

Education

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About our childcare and early education

Welcome to Longleaze Pre-school and Nursery and thank you for registering your child with us. We know how important your child is and aim to deliver the highest quality of care and education to help them to achieve their best.

This document aims to provide you with an introduction to our setting, our routines, our approach to supporting your child's learning and development and how we aim to work together with you to best meet your child's individual needs.

Our setting aims to:

- provide high quality care and education for children
- work in partnership with parents to help children to learn and develop
- add to the life and well-being of the local community
- offer children and their parents a service that promotes equality and values diversity

Parents

You are regarded as members of our setting who have full participatory rights. These include a right to be:

- valued and respected
- kept informed
- consulted
- involved
- included at all levels

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, play, 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 a setting that sees parents as partners in helping each child to learn and develop
- is in a setting in which parents help to shape the service it offers

The Early Years Foundation Stage

Agreed by the Committee of Longleaze Pre-School and Nursery at the AGM dated November 2022.

Signed by the Chairperson on behalf of the Committee.....

To be reviewed at the next AGM in November 2023

Provision for the development and learning of children from birth to five years is guided by the Early Years Foundation Stage. Our provision reflects the four overarching principles of the *Statutory Framework for the Early Years Foundation Stage* (DfE 2021):

- *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 with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between educators, parents and/or carers.
- *Learning and Development*
- Children develop and learn at different rates. The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities (SEND).

How we provide for learning and development

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 the children with interesting activities that are appropriate for their age and stage of development.

The Areas of Learning and Development comprise:

- *Prime Areas*
 - Personal, social and emotional development.
 - Physical development.
 - Communication and language.
- *Specific Areas*
 - Literacy.
 - Mathematics.
 - Understanding the world.
 - Expressive arts and design.

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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 it is expected that children will know, and be able to do, by the end of the reception year of their education.

We refer to non-statutory curriculum guidance to support our professional judgment as we assess each child's progress and level of development as they progress towards the Early Learning Goals. We have regard to these when we assess children and plan for their learning by creating a curriculum that is ambitious and meets every child's needs. Our educational programmes support children to develop the knowledge, skills and understanding they need for:

Personal, social and emotional development

- self-regulation
- managing self
- building relationships

Physical development

- gross motor skills
- fine motor skills

Communication and language

- listening, attention and understanding
- speaking

Literacy

- comprehension
- word reading
- writing

Mathematics

- number
- numerical patterns

Understanding the world

- past and present
- people, culture and communities
- the natural world

Expressive arts and design

- creating with materials

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- being imaginative and expressive

Our approach to learning and development and assessment

Learning through play

Being active and playing supports young children's learning and development through doing and talking. This is how children learn to think about and understand the world around them. We use the EYFS statutory education programmes to plan and provide opportunities which will help children to make progress in all areas of learning. This programme is made up of a mixture of activities that children plan and organise for themselves and activities planned and led by educators.

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 Early Years Foundation Stage as:

- playing and exploring - engagement
- active learning - motivation
- creating and thinking critically - thinking

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

Assessment

We assess how young children are learning and developing by observing them. We use information that we gain from observations of the children, to understand their progress and where this may be leading them. We believe that parents know their children best and we will ask you to contribute to assessment by sharing information about what your child likes to do at home and how you, as parents, are supporting development.

We may make periodic assessment summaries of children's achievement based on our on-going observations. These help us to build a picture of a child's progress during their time with us and form part of children's records of achievement/learning journeys. We undertake these assessment summaries at regular intervals, as well as at times of transition, such as when a child moves into a different group or when they go on to school.

The progress check at age 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

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language - when a child is aged between 24 - 36 months. Your child's key person is responsible for completing the check using information from on-going observations carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

Learning journeys

We keep a learning journey for each child. Your child's learning journey helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress.

Your child's key person will work in partnership with you to keep this record. To do this you and she/he will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's progress. Together, we will then decide on how to further support your child's learning and development.

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. This helps us to:

- give time and attention to each child
- talk with the children about their interests and activities
- help children to experience and benefit from the activities we provide
- allow the children to explore and be adventurous in safety

How parents take part in the setting

Our setting recognises parents as the first and most important educators of their children. All our staff see themselves as partners with parents in providing care and education for their children.

There are many ways in which parents take part in making our setting a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with our staff
- contributing to the progress check at age two
- helping at sessions of the setting
- sharing their own special interests with the children
- helping to provide and look after the equipment and materials used in the children's play activities
- being part of the management of the setting, where appropriate
- taking part in events and informal discussions about the activities and curriculum provided by the setting
- joining in community activities, in which the setting takes part

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- building friendships with other parents in the setting

Joining in

Our setting has a rota which parents can join if they would like to help at a particular session or sessions of the setting. Helping at the session enables parents to see what the day-to-day life of our setting is like and to join in helping the children to get the best out of their activities.

Parents can also offer to take part in a session by sharing their own interests and skills with the children.

