



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 Statutory Framework for the EYFS 2017, 2021

Birth to 5 Matters

Development Matters 2020

Name of Responsible Person: All staff

Policy:

At Little Meadows Nursery 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. Our ethos is supporting individual children to learn through 'in the moment planning', ensuring staff are aware of the children's own interests and can support these when the child indicates this. All children are active learners in the correct environment, enabling them to explore, create and find out more through their own actions, supported by engaged, well trained and interested staff. 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 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. We do this by using the characteristics of effective learning, ensuring all children are given opportunities to play and explore, be active within their own learning and be able to create and think critically. 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. Raining is 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 nursery are used to their fullest extent and children will have opportunities to take part in outside play, language, dance 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 observations and photographs provided by the nursery.

Procedures

Planning of activities

Observation and recording children's progress and development

Sharing of children's progress and development

Procedure for using computers and tablets in the nursery

Resources procedure

Access for staff training Monitoring the effectiveness of provision



Planning of Activities

- Staff use activities based around individual child's needs and are trained to respond to children's learning opportunities in the moment. This includes extending the children's interests, adding more resources or sometimes just leaving the children to engage and explore their own ideas and interests.
- Planning of activities must include all areas of the setting including outside areas and ICT
- The activities provided are a balanced mix of adult led and child initiated opportunities and experiences so children are encouraged to become independent and inquisitive learners.
- 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.
- The routines for the children give great opportunities for the children to engage in their prime areas of learning, learning how to be social with others, managing their own behaviours and emotions, communicating with the adults and their peers thus developing language, and opportunities for using and practicing their fine and gross motor skills. Staff extend these routine activities to support the children's specific areas of development.
- Children are always offered malleable and tactile materials daily such as dough, sand, water and have opportunities for free painting through self selection.
- We will ensure activities and learning experiences are adapted where required, and within reason, to meet the needs of children with special educational needs and disabilities.
- Resources such as magazine articles, books and internet access are provided on site to allow staff to research ideas and materials for planning.

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 online learning journals.
- Observations on children are taken and recorded 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.
- Staff are expected to update their child's observations at least once a week providing the child has attended.
- Children's online learning journals are not accessed out of the setting by staff due to safeguarding regulations.
- Parents/carers have access to their child's online learning journal and observations through tapestry.
- Senior staff check every child's online learning journal weekly to ensure they are up to date and accurate.
- Observations stored in 'draft' and the manager will check this ASAP and add them to the child's journal.
- 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.
- During any 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.
- We will ensure, if appropriate, that a family with separated parents, will both have the same opportunities to access the child's observations and records. There may be some restrictions on this but we will engage with families on an individual basis to ensure we are supporting both parents.

Procedure for using computers and tablets in the nursery

- Currently we use iPads in the nursery settings. These are for children to use and staff to record the children's observations on the online journal. As well as this we have programmable toys for the children to use.
- The iPads are for use by the children under the supervision of staff. These are locked to only enable suitable children's applications to be accessed. The screen is portable and can be used with all groups of children. Screen time for children is limited to half an hour per day as there are ample opportunities for children to also access these devices within their home life.
- All tablets for the children's use are owned by the nursery settings so staff should immediately report any issues with them to their Manager who will arrange repair or replacement. These tablets are blocked so only free and suitable applications can be downloaded onto them. Staff should ask for support from the manager if they are unsure of how to download suitable apps. The tablets must be kept in their cases at all times and it is the staff teams responsibility to ensure they are fully charged ready for the children's use.
- Each staff member will have their own account set up so they can complete observations, assessments and records on their key worker children. Each staff member will be provided with a password. The cases must be kept on the tablets at all times and staff should take responsibility for taking care of the tablets. Some children are not permitted to be in other children's observations, a photo permission list will be displayed which will be update regularly to identify and protect these children.

Resources

- 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 manager 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. Dressing up clothes and fabrics are washed regularly.
- The nursery has a clear ethos in maintaining and promoting staff training and their continual professional development (CPD).



- All staff complete an EYFS induction within their first 3 months where they are shown how to complete quality observations on their key worker children and taught how to use the online learning journal app. They will work under the guidance of more senior staff in their room with completing these until they reach the required standard. All observations are checked by Managers/Senior staff to ensure they are accurate and appropriate.
- Within all new staffs three month induction period, they will undertake training in safeguarding, health and safety and special educational needs and disabilities.
- 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
- Regular training is held during staff meetings to ensure standards are maintained and staff are invited to share knowledge and ideas regularly.
- All staff have access to a training account which has short, online workshops to support staff to maintain their CPD. Any staff member without access to a computer will be supported by the manager to access one.
- Some settings may sign up to the subscription program offered by the Local Authority 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.

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 member of the setting and these are recorded and fed back to each person with targets for adjustments or improvements and monitoring of standards to maintain consistency across the setting.
- Managers and Senior staff are responsible for quality management in the settings 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 nursery will complete an action plan 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.
- Meetings are held regularly to feedback to the 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 the manager to discuss their day to day work and any training needs they may have. This is also an opportunity to support staff well-being, their work/life balance and their progression.
- Staff have appraisals every 6 months with the Manager to discuss their professional progress and development and any opportunities which may be available to them.