



LITTLE DREAMS  
NURSERY

**Pre-Birth to Three Policy**

Pre-Birth to Three: Positive Outcomes for Scotland's Children and Families is a document introduced by the Scottish Office, in association with Learning and Teaching Scotland to provide guidance for all those whose work, involves caring for babies and young children.

The four key features of Pre-Birth to Three are closely linked:

**Rights of the Child**

- All children should be valued and respected at all levels and have the right to have their views heard and acted upon:
- To have the opportunities to express themselves verbally, non-verbally and through actions.
- To develop an understanding of their independence with others.
- To feel valued.
- To be provided with opportunities to make choices and learn about sharing.
- To be cared for in a setting which promotes inclusion.
- To be involved in opportunities and experiences which allow them to develop skills, confidence, and their own personality.
- To be provided with privacy, space, a healthy diet, and opportunities for rest in a safe environment.

**Relationships**

- Relationships are important, providing the starting point for development and learning. Key considerations for establishing effective relationships include:
- Providing opportunities to establish warm and affectionate bonds with significant people.
- Providing opportunities to interact with others, both adults and children.
- Maintaining respectful and inclusive partnerships between all those involved with the child.
- Developing environments that promote security and consistency.
- Developing environments that promote trust and understanding.

**Responsive Care**

- Responsive care means knowing and accepting each child and respecting each child as an individual. Key considerations for establishing responsive care include:
- Building a knowledge of the individual child.
- Building an understanding of the needs and dispositions of each child.
- Ensuring interested, affectionate, and appreciative adults.
- Using flexible, personalised, and relaxed approaches.
- Working to enhance sensitivity and respect.

## **Respect**

- Each child is an individual, a person who has the right to be responded to and always treated with genuine respect. Key considerations for establishing respect include Valuing diversity, in terms of children's language, ethnic background, faith and family and family circumstance.
- Respecting children's different experiences.
- Being sensitive to and understanding of differences, to ensure fairness, equality, and opportunity.

Our nursery staff work very closely with the Pre-Birth to Three documents to provide the quality experiences children under 3 years need: from feeding, cuddles and nappy changing to sensory experiences, outdoor play, and music.

## **0 - 2's**

The 0-2's room at Little Dreams Nursery provides warmth, fun and security for children under 2 years old. The room allow staff to provide the appropriate experiences for your child's age group and developmental stage.

It is important for children of this age to receive continuity of care between nursery and home therefore the nursery staff will ensure your child's familiar routine is maintained.

The staff encourages the babies to freely explore and enjoy their play experiences in a safe, relaxed environment allowing them to develop their confidence, independence, and learning.

- Music, songs, rhymes, to copy actions and musical instruments to explore different concepts such as loud and soft, fast and to get different facial expressions from the different sounds of music.
- 'Peek-a-boo' and other simple interactive games to encourage social interaction.
- Treasure Baskets (baskets containing sensory items with (First Steps) different textures, sounds and smells).
- Extensive selection of books, stories and rhymes which helps to develop communication and language.
- Sand play, water play, paint, play dough help develop creativity and is a sensory experience for young children.
- Outside fun - Taking the children outside. Let them feel different surfaces, let them sit and crawl on the grass, feel stones and leaves with supervision - some objects can look like a tasty treat.

## **1 - 3's**

In our 1 - 3's room the Pre-Birth to Three Document is used by our nursery staff to provide the quality experiences your child needs at this stage as they begin to assert their independence and individuality.

- Music, songs, rhymes, musical instruments, action songs ('ring-a-rosies', 'this little piggy') to develop language skills, physical development, and expression through music.
- Your child will be encouraged to access resources and exercise freedom of choice about the experiences they wish to participate in.
- Stimulating conversation, interactive play and learning to socialise, share and make friends is all part of the day.
- Walks and outdoor play for health, fitness, physical development and learning about 'the world around us.

## 1-3's (CONT)

- Heuristic Play (play using everyday objects such as wooden spoons and pans which encourages curiosity and exploration and offers opportunities to categorise and compare)
- The nursery staff will support your child through toilet training and developing independence at mealtimes in a safe, secure, and loving environment.

## 2-3's room

As well as many of the experiences already mentioned your child will also be able to participate in:

- Extensive selection of books, stories, poems, and rhymes to encourage communication and language.
- Multi-cultural musical instruments, singing, action songs, musical games, music, and movement.
- Daily opportunities for outdoor play for health, fitness, and physical development.
- Introduction to computer skills through the supervised use of interactive educational programmes. The nursery also has a wide range of interactive toys and resources to further your child's I.T knowledge.
- Sand play, water play to introduce early science concepts such as pouring, measuring, wet, dry, full, empty.
- Extensive opportunities for encouraging expressive development through painting, gluing, and drawing using a variety of art materials.
- Play dough and clay are sensory experiences which encourage small motor skills in hands and fingers.
- Roleplay through dressing up, using puppets and 'let's pretend' in the home corner. Children use role play to make sense of the world around them through acting out familiar experiences.
- Cooking and baking help develop science knowledge such as measuring and weighing. Healthy eating habits are also encouraged.
- Planting and growing activities both in the garden and indoors to encourage the children to care for living things and gain knowledge of nature and the world around them.
- An extensive range of construction toys such as bricks and Lego to encourage fine motor skills in the fingers and hands.

## Your Child's Progress (Pre-Birth to Three)

The staff members at Little Dreams Nursery monitor and record each child's progress. For children aged 0 to 3 years the following areas of development are observed by our staff:

- **Physical Development** - the most important area of physical development for very young children are to have their physical needs met such as: warmth, nutrition, health and wellbeing. Children from birth to three will go through many stages of large physical development including: learning to roll over, sit up, crawl, walk, run, and jump. Fine motor skills are also very important beginning with grasping rattles through to holding a pencil or crayon.
- **Social Development** - from birth children enjoy social interaction through cuddles, eye contact and facial expressions. Social development also involves your child becoming more independent in feeding, dressing, toileting and expressing their thoughts and feelings.

### Your Child's Progress (Pre-Birth to Three) CONT

- **Cognitive Development** - very young children use all 5 senses to make discoveries about the world around them. Repetitive learning experiences are very important for children under 3 years old as their memory is still developing. Cognitive development includes: language development, recognition of colours, simple problem solving, basic counting skills and matching and sorting skills.

All children are treated as individuals. We recognise that each child will develop at their own pace therefore developmental stages are used as guidance only.