



Early Years Foundation Stage Provision Policy

Our Mission

We aim to provide the highest quality of education possible for students of all abilities. In doing so, we aim to positively encourage each student to achieve academic excellence, enjoy creative diversity, develop critical thinking skills and become lifelong learners and responsible citizens.

To achieve this, we will provide a diverse education in a welcoming, safe and supportive environment that promotes self-discipline and motivation. We will provide and maintain a calm, trusting and caring atmosphere where teaching and learning is meaningful and developed. We will work in partnership with our staff, students, parents and wider community to achieve our vision.

Aim

At Newton British School, Muraikh, we strive to create a learning environment that encourages a positive attitude to learning, both indoors and outdoors. We use materials and equipment that reflect both the children's local community and the wider world. We provide a balanced mix of adult-led and child-initiated activities. Children are encouraged to independently select from the range of available activities, fostering autonomy and self-directed learning.

The Nature of Continuous and Enhanced Provision

Continuous and Enhanced Provision refers to the consistent access children have to clearly defined areas containing well-organised resources and materials. This structure supports independent learning and exploration. Our aim is to provide rich, stimulating learning experiences through a well-planned and organised environment. This structured setting allows children to explore, experiment, and plan their learning journeys. We aim to:

- Promote positive attitudes towards learning
- Enable children to be independent learners and take responsibility for their own learning
- Provide opportunities for firsthand experiences
- Cultivate opportunities to take risks and make choices
- Provide opportunities to use their imagination in a purposeful context
- Create opportunities to work independently, individually and in small groups
- Give opportunities to develop speaking and listening skills
- Provide children with time to explore and reflect on their learning and the value of their achievements
- Give children time to share their ideas and develop social skills
- Allow children to develop an insight for the need to care for and look after equipment
- Allow children to make decisions for themselves. It enables them to learn, develop and make good progress.



Guidelines for the effective implementation for continuous and enhanced provision.

Teachers and teaching assistants ensure the learning environment includes well-organised and clearly defined areas of interest. These will be inviting and accessible to all children, promoting exploration and purposeful play. Resources and materials will be stored in a logical, consistent manner that encourages children to select, use, and return items independently. Where appropriate, there will be displays of key vocabulary and open-ended questions in learning areas or on displays to extend thinking and promote language development. The learning areas must be reviewed frequently and adapted to reflect the evolving needs, interests, and developmental stages of the children. There should be provision for the different starting points from which children develop their learning, building on what they can do. Skills will be recognised and built upon progressively throughout the school.

Management and organisation of spaces

Classrooms and shared spaces both indoors and outdoors will have clearly defined areas, as space allows, such as:

- Reading Area
- Construction Area
- Role Play Area
- Arts and Crafts Area
- Mark-making Area
- Music Area
- Messy Play
- Sand and Water Area
- Physical Education
- Fine Motor Skills Area

Progression and Continuity in Continuous Provision

Progression and continuity are an integral part of learning at Newton British School, Muraikh. The care of the resources within continuous and enhanced provision is paramount and the children in the Foundation Stage will be taught and encouraged to independently tidy the resources at the end of their play. Progression of learning will be developed through:

- The resources provided;
- The planned learning objectives through self-initiated, teacher-directed or teacher focused activities;
- Differentiated questioning.



Outdoor and indoor provision

Vision for our indoor and outdoor provision

- To explore, discover and investigate
- Enjoy large scale movement
- Develop confidence
- Explore and experience all weathers and seasons
- Collect and use natural resources for a specific purpose
- Develop an understanding of our natural environment and how it changes

Indoor and outdoor learning are integral parts of play and learning provision in the Early Years Foundation Stage (EYFS). Children will have access to the outdoor environment for both continuous provision and focused learning activities. Each class or year group has its own designated outdoor area, which serves as a natural extension of the indoor classroom environment. Outdoor spaces are accessed when weather and temperature conditions are suitable, ensuring a safe and comfortable experience for all children.

The larger shared outdoor space is available for use during playtimes, timetabled sessions, or when teachers wish to extend learning beyond the classroom. This outdoor environment should be viewed as a stimulating and purposeful learning space that supports development across all Prime and Specific areas of learning. Provision should include areas such as sand, water, digging, numeracy, music, writing, art, small and large physical play, climbing, and balancing.

Daily risk assessments are carried out to ensure the outdoor area and equipment are safe for use. This includes checking for hazards such as damaged equipment, litter, or animal mess. Any issues identified must be reported immediately to the class teacher and/or the site manager. Children are provided with as much access to outdoor learning as the setting can offer, and staff are expected to actively facilitate and extend learning through meaningful interactions. Practitioners should follow the children's interests and provide support that encourages curiosity, exploration, and engagement.

In the event of a fire or if the fire alarm sounds, children must stop what they are doing immediately. They will line up promptly and be escorted to the designated assembly point by the responsible staff member at that time.



Adults should interact with and observe children in all areas of continuous and enhanced provision. They should be actively involved with the children in their games and activities and allow children opportunities to initiate their own learning intervening as appropriate. In all continuous and enhanced provision areas adults should be:

- Talking with children in a variety of ways (conversing, discussing, questioning, modelling and commentating);
- Encouraging and supporting children to find solutions to problems;
- Extending their activities by making extra resources available and providing new ideas;
- Initiating games and activities;
- Joining in games and activities when invited by children;
- Observing, assessing and recording;
- Being aware of safety issues;
- Being aware of every child's equal right of access to a full curriculum;
- Evaluating to plan appropriate resources and experiences.

In these ways, adults are making positive contributions to the children's learning through their play and setting up challenging situations for children to experience.

Differentiation through provision and planning

The Early Years Section aims:

- To have activities suitable to all abilities so that there is challenge and pace at all levels.
- To enhance provision by observing children and providing activities and opportunities according to the child's needs and interests.
- To assess where children are in the varying levels of learning, and making a professional judgement as to whether children are on track to achieve GLD (Greater Learning Depth)
- To have a wide range of resources, materials and equipment at differing levels allowing access to continuous provision and entitlement to all children
- To break down tasks into small achievable steps so that children can achieve success at their own level of ability.
- Adults can record achievements during this time for evidence of growth and achievement using the Objective-Led Planning to feed into their Feeding Forwards and Learning Journeys.

Next review due in August 2026