

6.The Early Years Foundation Stage (EYFS)

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1. British Values

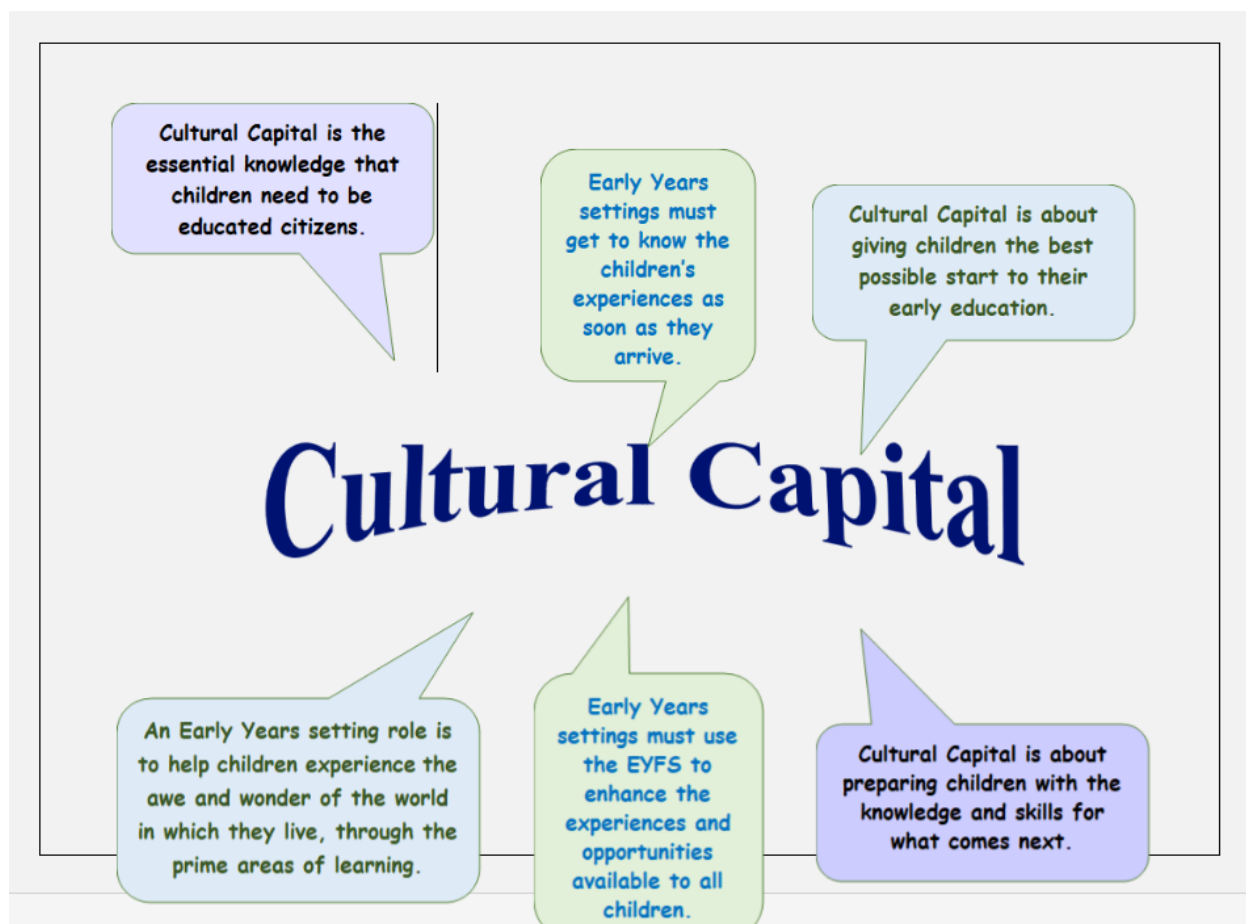
Woodentots and **Woodland Wanderers** develop and promote British Values throughout our settings and within our curriculum.

