

BARNIES DAY NURSERIES AND PRESCHOOLS

CARE, LEARNING AND PLAY POLICY

The first five years of life are critical in a child's development. High quality early years provision has been proven to help children achieve their potential and support parents and their families. The role of the Early Years Practitioner encompasses a wide range of aspects dedicated to enhance children's experiences in a positive and supportive way.

In order to broaden the implementation of this policy Barnies will endeavour to work in partnership with other providers involved in the care of children attending its settings. With parental consent Barnies will encourage the sharing of information as determined by the EYFS requirements.

CARE

Welfare – Barnies understands, supports and promotes the spiritual, moral and social development of the children in its care, see Promoting British Values Policy. Children are encouraged to have an 'I can' attitude, with an ability to use self-regulation to ensure they have high self-confidence, self awareness and an understanding of how to be successful. Through identifying their characteristics of learning within the daily routine, encouragement, reward and the provision of positive role models children should develop a well balanced, confident and happy disposition. Children will be encouraged, whenever possible, to set their own ground rules, correct inappropriate behaviour and express feelings with the support and empathy of the staff deployed as they progress through the natural changes of their growing years. Children will be encouraged to build positive relationships with each other, across all age ranges, as well as with the settings practitioners.

Physical exercise and the need to be active, access the outside and use opportunities that help keep us healthy are consistently provided as part of the daily routine and extended into adult led activities. A healthy weight/height balance is monitored, and immunisations, illnesses, medication and absence for whatever reason is recorded. Our ethos is derived from our motto "We measure success by a child's happiness and not just technical progress."

Well being and involvement – Barnies will endeavour to support, enhance and promote the well being of all the children in their care. This will be governed by the directives included in all the policies, parent's instruction and legislative requirements. Monitoring of children's well being and involvement will be recorded using the Leuven scales. Personal hygiene is advertised and encouraged to prevent cross contamination, spread of disease and to pronounce children's awareness.

Key Person - Children must feel safe and secure in the early years' environment. Through the appointment of the key person the children are encouraged to form attachments within the setting which reduces anxiety as well as developing a genuine bond with the child and offering a settled, close relationship. With the allocation of a key person it is hoped that the children and their parents become familiar with the setting and feel confident and safe within it.

Food – Barnies will endeavour to provide children with the opportunity to experience a well balanced, nutritional and varied menu following guidelines from 'Children's Food Trust', with alternatives for individual specific dietary requirements. Food prepared for children with special dietary requirements such as; allergy, intolerance or parental choice, will be presented on a nominated tray clearly identifiable with the children's name and photograph. Food and liquid consumption will be regularly monitored to ensure children do not go hungry or become dehydrated. Children will be fed, supported with feeding and allowed opportunity for self selection provided that basic nutritional needs are met. Staff will be trained to monitor intake and address any cause for concern including peer pressure between older children, fads, changes in appetite etc. Drinking water will be freely available in all areas for children to self select or request.

LEARNING

Children have an entitlement to learn, their rights are explained in the UN Convention on the Rights of the Child. A child has a right to be educated, they cannot make choices without first being shown, taught and provided with experience. What an adult guides today a child will initiate tomorrow.

A curriculum at this early stage is all about what a child needs to know to develop, a cultural capital or the essential knowledge that children need to be educated citizens and to prepare them for their future success. It is about giving children the best possible start to their early education. Children arrive at Barnies with many different experiences from each other and we help them to experience the awe and wonder of the world in which they live.

Barnies fully understands, supports and endeavours to comply with the ethos devised through "Every Child Matters". It aims to have regard to the Code of Practice on the identification and assessment of Special Educational Needs and Disabilities (SEND), in order to provide a welcome and appropriate learning environment for all children. It is our aim to help all children reach their potential.

Our Intent to deliver the curriculum at Barnies includes:

- Developing positive relationships with each individual child.
- Inspiring the children to develop creativity, curiosity, knowledge and skills and resilience.
- Challenging the children in their learning.
- Supporting the children to become life-long learners.

Our Implementation of the curriculum at Barnies includes:

- Creating a workshop style environment that the children can freely access and supports high levels of involvement.
- Continually monitoring, assessing and reflecting on the children's levels of involvement in all areas and consider options for enhancing or extending the learning opportunities.
- Allowing the learning to be led by the child in the moment, it is critical that we start with the child, be led by the child and find ways to respond which suit the child.
- Observing and listening to the children assessing and 'planning' how to respond, we use pondering questions, 'I wonder if ...' 'Have you noticed?'

Teaching – Teaching should not be taken to imply a 'top down' or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language; showing, explaining, demonstrating, exploring ideas; encouraging, questioning, recalling; providing a narrative for what they are doing; facilitating and setting challenges. It takes account of the equipment adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations. Staff understand and take pride in establishing a learning environment which has flexibility to change according to the needs of the children to stimulate and challenge their learning.

