

**Smallville Nursery
Early Years Policy
2022 -2021**

Review: March 2023

Every child deserves the best possible start in life and support to achieve their full potential. A child's experiences in the early years have a major impact on their development. A secure safe and happy childhood is important in its own right; and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use Early Years services, they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage (EYFS) is the framework that provides these assurances.

A Unique Child

At Smallville Nursery, we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and sharing opportunities and rewards, to encourage children to develop a positive attitude to learning.

Positive Relationships

Children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Enabling Environments

Environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable play-based activities and experiences.

The children have the opportunity to use the outdoor areas every day. Outdoor sessions mirror a mixture of child-initiated and adult-directed activities.

Learning and Development

Children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter-connected.

Play and Exploring

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

Active Learning

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

Creativity and Critical Thinking

Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

Parent and carer partnership

Parents are children's first and most enduring educators and we value the contributions they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- Inviting all parents to an induction meeting before their child starts nursery.
- Inviting all parents and children to attend stay and play session before their child starts nursery.
- Offering parents regular opportunities to talk about their child's progress in our nursery and look at their learning and leave comments or share pictures relating to their child's achievements and hobbies.
- Encouraging parents to talk to the child's key worker if there are any concerns.
- Parents receive a report on their child's attainment and progress at the end of each year.
- Arranging activities throughout the year that encourage collaboration between child, nursery and parents: parent workshops, stay and play session and reading sessions.

Inclusion

A Smallville Nursery we give all our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

We value all children as individuals in our nursery, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that all of our children make progress throughout the year. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies.

Welfare

It is important to us that all children in the nursery are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

We comply with the welfare requirements as stated in the 'Statutory Framework for Early Years Foundation Stage'.

Areas of learning

The EYFS is made up of seven areas of learning and development. The three Prime Areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, from relationships and thrive. As well as developing their core strength, coordination and balance to support their development.

Prime Areas

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific Areas

- Literacy
- Mathematics
- Understanding the world
- Expressive Arts and Design

Observations, planning and assessment

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways. Everyone is encouraged to contribute and discussions take place. Significant observations of children's achievements are collated in their own personal learning journey, which are shared regularly with parents. We respond to learning in the moment so that we are always enhancing and developing a child's experience and learning.

The planning within the EYFS is based on our own curriculum and Birth to 5 matters. These plans are flexible so that Key Person can respond to the needs, achievements and interests of the children. This will be indicated on weekly planning. This fostering of the children's interests develops a high level of motivation for the children's learning.

Our Why, Our Intent, Our Curriculum

Smallville nursery believes in child-led learning enabled by a thought-out continuous provision which supports the needs and interests of the children. We encourage children to take sensible risks and provide lots of opportunity for outdoor learning. Our Practitioners foster independence and curiosity for all of our children. We give children the foundations they need to become lifelong learners.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations. These observations are recorded in a variety of ways, and contribute to the child's individual 'Learning Journey'.