

# Emneth Nursery School And Day Care



## Pupil Learning (EYFS, Settling In, Learning & Teaching)

### 1. Compliance with EYFS (Early Years Foundation Stage):

“All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances.”

(Statutory Framework for the Early Years Foundation Stage, p.7)

Early childhood is the foundation on which children build the rest of their lives. At Emneth Nursery School, we greatly value the important role that the curriculum plays in laying secure foundations for future learning and development. However we also believe early childhood is valid in itself, as part of life. It is important to view the curriculum as preparation for life and not simply preparation for the next stage of education.

The Emneth Curriculum is for children from birth to five years of age. All children begin at the nursery school with a variety of experiences and learning. It is the privilege of the staff working in the nursery school to take on the task of building upon that prior learning and experience. This is done through a holistic approach to learning, ensuring that parents/carers and practitioners work effectively together to support children's learning and development.

#### **Aims:**

It is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being. At Emneth the overarching aim of the curriculum is to help young children achieve.

We aim to provide a broad and balanced curriculum which will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to his/her full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates. Children's well-being is at the fore and recognised as a vital part of ensuring successes within the children.

We aim to:

- provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child, including children with additional needs

- provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development in Reception, Key Stage 1 and beyond
- provide opportunities for children to learn through planned, purposeful play in all areas of learning and development
- use and value what each child can do, assessing their individual needs and helping each child to progress
- enable choice and decision-making, fostering independence and self-confidence
- focus upon building children's resilience and well-being
- work in partnership with parents/carers and value their contributions
- ensure that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, have the opportunity to experience a challenging and enjoyable programme of learning and development

## **2. Settling In**

### ***Statement of intent***

We want children to feel safe, stimulated and happy in the Nursery School and to feel secure and comfortable with the team. We also want parents to have confidence in both their children's well-being and their role as active partners with the Nursery School.

### ***Aim***

We aim to make the Nursery School a welcome place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

### ***Methods***

- Before a child starts to attend the Nursery School we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies) and individual tours of the Nursery for families.
- The entire settling in process is flexible and we acknowledge that some children need longer to do so. Arrangements such as shorter sessions will be organised initially if this is apparent.
- Prior to enrolment, we provide opportunities for the child and his/her parents to visit the Nursery and spend time observing as well as to ask any questions to team members.

- We offer a transition meeting just before the child starts, to ensure all relevant information about the child can be made known and to start the relationship building process.
- When a child starts with us, we work with his/her parents to decide on the best way to help the child to settle into the Nursery. We do this using all of the information gathered during pre-visits.
- For children aged 0-2 years old, we have 4 settling in visits which are organised ahead of starting with us to ensure we understand all of your child's routines and to give optimal time to the settling in process. For 2-4 year olds they have 3 visits. This will allow time to settle into the new environment and begin to build a relationship with their new key person.
- We allocate a key person to each child and his/her family, before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session.
- Initial sessions are one hour long and parents are encouraged to stay and support their children and/or make use of our parent's room.
- These short sessions are evaluated with the parent and key person and further settling visits arranged if needed or start dates given.
- Over the first few weeks there is lots of informal opportunity to discuss how they have settled and then every 6 months a spotlight meeting is held to discuss progress etc.
- For children moving from our Pippins room into our Orchard space a new key person is allocated well in advance so relationship building can begin between the key person and child during transition visits into the new space.
- The current and new key person will be given time to meet and talk about individual children, sharing records and observations prior to their formal start date in the Orchard room

### **3. Learning and Development:**

#### ***Reggio Emilia***

We follow a creative approach to teaching and learning at Emneth inspired by the teaching methods of Reggio Emilia. This places emphasis upon the following;

- children are creators of their own learning and the curriculum is planned on children's fascinations and interests
- children learn through collaboration where the adult is not the giver of information but children seek knowledge through their own explorations and investigations
- children are effective communicators and use communication as a way of discovering things, asking questions and playing with sounds, rhymes and reflecting upon their experiences. Adults and children find answers to questions together in a co-learning approach
- the nursery environment is referred to as the "Third Teacher", a place of inspiration, filled with natural light, order and beauty. The spaces encourage communication and collaboration and children use authentic tools and materials to delve into their interests and fascinations
- adults and children learn freely together. Adults observe and listen to children and then offer new ways to develop children's thinking and ideas through child led projects that evolve from children

- Children's learning and thought are made visible through documenting their learning, either longer projects or individual journeys. These give deep insight into children's experiences, thoughts, actions as well as the adults' contribution to the learning that has taken place. Learning is made visible through photographs, transcripts, drawings, videos, notes and reflections.

## ***Inclusion***

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

In our nursery we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

We set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary to both support and extend children's capabilities.

It is important to us that all children in the nursery are and feel safe. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to manage risk. We use the Forest Schools Approach as a way of introducing children to taking managed risks outdoors which then influences children's thinking inside.

We aim to protect the physical and psychological well-being of all children. (See our Safeguarding Children Policy).