Peer observations on an informal and formal basis may be used so that every opportunity is taken for practitioners to enhance their teaching practise and skills. Regular individual 1 to 1 practical training may be provided to improve methods for observing children and ensure adult guided activities are particularly engaging, motivational and challenging for the children involved. Regular monitoring and assessment of statistical analysis is used to identify children's progress and to ensure that gaps between attainment levels are closing. Combined with peer observation, supervision and appraisals across all staff a programme of training requirements can be identified, planned and delivered to ensure that any discrepancies in teaching practise and attainment are minimised.

Parents as Partners - Barnies understands and promotes the statement "Parents are children's first and most enduring educators." and ensures that the parent's involvement as part of the shared learning process plays a significant part in the welfare of children attending the setting. The continuing contribution of children's parents is regarded as a special relationship in terms of shared educational aims so that the best developmental outcomes may be achieved for the children.

When children become eligible to start school Barnies requests that parents are involved in the completion of a summary document which is sent to the school they will be transferring in to. We liaise closely with the schools into which the children transfer sharing information and inviting teaching staff into the setting. Schools consistently provide positive feedback about the transition from Barnies to school and children settle quickly into their new environments.

Measuring the Impact on Learning - Meeting the individual needs of all children lies at the heart of the EYFS and it is important to deliver personalized learning, development and care to help children get the best possible start in life. Integral to teaching is how practitioners measure the impact of the education provided as well as taking account of their interests and dispositions to learn (characteristics of effective learning). Practitioners use this information to plan children's next steps in learning and monitor their progress.

Effective assessment involves analysing and reviewing what is known about each child's development and learning so that next steps to learning can be planned to meet their individual needs, this is called assessment for learning under the EYFS.

Formative Assessment - is assessment based on observations, photos, video, things children make or draw, information from parents etc.

Summative Assessment – is a summary of all the formative assessments done over a longer period and makes a statement about a child's achievements. The EYFS Profile is the summative assessment used to review children's progress along the early learning goals

PLAY

Play is vital for children, it's through play that babies and young children learn, grow and have fun. It helps them understand the world, to develop socially and emotionally and to gain the confidence to handle whatever life brings them. All children should be able to play and learn in a fun environment with adults who understand and care about them. Barnies provides a variety of play experiences which forms the foundations for our early year's curriculum.

A 'Typical Day' at Barnies is difficult to quantify when working with children is always so unpredictable but that's the pleasure and charm that makes the day so special and rewarding.

Research identifies that children thrive best when they have the familiarity and assurance of a safe and regular pattern and structure to their day. Therefore, we often use a pictorial time line for reference because children from birth to five have limited communication and understanding skills. Through pictorial evidence they can identify and be confident about the time frame in the day; where we are 'NOW' and what is coming 'NEXT'.

Children in the Under Two section follow more individual routines as determined in partnership with the parent/carer. However, as children naturally develop in confidence and skill they are encouraged to explore and experience similar activities and routines familiar to the older children. As and when appropriate they are encouraged to visit the 'over two' areas to experience group meals and singing sessions etc. in preparation for the eventual transition. The over two children experience some brief mixed child initiated and 'family' periods but in between these times they follow an unplanned agenda of spontaneous learning.

Family Times - Barnies recognizes the importance and positive benefits children gain from experiences with older or younger peers and siblings. Opportunities for mixed age groupings are planned as part of the routine and children are encouraged to form positive relationships which promote high self-esteem. It is greatly recognized that children learn equally from their peers as well as other adults and mixed family groups enhance greater opportunity for sustained shared learning. Activities may include; story time, register, group singing, meals and snacks, parties and celebrations etc.

Child initiated – As children advance through the Early Years Foundation Stage opportunities for child initiation is encouraged. Older children may become involved in the actual planning of activities, may request changes to the set up or may independently clear away and choose other resources. Children will be encouraged to take turns, self select, clear away, maintain aspects of health and safety or take lead depending on their individual development stage.

Adult Guided - The daily routine includes periods of time when children are separated into their key group. There is a mix of adult guided activities along side child initiated play which is planned specifically to enhance development on an individual basis. These periods may often include an activity linked to the needs of certain "focus children" which may involve individual or group play. Opportunities to scaffold learning drawing on curiosity and intrigue are identified to extend and challenge learning.

Creative, Mark Making and Malleable Play - Opportunities for creativity includes a wide range of activities which may involve imagination, awareness of colour and design, mark making and malleable materials but above all it encourages experimentation. A range of these activities will be offered to all children on a regular basis and participation encouraged. Thought needs to be given to the younger children and activities adapted to meet their abilities.

Environment – Barnies recognises the value of the environment and its impact on enabling learning and will endeavour to provide an environment that is both physically stimulating and exciting whilst retaining stringent procedures to safeguard the security and safety of the children in the setting. Children will be encouraged to take on their responsibilities to promote and enhance their learning whilst understanding how to keep safe within the guidelines and direction of the practitioners and setting rules.

This Policy follows the guidelines of good practice as detailed in the Early Years Foundation Stage and is supported by all other policies.

Barnies operates a confidentiality policy in all aspects of its operations and procedures. This policy is governed by its contents.

This policy will be reviewed on an annual basis or whenever further legislation is introduced which may require amendments to its constitution.