

4. Learning and Development Policy

Legal Framework

Children Act 1989, 2004, 2014

Code of Practice for the Identification and assessment of Special Educational Needs 2001, 2014

Every Child Matters: Change for Children 2004

Birth to Three Matters Framework

Curriculum Guidance for the Foundation Stage

EYFS Learning and Development Requirements

National Standards: Standard 3 – Care, Learning and Play

Name of Responsible Person: All staff

Policy:

At Tigers Day Nurseries we support children's learning by providing a wide range of opportunities, experiences and activities linked to the principles underpinning high quality early education as set out in the Statutory Framework for the Early Years Foundation Stage (EYFS). To support every child's learning and development children are valued for who they are, the knowledge, skills, interests and experience they have and the contribution they make.

The Statutory Framework for the EYFS is used to guide planning across all seven areas of learning and are detailed as: Prime Areas for all age groups; Personal, Social and Emotional development, Physical development and Communication and Language development which lead into Specific Areas for the 3 year old and above age groups; Understanding the World, Literacy, Mathematics and Expressive Arts and Design. The main focus for staff when planning activities to promote and progress the child's development and learning is their individual needs, taking into account what the child already has achieved and the stage they are already at, and building upon this. The children's interests are taken into account and are used to plan activities and opportunities so learning is fun and inclusive for every child. Children are encouraged using positive praise and reinforcement and targets set for each child are realistic and achievable for them whilst being challenging and an aid to their learning. Staff are trained to understand child development and the children's next steps and ongoing training is provided to ensure this information and knowledge is kept up to date. Workshops are provided when required to support staff in understanding new

legislation and guidelines around the EYFS and provide fresh ideas for them to support their children.

All areas of the nurseries are used to their fullest extent and children will have opportunities to take part in outside play, language, dance, drama and sport activities throughout their week. High quality resources and equipment are provided and storage is made accessible so children of all ages can self select and make independent choices.

Information on every child's learning and development is shared with and contributed to by parents and carers using their observation, photographs and information sheets provided by the nursery.

Procedures

Planning of activities

Observation and recording children's progress and development

Sharing of children's progress and development

Resources procedure

Access for staff training

Monitoring the effectiveness of provision

Curriculum Co-ordinator

Planning of Activities

- Planning meetings are held every month in the evening
- Staff bring their key worker children's targets and plan activities and opportunities to meet these. Individual children's needs are identified on the planning by their initials.
- Staff use activities based around individual child's needs.
- Planning of activities must include all areas of the setting including outside areas and ICT
- Staff record the activities on the weekly planning sheets and staff will take turns to prepare and supervise the activities.
- Sufficient time and regard is also given to promote and extend child initiated activities.
- Staff are able to request resources in advance to be suitably prepared for activities if planning is carried out competently.

- Planning of targets must include daily routines as these will often meet all children's developmental needs.
- Resources such as magazine articles, books and internet access are provided on site to allow staff to research ideas and materials for planning.
- A monthly budget is provided for staff to source suitable materials in advance.

Observing and Recording a Child's Progress and Development

- Each child's allocated key person is responsible for setting up and maintaining their children's learning journals.
- Observations on children are taken and recorded daily by all staff, and various types of observations are used to ascertain a child's progress in all the specified areas of learning and development.
- Each room has a learning journal file where all proformas for observations are stored as well as guidelines to remind staff. Staff members are all given their own copies of this during their EYFS induction.
- Staff are expected to update their child's targets and observations once a month and are allocated time within their working day to do this.
- Under no circumstances are children's learning journals taken off the nursery site by staff due to safeguarding regulations.
- Parents/carers can take their own child's learning journal home and the date this is taken and returned is recorded by the child's key worker.
- Senior staff and members of the Management team will regularly check each folder to ensure they are up to date and accurate.
- Any staff member who has a concern about a child's progress or development must first speak to the Senior staff member within the room who will then pass these onto the Nursery Manager.