Key person and your child

Our setting uses a key person approach. This means that each member of staff has a group of children for whom she/he is particularly responsible. Your child's key person will be the person who works with you to make sure that the childcare and early education that we provide is right for your child's particular needs and interests. When your child first starts at the setting, she/he will help your child to settle and throughout your child's time at the setting, she/he will help your child to benefit from our activities.

Learning opportunities for adults

As well as gaining relevant qualifications, our staff take part in further training to help them to keep up-to date with thinking about early years care and education. We also keep up-to-date with best practice, as a member of the Early Years Alliance, through *Under 5* magazine and other publications produced by the Alliance. Occasionally, we hold learning events for parents. These usually look at how adults can help children to learn and develop in their early years.

The setting's timetable and routines

Our setting believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in our setting are provided in ways that:

- help each child to feel that she/he is a valued member of the setting
- ensure the safety of each child
- help children to gain from the social experience of being part of a group
- provide children with opportunities to learn and help them to value learning

The session

We organise our sessions so that the children can choose from, and work at, a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small and large group activities, which introduce them to new experiences and help them to gain new skills, as well as

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helping them to learn to work with others. Outdoor activities contribute to all areas of learning and development, including their health and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor child-chosen and adult-led activities, as well as those provided in the indoor rooms.

Snacks and meals

We make snacks and meals a social time at which children and adults eat together. Please tell us about your child's dietary needs, particularly any known allergies or food intolerance.

Clothing

We provide protective clothing for the children when they play with messy activities. We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off, and putting on, outdoor clothes. Clothing that is easy for them to manage will help them to do this.

Policies

Our staff can explain our policies and procedures to you. Copies of which are available location within the setting or on our website.

Our policies help us to make sure that the service we provide is of high quality and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents.

Our staff and parents work together to adopt the policies and they all have the opportunity to take part in the annual review of the policies. This review helps us to make sure that the policies are enabling our setting to provide a quality service for its members and the local community.

Information we hold about you and your child

We have procedures in place for the recording and sharing of information [data] about you and your child that is compliant with the principles of the General Data Protection Regulations (2018) as follows:

The data we collect is:

1. processed fairly, lawfully and in a transparent manner in relation to the data subject [you and your family]
2. collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes
3. adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed
4. accurate and, where necessary, kept up-to-date

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- 5. kept in a form that permits identification of data subjects [you and your family] for no longer than is necessary for the purposes for which the personal data is processed
- 6. processed in a way that ensures appropriate security of the personal data including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures

When you register your child with us, we will provide you with a privacy notice that gives you further details of how we fulfil our obligations with regard to your data.

Safeguarding children

Our setting has a duty under the law to help safeguard children against suspected or actual ‘significant harm’. Our employment practices ensure that people looking after children are suitable to fulfil the requirements of their role and help to protect children against the likelihood of abuse in our setting and we have a procedure for managing complaints or allegations against a member of staff.

Our way of working with children and their parents ensures that we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

Special educational needs

To make sure that our provision meets the needs of each individual child, we take account of any special educational needs a child may have. We work to the requirements of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015).

Our Special Educational Needs Co-ordinator is Beth Daniell

The management of our setting

Our setting is a charity and as such is managed by a volunteer management committee - whose members are elected by the parents of the children who attend our setting. The elections take place at our Annual General Meeting. The committee make up the registered person with Ofsted and are responsible for:

- managing our finances
- employing and managing our staff
- making sure that we have, and work to, policies that help us to provide a high-quality service
- making sure that we work in partnership with parents

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The Annual General Meeting is open to the parents of all the children who attend our setting. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan.

Fees

The fees are payable termly in advance. Fees must still be paid if children are absent without notice for a short period of time. For your child to keep her/his place at our setting, you must pay the fees. We are in receipt of nursery education funding for two-, three- and four-year-olds; where funding is not received, then fees apply.

Starting at our setting

The first days

We want your child to feel happy and safe with us. To make sure that this is the case, our staff will work with you to decide on how to help your child to settle into the setting.

We hope that you and your child enjoy being members of our setting and that you both find taking part in our activities interesting and stimulating. Our staff are always ready and willing to talk with you about your ideas, views or to respond to any questions.

Relationship and Positive Behaviour Policy

We connect rather than correct

We understand behaviour is communication

We are curious in order to understand

We will co-regulate to help children regulate.

We recognise flight, fight and freeze response.

We empathise when someone is flipping their lid

We believe that relationships buffer stress and build resilience

All of us need one another always.

Resilience means, we see you, we hear you, we are with you.

Everyone belongs, everyone matters.

(Mission statement - Built on Five to Thrive ATR model)

Aims

This policy is designed to promote a positive ethos of behaviour in which children can work, play well together and build relationships. There is a high expectation of behaviour in all aspects of the day which places the needs of the child at its centre.

Please refer to mission statement (see appendix 1)

Our setting will support all children including those displaying personal social, emotional difficulties.

