



LITTLE GRANGE NURSERY EARLY YEARS POLICY

The named Manager and DSL for Little Grange Nursery is: Anna Biddlestone

The named Deputy Manager is: Carol Iremonger

The Director with responsibility for EYFS is: Gareth Jones

AIMS

The aims of Early Years Education at Little Grange are in line with the aims stated by the School, with a specific focus on the following:

- Children will always be at the centre of what we do
- To nurture children, enabling them to develop to their full potential, and build a love of learning and a thirst for knowledge.
- To provide inspiring resources that are accessible to children and will allow them to self-select what they would like to play with and where.
- To foster in all our children confidence to be inquisitive, be resilient and willing to have a go.
- In the idyllic setting of Bilton Grange, to encourage a love of nature and a respect for the environment.

THE EARLY YEARS' FOUNDATION STAGE

Since the introduction of the non-statutory curriculum guidance Birth to 5 Matters and Development Matters in 2021 the emphasis is on children learning and developing in a more holistic way. This means that we recognise that children develop and learn at different rates and we also aim to guide each child so that they make progress at their own individual pace. As early years professionals we are able to identify where children are meeting developmental milestones and intervene when necessary.

We follow all legal requirements for safeguarding and welfare. In addition, we have regard, in everything we do, to the guidance laid out in Statutory framework for the early years foundation stage (4th January 2024) and Keeping Children Safe in Education (1st September 2023).

The 4 principles of the EYFS are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- 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 practitioners and parents and/or carers.
- importance of learning and development. Children develop and learn at different rates.

These 4 principles are set out to ensure effective practice in the care, development and learning of young children.

We recognise that children develop and learn at different rates, and we aim to guide each child so that they make progress at their own individual pace.

Children in Little Grange experience a broad curriculum which introduces the seven areas of learning and development:

Three Prime Areas:

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

Four Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive arts and design

Children under the age of two will focus primarily on the Prime areas as these are the foundations for learning.

The children are supported by their key worker and nursery staff to become active learners. They have opportunities to explore, make decisions and work together with their peers. These experiences are observed, informing future plans for the individual child.

The Early Years' Foundation Stage framework is the basis upon which we plan for our nursery children, ensuring coverage of all key areas and working towards the expectations laid out in the Early Learning Goals (completed at the end of Reception year).

EFFECTIVE TEACHING AND LEARNING

If you think about the way you learn yourself, this can be very different to your partner or siblings. Children are the same, they learn in different ways, so it is essential that we have a good mixture of child-led play, collaborative play, adult-supported learning and direct adult teaching.

Children will always be at the centre of what we do. But what does this look like? At LGN we will be allowing your child to follow their own interests and we will be supporting their learning through In The Moment Planning. They will be encouraged to self-select resources and develop their play through their own curiosity. This may look like play but they are learning, by trying different ways, experimenting, hypothesising, making mistakes, building resilience, and working together with and alongside their peers. When children can have some control over the direction their learning takes, they will be more engaged, and when children are highly engaged their brain is developing and making essential connections.

Our environments are essential to ensuring the effectiveness of this learning. We will provide inspiring resources that are accessible to children and will allow them to self-select what they would like to play with and where. It is vital that children are given uninterrupted time to play and the freedom to explore.

For our younger children (under two's) we will ensure they can access amazing resources through treasure baskets and open low shelving and get involved in stimulating floor-based activities where they will use all their senses to explore. Care routines are still a priority at this age, and we will be planning time for eating, resting and nappy time throughout the day.

TWO YEAR CHECKS

Between the ages of two and three the nursery will provide to parents a short-written summary of their child's developmental progress in the Prime Areas. The child's strengths and any areas for concern will be identified as part of this report. The setting will create strategies and targets that will be implemented to support the areas of concern.

COMMUNICATION AND PARENTS AS PARTNERS

Communication between Nursery, children and parents is a key aspect to ensure an effective delivery of an Early Years education. We work together in an atmosphere of mutual respect within which children can have security and confidence.

