



# Holy Family Catholic Primary School

## Care Learning and Play Policy

At Holy Family Catholic 2 year old nursery we aim to provide a stimulating and supportive environment for all children in our care. We value the essential support and contributions that parents/carers and the wider community provide, and feel this all helps towards enabling children to developing to their full potential.

We promote respect for cultural diversity and include all aspects of anti bias and equal opportunities into our planning, activities and attitudes to learning and play.

### Aims

- To provide an inclusive, balanced curriculum and encourage progression for all children in every area of their development.
- To plan a stimulating environment using the Early Years Foundation Stage Framework (2014).
- To provide opportunities for each child to acquire the self esteem, skills, knowledge and confidence to enable them to eagerly embark on their journey to the next stage of play and learning, whether that is to go onto another early years setting or school.
- To build children's self esteem and confidence as independent learners.
- To be aware of equal opportunities, inclusion and anti bias practice in our planning and implementation of the activities and experiences we offer the children in our care.
- To work closely with parents/carers working in partnership with them to ensure consistency of care and education for every child.

We aim to provide an environment in which the children can play in a safe and secure environment, with practitioners who support and progress their learning and implement the Early Years foundation stage statutory framework 2014. The Nursery Manager has the overall responsibility to ensure this policy is implemented.

### **What is the Early Years Foundation Stage?**

The Early Years Foundation Stage (EYFS) is how the Government and early years professionals describe the time in a child's life between birth and age 5.

This is a very important stage as it helps children get ready for school as well as preparing them for their future learning and successes. At Holy Family Catholic 2 year old provision we follow the EYFS Framework. In 2014 the framework was revised. All children at Holy Family Catholic 2 year old provision will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development (See below)**.

Children should mostly develop the **3 prime areas** first. These are:

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

These prime areas are those most essential for a child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in **4 specific areas**.

These are:

- Literacy;
- Mathematics;
- Understanding the world
- Expressive arts and design.

These 7 areas are used to plan each child's learning and activities. The practitioners at will make sure that the activities are suited to each child's unique needs. We will provide a safe, caring and stimulating environment where all children can learn and develop freely as individuals without discrimination or prejudice.

We are aware of the Characteristics of effective learning and we reflect upon these as we plan and guide children's activities. Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

- Playing and Exploring. We will support children to investigate and experience things and have a go.
- Active Learning: We will support children's concentration and support them to keep on trying if they encounter difficulties, and enjoy achievements.
- Creating and thinking critically: We will support children to develop their own ideas, make links and develop strategies for doing things.

Parents are the primary teachers of their children and carry most influence. A successful partnership between parents and staff enables both to benefit and share the detailed knowledge of the child's experience, skills and abilities. With continual dialogue and sharing of information we endeavor to do the best for the children in our care. We have home observation sheets that parents are advised to complete to ensure we are aware of any recent achievements at home and to support us to build on that in the setting. As children start we share EYFS information with them as well as Letters and sounds information giving ideas for activities at home.

Each child at Holy Family Catholic 2 year old nursery will be encouraged to learn effectively through self-motivated and sensitively planned educational play and practical activities. This approach will provide a rich variety of experiences, challenging and relevant to their needs. This is built within a flexible framework that enables each child to learn at his or her own pace.

For children whose home language is not English we will offer opportunities for them to develop their own language in play liaising with parents. \_\_\_\_\_ have accessed ELKLAN training that has given the setting a lot of information and strategies when supporting children with English as an Additional Language.

## **Play**

Play is an appropriate medium of learning for young children. Children need first hand experiences so that they can experiment, gain knowledge, grasp concepts and master

new skills. Children are encouraged in their learning by the equipment, experiences and activities we offer them and most importantly the adults who support them. It is important that plans are flexible and are changed as needed to ensure spontaneous learning opportunities and the children's particular interests are explored as these are most valuable learning experiences.

### **Recording and reporting**

Careful planning, observations and record keeping enables staff to consider individual children's interests and needs and to plan future activities and experiences that are appropriate for each of them. Staff can look at these records with parents/carers helping them to gain knowledge of their child's time at nursery and share ideas and information. The aims of recording and reporting children's progress is to aid staff to continually plan appropriately to meet the needs of individual children. They also use these records to share information and insights with parents and the children themselves.

A typical record for each child might comprise of:

- Observations on the development of skills and competencies.
- Dated examples of work
- Photographs of activities that are significant.
- A printed developmental record using the assessment tool 'Early Years Outcomes'.
- Information from parents and others.
- Some children may have IEPs or an Early support developmental journal (See SEN policy).

This will allow staff to know what a child can do, and what skills s/he needs support with. The books also demonstrate what learning objectives have been on offer, and allow key workers to plan effectively for the needs of their children. If Children attend more than one setting we regularly share developmental information to promote consistency and to ensure the child's learning and development can be supported and consolidated consistently.

As children start at the setting we collate on entry developmental information from parents/carers and along with initial observations this provides us with a baseline for each child. \_\_\_\_\_ regularly oversee all tracker books to ensure judgements are consistent. Each half term cohort profiles are completed to give the manager an overview of each child's development. This is used to ensure planning reflects next steps for each child within the setting identifying contributors and barriers to learning.

