

## **BARNIES DAY NURSERIES AND PRESCHOOLS**

### **WHO WE ARE?**

Established since 1996 primarily for nursery care Barnies has evolved and developed to include preschool and crèche facilities to ensure it meets the diversity of parents needs.

**Barnies'** name was always a temporary label used whilst the renovation works of the first setting were completed - a disused barn, it never changed.

- B** **Birth to 5 years child care and education** all under one umbrella ensuring peace of mind for parents with children within this age range. No need to look for additional or alternative arrangements for each child. Full and half day provision, flexible funding alternatives and crèche facility.
- A** **Additional services** registered with KCC to provide Free Early Education for 3 and 4 year olds and Free For 2 year old places.
- R** **Recognized for quality and achievement** current Ofsted rated OUTSTANDING.
- N** **Nutritional well balanced food** following the guidance provided by the Children's Food Trust, 'Eat Better Start Better – Voluntary Food and Drink Guidelines for Early Years Settings in England'. This commitment ensures children are provided with a nutritional balanced menu with alternatives to meet individual dietary requirements. Staff monitor portion size, appetite and eating habits and are aware of childhood obesity.
- I** **Internal training and continual professional development** is encouraged. Barnies is fully committed to the promotion of continual professional development for all staff ensuring they keep up to date and improving knowledge. Staff are mentored and encouraged to obtain recognized qualifications up to degree level working in partnership with a variety of external training providers to meet learning styles and needs.
- E** **Equality of opportunity for child development and education** promoting close working partnerships with parents and encouraging a sharing of information about their children. Through ongoing assessment and observation children are provided with a stimulating and challenging environment that develops self esteem and a higher achievement of learning. Through working in partnership with parents' children's development or behavioural issues have agreed and consistent responses. Staff are trained to promote positive behaviour, recognize and diffuse distressing situations and ensure that the care of the child remains paramount. Barnies works on the basis of inclusion and has experience of children with a variety of diverse needs, we are committed to working as part of a multidisciplinary team. We consistently support parents and children through transitional periods, medical conditions, illness and other developmental concerns. The settings are supported by a Senior SENCO coordinator. Individual and specific care is assured.
- S** **Safeguarding is paramount** promoting a positive ethos and culture towards all aspects of safeguarding. Staff are embedded with knowledge and are committed to recognize and understand their responsibilities regarding child safety, security and abuse. Staff are cleared through the Disclosure and Barring Service (DBS). Policies ensure that references are checked, health issues declared and a three-month probationary period is applied for all new employees. Regular opportunities for staff supervision and an open-door policy reduces barriers to reporting concerns.

Our ethos is derived from our motto:

***“ We measure success by a child's happiness and not just technical progress. ”***

## Quality of education

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. Children consistently achieve at a high progress rate, their starting points, which may be initially provided by their parents or from a previous provision, are quickly identified and recorded. This ensures that on-going assessment and planning can be implemented proficiently by the Key Person responsible. The Senior SENCO can be involved if an assessment prior to starting is considered necessary and/or a home visit arranged. This may be especially appropriate for children that are disabled or have special educational needs.

Barnies ethos evolves around the sense of “family” with a balance of planned activities, spontaneous play and “family” times. Practitioners work in partnership with parents and colleagues to achieve a natural progression through the routines of each day. Teaching is understood not to be a ‘top down’ approach or formal way of working and staff know that children learn through a multiple of skills and opportunities. They 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.

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?’

Practitioners especially enjoy and enthuse about planning and implementing a curriculum appropriate to their key group ensuring individual developmental needs are considered, challenged and met. Weekly evaluation and observations are recorded for reflective practice, to aid assessment and ensure good knowledge of each child’s development. As a result, practitioners are often the first to identify children that may not be making sufficient progress and are quick to ask for confirmation and support of their assessments. Subsequently, the involvement of the Senior SENCO ensures accurate records and additional observations can be collated should it be applicable that other professional agencies are engaged.

Peer observations on an informal and formal basis are used regularly so that every opportunity is taken for practitioners to enhance their teaching practise and skills. Regular individual 1 to 1 practical training is provided to improve methods for observing children and ensure adult guided moments are particularly

engaging, motivational and challenging for the children involved. These are reviewed as part of the annual appraisal.

Parents are recognised and valued as the children's first educators and are invited to share their experiences. Parents are encouraged to be actively involved through personal input to their child's on-line journal, providing valuable information and knowledge about children's interests away from the setting. Daily communication both verbal and written provides evidence of progression, ideas to try at home as well as nutrition, behaviour and welfare. Stay and play sessions, presentations and parent consultation provide an opportunity to further engage and improve understanding for parents. These sessions are evaluated, summarised and shared by the practitioners and parents involved to build and improve practise. Records of these are kept in the Setting Evaluation Folder (SEF) and retained for the current and previous year.

The Curriculum Management Team meet periodically to review the Intent, Implementation and Impact of the curriculum and the environment. Children's learning through formative and summative assessments are uploaded onto their on-line journal and analysed for individual progress. In addition, from the cumulative collection of assessments more detailed evaluations are completed. Summaries regarding the impact of the teaching for variable cohorts of children and specific areas of learning under the EYFS ensures that adjustments to practise can be defined and implemented. These evaluations are also kept within the SEF.

### **Behaviour and attitudes**

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 the early year's curriculum.

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 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. Children are 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 are encouraged to build positive relationships with each other, across all age ranges, as well as with the settings practitioners.

