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**Section 1:**

**What is the specific information about this Policy?**

**What other Policies are relevant?**

- Toy, Resource and Equipment Policy - Policy 5
- SEND Special Educational Needs and Learning Disability Policy - Policy 10
- Behaviour Policy - Policy - 11
- Parent Partnership Policy - Policy 12

**Who does this Policy Apply to?**

This policy applies to the whole Nursery team. All staff and self-employed staff, regardless of their designation.

**Who has responsibility for implementing this Policy?**

All staff permanent, temporary, agency, students, and visitors have responsibility for this policy. Staff have responsibility for bringing to the attention of the Manager any concerns relating to the implementation of this policy or breaches of the policy.

**What are staff responsibilities for in this Policy?**

To help our children develop confidence, self-esteem and independence. To be part of a team and contribute towards a highly positive ethos within the Nursery. Staff therefore must:

- Being caring, friendly and approachable.
- Being positive and respectful of children from all backgrounds.
- Valuing linguistic diversity and provide opportunities for children to use and develop their home language.
- Offering children who are developing bilingualism opportunities to develop both English and the child's home language in meaningful contexts.
- Being respectful of children of all abilities
- Being positive, giving reassurance, encouragement and praise and valuing each child and what they offer.
- Encouraging children to try new activities in a safe and supportive environment.
- Developing on-going positive relationships with children and families.
- Being careful listeners of children's preferences and interests.
- Being interested in what children say and do.

- Talking and listening to children.
- Asking open ended questions that encourage children to think and develop language.
- Responding to children's interests.
- Enabling children to follow, extend and develop their group and individual interest.
- Praising and encourage children in all areas of learning and development.
- Providing an interesting and stimulating balance of activities, allowing for learning, active play and relaxation.
- Making useful and sensitive observational assessments and using these to inform planning of individual needs.

### **Section 2:**

#### **What are the aims and Policy Statement for this Policy?**

##### **What are the aims of the Policy?**

The policy aims to ensure that every child at our Nursery benefits from quality care which offers equality of opportunity and that they learn and play in an environment which is suited to their need. We aim to fulfil the Welfare Requirements - *"Providers must plan and organise their systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs."*

##### **What is the Policy Statement?**

The Policy endorses the statement from the Welfare Requirements, *"children must be provided with experiences and support which help them to develop a positive sense of themselves and others; respect for others; social skills; and a positive disposition to learn. Providers must ensure support for children's emotional well-being to help them to know themselves and what they can do. Children play reflects their wide ranging and preoccupations. In their play children learn at their highest level."* We closely follow the guidelines included in the Welfare Requirements throughout this policy.

### **Section 3:**

#### **What opportunities are given to children for play?**

##### **How does the Nursery optimise learning and play opportunities?**

The Nursery Managers have responsibility for overseeing the organising of time, space, staff and resources in the Nursery, through free play, planned activities, adult led activities, spontaneous activities, parental led activities, energetic physical play, quiet play, rest times, inside and outside, local and more distant outings. We balance the times when children need high levels of interaction and times when they need to explore independently. Staff are all fully trained in delivering the EYFS paying particular attention to the advice in: Areas of Learning and Development and Characteristics of Effective Learning: *'The ways in which children engage with adults, their peers and the environment, playing and exploring, active learning and creating and thinking critically, underpin learning and development across all areas and support the children to remain an effective and motivated learners.'* All children are allocated a Key Worker when they first start at the Nursery and baseline assessments are completed with the child's parents. Monthly topics are discussed with the children and parents where appropriate, the children's voice and opinions are taken into consideration. Daily and activity planning are overseen and are the responsibility of the Nursery Managers. Staff attend regular training in addition to the EYFS training provided by the Local Authority. This keeps the Nursery up to date with relevant best practice, and brings new ideas into the setting. We are constantly looking at new ways to extend and build on the provision we provide and remain outstanding.

### **Section 4:**

#### **How does the Nursery develop children's language and mathematical thinking?**

##### **How do we develop Children's language and mathematical thinking?**

- Children's language and mathematical thinking are developed well when staff:
- Provide good examples of language, listening and responding, in parent tongue as well as English.
- Respond to non-verbal communication such as baby's gestures and sounds.
- Get to know and understand individual baby's gestures and sounds.