We emphasise planning for the individual needs of the developing child. We deliver an inclusive learning programme and provide a stimulating environment that fosters active learning. The fundamental British values support the characteristics of effective learning. We appreciate that all children are unique and are constantly learning. We work in partnership with parents and teach children to be strong and independent and provide rich playful learning opportunities so that they can develop and progress. Our children will be encouraged to be independent learners and have good communication skills so that they can work with others.

Our aims

- Promoting equality, diversity and British values will be at the heart of our work and will be demonstrated through our practices.
- We would tackle any instances of discrimination and would be alert to potential risks from radicalisation and extremism.
- To provide an exceptional range of resources and activities that reflects and values the diversity of children's experiences.
- Staff would actively challenge cultural and racial stereotyping to help children gain an understanding of people, families and communities beyond their immediate experience.
- To give children a wide range of experiences that promotes an understanding of people, families and communities beyond their own.
- To teach children the language of feelings.
- To give children the opportunity to reflect on differences and negative behaviour.
- To build links within the community

2. Cultural Capital at Woodland Wanderers



3. Funding Policy

Introduction

At Woodland Wanderers, we are committed to making high-quality early years education accessible to families through government-funded childcare schemes.

We provide a nurturing, Montessori and Forest School environment for children aged **6 months to 5 years**, supporting their development through nature-based, holistic learning.

This policy explains how funded childcare works, what parents are entitled to, and the responsibilities of both parents and the nursery.

Government Funded Childcare Overview

The government provides funding to support early education and childcare. This funding is paid directly to us as a provider to deliver **free early education hours** for eligible children.

Funding is available for children aged **9 months to 5 years**, depending on eligibility, from the term after the term 9 months old, 2 years old, 3 years old.

Types of Funding Available

Working Families Funding

Eligible working families can receive:

- Up to **30 funded hours per week**
- For **38 weeks per year**

Parents must:

- Apply via the government childcare service
- Provide a valid **eligibility code**
- Reconfirm their eligibility **every 3 months**

Universal Funding (3–4 Year Olds)

- All children aged 3–4 years are entitled to:
 - **15 funded hours per week**
 - For **38 weeks per year**

2-Year-Old Funding (Additional Support)

Some 2-year-olds may be eligible if families receive certain benefits or meet specific criteria.

This provides:

- **15 funded hours per week**
- For **38 weeks per year**

Stretching Funded Hours

At Woodland Wanderers, we may offer a **stretched funding option**, meaning:

Woodentots Montessori Nature Babies, URN: 2675120, London, N22 8NQ

Woodland Wanderers, URN: 2673853, London, N22 8NQ

Woodland Wanderers Montessori Forest School - Rickmansworth, URN: 2838731, Rickmansworth, WD3 1JB

- Funded hours can be spread across more than 38 weeks
- This results in fewer hours per week over a longer period

Availability depends on our nursery model and will be discussed with parents individually.

How Funding Is Delivered

Free Hours

All funded hours are:

- Provided **free at the point of access**
- Delivered in line with government requirements

Optional Charges

Government funding does **not cover** additional costs such as:

- Meals and snacks
- Consumables (e.g. nappies, wipes)
- Extra activities
- Additional hours beyond funded entitlement

At Woodland Wanderers:

- These are **optional charges only**
- Parents can choose whether to opt in or out
- Charges are clearly explained before agreement

6. Splitting Funding

Parents may:

- Split their child's funded hours across **up to two providers**

Where this happens:

- Providers must agree on how hours are shared
- Total funding must not exceed the maximum entitlement

Additional Funding Support

Early Years Pupil Premium (EYPP)

- Additional funding to support children's learning and development
- Used to enhance teaching, resources, and experiences
- Approx. **£570 per year** per eligible child

Disability Access Fund (DAF)

- Available for children receiving **Disability Living Allowance (DLA)**
- Helps us make reasonable adjustments to support inclusion
- Paid directly to the setting (one provider only)

Parental Responsibilities

Parents accessing funding agree to:

- Complete and sign a **parent declaration form**
- Provide accurate and up-to-date information
- Inform us of any changes affecting eligibility
- Ensure regular attendance
- Reconfirm eligibility codes when required (every 3 months for working families)

Woodland Wanderers Responsibilities

We will:

- Deliver funded hours in line with government guidance
- Clearly explain how funding is applied
- Provide transparent information about any optional costs
- Claim funding on your behalf with your consent
- Keep all personal data secure and confidential

Changes to Funding

Funding may change if:

- Parent eligibility changes
- Government policy is updated
- Attendance patterns change

Parents must inform us immediately of any changes.

