspondences. (end of phase 2 Letters and Sounds). During phonics session's children are taught how to apply their phonic knowledge to reading and writing straight away- first with CVC (Consonant, vowel, consonant) words, CCVC and CVCC words. This teaching is underpinned by a synthetic approach to blending phonemes in order to read simple words and segmenting words into phonemes in order to spell them. The expectation is that by the end of Term 4 children will be working confidently within Phase 4 or entering Phase 5.

### **Reading**

It is essential that teaching of early reading focuses on developing pupil's competence in both skilled word reading and comprehension skills. During Phonics sessions, teaching concentrates on skilled word reading- decoding unfamiliar words and speedy recognition of common words. During shared reading and guided reading sessions children are taught comprehension skills so that they read for meaning – *"To read without reflecting is like eating without digesting"* Edward Burke.

### **Guided reading**

Children get the opportunity to apply their phonic knowledge as a strategy to read simple texts independently. During shared reading and guided reading children are taught other reading strategies alongside phonics to increase their fluency and understanding of the text. Right from the start, even with simple texts, children are taught and encouraged to draw on previous knowledge, use picture cues and the sentence structure to predict vocabulary, check the text makes sense and make inferences.

### **Individual reading**

Children are given a school book to take home which they can read 90% independently so that they can read confidently with their family and demonstrate reading strategies they have been taught in school. Reading books are changed daily where the child has read the book. There is a home/school contact book which encourages families to comment. Families are actively encouraged to promote reading at home. The school also offers reading/phonics workshops for families so they can more effectively support their child's development.

### **Writing**

The environment and activities will offer a range of opportunities to develop fine motor strength in order for children to be ready for the physicality of handwriting. Children will be introduced to handwriting patterns at the start of Nursery which will prepare them for cursive writing. There are daily handwriting sessions in Reception where the teacher models cursive handwriting.

There is a writing book for each child both in Nursery and Reception which has a selection of independent writing from Child Initiated time and adult directed time. The books show the progression of writing through the Early Years Foundation Stage.

### **Assessment at NHCA**

Assessment is on-going throughout the EYFS. It is integral to teaching and learning in each classroom. Children are assessed in a range of ways that informs teacher planning for individuals as well as for small groups and the whole class.

### **Baseline**

New Horizons Children's Academy undertakes baseline assessments within the initial 3 weeks of the September term for each child. These assessments are based on teacher judgement, information from pre-schools and families as well as transition sessions. This process does not involve any tests or pre-set tasks and is fully in line with good EYFS assessment practice using observations and interactions within everyday experiences. This process is designed to be formative in nature so that the information provides a baseline which directly informs and supports planning and next steps in learning. Teachers will assess both the Prime Areas and Specific Areas of learning and whether or not children demonstrate the Characteristics of Effective Learning – all critical indicators of future outcomes.

### **Ongoing assessment**

Formative assessment of learning, through play, occurs daily. This may take the form of written observations, annotated photographs, post its, children's work and discussions with families and children that inform the profile of a child. New Horizons Children's Academy uses the 'Tapestry' on-line journal program to create the EYFS profile for a child. Practitioners take photos of significant moments of learning (WOW! moments). These are then uploaded and can be instantly viewed by parents/carers. Parents/carers can also add to these from home.

### **Formal assessment**

Summative assessments are made 6x a year and are inputted into a tracker spreadsheet to monitor progress and support planning.

### Pupil Progress meetings

There is an embedded cycle of termly tracking (6 times a year) to ensure that all children achieve minimum levels of expected progress. Those identified as not making expected progress are rapidly identified and strategies put in place to address underperformance.

1:1 pupil progress meetings are held with ELT (Extended Leadership Team) and individual teachers to identify all underachieving children (with a focus on all disadvantaged children, including Pupil Premium). Targets are set for these children the following term with strategies and interventions agreed, to ensure their progress.

### Moderation

Early Years Practitioners Moderate Nursery and Reception data for baseline, mid-year and exit data. New Horizons Children's Academy uses the Nursery exit data as the Reception entry data.

The EYFS teachers across the 'Thinking Skills Academy Trust' moderate writing and maths progress three times per academic year. The Early Years Leader of New Horizons Children's Academy ensures that any areas of learning are identified across the Trust that are weaker than others and strategies are put in place.

EYFS Phase Leader support class teachers through coaching and monitoring and weekly best practise phase meetings.

## Transition

In the Early Years, we acknowledge that there are three periods of transition: from home to Nursery, Nursery to Reception and from Reception to Year 1.

New Horizons Children's Academy strives to ensure that each child has a smooth transition into school and between year groups so that they are prepared for their next step in their life journey.

### Transition into the EYFS

Entry to Nursery is following their third birthday. Entry to Reception is in accordance with Medway Admissions procedures with children starting in September following their fourth birthday.

