

# Cranford Care Learning & Play Policy

The first five years of life are crucial to 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 of Cranford Nursery will endeavour to work in partnership with other providers involved in the care of children attending its settings. This will be by communicating verbally and attending regular meetings if needed.

With parental consent the Nursery will encourage the sharing of information as determined by the EYFS requirements.

At Nursery we will ensure that we deliver the 3 prime areas and the 4 specific areas of learning development (see EYFS Statutory Framework, pages 4 & 5, Paragraphs 1.4-1.6).

## **Prime Areas of Learning**

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

These prime areas are what all children need to concentrate on in their first few weeks and months of development. When they start nursery we will continue to support their development from home in our caring and safe environment. We focus on these prime areas whilst introducing the other 4 specific areas throughout the provision. During the period between 2 and 3 years of age we work with you and your Health Professionals to develop a Progress Check for your child. This will include a written summary of how they are progressing against these 3 prime areas.

## **Specific Areas of Learning**

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

These specific areas include many essential skills and knowledge that children need to learn in order to be ready for school. We all play a vital role in helping children achieve these and your involvement as a parent is a key factor in their success.

All seven areas are used to promote your child's individual interests and unique learning needs. Children are observed regularly to ensure their learning is effective; which can be seen by them investigating, concentrating and having their own ideas and thoughts.

Please download our Parents Guide to the Early Years Foundation Stage for more detailed information.

## **Children with English as an Additional Language:**

### **1. Language Learning**

- We recognise the fact that a child may enter our setting who is already developing one or more languages and is now adding English to the list.
- We always allow these children extra space and time, patience and support.
- We acknowledge and celebrate the skills they have in their home language for we believe this promotes confidence in their own abilities and raises their self-esteem. We recognise and reassure

### **2. Social Skills**

- Children who share the same home language are encouraged and enabled to spend time together in the nursery to communicate.
- Staff ensure that they make their teaching as visual as possible through the provision of pictorial and additional resources to assist EAL children and to enable them to fully access the inclusive learning environment.
- Staff ensure that they use gestures, facial expressions and explanatory actions together with the use of objects to explain each part of an activity.

### **3. Introduction**

- Upon entry to the nursery the family is welcomed by the Nursery Manager, who will show families around the nursery and check to see if there are places available.
- The child's Key Person offers support and assist in completing the setting's induction pack, if required. The Key Person continues to liaise with the family and ensures that they receive information and newsletters in a form that is accessible to them and that they are able to communicate their views and concerns to the staff without difficulty. The Key Person will seek the advice and support of the Early Years Team who is often able to provide translation solutions.

### **4. Language Development**

- We differentiate between those children who speak 'English as an Additional Language' or those who are 'Bilingual' by using the following definitions as provided by the Department of Education.

**EAL** stands for 'English as an Additional Language' and recognises the fact that many children learning English in schools in this country already know one or more other languages and are adding English to that repertoire.

**Bilingual** is used to refer to those children who have access to more than one language at home and at school. It does not necessarily imply full fluency in both or all of their languages.

- Should a child start Nursery as either an EAL or Bilingual speaker we will add their name to our EAL Register and monitor and track their progress during their Baseline and Yearly Development Checks.

## **Care**

**Food** – We will endeavour to provide children with the opportunity to experience a well-balanced, nutritional and varied menu with alternatives for individual specific dietary requirements. Food and liquid consumption will be regularly monitored to ensure children do not go hungry or become dehydrated.

Drinking water will be freely available for children to self-select or request throughout the whole day.

**Well-being** – We 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, parents' instruction and legislative requirements. Personal hygiene is advertised and encouraged to prevent cross contamination, spread of disease and to pronounce children's awareness. The nursery will help children to distinguish right from wrong by encouraging positive behaviour, and giving praise for a child's affirmative contribution and good behaviour.

**Environment** – we 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. We aim to keep our areas of learning similar to the natural environment but also challenging to give children the opportunity to take new risks.

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.

**Social Development** – we understands, supports and promotes the social development of the children in its care. Through daily routine, encouragement, reward and the provision of positive role models children should develop a well balance, 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.

**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. This will enable the keyworker to build positive relationships with the family.

This will enable the keyworker to build positive relationships with the family. The key person will be regularly writing observations and taking pictures of the children to put in their learning and development files, parents will be informed of this and consent will be given when the child starts nursery. The observations will be linked to the EYFS. For discussions about your child's development an arranged meeting can be organised by the key person.

## Learning

**Planning** – Whenever possible staff will be given opportunities away from the setting to plan activities specifically suitable to the children under their care. These may follow guidelines provided in the Early Years Foundation Stage depending on the age of the children in their Key Worker Group. Planning will, where possible, allow for long, medium and short term objectives with plenty of opportunity for sustained shared learning with both adults and other peers.

**Observation and Assessment** - It is envisaged that on-going individual observation will be achieved for each child as defined by the child's key worker but it is intended that a more formal written assessment will be made periodically. Opportunity for informal parental observation and assessment is also encouraged so that a more defined overall assessment can be achieved. Specific achievements may also be recorded such as colour recognition, jigsaw completion, computer operation etc.

At the end of their attendance a summary document of their stage of development will be made available to the new establishment if required and all observation and assessment documentation will be transferred to the parent.

**Parents as Partners** – we understand and promote 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.

# Play

**Free Play** - Free play provides the children with the opportunity to have an open choice for what they wish to play with. They can move freely from table to table or around the floor without restriction.

A range of toys available for free play may include; duplo, stickle bricks, car mat and cars, train set, books, small world toys, animals etc.

**Child initiated** – As children advance through the Early Years Foundation Stage opportunities for child initiation is encouraged. Planning is carried out using the children's interests as our starting points and next steps are then completed accordingly. 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.

**Key Worker Group Activities** - The daily routine will include circle time, singing, writing skills along with a topic focused activity which may be arts and crafts or role play or a range of equipment for this area may include; jigsaws, board games, sorting, matching, small discussion groups and messy play are just a few. These opportunities are further enhanced with the provision of tools; pots, pans, funnels, scissors, spades etc. This Policy follows the guidelines of good practice as detailed in the Early Years Foundation Stage and is supported by all other policies.

Cranford Staff will have the opportunity to attend regular courses to help support the provision of a continually improving quality learning experience for the children in our setting. Staff will be observing the children regularly to ensure that they know the child's stage of development and can tailor for each individual child's needs, they will then reflect on and include the different ways that children learn in their practise when planning activities. Each individual child's development file is their learning journal will be available for their parents/carers to read and they will be kept up to date daily on how their child is

progressing at nursery, please see our working in partnership with parents/ carers policy for more information.

The staff will plan for children that attend different sessions by meeting the individual needs of all children at the heart of the EYFS and it is important to deliver personalised learning, development and care to help children get the best possible start in life.

**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, Cranford Nursery fully understands, supports and endeavours to comply with the ethos devised through "Development Matters"/ (Every Child Matters) It aims to have regard to the Code of Practise on the identification and assessment of Special Educational Needs (SEN), English as an Additional Language (EAL) and Talented and Gifted children in order to provide a welcome and appropriate learning environment for all children.

It is our aim to help all children reach their potential.