



TEACHING AND LEARNING

Policy Statement

Every child has the right to an education that develops their talents. This education must nurture a child's respect for themselves, others, and their environment.

(UNCRC. Article 29)

Development Matters in The Early Years Foundation Stage documentation (2021) states that...

'The EYFS is about how children learn, as well as what they learn. Children need opportunities to develop their own play and independent exploration. This is enjoyable and motivating. They also need adults to 'scaffold' their learning by giving them just enough help to achieve something they could not do independently. Helping children to think, discuss and plan ahead is important, like gathering the materials they need to make a den before they start building. These are ways of helping children to develop the characteristics of effective learning. When children are at earlier stages of development than expected, it is important to notice what they enjoy doing and find out where their difficulties may lie. They need extra help so that they become secure in the earlier stages of development. It is not helpful to wait for them to become 'ready'. For example, children who are not speaking in sentences are not going to be able to write in sentences. They will need lots of stimulating experiences to help them develop their communication. That's why the time you spend listening to them and having conversations with them is so important. Children learn and develop more from birth to five years old than at any other time in their lives. If children are at risk of falling behind the majority, the best time to help them to catch up and keep up is in the early years. Every child can make progress if they are given the right support. When we give every child the best start in their early years, we give them what they need today.

We also set them up with every chance of success tomorrow.

Our curriculum nurtures all children and allows them to be successful and proud in all their achievements. The aim of the nursery is to provide an exciting, well resourced, carefully planned learning environment, which daily provides a rich & stimulating base of experiences that are differentiated to meet all the children's needs both in the indoor & outdoor environments.

Little Smarties have specifically chosen inspiring people for their room names to inspire our own Little Smarties.

The baby room, 'Little Nightingales' (Florence Nightingale), 1-2's, 'Little Da Vinci's' (Leonardo Da Vinci), 2-3's, 'Little Rowling's' (J.K. Rowling) and 3-5's, 'Little Einstein's' (Albert Einstein), the nursery also benefits from 'The Hub' which is a space used as a sensory room and a quieter learning environment for when children need it.

The Curriculum

Our curriculum is in line with both the 'Development Matters (revised 2021) and the 'EYFS' documentation. It is monitored by our EYFS leader who is a qualified teacher with several years of experience of teaching in the EYFS. The curriculum is divided into three 'Prime' areas and four 'Specific' areas of development. All the areas of learning and development are important and are inter-connected. Development Matters provides non-statutory curriculum guidance for providers.

The Prime areas are:

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

The Specific areas are:

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

The seven areas of learning are interlinked through every part of our curriculum. Each Nursery room has a weekly timetable that includes opportunities for child led, adult guided and outdoor learning.

Continuous Provision

Continuous provision is planned for in every room. The activities and resources are available for the children to access freely throughout the day. We ensure that the activities provide the children with the opportunity to access and develop their skills in all seven areas of the curriculum. The activities are evaluated and changed on a weekly basis in each room, however, they are adapted throughout the week to ensure they meet the needs of all children and provide new challenges.

Adult Led Learning

Children participate in adult led sessions in each room. The sessions are no longer than 5-15 minutes dependent on age. They are led by a practitioner, and they support the development of personal, social and emotional and communication and language skills. The activities in these sessions include, circle times, storytelling, dough disco, nursery rhymes, number songs, phase one letters and sounds sessions (3-5 years only), Drama workshops,

weekly Spanish sessions (3-5 years only) and some introductions to the activities set up as part of the weeks continuous provision.

Adult Guided Activities

These sessions are carefully planned based on assessments and gap analysis in all areas of the EYFS curriculum, to meet the individual learning needs of the children, and we ensure coverage across the curriculum when planning these. Each adult guided activity has a clear learning objective and is differentiated accordingly. Observations are made during these activities to record the children's progress and attainment of the learning objective. These observations also inform future planning.

Children's levels and types of engagement and responses to interactions are observed regularly throughout the week. Observations are recorded in notes and transferred to Tapestry so they can be shared with parents. Practitioners record the learning behaviours of individuals, considering interactions with their peers, adults in the room and their characteristics of effective learning (COEL).

Dough Disco

This is a 10-minute daily adult led session delivered to the children from 2 years upwards. The children are given a small pot of dough each and are encouraged to follow the adult's lead in manipulating it (rolling, patting, squeezing) to music and rhymes. The session develops the children's muscles in their hands and fingers, preparing them to handle tools such as pencils and scissors with increased control.

Reflection Times

Reflection times give children the opportunity to talk about their mornings/afternoons of learning. What they have enjoyed and why, what could have been even better. It is an adult led time usually before Lunchtime and Tea-time to ensure all children have the opportunity to access this with the hours that they attend.

Messy Mornings

Messy mornings are themed around a children's book. The book is 'brought to life' through a variety of sensory experiences from the stories. These sessions support the children's communication and language development and literacy skills.

British Values

We embed British Values through our curriculum and teaching and offer experiences to our families that promote British Values and their importance to us as a Nursery community. Staff have completed training to enable them to support and deliver such teaching and this has been disseminated throughout the team so that we all have clear knowledge and understanding of the importance of promoting these values and embedding them within our pedagogy.

