

BARNIES DAY NURSERIES AND PRE-SCHOOLS

CARE, LEARNING AND PLAY POLICY

The first five years of life are critical in a child's development. High quality early years provision has been proven to help children achieve their potential and support parents and their families. The role of the Early Years Practitioner encompasses a wide range of aspects dedicated to enhance children's experiences in a positive and supportive way.

In order to broaden the implementation of this policy Barnies will endeavour to work in partnership with other providers involved in the care of children attending its settings. With parental consent Barnies will encourage the sharing of information as determined by the EYFS requirements. This also includes children in reception year at school.

CARE

Welfare – Barnies understands, supports and promotes the spiritual, moral and social development of the children in its care, see Promoting British Values Policy. Children are encouraged to have an 'I can' attitude, with an ability to use self-regulation to ensure they have high self-confidence, self awareness and an understanding of how to be successful. Through identifying their characteristics of learning within the daily routine, encouragement, reward and the provision of positive role models children should develop a well balanced, confident and happy disposition. Children will be encouraged, whenever possible, to set their own ground rules, correct inappropriate behaviour and express feelings with the support and empathy of the staff deployed as they progress through the natural changes of their growing years. Children will be encouraged to build positive relationships with each other, across all age ranges, as well as with the settings practitioners.

Physical exercise and the need to be active, access the outside and use opportunities that help keep us healthy are consistently provided as part of the daily routine and extended into adult led activities. Height, weight and BMI is monitored, and immunisations, illnesses, medication and absence for whatever reason is recorded.

Our ethos is derived from our motto "We measure success by a child's happiness and not just technical progress."

Well being and involvement – Barnies will endeavour to support, enhance and promote the well being of all the children in their care. This will be governed by the directives included in all the policies, parent's instruction and legislative requirements. Monitoring of children's well being and involvement will be recorded using the Leuven scales. Personal hygiene is advertised and encouraged to prevent cross contamination, spread of disease and to pronounce children's awareness.

Key Person - Children must feel safe and secure in the early years' environment. Through the appointment of the key person the children are encouraged to form attachments within the setting which reduces anxiety as well as developing a genuine bond with the child and offering a settled, close relationship. With the allocation of a key person it is hoped that the children and their parents become familiar with the setting and feel confident and safe within it.

Food – Barnies will endeavour to provide children with the opportunity to experience a well balanced, nutritional and varied menu following guidelines from 'Children's Food Trust', with alternatives for individual specific dietary requirements. Food prepared for children with special dietary requirements such as; allergy, intolerance or parental choice, will be presented on a nominated tray clearly identifiable with the children's name and photograph. Food and liquid consumption will be regularly monitored to ensure children do not go hungry or become dehydrated. Children will be fed, supported with feeding and allowed opportunity for self selection provided that basic nutritional needs are met. Staff will be trained to monitor intake and address any cause for concern including peer pressure between older children, fads, changes in appetite etc. Drinking water or juice will be freely available in all areas for children to self select or request.

LEARNING

Planning – Whenever possible staff will be given opportunities away from the setting to plan activities specifically suitable to the children under their care. These may follow guidelines provided in the Early Years Foundation Stage depending on the age of the children in their Key Group. Planning will, where possible, allow for long, medium- and short-term objectives with plenty of opportunity for sustained shared learning with both adults and other peers.

Observation and Assessment - It is envisaged that on going individual observation will be achieved for each child as defined by the child's key person but it is intended that a more formal written assessment will be made periodically. Opportunity for formal parental observation and assessment is also encouraged so that a more defined overall assessment be achieved. Specific achievements may also be recorded such as colour recognition, jigsaw completion, computer operation etc. At the end of their attendance at Barnies a summary document of their stage of development will be made available to the new establishment if required and all observation and assessment documentation will be transferred to the parent.

Teaching - Teaching is understood not to be a 'top down' approach or formal way of working and staff know that children learn through a multiple of skills and opportunities. They understand and take pride in establishing a learning environment which has flexibility to change according to the needs of the children to stimulate and challenge their learning. Peer observations on an informal and formal basis may be used so that every opportunity is taken for practitioners to enhance their teaching practise and skills. Regular individual 1 to 1 practical training may be provided to improve methods for observing children and ensure adult led activities are particularly engaging, motivational and challenging for the children involved. Regular monitoring and assessment of statistical analysis is used to identify children's progress and to ensure that gaps between attainment levels are closing. Combined with peer observation, supervision and appraisals across all staff a programme of training requirements can be identified, planned and delivered to ensure that any discrepancies in teaching practise and attainment are minimised.

Parents as Partners - Barnies understands and promotes the statement "Parents are children's first and most enduring educators." and ensures that the parent's involvement as part of the shared learning process plays a significant part in the welfare of children attending the setting. The continuing contribution of children's parents is regarded as a special relationship in terms of shared educational aims so that the best developmental outcomes may be achieved for the children.

PLAY

Free Play - Free play provides a period of time when the children have an open choice for what they wish to play with. They can move freely from table to table or around the floor without restriction.

Child initiated – As children advance through the Early Years Foundation Stage opportunities for child initiation is encouraged. Older children may become involved in the actual planning of activities, may request changes to the set up or may independently clear away and choose other resources. Children will be encouraged to take turns, self select, clear away, maintain aspects of health and safety or take lead depending on their individual development stage.

Adult Led - The daily routine will include sessions of key group activity where play is planned specifically to enhance development on an individual basis. These periods may often include an activity linked to the needs of certain "focus children" which may involve individual or group play.

Creative, Mark making and Malleable Play - Opportunities for creativity includes a wide range of activities which may involve imagination, awareness of colour and design, mark making and malleable materials but above all it encourages experimentation. A range of these activities will be offered to all children on a regular basis and participation encouraged. Thought needs to be given to the younger children and activities adapted to meet their abilities.

Family Times - Barnies recognizes the importance and positive benefits children gain from experiences with older or younger peers and siblings. Opportunities for mixed age groupings are planned as part of the routine and children are encouraged to form positive relationships which promote high self esteem. It is greatly recognized that children learn equally from their peers as well as other adults and mixed family groups enhance greater opportunity for sustained shared learning.

Environment – Barnies recognises the value of the environment and its impact on enabling learning and will endeavour to provide an environment that is both physically stimulating and exciting whilst retaining stringent procedures to safeguard the security and safety of the children in the setting. Children will be encouraged to take on their responsibilities to promote and enhance their learning whilst understanding how to keep safe within the guidelines and direction of the practitioners and setting rules.

This Policy follows the guidelines of good practice as detailed in the Early Years Foundation Stage and is supported by all other policies.

Barnies operates a confidentiality policy in all aspects of its operations and procedures. This policy is governed by its contents.

This policy will be reviewed on an annual basis or whenever further legislation is introduced which may require amendments to its constitution.