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Section 1:

What is the specific information about this Policy?

What other Policies are relevant?

- Staff Policy – Policy 1
- Physical Environment Policy – Policy 4
- Toys, Resource and Equipment Policy - Policy 5
- Covid-19 Policy – Policy 7a Please note that whilst some Covid-19 measures are included in this policy, some that apply to this Policy are not. We have a detailed Covid-19 Policy which can be found here: <https://www.children-first.info/media/2862/covid-19-policy-7a.pdf> Examples would be that sometimes the Government guidance is specific about the visits of specialist teachers, visits to care homes, or Local Authority advisors visits.
- Equality, Diversity and Inclusion Policy – Policy 9
- SEND Special Educational Needs and Learning Disability Policy - Policy 10
- Behaviour Management Policy – Policy 11
- Parent Partnership Policy - Policy 12

Who does this Policy Apply to?

This policy applies to the entire 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.
- Celebrating children's cultures, similarities and differences.
- Celebrating all Multi-Cultural Festivals and Celebrations.
- Sharing extending and enjoying children's interests.
- 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.
- Ensuring children's physical needs, emotional needs and educational needs are met.

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.
- Through rolling out the Curiosity Approach initiative.
- By provided open ended activities and learning experiences.

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:

What is the nursery curriculum and how is it delivered?

What curriculum does the nursery follow?

The nursery follows its own specially formed curriculum built to ensure children make key progress towards the Early Years Foundation Stage early learning goals through planned purposeful activities and play. The 12 month curriculum is formed to ensure that children understand the world around them and explore the seasons, local environment and natural resources.

How are parents informed of the curriculum?

Parents are made aware the curriculum when they start in the welcome pack. Further reminders are posted monthly in the newsletter when parents are informed of the monthly topic and theme and how they can get involved and continue this at home. Weekly updates are also posted on the weekly catch up email and on the nursery blog. The nursery Facebook page also posts weekly activities for parents to try at home to extend on the monthly topic. Parents can update the Eylog app with home observations to add to children's learning journeys.

How are activities planned?

Individual key workers plan individual next steps for children from both their interests and observational next steps to ensure that children are being challenged and their learning extended. Group activities and new experiences are also planned based on the monthly topic from the

curriculum to build on children's around the world knowledge base.

Section 8

What is the Curiosity Approach?

The Curiosity Approach is an approach to learning and play in which the nursery is working towards its accreditation. The Curiosity Approach aims to spark children's awe and wonder through natural, real life open ended play.

What resources are used for this approach?

The nursery focuses on natural and real life resources to allow children to have real life experiences that spark their curiosity.

How are real resources used in the nursery?

Children use real breakable resources that are not 'toys' to allow them to have respect and understanding for the resources they are using. If children see things as toys they are often disregarded and end up on the floor. Using real resources they would be careful of handling them as they would of handling objects in the home.

How is ICT used in the Curiosity Approach?

Children have the opportunity to explore a range of ICT and technology resources in line with the Curiosity Approach such as torches, calculators and cooking equipment. The technology equipment supports children to gain life skills.

How are parent involved in the Curiosity approach?

The nursery shares information with parents monthly on this approach and also hosts parent workshops to all this to be explored at home. Weekly activities are also shared on the Facebook page in line with this approach that allows children to explore Curiosity Approach at home.

Does the nursery have its Curiosity Approach accreditation?

Each nursery is working towards gaining its Curiosity Approach accreditation. All team members are involved in ensuring the initiative is flowed through the nursery and shows in the nursery environment.

How do we source Curiosity Approach real resources?

Nursery managers are responsible for the nursery budget and planning what resources they need to support the scheme. Resources are sourced from the internet, Ebay, boot sales and from families homes.

Section 9:

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 reasonable 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 10:

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 11:

How does care, learning and play support inclusion and diversity?

How does the nursery encourage inclusion and diversity?

The nursery encourages the children to learn about a variety of faiths, ways of life, family styles and disabilities. Children have the opportunity to explore a diverse range of resources. Celebrations from all religions and faiths are celebrated in the nursery alongside invitations to families and visitors. Children are supported to celebrate their similarities and differences and what makes every child unique.

How does the nursery plan for a range of inclusive and diverse events?

The nursery works with families to ensure that we are celebrating all religions and cultures in the nursery. Parents and family members are welcomed into the nursery to share stories, languages, cooking, professional work and jobs. The diversity of children's experiences and learning and resources enable children to have a knowledge of diverse cultures, religions, life styles, variety, similarities and differences.

How does the nursery source multi-cultural and diverse resources?

The nursery works with a range of resource audits to ensure we identify what we need for the nursery. The nursery sources resources from local communities and educational suppliers always looking for real and unique items.

Section 12:

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.
- 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 and look after them.

Section 13:

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 every settle visit, 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.

Section 14:

How are parents involved in care, learning and play?

How are parents involved in children's learning?

Parents are treated as active partners in children's learning and are informed of nursery curriculums, events and individual learning from children's own Eylog accounts which records observations and reports. Ways for parents to extend on current learning at home are always included. Parents are invited into the nursery at regular intervals and join in events. Nursery communications weekly and monthly such as the weekly catch up, newsletter, nursery blog and Facebook page all add to parent's involvement in Nursery.

How is home learning shared?

Home learning is shared with parents through the Eylog and through weekly Facebook activities to give families ideas for at home learning.

How can parent's record and share children's home learning?

Parents can add their own home observations on the Eylog through the app which key workers can extend upon in the nursery.