We maintain that all behaviour is a form of communication. By understanding this all children shall have their individual needs met and the opportunity to reach their full potential. To achieve this our setting fully endorse the Five to Thrive – Attachment, Trauma and Resilience (ATR) model (see appendix 2)

We appreciate and understand that:

- Encourage a calm, purposeful and happy atmosphere conducive to good learning.
- Foster positive attitudes towards themselves and others which recognises and values achievements at all levels.
- Enable pupils to recognise, identify feelings and emotions and gradually acknowledge appropriate behaviour.
- Encourage increasing independence and promote self-regulation skills through co-regulation with a warm and responsive adult.
- Provide a consistent approach to positive relationships and behaviours that challenge across the setting.
- Ensure that children are supported to develop an understanding of agreed boundaries.
- Ensure practitioners nurture and work with children in such a way that they feel truly valued and emotionally regulated.
- Ensure that all children feel safe and secure within our setting.
- Provide an interesting, well-planned curriculum that motivates children to learn alongside developing the social, emotional, and behavioural skills.
- Embrace Five to Thrive ATR model in our setting.

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- Recognise and place value that every interaction is an intervention.

Objectives

Our setting strives to promote a caring, calm and secure environment where everyone feels safe, secure and respect for others is fostered. We aim to promote a positive culture and to encourage in all children a sense of responsibility to themselves, to our setting and to the wider community. This is achieved through staff, pupils, parents/carers working in partnership. This Relationship and Positive Behaviour Policy seeks to inform, guide and support staff, parents/carers, and children.

1. Consistent Five to Thrive ATR approach to promote positive relationships
2. Identified Five to Thrive Champion/s
3. Strong leadership and management (including room leaders)
4. Strategies that promote positive relationships and behaviour
5. Staff development and support
6. Liaison and work together with parents/carers and other agencies supporting the child
7. Managing child transition
8. Adaptations and reflection regarding learning environment

Intervention and Physical Intervention

Refer to the Statutory Framework 3.54

If an occasion or incident arises where the need for intervention or physical restraint is required a form from the incident book will be completed, signed and dated by the member of staff who dealt with the incident and any witnesses. This will then be countersigned by the parent / carer picking up, and a photocopy of the form given to them detailing the incident.

Depending on the nature of the incident, the parent may be contacted immediately to be informed of the circumstances of the incident. This will be determined at the time of the incident by the members of staff involved in the incident and each case will be treated on it's own merit.

Strategies and Tools (see appendix 4)

Our setting uses the following strategies and tools to promote positive relationships and behaviour. We adopt a clear, confidential and non-shaming approach to implementing these.

Six steps to conflict resolution

De-escalation toolkit

Affirmation cards

Calming Techniques

Tucker Turtle

Colour Monster

Five to Thrive One Page Profile

Five to Thrive Settling in Booklet

Appendix 1:

KCA (Kate Cairns Associates) have produced a useful model to describe five key parental and practitioner activities which actively develop baby brains through mindful soothing and simulation.

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The Five to Thrive model is an attachment-based approach being promoted and delivered throughout Wiltshire by all professionals from health, education and all supporting agencies. In addition, Five to Thrive looks at supporting trauma in early childhood.

Within Five to Thrive there are five simple elements that children need every day that help children's brain development. The five key elements are referred to as brain food and are:

Respond • Cuddle • Relax • Play • Talk

Any behaviour issues will be discussed with the Behaviour Management Co-ordinator, and brought to the team's attention at a Staff meeting. Strategies will be discussed to ensure consistency throughout the setting and that each child's needs are being met.

Parents' will be involved in any decisions, for example; new strategies, ABC observations (Antecedent {what happened just before the event} – Behaviour – Consequence), or seeking advice from outside agencies.

Behaviour Management Co-ordinator: Claire James

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Outdoor play policy

We have three 'all weather play areas' situation on the pre-school site. This means the children can play outside all year round in all weather conditions. The areas are completely fenced in and there are locking gates at the entrance and exits.

In this are bikes, trikes, scooters, climbing frames, tunnels and balancing equipment and a wide range of outside toys can be used.

Outside risk assessments are carried out daily, ensuring gates are shut, there are no hazardous materials etc. During outside play our staff ratio will be maintained at all times.

Selecting equipment and toys policy

The equipment/toys in the Pre-school provide opportunities for children to develop new skills and concepts in the course of their play and exploration. The equipment we provide will:-

- Be appropriate to the age and stage of the child.
- Offer challenges to develop physical, social, personal, creative and intellectual skills.
- Feature positive images of people, both male and female, from a range of ethnic and cultural groups with and without disabilities.
- Include a range of materials that can be used in a variety of ways and encourage an open-ended approach to creativity and problem solving.
- Conform to British Safety Standards and be brought from bona fide suppliers. They will be for the sole use of the Pre-school.
- Enable children to develop individual potential and move towards the required learning goals.
- There is access to a telephone on the premises.
- Rooms will be maintained at an adequate temperature (65 degrees).
- There is adequate safe, dry storage space free from damp, infestation and contamination.
- Where provision has been made for special needs equipment this will be maintained to the same standard as all other equipment.
- Where equipment is no longer required positive efforts will be made to return or reallocate as appropriate.

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