Sharing and Child's Progress with Parents/Carers

- Parents/carers are the first educators of their child and staff respect this at all times.
- Targets set by Key Workers are shared with parents regularly and parent's wishes and opinions are taken into account.
- Opportunities to share a child's progress are held regularly and staff will consider convenience for parents to allow them to meet with their child's key worker.
- Opportunities are regularly given for parents/carers to add to their child's development record with their own observations, sharing of information and photographs. Staff facilitate this by providing communication sheets for parents to complete and return to record in their child's learning journals.

- During biannual progress meeting between the child's key worker and parent/carer, they are invited to give written feedback on whether this was valuable and worthwhile for them to attend.
- A requirement of the EYFS is the 'Two Year Old Progress Check' which parents/carers are requested to complete alongside the child's key worker. We will ensure this is held at a convenient time to allow parent/carers to attend. The child's key worker will ensure they know the child really well and the child is not experiencing any transitions which may affect their well being before the check meeting is organised.
- Parents/carers are requested to give permission for the nursery to share information with any other agencies involved in the child's care as without this we are unable to divulge any information to support the child's extra care.
- In the case of a 'Looked after child' under the care of a foster parent or the Local Authority, we will ensure the child's progress and development records are shared with the Corporate parent. If necessary we will develop a care plan in order to share this information with other professionals involved in the care of the child.

Resources

- The two nursery settings share resources and equipment.
- Resources only suitable for the children's age and stage of development are used and regard is always given to ensure the children are safe.
- Resources and equipment are checked regularly by staff to ensure they are safe and not broken.
- Any broken or unsafe toys and equipment are removed immediately and either disposed of or passed onto the maintenance team for repair.
- Resources and equipment are sourced from professional suppliers of nursery equipment to ensure they are safe for large groups of children to use them.
- Resources and equipment are bought with safety features and within safety standards e.g. kite mark.
- Resources and equipment are stored in such a way that children can access them independently.
- Resources and equipment are cleaned weekly and a rota is kept for these. Dressing up clothes and fabrics are washed regularly.
- The nurseries are members of the local library and toy library.

Staff Accessing Training

- The nurseries have a clear ethos in maintaining and promoting staff training and their continual professional development (CPD).
- Staff are offered opportunities to access short workshops and updates to keep their knowledge current and valid.

- Professional qualifications such as NVQ's, First Aid and Food Hygiene are offered to staff in order to maintain high standards within the setting and are held in house at Tigers Training Centre and updated as required.
- Regular training is held during staff meetings to ensure standards are maintained and staff are invited to share knowledge and ideas regularly.
- The settings have signed up to the subscription program offered by the Early Years and Childcare Team to access regular bespoke training. The training requested is planned by the Management Team based on the current needs of the setting.
- Training needs of staff are monitored by the Management Team.
- The Nursery will negotiate with staff and the Local Authority to meet outside training costs for staff who wish to complete a course not provided by us or a Degree.

Maintaining the Effectiveness of Provision

- As a setting we are very proud that we look at the effectiveness of our provision in an objective and clear manner, with regard that the families and staff within our setting have constantly changing needs and requirements which we see is our duty to adjust to.
- The management team regularly complete observations on each room of the setting and these are recorded and fed back to the room seniors with targets for adjustments or improvements and monitoring of standards to maintain consistency across the setting.
- Moderations are completed weekly by a member of the Training Centre team to support good practice and help to identify any staff training needs.
- Annual questionnaires are sent out to parents/carers to ascertain their views of the service the nursery provides. This can be given anonymously or parents can request a personal reply. A special newsletter outlines the findings of this and is shared with all parents/carers.
- Children's views of the nursery, what happens here and what they like to do are regularly sought and recorded through photographs, observations and displays.
- The nurseries individually complete a self evaluation form which is held on the Ofsted website to look objectively at the provision and improvements we are looking to make. This is updated every six months and all staff are involved in this.
- Management Team meetings are held bi-weekly with the Nursery Director to discuss the general running of the setting and plans for the future.
- Senior Team Meetings are held regularly to feedback to the Management Team how the setting is progressing and to resolve any issues which may need to be addressed.
- All staff have a regular supervision session every 3 months with their room Senior to discuss their day to day work and any training needs they may have.

- Staff have annual appraisals with the Management Team to discuss their professional progress and development and any opportunities which may be available to them.