

## Learning

Enjoyment, child development and self-growth is at the heart of everything we do at Tina's Tots. Therefore, planning and assessment is a key part of our daily routine.

## Assessment

1. Parents are required to complete a checklist within the All About Me Form with some of the outcomes for each of the 7 areas of learning prior to the child's start date. This allows us to gain an insight into the child and their abilities prior to providing childcare for them.
2. Children are observed within settling in sessions to ensure the parents checklist is an accurate reflection of the child at that time, these may not be recorded on a tracker but photos and a brief comment will appear on Tapestry for parents to view.
3. A stage relevant tracker/trackers are assigned to each individual child and updated by their key worker weekly (during allocated PPA time) from observations of the child during set adult led activities or free play. This is recorded on tapestry for parent to view.
4. Observations are recorded and created when learning has taken place on most children with links to the 7 areas of learning in EYFS Development Matters.
5. Planning is created around gaps in learning, next steps and targets. Weekly planning consists of 3 adult lead activities per day plus a circle time activity which are directly linked to the outcomes we are aiming to achieve.
6. Observations are analysed weekly on an overall observations trackers to show which area of learning the observation was written on and for whom. This then shows any child with fewer observations or any area of learning needing a stronger focus the next week. This is then used in the following weeks planning to tailor it to a child or an area of learning.
7. Parents Evenings take place twice a year, giving an overview of each area, what the child has done well and next steps. Parents are asked to add their comments and ask any questions they may have. Parents are encouraged to share this with any other setting or agency the child is involved with.
8. We request a copy of any reports/tracking or observations done on the child by other agencies or settings.
9. Within newsletters/other written documents parents have been asked for evidence of learning done outside of the setting to help us keep accurate records and to involve parents in the learning process of their child.
10. Homework is set to encourage parents to get involved in the learning which is taking place.

## Planning

- All staff are encouraged to participate in the planning process.
- Adult lead activities are based around the interests of the children and directly linked to their individual targets/gaps in learning.
- Characteristics of effective learning are incorporated into planning along with fundamental British values.
- Tina's Tots follows a curriculum that has been chosen by staff and children from interests and centred around the EYFS areas of learning.
- Planning is created weekly taking into account observations made the previous week.
- Planning is submitted to the managers email no later than 2pm on a Friday. Continual late submission or failure to submit will result in a verbal warning which could then lead to a written warning if continued
- Activities may be planned for indoors or out, within the setting or externally.
- Planning aims to cover all areas of learning each week in fun and creative ways. If there has been a lack of focus in one area in particular that week, the coming week will focus on this area.
- Children are encouraged to work individually, in groups or pairs, discussing their thinking and developing their understanding.
- The whole child is developed; physically, mentally, socially and emotionally.
- Time is spent 1:1 with children, in small groups and in large groups.

- Children are encouraged to socialise and interact with their peers young and old.
- Activities aim to provide opportunities for every child to feel successful.
- Differentiation through support, challenge and resources provide every child the opportunity to succeed.
- Parents are encouraged to continue the learning at home.
- Tina's Tots ensures all children are provided with every opportunity to be school ready.

### Staff training and qualifications

- At least one member of staff within each room is level 3 minimum qualified.
- All other staff are working towards level 3 or level 2.
- Staff supervision, monitoring and appraisals assess training needs to ensure all staff are equipped with the knowledge of how to plan, deliver and assess learning and development accurately and effectively.

### Gaps In Learning

At Tina's Tots we believe that every child should be given the best opportunities to learn new skills, develop existing skills and have the support needed to achieve in all areas of learning.

We do this by carefully planning adult led activities provided four times a day for preschool and three times a day for baby room. These are planned by individual key workers using the current outcomes of the EYFS. Practitioners are encouraged to set their activities to include a range of areas in the EYFS and will monitor which areas have been focus and which need to be included in later planning. This is tracked through observations on the children which are carried out when learning has taken place.

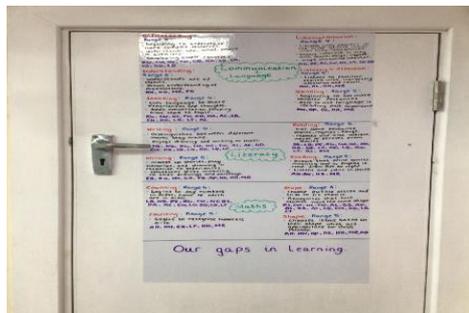
At Tina's Tots we also encourage practitioners to observe children 'in the moment' and use child led activities to assess their learning in the areas of the EYFS. Key workers are responsible for ensuring that their key children are accessing all areas of learning and are developing in each area.

At Tina's Tots we use data analysis to monitor children's learning and development in each area of the EYFS. We use data analysis to track an area that children maybe under achieving or overachieving. Room leaders will then use this information to check that children are being tracked in the correct range and at the correct the stage.

Tina's Tots will then use data analysis to create a 'Gaps in learning board' This will focus on three areas of the EYFS and the key areas within. For example, Literacy would be the area of learning and the areas within would be reading and writing. The area of learning will then have separate statements connected and children's initials who need more support in this area will be logged alongside. Key workers will then use this for their planning to ensure activities meet these outcomes and also this will be used in child activities where key workers and practitioners can focus on these areas during free play.

As each of these outcomes are met for the child their initials will then be removed by their key worker from the statement on the 'Gaps in learning board'

The 'gaps in learning board' will be updated every three months after the data analysis has been completed. The gaps in learning board will look like this every time we update it.



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