



Early Years Foundation Stage Policy

Funtastic Kids is committed to meeting the requirements of the Statutory Framework for the Early Years Foundation Stage 2025 (EYFS). The EYFS applies to children from birth to the end of their Reception year. As a wraparound and holiday provider, we meet the requirements set out for before/after school and holiday provision, including the Safeguarding and Welfare Requirements and the Learning and Development requirements where applicable.

The company's designated EYFS coordinators are Louise Holloway and Clare Sheppard.

Safeguarding and Welfare

Safeguarding and promoting the welfare of children is our highest priority. We follow our Safeguarding and Child Protection Policy in line with the EYFS Safeguarding and Welfare Requirements and *Keeping Children Safe in Education*.

All staff receive safeguarding training appropriate to their role. A Designated Safeguarding Lead (DSL) is always available. We ensure information is shared appropriately and securely with parents, schools and relevant professionals where necessary to safeguard children.

The designated EYFS coordinator at the club or camp is the supervisor, who is responsible for:

- Identifying EYFS children when they join the Club, and informing the other staff
- Determining the primary EYFS provider (typically, the school) for each child
- Assigning a key person for each EYFS child. The key person helps children to settle, supports their emotional wellbeing and builds positive relationships with parents and carers. They act as a consistent point of contact and will share relevant information with the child's primary EYFS provider where appropriate.
- Agreeing information sharing policies with the primary EYFS provider and gaining parental consent for this where necessary or appropriate (funded children)
- Liaising with the primary EYFS provider to discuss what support the Club offers to EYFS children

The wrap around care clubs and holiday camps provide a mix of adult-led and child-initiated activities. The club and camps always follow play principles, allowing children to choose how they occupy their time, and never forces them to participate in a given activity.

We recognise the four overarching principles of EYFS:

- **A Unique Child:** Every child is constantly learning and can be resilient, capable, confident and self assured. We use positive encouragement and praise to motivate the children in our care.
- **Positive Relationships:** Children learn to be strong and independent through positive relationships. We aim to develop caring, respectful, professional relationships with the children and their families.
- **Enabling Environments:** Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers. Whilst all our settings vary in location and the types of rooms we use, we try to provide a small variety of resources for the children to use in break times or chill out times to suit their play needs. There is usually some role play items/dressing up, paper and pencils are always available, as are books and games. As much as possible we try to make sure there is time for free play outside at breaks and chill out times too.



- **Children develop and learn in different ways and at different rates:** Children develop and learn in different ways. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development. The key areas we hope to support while your child is with us are the Prime Areas of Development. The prime areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS.

Prime Areas

Personal, Social and Emotional - Making Relationships, Self Confidence and Self Awareness, Managing Feelings and Behaviour

Coming to camp or club and meeting new children of a variety of ages and abilities. Parting from their parent or carer and learning to trust new adults, having positive role models and support from older children, joining in activities, knowing they can have a go at anything but not have to do anything if they decide they don't enjoy it, participating in the welcome meeting, helping to set the rules and celebrate others success at following the rules, being kind and being helpful.

Physical Development - Moving and Handling, Health and Self Care

Warm up games in welcome meeting, full sports time table, outdoor play when possible at breaks/chill out time, using scissors or mixing utensils for cooking, pencil control, using paint brushes all help fine and gross motor skills. Children sit down to have lunch together and are expected to wash hands. They are encouraged to be independent in toileting and learning to recognise when they are thirsty or hungry at break times or during activities.

Communication and Language - Listening and Attention, Understanding, Speaking

Children will be surrounded by role models talking to each other throughout the whole day, from adults to other groups of children. All activities have instructions for the children and the staff! The children learn to listen to the instructions, and ask questions, and are encouraged to ask for help. They will see older children doing this and learn from them too, as well as use their relationship skills to ask other children to help them. All the games will require listening skills.

The Specific Areas

Literacy, Maths, Understanding the World, and Expressive Arts and Design feature in most of our creative themed activities.

Alongside the EYFS framework, we recognise the importance of working with a child at their developmental stage rather than their age. As a wraparound and holiday provision, we do not carry out formal EYFS assessments. However, staff make informal observations through play and interaction. Where appropriate, we share relevant information about a child's wellbeing, interests or emerging needs with parents and the child's primary EYFS provider to support continuity of care.

Special Educational Needs and Disabilities (SEND)

We are committed to inclusive practice and equality of opportunity for all children. We support children with Special Educational Needs and Disabilities (SEND) in line with our SEND and Inclusion Policy.



Our designated SENDCo works in partnership with parents, schools and, where appropriate, external professionals to ensure reasonable adjustments and appropriate support are in place to enable every child to access activities and experiences

Health and Safety

We maintain appropriate staff-to-child ratios in line with EYFS requirements. At least one member of staff with a current Paediatric First Aid qualification is present when EYFS children are attending. EYFS children are monitored closely when they are eating.

Risk assessments are carried out to ensure the environment, activities and outings are safe and suitable for children.

This policy was adopted by: Funtastic Kids	Date: January 2026
To be reviewed: January 2027	Signed: Louise Holloway, Director

Written in accordance with the *Statutory Framework for the Early Years Foundation Stage (2025): Before/after school care and holiday provision [3.57]* and *Safeguarding and Welfare Requirements: Information for Parents and Carers [3.97]* and *The Learning and development requirements, Page 6*