Cultural Days

We have families and staff members originating from many different of countries. We celebrate these through our cultural days. Every 6 to 8 weeks we will celebrate a different country that a nursery family or staff member is from and we ask parents/carers and staff to contribute to the planning of these. The country's flag is flown on the nursery gate on the day and then transferred to our 'Nation Ally' where the flags are displayed permanently.

Community Celebration Days

These are similar to our Cultural days and celebrate different religious communities. The children have the opportunity to explore religious symbols, artefacts, clothing and places of worship.

The Teaching

A skilled and competent nursery team

The nursery team have a diverse, skilled and highly qualified portfolio that enables children in each age group to receive knowledgeable and experienced support in whatever challenges they face. Staff are actively encouraged in their professional development and receive regular performance development reviews where opportunities for further development qualifications and skills are recognised as crucial to the well-being, education and care of the children. Every member of staff, regardless of their role, plays an important part in the success and achievements of all the children. We do this by;

- Using appropriate resources.
- Providing activities that engage children's interest from the outset and that offer appropriate pace and challenge.
- Providing opportunities for children to be creative, reflective, practical and physical so that every child is successful whatever their ability.
- Providing children with positive feedback on success and progress and make suggestions for improvement that encourage them to learn from mistakes.
- Encouraging children to be confident to seek adult support.
- Creating effective relationships with colleagues, parents and children that are based on mutual respect and self-esteem.
- Role modelling to children on how to work co-operatively.
- Enabling children to develop effective independent learning skills.

Our principles of teaching and learning

We will;

- Provide inclusive teaching and learning that considers the Development Matters in the Early Years Foundation Stage and the EYFS documentation.
- Have high expectations that challenge all children at all levels, but most importantly these are realistic and ensure they can be successful.
- Support every child to achieve their full potential.
- Ensure that teaching and learning is personalised, creative, challenging and fun.
- Create an environment in which children feel safe, supported, valued and happy.

- Ensure that the teaching and learning of young children is differentiated to meet individual children's needs.
- Establish what children already know and build upon it.
- Structure and pace the learning experiences to make it enjoyable yet challenging.
- Enable children and parents to become active partners in their learning.
- Regularly use encouragement and authentic praise to engage and motivate children.
- Value children's previous experiences and achievements and liaise with parents and other settings using the information as starting points for children's continued learning.
- Plan a curriculum and learning environment indoors and outdoors that responds to children's interests and recognises that children's learning is holistic.
- Always encourage individual interests, skills and strengths are always encouraged.

The Environment

The environment plays a key role in supporting and extending children's development and learning. Enabling environments encourage babies and young children to play because they feel relaxed, comfortable and happy there. When children feel safe and secure they feel confident to explore and learn. At Little Smarties Nursery we organise the indoor and outdoor provision in a way that prioritises the children's well-being, reflects their interests and enhances active learning.

In addition to the age-related rooms, we have created the 'Hub'. This offers a space for children to learn in, supporting any sensory and other additional needs.

Trips out

Our curriculum takes place both inside and outside of the nursery. We take groups of nursery children to the local library, farms, garden centres, local events, on walks and to play centres where the environments and experiences differ from those at nursery. All of the experiences the children have on these trips supports their learning back at nursery and can form a good starting point for a topic or develop the children's knowledge of a particular area they have been learning about. We use public transport or for further destinations we will use the nursery cars which play a big part of the children's experience on their days out.

Special Educational Needs

At Little Smarties Nursery we recognise that children learn in different ways and at different rates and plan for this accordingly. Our aim is to support all children attending the nursery to attain their maximum potential within their individual capabilities.

Assessments are used to make judgements about a child's attainment and provision is adapted accordingly to address their individual needs. Practitioners are skilled at observing children at play and identifying where they can support and enhance learning. They will interact with children to extend learning and will provide support to guide and scaffold learning opportunities where appropriate.

If there are any significant emerging concerns following observations and interactions, practitioners and parents/carers will devise a targeted plan to support a child's future learning. Other professionals, such as health visitors, may also be consulted if appropriate.

Evaluation and assessment

The planning is reflected upon daily/weekly in each room and this impacts future practice.

The nursery assesses and records the children's learning and progress using the 'Tapestry' learning journal tool. Parents are given access to view their child's learning journeys through this app.

Progress meetings are carried out between Management and the Key Person. Each individual child's progress and achievement is discussed, and any areas of concern are highlighted, with actions to be put into place and planned for. The outcomes of these meetings also support planning for future teaching and learning and are used to form Room targets for each of the seven areas of learning.

The effectiveness of teaching and learning is monitored by the EYFS leader. Feedback is given to the practitioners and action points for development shared and supported by the EYFS leader.

Communicating Children's progress and attainment with Parents

As part of our assessment and information sharing with parents, we share children's progress on Tapestry, communication books and parent/key person meetings. Every family can access their own children's learning journey and this is regularly updated by the nursery team. Families are encouraged to download and use the tapestry app, this can be used through their phones or iPads, enabling them to easily share photos within their photo libraries. Our Website has been carefully developed and is continuously updated and enhanced, offering an excellent media for communicational and promotional opportunities for the nursery, developing awareness for our families about the experiences that their children have and the quality of teaching that is taking place within the nursery.