Children's work is celebrated by their displays around the setting which allows them to remember and embed their learning journey. Dinosaurs which depict the Characteristics of Learning are a visual tool which helps children understand how they can be a successful learner. Through identifying their characteristics of learning within the daily routine, encouragement, reward and the provision of positive role models' children develop a well-balanced, confident and happy disposition. Older children perform and entertain their parents and the younger children.

Positive behaviour is recognised and encouraged. Guidelines and private discussion are provided for parents experiencing difficulties so that a consistent approach can be agreed and applied. When applicable other professional agencies may be recommended and the Senior SENCO engaged.

Whilst attendance is not mandatory at this age, absence for whatever reason is queried, recorded and monitored.

## **Personal development**

Barnies understands, supports and promotes the spiritual, moral and social development of the children in its care, as identified under the Promoting British Values Policy.

Practitioners are competent and understand the need to encourage and help children to be healthy. A well-balanced menu is provided following guidelines from 'Children's Food Trust. Regular communications with parents about individual routines, portion sizes, dietary requirements etc. are maintained. Changes to appetite or preferences are quickly observed. 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 guided activities. A healthy weight/height balance is monitored, and immunisations, illnesses, medication and absence for whatever reason is recorded.

Health and Safety Procedures are detailed under Health, Hygiene and Safety aspects in the Health and Safety Policy. This includes all daily, weekly, monthly, quarterly, biannual and annual checks, drills and records which are regularly monitored and checked for compliance. There are comprehensive checks and systems in place to ensure that all personnel are kept safe whilst on the premises and staff have a competent ability to complete drills, checks and records accurately. Procedures for accessing the premises for parents and children are explained during the settling procedure and reminders of procedures are displayed, especially for notification of medication and collection procedures. Non arrival and unauthorized changes of collection are always followed up and recorded.

Hygiene practices are developmentally appropriate, ordinarily working in partnership with parental requests and children's responses. Children's confidence and competence with their own personal hygiene is encouraged with empathy and understanding so that they naturally become increasingly independent.

"Safe risk" is applied to develop children's awareness in personal safety both in a physical sense with space and equipment and when out and about.

Guidelines for internet use and social media are made clear for all stakeholders. Children are guided to understand the need for careful use of the technology provided and the limitations involved. They become increasingly aware of the recording of access to the internet and amount of time these resources are used.

The use of mobile phones is forbidden for all people in the children's areas. Parents or visitors are not permitted entrance whilst on a mobile phone. Managers are not threatened to confront or challenge if breaches are made.

Transition is embraced by the understanding of attachment with a key worker and other practitioners within the setting, building positive relationships and ensuring the settling process quickly provides emotional security. Practitioners understand the need to identify children's well-being and involvement and regularly monitor this using the Leuven scales. Schools consistently provide positive feedback about the transition from Barnies to school and children settle quickly into their new environments. Involvement in the community is encouraged. Visits from parents and schools are fostered.

## **Leadership and Management**

Barnies is led by a highly professional team qualified to degree level with two leaders achieving Early Years Professional Status. There is a continual persistence for excellence driven by rigorous and robust systems and procedures which insist on consistent self-assessment, evaluation and reflection at all levels. Senior managers meet regularly to review and reflect on practise and to set objectives. An annual reflection and evaluation completed by all employees feeds into the Setting Improvement Plan (SIP) where all stakeholders set the annual objectives. Discussions are documented in the Meeting Minutes and kept in the SEF for the current and previous year.

Staff recruitment, induction, training, development, supervision and appraisal procedures are well established, robust and thorough. The issuing of guidelines and terms and conditions of employment are completed on the first day. Training and continual professional development (CPD) includes the completion of induction programme, training file and internal training courses. Observation, assessment and on-going development is achieved through peer observations, supervision and appraisals. First Aid and Food Hygiene qualifications are required and renewed. External training to degree level is available via a variety of training providers. Staff training and development is recorded both within their individual CPD folders and summarized in the SEF. Staff regularly attend meetings for training and to keep up to date with pedagogical knowledge. Meetings are documented in the minutes and retained within the SEF.

Safeguarding training is led as an on-going experience where management deploy a strategy of evoked discussion when staff notice any cause for concern and are encouraged to explore the possible causes. An internal programme supports new employees understanding, provides Local Authority (LA) guidelines and on-line Prevent training. DBS referencing is financed to ensure access on an annually recurring basis. Further guidelines are displayed for staff to refer to. The Designated Safeguarding Lead for each setting is supported by a Senior Lead and regular monitoring meetings assess any on going concerns. Advice from the LA is sought, without hesitation, whenever a child presents any cause for concern and the DSLs are supported to have confidence to know they are acting with the child's best interests as paramount.

Regular supervision is provided to discuss concerns and work load, individual development needs or just as an opportunity to take time for reflection and personal progression. Strategies to manage a panic attack are displayed in staff areas as well as a help line provided for support and advice. Sensory essential oils are provided to help foster general well-being and aromatic sensations which promote positive optimism.

Managers regularly monitor and assess statistical analysis 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. The Senior SENCo advises, trains and supports staff to make sure that children with SEND have access to a fully inclusive early education. Referrals, assessments, educational plans and support from other professionals is embraced to ensure the best outcomes for all the children can be assured. Both parents and external professionals frequently applaud our strong commitment to a curriculum for children at all levels and recommend us to other parents.

Students are positively involved and valued as practitioners of the future and as such complete induction training, are closely supervised and a liaison with school/college staff is sustained. Barnies is consistently recognized by many further educational establishments as a comprehensive training provider and actively encourage their students to request placement with us.