Apollo After School Club

Early Years Foundation Stage Policy

Apollo After School is committed meeting the requirements of the *Statutory Framework for the Early Years Foundation Stage 2026* (EYFS). EYFS applies to all children from birth through to the end of their reception year. More information about EYFS is available from the Department for Education's website.

As an out of school provider for school aged children, we are exempt within the EYFS from specific provision for children's learning and development and assessment requirements as other providers are required to do. This is in recognition that children in this age group attend a primary education provider (usually school reception class) and we will work with the child's parents and other providers as set out below in order to ensure that children's needs are met (EYFS, 2026, Page 7)

At **Apollo After School**, we offer places to children who have not yet started school but attend another early education setting. We will be guided by, but do not have to meet, the learning, development and assessment requirements as set out in the EYFS for other early years providers. We will discuss with parents/carers and the other providers and practitioners working with children in this age range to discuss the support that we are able to offer.

The designated EYFS coordinator at the Club is Jackie Daniel 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
- Implementing a communication book, so that the parents, Club and the primary EYFS provider can easily exchange information
- Agreeing information sharing policies with the primary EYFS provider and gaining parental consent for this where necessary
- Liaising with the primary EYFS provider to discuss what support the Club offers to EYFS children

The Club provides a mix of adult-led and child-initiated activities. The Club follows the playwork 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 with teaching and support from adults**: Children learn and develop well in environments in which their experiences respond to their individual needs and where

there is a strong partnership between practitioners and parents/carers. We observe children in order to understand their current interests and development before planning appropriate play-based activities for them.

- **Children develop and learn in different ways and at different rates.** The EYFS framework covers the education and care of all children in Early Years provision, including children with special educational needs and disabilities. We tailor the experiences we offer the children in our care according to their individual needs and abilities.

This policy was updated and adopted by: **Apollo Youth Club**	Date: August 2026
To be reviewed: July 2027	Signed: Jackie Daniel, Chair

Written in accordance with the *Statutory Framework for the Early Years Foundation Stage (2026): Before/after school care and holiday provision [3.58]* and *Safeguarding and Welfare Requirements: Information for Parents and Carers [3.100]* and *The Learning and development requirements, Page 9*