- Use baby sign in the Nursery to support language development.
- Talk with children.
- Listen carefully to children and value their opinions.
- Encourage children to talk about what they are doing.
- To be involved with children in the question and answer process.
- Read with children.
- Sing and share Nursery rhymes with children.
- Respond to children's individual needs, including those who are learning to speak English.
- Play counting and rhyming games.
- Provide real activities for children that encourage problem solving, e.g. working out how many chairs are needed around the table.
- Enable children to develop, follow and extend their interests.
- Changing role play areas to bring the community into the nursery, using 'real life' objects from home in addition to commercially purchased toys.

### **Section 5:**

#### **Children's imagination and creativity**

##### **How do we develop children's Imagination and creativity?**

Children's imagination and creativity can be encouraged in the following ways:

- Sharing and making music, through both homemade and commercially produced instruments.
- Acting out stories and role play both adult led and in a free play situation.
- Dancing and moving to music.
- Responding to and through their senses.
- Painting, drawing, and modelling with a variety of different media, both commercially produced and recycled.
- Through the variety of specialist teachers who teach in Nursery every week, children's imagination can take them to exciting places.

### **Section 6:**

#### **What is the EYFS and what role does it play for children?**

##### **What role does the Early Years Foundation Stage Practice Guidance Play?**

The Nursery embraces The Early Years Foundation Stage Practice Guidance as an excellent resource. Staff use this book as the basis for their observations and planning for individual children. The EYLog is linked to the EYFS and we are able to link children's activities and development to the EYFS instantly when observing. This allows us to create tracking and reports to review children's development.

### **Section 7:**

#### **How does the Nursery record children's development?**

##### **How do we best record activities and development?**

Effective records are based on careful observations. We use the EYLog online system to review and document children's development. We observe weekly both planned and spontaneous and create termly baseline assessments and reports. Parents are able to upload their links to home and view children's progress on the go. Managers are able to review the whole group of children and vulnerable groups as a whole as they review baseline assessments. Children's records must:

- Identify significant steps of development and achievement
- Match expectations to what a child can reasonably achieve
- Show what a child knows, can understand and do,
- Provide accurate and up to date information for parents, colleagues and other professionals
- Provide continuity of care
- Show how a child learns and their rate of progress.
- Conform with statutory requirements

Children on the SEND register may need to have a One Page Profile with their SMART Aspirations broken down into more achievable goals. This will be completed with the Nursery SENCO, Area SENCO and Parents.

**Section 8:**

**What activities are offered to children?**

**How do we ensure activities have the wow factor?**

The Nursery observes children and plans activities based on their interests and home life. Wow factor activities are set out daily both indoors and outdoors to have outstanding opportunities for children.

**Section 9:**

**How are resources organized to ensure that the children can access them?**

**How do we organise resources?**

The Nursery is fortunate to have a great wealth of resources that meet the needs of our children and fulfil the Equal Opportunities Policy and Toy, Resource and Equipment Policy. We maximise storage potential by using shelves throughout the Nursery. We also ensure that children are able to access materials and equipment that they want to use themselves. We do this by:

- Storing equipment, toys and materials at a level where children can reach them and put them away in the same place.
- Organising and labelling materials, so children know where to get them from and where to put them away in the same place.
- Rotating accessible toys, equipment and resources that are accessible. E
- Ensuring that toys, resources and equipment that children are encouraged to access themselves are clearly labelled and accessible for them at the correct heights.
- Organising and labelling materials so children know where to get them from and where to put them away.

**Section 10:**

**How does the Nursery ensure that children settle in well?**

**What is settling at Nursery?**

Settling is the process of visiting Nursery and gradually spending more time at Nursery to ease a child into attending full days.

**How does this process work at Nursery?**

- Book the child's first visit or pre-start visit, this would be for 1 hour or more, with or without the parent.
- Evaluate at the first to see how the child settles and bonds with staff.
- The parent, Key Worker and Manager decide together if the parent can leave the child.
- Each child will have a pre start period of 6 hours; 1 hour will be used for the first visit, more if it is going very well.
- During this time Baseline Assessments will be completed with the Key Worker and parents, this gives the Nursery a firm foundation to build on and plan for the child's next steps.
- If any parent requires their child to have more visits or the Manager feels the child needs more visits, these would need to be part of their Nursery time and the relevant fee applied.
- The Nursery ensure the settling sessions are booked before start date for children on the waiting list.
- Children who need an immediate start may be prioritized.
- If it is important for parents to be more involved in settling the Nursery has an open door policy to facilitate this. Parents can accompany their child for any length of time they require when their child is attending Nursery.