Compliance and Audits

- Local authorities may audit funding claims
- We are required to keep accurate records and signed agreements
- Parents may be asked to confirm details if required

Further Information

For further guidance, parents can visit:

- GOV.UK – Childcare Support
- Their local authority Family Information Service

4. Environmental Sustainability Policy

Environmental sustainability policy was adopted by Woodland Wanderers on 04/12/2025

The Department for Education (DfE) strategy states that: 'By 2025, all education settings will have nominated a sustainability lead and put in place a climate action plan'. The 4 key pillars that represent aspects of addressing climate change to foster a sustainable future are:

- Decarbonisation
- Biodiversity
- Climate education and green careers goals
- Resilience and adaptation

For Woodland Wanderers these pillars inform our activities in terms of:

Decarbonisation:

- Our activities to reduce plastic use
- Our activities to reduce utility usage
- Encouraging sustainable transport to and from the provision

Biodiversity:

- Fostering children's empathy with nature through exploration
- Engaging with flora and fauna in the setting and outings to local community spaces

Climate Education:

- Sharing books, stories and songs with the children on nature and the environment
- Weaving environment and climate topics into the EYFS areas of learning
- Encouraging parents to engage with sustainability topics at home

Resilience and Adaptation:

- Reviewing all aspects of our setting's environment to assess what sustainability and climate adaptations can be made
- Actively considering the risk of extreme weather events on our children, families and provision

Aim

Woodland Wanderers actively promotes environmental sustainability.

Changing perspectives – at Woodland Wanderers we will:

- Educate ourselves, our children and our families on what sustainability means and how to respect our planet.
- Weave sustainability into our daily lives and decisions – ask ourselves could this be done in a more sustainable way.
- Display our sustainability policy and educate and inform others on the steps that we are taking.

Objectives

At Woodland Wanderers we are committed to protecting our planet for the next generations to the best of our ability by:

- Reducing the use of plastics – particularly single-use plastics (SUPs).
- Cutting down on waste by reducing, reusing and recycling (3Rs).
- Minimising food waste.
- Caring for the world we live in.
- Changing perspectives and developing understanding in ourselves, our families and our children.

At Woodland Wanderers children learn about sustainability by respecting and caring for the living and non-living environment. They observe adults modelling sustainable practices and discover how to protect the world around them.

Our curriculum encourages children to explore ideas and practices that promote environmental sustainability and to understand the interdependence between people and the environment.

Examples of embedding sustainability into daily life and curriculum:

Reducing plastics:

- Reduce use of plastic bottles and bags by encouraging reusable containers.
- Switch to environmentally sustainable suppliers.
- Buy milk in large bottles.
- Use alternatives to baby wipes containing plastic.
- Source recyclable craft materials and involve parents.
- Choose natural resources over plastic where possible.
- Support children in exploring natural materials / Reducing, reusing, recycling:

- Introduce recycling bins following local guidance.
- Reduce junk mail.
- Reduce printing and recycle cartridges.
- Recycle electronic equipment responsibly.
- Recycle children's uniforms to new families.
- Encourage donations of pre-loved items.
- Choose natural materials when purchasing new resources.
- Use water responsibly and recycle water play water for plants.
- Use energy-saving bulbs and wash cycles.
- Reduce tumble dryer use.

Minimising food waste:

- Supermarket food-share scheme for families.
- Food bank donation links.
- Plan snacks and meals carefully.
- Introduce composting bins or join a compost service.

Caring for the world:

- Explore nature through play and art.
- Teach children not to drop litter.
- Care for indoor and outdoor environments.
- Learn about wildlife and ecosystems.
- Shop locally where possible.
- Encourage walking, cycling or scooting to the setting.
- Go on local nature walks.

END.