Through mindfulness we help children to learn to recognise how they are feeling and to express their feelings in appropriate ways. This also helps children with self-regulation.

### ***Welfare***

“Children learn best when they are healthy, safe, secure, when their individual needs are met, and when they have positive relationships with the adults caring for the.”  
(Statutory Framework for the Early Years Foundation Stage, p.22)

We understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage revised January 2024. We understand that we are required to:

- promote the welfare of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children’s stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- ensure that the premises, furniture and equipment is safe and suitable for purpose
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

### ***Positive Relationships***

We recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

### ***Parents/Carers as Partners***

We recognise that parents/carers are the children’s first and most enduring educators and we highly value the contribution that parents make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- talking to parent/carers about their child before their child starts in our Nursery;
- the children have the opportunity to spend time with their Key Person at our transition meeting as well as during their transition visits into Nursery.

- encouraging parents to talk to their child's Key Person about any concerns they may have
- arranging Family Learning sessions during the year when parents can come in and play alongside their children and develop new skills
- encouraging parents to contribute to their child's online journal
- communicate home learning ideas via newsletters, school website and Facebook
- Formal spotlights meetings are held every 6 months at which time, the Key Person and parent discuss the child's progress and development. At these meetings the Key Person will share information gathered which is used to assess their child's learning and development.

We have good links with local schools. Annual visits are undertaken by reception class teachers of local schools to meet with the children prior to them starting at their new schools. These visits provide the opportunity to discuss individual needs and to meet the children within the nursery environment.

### ***Teaching and Learning Style***

Our policy on teaching and learning defines the features of effective teaching and learning in our school. Features include;

- the partnership between staff and parents/carers, so that our children feel secure at school and develop a sense of well-being and achievement
- the understanding that staff have of how children develop and learn, and how this affects their teaching
- the range of approaches used that provide first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play and talk or other means of communication
- the provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities
- the encouragement for children to communicate and talk about their learning, and to develop independence and self-regulation
- the support for learning with appropriate and accessible indoor and outdoor space, facilities and equipment
- the identification of the progress and future learning needs of children through observations, which are shared with parents

### ***Play***

“Play is essential for children's development, building their confidence as they learn to

explore, relate to others, set their own goals, and solve problems.”  
(Statutory Framework for the Early Years Foundation Stage, p.17)

Through play our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

### ***Active Learning***

“Children learn by leading their own play, and by taking part in play and learning that is guided by adults.”

(Statutory Framework for the Early Years Foundation Stage, p 17)

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. Active Learning provides children with a sense of satisfactions as they take ownership of their learning. Children have access to a large outdoor space and this is an area that has equal value with the indoors. All children at Emneth will make choices to develop their learning and interests both indoors and out.

### ***Assessment, Recording and Monitoring:***

At Emneth we use an on-line learning journal to record children’s achievements and assess their attainment levels. Parents/carers sign up to use the online journal and are able to contribute to children’s learning using this system. Staff observe children regularly and add some observations onto the online journal where they are then analysed as part of the assessment process. This analysis is then used to develop children’s interests and next steps and enable senior leaders to evaluate the provision overall, identifying where children make slower progress or are more able and plan actions accordingly. This analysis also enables us to track progress of cohorts of children and influences our environment set up.

### ***Equal Opportunities:***

At Emneth we aim to provide all pupils, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, equal access to all aspects of school life and work to ensure that every child is valued fully as an individual. Practitioners, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas. For further information see ‘Single Equality Scheme’.

## **4. Transition to Primary School**

During the Summer Term our oldest children are prepared for their transition into their new Primary School. Learning and achievements are celebrated and children have access to the following to aid their move;

- Sessions with their key person to discuss their new schools and what they might be like.

- Reception class Teachers visit the Nursery to meet the children (Invited in by the Head teacher).
- Children access formal visits into their new school and where possible a staff member from Nursery will also attend.
- Parents are able to discuss children's learning and address any concerns they may have in relation to starting school.
- Additional formal transition meetings are held for those children with additional needs where multi professionals can discuss how best to meet their needs.
- Extra spontaneous visits are carried out into Emneth Primary School for those children that will benefit, e.g. those children that struggle with change and those with attachment concerns. This is supported by a Nursery staff member.
- Nursery staff write a final report which is shared with parents and then sent onto the child's new Primary School, detailing children's strengths and next stages of learning.
- Emneth Nursery School and Emneth Primary School meet formally to discuss the children and their development.
- All safeguarding information is shared and files sent onto the child's new school.

## **5. Safeguarding:**

Please refer to 'Safeguarding Children' Policy.

## **6. Health and Safety:**

Please refer to 'Health and Safety' Policy.

## **7. Monitoring and Review:**

The effectiveness of this policy will be monitored and evaluated by the Headteacher and governors

EYFS Policy/ Learning & Teaching Policy/Settling In Policy:

Reviewed by: Karen Archibald/Claire Hooker, June 2024

Next review Autumn 2026