Learning and Development Policy

EYFS Section 1

1. Early Years Foundation Stage (EYFS)

Pippins Preschool is committed to the Early Years Foundation Stage Statutory Framework and its four overarching principles:

- Unique Child
- Positive relationships
- Enabling environments
- Child Learn and develop in different ways and at different rates.

1.1 Training

The setting will ensure that all staff members and volunteers receive up to date training with the EYFS framework and the delivery of the curriculum in order to ensure that each child is able to progress in all areas of development through a medium that is consistent with the framework. A supervision system for Practitioners has been put in place in order to support this.

1.2 observation and assessment

The setting will undertake regular observations and assessment in order to create appropriate targets for each child and to feed into planning to ensure that activities are relevant. Records will be kept of each child's progress against the Development Matters using BabysDays.

1.3 Space and equipment

The setting will ensure that the space and equipment available is safe, suitable and age appropriate and that all areas of Learning and Development are catered for both inside and outside.

1.4 Key worker

Each child attending Pippins Preschool will be given a Key worker who is responsible for monitoring their learning and development, setting new targets, liaising with parents/carers, staff and external agencies and ensuring that the child's needs are met whilst at the Preschool. It is our hope that an effective relationship will be built between the keyworker, child and family. Each Keyworker will also have a 'buddy' who will attend the home visit with them and act as a secondary keyworker too.

1.5 Child initiated and adult led play

Pippins and Bramleys is committed to the principle of children learning through play and the balance of child initiated and adult led play. Children learn by leading their own play, and by taking part in play that is guided by adults. Staff will respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As a child grows older, and as their development allows, the balance will gradually shift towards more activities led by adults, to help children prepare for the more formal learning, ready for Year 1.

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1.6 Learning and development file
Progress of each child is monitored and recorded on BabysDays which are maintained by the keyworker. The files focus on the 7 areas of Learning and Development

Prime areas:

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

Specific Areas:

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

These records are available to view by parents and carers at all times via their own personal log in details. Parents are encouraged to contribute to their child's file and to the child's 'Next steps' targets.

1.7 Two year old assessment
After reviewing the EYFS in 2010 a two year old assessment was brought into the EYFS within the aim of identifying children who may require additional support at an earlier age. All 2-3 year olds in an Early Years setting must undergo an assessment within the 3 prime areas of development

- Personal, social and emotional
- Communication and Language
- Physical Development

This assessment, which will take place after a settling in period, will be completed by staff observation during play over several weeks. (see 2 year old Policy for more details)

2. Planning

2.1. Pippins
Our short term planning is intended to meet the needs and interests of our children. We identify needs and interest through observation and partnership with parents. This means that we set up play opportunities to compliment identified needs and interests i.e. if a child has been on holiday we may have an airplane role play. The impact of this means that children will be more invested in their own learning.

Short term planning will also be a reflection of what is identified from Educators assess, plan, do review cycle.

Medium Term planning and long term planning is around the festivals and other events such as road safety day, 'healthy me fortnight' and mad science day and the implementation of British Values, alongside our monthly themes and book of the week.

Our long term planning encompasses targets/goals across the 7 areas of assessment in the new OFSTED Early Years Inspection Toolkit.

2.2 Next steps
The keyworker of each child will produce 'next steps' targets covering any areas of learning and development, drawn from the observations made. Children's progress towards these 'next steps' are regularly reviewed and updated to ensure progression. 'Next steps' are communicated to parents via babysdays with suggestions of what the children could do at home too.

2.3 Bramleys

We aim to produce a range of activities which cover all types of play and are exciting and stimulating for the children. We strongly believe in a child's right to choose what activities they do, particularly at the end of the school day, however children are encouraged to join in and experience a range of activities.

3. Outdoor play

"The outdoor environment provides an ideal setting to allow children to develop this curiosity and be active in their learning and develop a sense of physical, mental and emotional well-being, through participation in a range of experiences and spontaneous social interactions." Curriculum for Excellence 2005

Aims

At Pippins & Bramleys Pre-school and Out of School Club, we aim to provide a safe, stimulating and enabling outdoor environment where space is used effectively to enable children to explore a broad and balanced curriculum using a range of interesting resources suitable to their individual needs.

Forest School

Forest School sessions are run by **Emma Clark** regularly for Pre-School children.
Relevant risk assessments have been undertaken to ensure the safety of the children.

Role of the Educator

All staff strive to provide resources in the outdoor environment, which will enable children to explore the same learning intentions that had been planned by staff for indoor play. The provision of resources and structuring of the outdoor environment should allow children to expand on their interests, make choices and have the freedom to explore this stimulating area.

Resources

A variety of resources are available for staff and children to select from to provide a range of learning experiences across the curriculum. These include resources for physical play eg : bikes, balance beam, balls etc and a further selection of resources which promote learning in other curricular areas, eg Understanding of the world, expressive arts and design and literacy, both staff and children have access to these resources to choose as they wish.

Children are encouraged to be independent in selection and return of resources (through our choice book and labelling of the environment) and staff will provide clear rules about tidying equipment so that children know what to do.

Clothing

Waterproof clothing is available for children and Educators so that they can enjoy all weather. Our saying is "inappropriate clothing, not inappropriate weather!"

Children should ideally be provided with named wellingtons to leave at the setting, however the setting will provide spares and no child will be excluded from the garden because of not having appropriate footwear.

5. Continence and Personal Development

Continence is about promoting healthy bladders and bowels and should be an integral part of a child's development. Toilet training should not be delayed too long as then behavioural elements can sabotage toileting programmes. We therefore encourage parents and educators to work together to think about where the child is with learning about continence, how best to help the child achieve continence and to agree on a suitable toilet training programme to be supported both at pre-school and home. This would be the same policy for children with normal continence development and for children with special needs. It is not our policy to discuss any issue around the child in connection with continence unless for rewards and praise.

As outlined in the Safeguarding Children policy – only Practitioners with enhanced DBS clearance or the child's own parent/carer may attend to the child's toileting needs on the pre-school premises.

For information on best practice for intimate care please see the Intimate Care Policy.

This policy was adopted on:.....

Signed on behalf of the setting……..

Date of next review:.....

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