### Transition into Nursery

Children can start at our nursery after their third birthday; the majority of children will join in September, January and April. Parents are invited to an informal tour of the nursery. Children can come and join a nursery session. Consultations at school or at home are offered. For

Nursery children, starting points are staggered- allowing new children to settle. Children will initially attend two sessions for an hour, children will then attend the full three-hour session.

If children require more time to settle this will be discussed between the nursery practitioners and the parents/ carers and reviewed on a fortnightly basis. The expectation being that children will attend the full three hour sessions within their first week, or within their first month.

### Transition into Reception

Parents / carers of all children starting in the next academic year will be invited to an Induction Meeting in the Summer term to learn more about the Reception curriculum. This is an opportunity for staff to;

- Go through the school handbook
- Explain about uniform, PE kit and universal school meals
- Explain about holidays and absences
- Explain the Foundation Stage curriculum and how parents can support children at home.

New class sessions - The children are given two opportunities to come into school to meet their new class teacher and other children in their class. Parents and carers are welcome to stay in these sessions or can leave their child. This means that before they join their new class the Reception environment is already a familiar place to them. Arrangements are also made for Foundation Stage staff to visit them in their current nursery setting.

When children join the school in September we carry out the following transition to ensure all children they can gradually adjust to their new surroundings:

- Parents and Carers meet with the class teacher in the first week of school at a scheduled appointment time in Week 1 Term 1.
- Parents and carers can opt for Option 1 where their children will begin school part time or option two where their children can begin full time in Week 2 of Term 1.
- Week 3 of Term 1 all children start full time- unless Foundation staff and parents or guardians agree that it is not in the best interests of an individual child. If this is the case this will be reviewed fortnightly with the expectation that the child will attend full time as soon as possible at least the term after their 5th birthday.

### Transition from Year R to Year 1

New Horizons Children's Academy aims to ensure that this transition is smooth and that children continue successfully on their learning journey into the Year 1 Curriculum. In term 6 the Year 1 teachers spend time observing early years teaching and learning. They observe children in their Reception class setting. Meetings between teachers are held so that documentation can be passed on and detailed information gathered by new teachers to ensure that they have a full picture of individual children and the class as a whole.

Throughout the Reception year, each child's involvement in whole school life will have been built upon; many of the teaching and support staff will already be familiar people to them.

They will have taken part in Key Stage and whole school assemblies as well as sharing Lunchtimes with the Key Stage 1 children in Term 6. Children have the opportunity to meet their new Class Teacher and spend time in their new class during the summer term. A workshop is run for parents / carers to explain the National Curriculum and how to support their child in transition. Summer homework is given to support the expectations of Year 1.

### **Safeguarding & Welfare**

At New Horizons Children's Academy, we understand that "children learn best when they are 'healthy, safe and secure, when their individual needs are met, and when they have positive relationships with adults caring for them" (Statutory Framework for the Early Years Foundation Stage, 2017). Staff provide clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. We teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop. This ensures they understand themselves and their role as local and global citizens.

We understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage;

- To provide a setting that is welcoming, safe and stimulating where children can grow in confidence;
- Promote good health;
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so;
- Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;
- Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children and our statutory requirements.

We aim to educate children on boundaries, rules and limits. We follow the school's behaviour systems and policies. We provide children with choices to help them develop this important lifelong skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

### **Paediatric First Aid**

The Early Years Foundation Stage is the statutory framework which sets out requirements for learning and development and safeguarding and welfare that all early years' providers must

meet. This ensures all children learn and develop well and are kept healthy and safe, regardless of which setting they attend.

At New Horizons Children's Academy, we adhere to the current legal requirements for paediatric first aid which are set out in the safeguarding and welfare section of the Early Years Foundation Stage.

We ensure that all our Early Years practitioners attend a nationally approved and accredited first aid qualification course. This training covers the content from St John Ambulance. The paediatric first aid trained members of staff renew their qualification by attending the course every three years.

Thereby, when the Early Years Foundation Stage children are on the premises at New Horizons Children's Academy a member of staff who is paediatric first aid trained will be present with the children at all times, these adults will also accompany the children on outings and school visits. At New Horizons Children's Academy, we ensure all our Early Years practitioners are paediatric first aid trained in order to take into account; the number of children, staff and layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly.

### Supervision

The statutory framework for the Early Years Foundation Stage requires that early years' practitioners are engaged in a cycle of supervision. At New Horizons Children's Academy, we put in place appropriate arrangements to ensure that all early years' practitioners have effective supervision. This provides support, coaching and training for the practitioner and promotes the interests of children.

The supervision we offer fosters a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues. Each Early Years practitioner engages in coaching sessions twice a term. They also have the opportunity to attend supervision sessions, face to face 4 times an academic year. They also have 24 hours a day 365 days a year access to a support contact number.