As well as planning our environment we also plan our adult role. Each Key Person completes plans for their key group identifying focused activities for individual children or groups of children. \_\_\_\_\_ supports all staff with their planning to support consistency. Planning includes space for practitioners to identify how they plan to differentiate each activity as well as space to add learning objectives to identify exactly what each staff member wants each child to learn by taking part in the activity. Evaluations are completed to support identification of next steps.

At Holy Family Catholic 2 year old nursery children take part in a high-quality communication and language development programme (C&L) designed to promote your child's learning through a play-based approach. (Letters and sounds). To support the teaching of C&L in settings and schools a phonics teaching programme called Letters and Sounds is used. It builds on the activities the children have already experienced in the setting. At Holy Family Catholic 2 year old nursery children learn through lots of play and activities and are encouraged to use their increasing phonics knowledge in freely chosen

activities. In order to make a good start in reading and writing, children need an adult to talk to and listen to them. At Holy Family Catholic 2 year old nursery all children have access to a daily Letters and Sounds activity. Children work in small groups and plans are developed to ensure groups are appropriate. \_\_\_\_\_ is responsible for Letters and Sounds in the setting.

### **Environment**

The Environment at Holy Family Catholic 2 year old nursery offers space for children to explore and play in, and has displays, which are changed regularly, and plans that are adapted to follow children's next steps and interests. We use an enhanced continuous provision planner to ensure the environment reflects the needs and interests of the cohort. This is updated on a weekly basis and all staff have an input using their knowledge of their key group, evaluations of activities, interests. We are currently in the process of reviewing our environment in line with the Every Child Talker programme.

### **Outdoor Play**

Outdoor play is vital for the healthy growth and development of all children. Outdoor play is an integral part of the curriculum and it enhances the child's learning. It also helps to develop strong spatial awareness, co-ordination, balance and movement and develops strong muscles, with opportunities to run, push, pull climb and jump. We endeavour to create an atmosphere where children can learn to take risks in a controlled environment. The children have access to manufactured equipment alongside open ended resources in order to develop their imagination, solve problems and learn about the world around them. We have direct access to the out door area and this was recently developed in line with EYFS requirements and children's input.

### **Children with Special Educational Needs**

All children develop at different rates and we understand that some children will require extra support in order to reach their full potential. We work closely with the Early Years inclusion team to ensure any concerns are identified quickly and then support put into place to support the child and family (See SEN Policy). With the systems that we have in place children's progress is monitored on a regular basis and parents are kept fully up to date. This enables us to respond quickly to support each individual child in partnership with the family and other professionals.

### **Local Authority Support**

At Holy Family Catholic 2 year old nursery we work closely with the Local Authority to ensure the quality and inclusivity of our setting. The Childcare Act 2006 places a duty on Local Authorities to improve outcomes for all young children and reduce inequalities between them.

- We understand that children who experience high quality early years provision are well placed to achieve better outcomes in school and beyond and develop better social emotional and cognitive abilities necessary for life-long learning.
- Every year we work with the Local Authority to develop an action plan to further develop our practice. The Early Years Quality Improvement Programme (EYQISP) is used as a tool to support continuous quality improvement in line with the EYFS Framework. It also draws on the OFSTED self evaluation form (SEF). This is used to inform our categorisation process.

- The 'Criteria for Categorisation' document is used and a representative from the Early Learning and Childcare team works with us to agree our strengths and areas for development in each of the areas identified.
- An overall judgement is then made as to the amount of support that we will receive throughout the following year. Currently we are identified as targeted. We receive 2 half termly visits and address the identified areas for development identified in the action plan and work with our representative to monitor progress towards those actions.

**The staff at Holy Family Catholic 2 year old nursery will:**

- Act as enablers for the children, with careful planning and organisation of the play-setting, both formal and informal, within and beyond the nursery in order to provide for and extend learning.
- Observe each child's progress and report to parents on their child's achievements.
- Have high expectations of each child's ability to achieve and will look for progression and continuity in their development.
- Provide emotional and social support so that children can gain confidence to master new experiences and challenges.
- Provide opportunities for children to work together in small groups to promote conversation and discussion.
- Introduce adults who will stimulate and encourage dialogue and questions and who will offer views and ideas.
- Regularly review the effectiveness, value and appropriateness of the provision made and, where possible, involve parents in this process.
- Have a professional, patient and caring attitude.
- Be willing to explore every avenue of development in order to appropriately support the children they care for.
- Regularly attend training in order for them to develop professionally so they are best equipped to aid all children in their care.

**Useful contacts/ Supporting Legislation/guidance:**

OFSTED 0300 123 1231

Early Learning and Childcare Team 01942 828849

[www.foundationyears.org.uk](http://www.foundationyears.org.uk)

Every Child matters

Children Act 2004

Working Together to Safeguard Children 2013

What to do if you are concerned a child is being abused 2006

Guidance for Safer working practice for adults who work with children and young people

EYFS Statutory Framework 2014

Relating policies: Partnership working, SEN Policy, Information sharing, Staff recruitment, development and deployment.

**Developed by:**

**Date:**

**Staff and parents that have had input into this policy:**

**Review Date:**