

## **NURSERY CHILDCARE POLICY – EDUCATION AND CURRICULUM**

### **POLICY STATEMENT**

Babies and young children are experiencing and learning in the here and now, not storing up their questions until tomorrow or next week.

At St Helens College Nursery, we use ‘in the moment planning’ to provide a challenging and enjoyable experience for each child surrounding the EYFS framework.

*The Early Years Framework March 2021 states: Practitioners must consider the individual needs, interests, and stage of development of each child in their care and must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.*

Planning in the moment fully allows this to happen and encourages the children to pursue their own interests.

### **AIMS**

- By using this cycle, the adult will be alert to the individual child’s interests, curiosity, and effort.
- The cycle of observation, assessment and planning next steps is carried out on a moment-by-moment basis, taking on board information provided by parents, or observed by staff.
- Planning relies on skilled practitioners using quality interactions to draw out the children’s knowledge and build on it there and then (in the moment).
- Practitioners will constantly review both the indoor and outdoor environment to ensure children have a deep level of involvement in their activity.
- Resources in each area need to be plentiful, engaging and enhanced regularly to keep on challenging children.
- Observations will include both teaching and learning, practitioners will provide open ended questioning, resources & experiences which allows the children to open more readily and be suitably challenged.

Practitioners will be responsible for communicating, modelling play and language and working with the children as they initiate their own play and activities. They will be ready to intervene, demonstrate how to do something, explain why something is as it is, showing children something, exploring ideas with them, encouraging them, questioning them, checking what it is they are understanding and set challenges.

### **PROGRESS AND DEVELOPMENT**

When children show high levels of involvement, we can see progress and development occurring. High level involvement occurs most when children can pursue their own interests in an enabling environment.

## **AN ENABLING ENVIRONMENT**

Whichever experiences provided by practitioners are those that come from a child's lead and current interests. These will be open-ended and focus on the process and what challenges the child is encountering, rather than a product. The children are supported to select what they want to do in each area. Resources are accessible to the children and are varied, open ended and are of a good quality.

## **SAFE ACTIVITY AND ENERGETIC PLAY**

The setting promotes energetic play and gives all children the opportunity, on a regular basis, to enjoy energetic activity both indoors and outdoors and believes in the importance it has in promoting the feelings of well-being. Outdoor play provides an environment that responds to individual learning styles. Active play complements and enhances all aspects of children's development and learning through its physical and open-ended nature.

Children will have opportunity to:

- Enjoy regular outdoor activity including energetic, physical play throughout the seasons.
- Investigate and experiment with a variety of natural resources.
- Make discoveries using senses.
- Learn about personal safety and boundaries within the setting.

*1.11 Practitioners must consider the individual needs, interests, and stage of development of each child in their care and must use this information to plan a challenging and enjoyable experience for each child in all the areas of learning and development. Practitioners working with the youngest children are expected to ensure a strong foundation for children's development in the three prime areas. The specific areas of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning. This is particularly important in developing language and extending vocabulary.*

Statutory Framework for the Early Years Foundation Stage March 2021

## **PROCEDURE**

Staff will ensure that:

The outdoor area is adequate, safe, and secure, and daily risk assessments are carried out.

- They model positive attitude to energetic play indoors and outdoors.
- They interact with the children to extend their learning and strive to provide age-appropriate challenges.
- A range of resources and toys to allow for active play are provided.
- Play allows children to make choices and explore their environment safely.
- All energetic physical activities are always supervised.

Parents must ensure that:

- Children are dressed appropriately for all weather conditions.
- They provide their child with spare clothes.

## **THE ROLE OF THE PRACTITIONER**

Practitioners are there to facilitate learning by positively modelling experiences and reinforcing Golden Rules & boundaries. They do this through observation and actions. Practitioners know the children well and should have a firm understanding of their key children's development, enabling them to talk confidently when sharing information to parents and other professionals. This ensures that the adult can enhance and extend learning at the appropriate level.

## **THE ROLE OF THE PARENT**

At St Helens College Nursery, we believe that parents are a child's first educator. Regular interactions between parents and staff are important and valuable.

- We would encourage parents to regularly liaise with their child's key person and provide information such as their child's current interests and experiences. This can be done via conversations with staff and the class dojo app/facebook group
- We would ask parents to understand the importance of how their child has learned and what their child has experienced, rather than having a product to take home.
- We would ask parents to consider the facts that all children are unique and learn in different ways - for example one child may thrive in the outdoors whereas another child may want to sit down with art and craft materials.

## **SCOPE OF THE POLICY**

This policy applies to all parents, children, and staff of the Childcare Facility.

## **ASSOCIATED POLICIES**

- Safeguarding & Child Protection
- Equality & Inclusion
- Managing Children's Behaviour
- Health & Safety
- Special Educational Needs
- Visits & Outings
- Communication
- Parental Participation
- Record Keeping & Confidentiality
- Maintaining Children's Safety & Security on the Premises
- Induction of Staff & Students
- Key Person & Settling In
- Supervision
- Staff Behaviour
- Internet Use

- Foods & Snacks
- Admissions & Registration
- Working in Partnership with Other Agencies
- Transition
- Data Protection & Sharing of Information

### **ACCESS TO THE POLICY**

This policy will be issued to all Childcare Practitioners and made available to the users of the Childcare Facility. A copy of all policies & procedures will be kept in the Managers office and in the reception area for parents/carers to access.

### **POST-HOLDER TO CONTACT**

Director of marketing, recruitment & customer relations

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