We aim to build strong relationships with our parents in several ways:

- Meeting with the nursery manager and nursery staff prior to registration, sharing the nursery's ethos and answering any questions
- Parents Handbook, shared with Parents before starting at nursery.
- Topical workshops for parents to support their child's development ie toilet training, supporting behaviour management, etc
- Face to face handover every day, where important messages and informal feedback from the day are provided.
- Daily feedback using Family to share what has happened in the day.
- Ongoing observations and assessments are shared with parents via Family and ongoing feedback to share progress.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

We welcome children from all backgrounds and cultures and appreciate the diversity and wealth of unique experiences that this brings to our community. We recognise that we may have children who are learning English as a second language (EAL) and for whom English may not be their first language at home. Our staff will take steps to ensure that the child's home language is celebrated within the nursery and that they are able to use their home language in their play and learning. We will ensure that steps are taken to ensure the child is able to develop their language skills at home and that sufficient support is offered to ensure they learn and reach a good standard of English language. For these children it is important that parents share with the nursery the progress the child is making in their home language, both speaking and understanding.

At LGN we will ensure the following to aid our Early Years EAL learners:

- Don't expect or insist on speech too early. The 'silent period' is a stage of development in learning another language.
- During the process of starting nursery the key worker will take some key words that you use at home to help them to settle.
- Keep talking to the child as you play alongside them, modelling correct language for the child to listen to. Use short, simple sentences.
- Respond positively to all attempts to communicate. Do not correct errors but model the correct English in response.
- Use non-verbal gestures to help understanding – a high percentage of communication is nonverbal.
- Involve the child in 'hands on' practical activities so that new language can be learned in context e.g. cooking activities, movement activities, role play.
- Be consistent with simple instructions. The repetition will help the child to learn.
- Follow the child's interests – talking about what they are doing, seeing, touching, smelling helps to keep them interested in the language you are using.
- Use stories, songs, and rhymes with repetitive chorus lines to encourage the child to join in. This will help in learning vocabulary and simple English structure.
- Provide music opportunities where children can participate without using spoken language, e.g. through actions, playing a musical instrument.
- Ensure that there is a routine providing structure to the day. The structure can be relied upon when a child is faced with a confusing new environment, strange faces and a new language.
- Use visual prompts visual timetables, so that the child knows what is coming next and can ask for e.g. the toilet by using the picture.
- Use ICT – computer, talking tins, talking pens, Easi-speak microphones, Tuff Cams, talking photograph albums, iPads, and interactive white boards.
- Make sure displays are culturally inclusive and promote positive images.
- Involve parents and families – encourage parents to still speak in their home language at home to

maintain bilingualism. Research studies show that English language development progresses best where children use and develop their first language alongside English.

- Compile a list of 'survival' words in English and home language.
- Compile a list of words to console an upset child.

ASSESSMENT AND PROGRESS TRACKING

Communication between children and parents is a key aspect to ensure an effective delivery of an Early Years education. Ongoing observations and assessments are shared with parents via Family and regular feedback allows progress to be shared. If a child's progress in any of the prime areas give cause for concern, your child's key worker will discuss this with you to agree how best to support your child to ensure progress. Early intervention can help with agreement from parents.

Staff practitioners work as a team, observing and assessing children as they learn, both at the baseline phase and throughout the year. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. These observations enable staff to understand each child's level of achievement and their interests. This then shapes teaching and learning experiences for each child, reflecting that knowledge. Ongoing assessments are discussed between all staff so that there is a shared understanding of each child's developmental journey.

During the first six weeks of starting nursery children are assessed on all areas of development and learning and a short baseline assessment is created to determine where they are in their learning and what their appropriate next steps are. This helps practitioners guide the children's learning at the beginning of the year and allow for progression planning. These are used in conjunction with any reports submitted by the child's previous nursery and information provided from parents/carers.

When children are due to leave for school a brief picture portrait will be provided to the child's school, with the necessary parental permission, giving an overview of the child and their level of development.

SAFEGUARDING AND WELFARE

Safeguarding is EVERYONE'S responsibility.

Little Grange is absolutely committed to creating an environment where children feel happy, safe and secure and where their individual needs are met. We pride ourselves on building warm and trusted relationships between our staff and the children they are caring for.

We follow all safeguarding and welfare requirements of the EYFS Statutory framework, and this policy should be read in conjunction with other relevant policies, most notably the Safeguarding policy.

CHILD PROTECTION

The Designated Safeguarding Lead at BG is: Mireille Everton

The Designated Safeguarding Lead in LGN: Anna Biddlestone, Nursery Manager, Carol Iremonger, Deputy Manager, Phoebe Henderson, Room Leader, Olivia Quinn, Room Leader, Sam Naylor, Room Leader and Beth Tyrrell

Our staff work hard from the very beginning to get to ensure that every child is known as an individual and that trusted relationships are built. We prioritise building relationships with parents and carers, through our transition events, such as stay and plays and thorough daily handovers.

