

## Felixstowe Nursery School

### **Safeguarding and Welfare Requirement: Information and Records**

**Providers must plan and organise their systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.**

### Children's learning and development

**Statement:** - The provision for children's learning is guided by The Early Years Foundation Stage. From 1<sup>st</sup> September 2012 the Statutory Framework for the Early Years Foundation Stage came into force and was revised in 2014 effective from 3 April 2017

#### **Our setting aims to:**

- Provide high quality care and education for children below statutory school age.
- Provide a happy, safe and stimulating environment.
- Work in partnership with parents to help their child learn and develop.
- Add to the life and well-being of the local community.
- Offer children and their families an inclusive service that promotes, well-being, equality and values diversity.

#### **Children's development and learning**

We aim to ensure that each child:

- is in a safe and stimulating environment;
- is given generous care and attention, because of our ratio of qualified staff to children, as well as volunteer helpers;
- has the chance to join in with other children and adults to live, work and learn together;
- is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do;
- has a personal key person who makes sure each child makes satisfying progress;
- is in setting that sees parents as partners in helping each child to learn and develop; and
- Is in a setting in which parents help to shape the service it offers.

#### **The Early Years Foundation Stage**

The provision for children's development and learning is guided by the Early Years Foundation Stage. Our provision reflects on the four overarching principles of the Statutory Framework for the Early Years Foundation Stage.

#### **A Unique Child**

- Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

## **Positive Relationships**

- Children learn to be strong and independent through positive relationships.

## **Enabling Environments**

- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.

## **Learning and Development**

- Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early year's provision including children with special educational needs and disabilities.

## **How we provide for development and learning**

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development.

## **The areas of Development and Learning comprise:**

### **Prime Areas**

- Personal, social and emotional development.
- Physical development.
- Communication and language.

### **Specific Areas**

- Literacy.
- Mathematics.
- Understanding the world.
- Expressive arts and design.

For each area, the level of progress that children are expected to have attained by the end of the Early Years Foundation Stage is defined by the Early Learning Goals. These goals state what is expected that children will know, and be able to do, by the end of the reception year of their education.

The Development Matters guidance sets out the likely stages of progress a child makes along their learning journey towards the Early Learning Goals. Our setting has regard to these matters when we assess children and plan their learning. Our programme supports children to develop the knowledge, skills and understanding they need for:

### **Personal, social and emotional development.**

- Making relationships;
- self-confidence and self-awareness; and
- Managing feelings and behaviour.

### **Physical development**

- moving and handling ; and
- Health and self-care.

## **Communication and language**

- listening and attention;
- understanding; and
- speaking

The prime areas are strengthened and applied through the specific areas.

The four specific areas are:-

## **Literacy**

- reading; and
- writing

## **Mathematics**

- numbers; and
- Shape, space and measure.

## **Understanding of the world**

- people and communities;
- the world; and
- technology

## **Expressive arts and design**

- exploring and using media and materials ; and
- being imaginative

## **Our approach to learning and development and assessment**

### **Learning through play**

Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children think. Our setting uses the Development Matters in the Early Years Foundation Stage guidance to plan and provide a range of play activities, which help the children to make progress in each of the areas of learning and development. In some of these activities, children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity. In all activities, information from 'Development Matters' the Early Years Foundation Stage has been used to decide what equipment to provide and how to provide it.

### **Characteristics of effective learning**

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the Development Matters the Early Years Foundation Stage guidance as:

- Playing and exploring – engagement;
- Active learning – motivation; and
- Creating and thinking critically – thinking.

We aim to provide for the characteristics of effective learning by observing how a child is learning and being clear about what we can do and provide in order to support each child to remain an effective and motivated learner.

## **Assessment**

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from pieces created in setting, photographs and from discussion with parents. We believe that parents know their child best and we ask them to contribute to assessment by sharing information about what their children like to do at home and how, they as parents, are supporting development.

We make periodic assessment summaries of children's achievement based on our ongoing development records. These form part of children's records of achievement. We undertake these assessment summaries at regular intervals, as well as times of transition, such as when a child moves group or when they go on to school.

## **The progress check at two**

The Early Years Foundation Stage requires that we supply parents and carers with a short written summary of their child's development in the three prime areas of learning and development; personal, social and emotional development; physical development; and communication and language; when a child is aged between 24-36 months. The key person is responsible for completing the check using information from ongoing observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

## **Records of achievement**

We keep records of development and achievement for each child. Parents and the key person complete this record called the 'learning Journey' together, working in partnership. We actively encourage your participation in your child's progress. It enables us to plan, provide and promote their well-being and future development. How to help your child move on to the next stage. Your child's 'learning Journey' is available for you to add to or look at on a daily basis.

This record contains information from observations of their interests, achievements, their requirements and identified learning. This information enables us identify the stage of progress and development and decide how best to implement activities and strategies to enhance their progression to the next stage.

Parents know their child best and adding information about what they do at home, what their interests are at home and learning you have identified that we may not have observed in setting helps us get to know your child better and plan our activities around their specific needs, requirements and stage of development and learning. The 'learning journey' goes with your child when they leave our setting for school nursery/reception class.

## **Working together for your children**

We maintain the ratio of adults to children in the setting that is set by the Safeguarding and Welfare Requirements. We have regular support staff to ensure numbers are maintained and continuity of care is maintained. Parents are always welcomed into the setting and their input is greatly valued and respected.

## **Key person and your child**

Each member of staff has a group of children that they are particularly responsible for. Your child's key person will be the person who works with you to ensure that what we provide is right for your child's specific needs and interests, building a relationship with so they feel settled and safe. The key person is allocated prior to your child starting the setting and will assist your child to settle in and throughout their time at the setting, helping

them to benefit from the settings activities and experiences. The child's key person is always available at any to assist you with any matters regarding your child. The key person is responsible for compiling and maintaining your child's 'Learning journey'. Observations are made of your child's interests, identified learning and what steps need to be made to extend their learning, these are included in your child's 'learning journey'. These observations are what the setting uses to plan activities and sessions for each week, they are based around each specific child's needs and learning requirements.

**Learning environment**

Our setting provides a safe, secure, supportive, stimulating environment for each child to explore, learn, develop and enjoy. We provide a balance of indoor and outdoor play and a wide choice of resources.

The different learning environments provide a range of experiences and learning opportunities. We are flexible in our routines to accommodate unplanned learning and individual needs and requirements of each child.

Our setting ensures all activities and resources are inclusive to all in the setting and values the importance that these learning opportunities and environments to promote well-being. Whilst we are aware we must safeguard children we do not stifle them or take away opportunities to try out new experiences and challenges, balancing the risk and safety of the environment this is achieved by carrying out and managing a risk assessment.

<p><b>This policy was adopted at a meeting of Felixstowe Nursery School.</b></p> <p><b>Held on .....</b></p> <p><b>Date to be reviewed.....</b></p> <p><b>Signed by Chairperson.....</b></p> <p><b>Signed by Manager.....</b></p>
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