

Visions and Values

*At Sunflowers Pre-School we strive for a culture that prioritises trusting relationships and balances high expectations for our children with appropriate support, to ensure that all can effectively learn and develop.*

The following plan of our teaching and learning routines and behaviour management strategies support this statement and help create a predictable, secure, welcoming environment, conducive to learning.

Trusting relationships

Settling in process

* Welcome booklet distributed prior to settling in sessions.
* Settling in sessions with parents, tailored to suit individuals depending on prior setting experience, special educational needs, or disabilities etc.
* 1:1 meeting with parents regarding child’s needs/interests. Either at home or in the setting, parental choice. Key person introduced. Any potential barriers to the child’s learning discussed.
* Tapestry- online learning journals set up and parents are encouraged to complete the ‘all about me’ section for extra input.
* Previous setting contacted for information.
* Key person spends time getting to know their children and supports them as they navigate the new setting, acting as a liaison for their parents too.

Organised environment

* Continuous provision is set up with knowledge of current cohort’s interests in mind.
* Resources taken to home visits set out for familiarity/recall.
* Any known barriers to children’s learning considered to ensure accessibility for all, e.g., opportunities to play on a tabletop, floor etc.
* Staff aware of resources available to bring out to enhance provision based on theme or in the moment interest from the children.
* Quiet/busy areas available and outdoor provision accessible once lunch time finished.
* Staff teach and model ‘Choose it, use it and put it away’ during settling in process to encourage children to respect and care for their surroundings.
* Children able to freely move resources out of each area they ‘live in’ when playing.

Knowing the children well

* Staff spend time observing and interacting with the children to identify their interests and motivations.
* Discussions between key persons identify gaps in children’s learning early to put support in place in a way of an intervention plan that all staff can follow.
* Partnerships with parents are valued by regular communication at drop off/pick up and via Tapestry.
* Children and families are encouraged to share any events/information on a regular basis so that we can understand the children’s motives and actions as effectively as we can.

High expectations

Independence

* Children are supported to manage their own belongings and activity with appropriate scaffolding where necessary. For example, phrases are used to encourage, such as ‘Pinch, pinch pull’, to open packaging at lunchtime.
* We use regular communication with parents to encourage them to assist their children with independent tasks such as putting their own shoes on.
* Children are encouraged to help each other wherever necessary, continuing our inclusive culture by teaching them that their learning is unique.
* Our ‘Sunflowers Chefs’ task each week encourages the children to make snack for each other. Staff support is ideally minimal, offering the children the chance to choose what to make, facilitate the activity as a team and record the efforts in our recipe book.

Expected behaviours

* British values are taught to the children so that learn to show mutual respect regardless of race, gender, or disability.
* We use stories, puppets, and model through play kind behaviours to each other.
* Staff are all aware of our strategies for managing unwanted behaviour. Essentially, we focus on encouraging the positive behaviour we see and are consistent in our approach as a staff when modelling and reinforcing routines such as ‘walking feet’ inside.
* Occasionally to enhance the usual strategies we may have to use a timer or move a child away from an area if their behaviour has become unsafe for the other children or themselves.
* The child’s key person is involved when managing behaviour to ensure all conditions regarding that child are considered to make a reflective, informed decision regarding next steps.
* Sally and Sammy Sunflower mascots are used to reinforce many expected behaviours such as ‘Trying their best to tidy up’ and expectations for listening and attention at carpet time.

High quality interactions

* Quality interactions are a focus with Terrific Talkers used as a guide by all staff.
* The ShREC approach is considered during our communications with all children.
* Staff adopt ‘tuned in’ listening to children to show them that their voice is important and to take the opportunity to learn more about that child’s use and understanding of language.
* Gesture, body language and Makaton supports such interactions.

Effective support

Challenge

* At Sunflowers we believe in challenging our children at an appropriate level for each individual.
* Staff use scaffolding to support children as they attempt new tasks, understanding the importance of removing this ‘scaffold’ gradually as the child’s confidence and skills grow.
* Staff adopt a culture that the children have autonomy and have a say in shaping their own learning and development whilst maintaining high expectations for their goals.

Curriculum plan

* A plan for each area of the EYFS has been created based upon guidance from ‘Birth to 5 matters.’
* Children are organically involved in the planning and shaping of their own learning and staff hold their agency in high regard when making decisions.
* Staff use this to inform planning ideas based around each half termly theme.
* Children not expected to confidently achieve these outcomes by the end of their pre-school journey will receive extra targeted support/scaffolding. A record of this extra support is recorded on an intervention plan.
* Our Sunflowers ‘Wow wall’ is used to record the children’s work they wish to celebrate and then transferred to our group accessible floor book.

Develop positive behaviours

* During the settling in period, we introduce the children to the book ‘Colour me happy’ to teach and encourage the children to communicate their feelings to us, modelling respect for each other’s emotions too.
* We use the characteristics of effective learning to help us guide the children to gain the skills needed to be able to take ownership of their own learning.
* Phrases such as ‘You can’t do it yet’ and ‘Have a go’ are used to reinforce to the children a ‘Can do attitude’.