The use of the recording system CPOMS ensures that all information is stored securely and shared with the appropriate personnel. All staff are trained in the use of the system and share the knowledge that safeguarding is EVERYONE's responsibility.

The Early Years areas are 'mobile-free' zones. Parents and staff all follow the same rules, and mobile phones are stored safely and away from the children. All devices used to observe and track the children are nursery owned devices.

Safeguarding training, including Prevent, form a compulsory part of both induction training for new staff, and ongoing training for current staff. All staff are expected to have a confident, working and up to date understanding of key documents, including the School's Safeguarding and Child Protection policy (September 2023), Keeping Children Safe in Education (Part 1, September 2023) and The Staff Code of Conduct (2023). Staff are trained to identify signs of possible abuse and neglect at the earliest opportunity and to respond in a timely and appropriate way.

SUITABLE PEOPLE

Staffing and recruitment checks in LGN meet all requirements as laid out by the EYFS Statutory framework. Staff are expected to declare if there is any reason (medical or other) that would impede them from carrying out their role in caring for the children fully and effectively. A register is maintained of staff qualifications, references obtained, and details of their enhanced DBS. New staff undertake a period of induction and training to ensure that they have the knowledge and understanding to fulfil their roles and responsibilities. Induction includes emergency evacuation procedures, safeguarding, child protection, and health and safety issues.

LGN is committed to supporting the professional development of its staff and all staff are encouraged to seek inspiring training that is relevant to their post and will further their knowledge.

SUPERVISION

All staff who work with Early Years children are involved in our Supervision programme. Effective supervision provides coaching, support and training for the practitioner and promotes the interests and care of the children. Supervision enables confidential discussion of sensitive issues with a line manager and fosters a culture of continuous improvement through reflection. All staff are made aware that if they have a concern that this should be raised immediately and that they should not wait for their supervision to raise the concern.

PAEDIATRIC FIRST AID TRAINING

The monitoring of Paediatric First Aid training for Early Years staff is the responsibility of the Nursery Manager.

The School nurse is able to offer training at set points throughout the year.

At LGN, we are committed to ensuring that our staff have an in-depth and confident knowledge of first aid, and the aim is to train all staff members with a full Paediatric First Aid qualification. At least one member of staff with a current paediatric first aid (PFA) certificate will be on the premises and available at all times when the children are present and must accompany the children on outings.

PFA training is renewed every three years. New members of staff, qualified on or after June 2016, will not be included in ratios unless their paediatric first aid is completed within 3 months of their start date, up until the point where their training is concluded.

KEY PERSON

Each child within LGN has a key worker and a secondary keyworker whom parents are made aware of prior to the child starting. The role of the key person is to ensure the care of the child is tailored to meet their individual needs. They will support the child to settle and build a relationship with parents.

TRANSITIONS/ SETTling IN

Our settling in process involves a number of settling in sessions. This normally involves spending an hour in the room with parents and then at least two more one-hour long sessions without parents. During the first session staff will complete an All About Me with parents to start to build those all-important relationships. Building relationships with the parents and learning about the family and life at home is an equally important part of our settling process.

When moving through to new rooms, we always talk to parents first about our thoughts and ask their opinion. Parents will then meet with the new room leader to gain an understanding of what are the differences and what to expect in the new room.

We will then arrange some settles in the new room with their current keyworker. Depending on the child, over the next few weeks we will arrange more visits to their new room before they finally move.

STAFF RATIOS

The Manager will ensure that the statutory requirements are met regarding staff deployment, qualifications and experience.

Under twos –

- 1:3 ratio with at least one member of staff having an approved level three qualification and suitability experienced to work with children under two.
- At least half of all staff must hold an approved level 2 qualification
- At least half of all staff must have received training that specifically addresses the care of babies
- The room leader must have suitable experience of working with under two's

Age Two

- 1:5 ratio
- At least one member of staff must hold an approved level 3 qualification
- At least half of all staff must hold an approved level 2 qualification

Aged Three and Over

- 1:8 ratio
- At least one other member of staff must hold an approved level 3 qualification
- At least half of all staff must hold an approved level 2 qualification

Review Date: August 2025

Person Responsible: Anna Biddlestone