



Learning & Development

Pack 2

This policy is subject to annual review and was reviewed in September 2018. It is due for review in September 2019.

It was re- adopted by the Shelena Begum on 3rd March 2019.

Signed: _____

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2.0. Learning and Development

The staffs at Little Miracles Nursery follow the Statutory Framework for the Early Years Foundation Stage (EYFS) 2021 or which encourages development and learning from birth to 5 years. The nursery undertakes the responsibility of ensuring that the children are provided with opportunities to develop a solid platform for future learning, enabling them to reach their full potential in a fun-filled, child centred environment.

At Little Miracles Nursery we believe that children learn through play. We recognize the importance of the role of the adult in supporting children's learning. We also believe that parents are the child's first & most enduring educators and aim to work with them in every aspect of the children's learning & development.

The EYFS framework ensures that the children have access to a range of play activities, resources for learning and that the inclusion of every child is of paramount importance. Through observing and assessing, children's individual needs are met and children can make progress through the '*Development Matters*' or '*Birth to Five matters*' section non statutory document of the Early Years Foundation Stage.

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development. 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 your 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; and
- Expressive arts and design.

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

Characteristics of effective Teaching and learning

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the Development Matters the Early Years Foundation Stage guidance as:

- playing and exploring - engagement
- active learning - motivation
- creating and thinking critically – thinking

We aim to provide for the characteristics of effective learning by observing how a child is learning and being clear about what we can do and provide in order to support each child to remain an effective and motivated learner.

The progress check at age two

The Early Years Foundation Stage requires that we supply parents and carers with a short-written summary of their child's development in the three prime areas of learning and development: personal, social and emotional development; physical development; and communication and language; when a child is aged between 24 - 36 months. The key person is responsible for completing the check using information from ongoing observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

The setting's timetable and routines

Our setting believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in the setting are provided in ways that:

- help each child to feel that she/he is a valued member of the setting
- ensure the safety of each child
- help children to gain from the social experience of being part of a group
- provide children with opportunities to learn and help them to value learning.

We organise our sessions so that the children can choose from, and work at, a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small and large group activities, which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others. Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor child-chosen and adult-led activities, as well as those provided in the indoor playroom(s).

2.1. Tapestry

What is Tapestry?

We use online learning journal at the nursery called Tapestry. Tapestry enhances this special time, helping early years practitioners to capture children's experiences as well as monitor development and learning. This unique journal is shared online with parents, who are able to see special moments and view their child's progress. Tapestry covers the Early Years Foundation Stage and is designed to simplify and improve recording within these curricula.

Text, images and videos can be easily uploaded via PC, tablet or our mobile app - anywhere there's an online connection. Parents will receive an email alert when an observation is ready to view. Parents can reply to observations and upload their own observations of the children in their home learning environment. Every entry helps to create a complete story of a child's time at nursery.

Our staff members have access to Tapestry for recording children's information and we comply with the Data Protection Law. Tapestry is GDPR-compliant, all data recorded on Tapestry will be kept confidential. Parents can only access details of their own child.

All parents / carers should be advised where to start.

They should be informed that they will need to submit an email address, which will enable us to set up an account. They should go to <https://eylj.org> on their computer, iPhone, iPad or visit the iTunes store and download the Tapestry app from the Education section (search for Tapestry Mobile). The Login should be made by using their email address and the password we give them. Staff will recommend that they change their password on their first visit.

Further instructions for use:

Changing your settings on the computer

At the top right of your screen you will see your name and selecting this will give you the option to 'Edit Preferences'. Choose this option and you will be presented with a screen giving you the option to change your email address and password.

You also have the option to receive an email whenever a new observation is added to your child's Learning Journey – just tick or untick the relevant box if you would like to change this setting.

Viewing my child's Learning Journey

Once logged in, you will see your child's observations on your home screen in a list – selecting any one of these will open up the observation for you to look at. You may add comments in the box at the bottom of the observation if you would like to - and we would love to receive such comments!

Adding an entry to my child's Learning Journey

Choose the 'Add Observation' option (or the 'plus' icon on your iphone/ipad) and add the relevant information in the boxes on screen. Photos and videos may be uploaded by choosing the 'add media' option. When you have saved your observation, you may go back to the home screen at any time by choosing 'home'.

Let us know how you get on!

2.2. Observation, Assessment & Planning

Observation, assessment and planning form an integral part of our nursery education provision and the delivery of the Early Years Foundation Stage Curriculum. We view observing, assessing and recording as a holistic cycle that allows us to reflect on the planned curriculum and children's interests, maps children's progress, and enables us to judge how effectively we are building learning over time (see our policy on Introduction to LM).

Observation

Two weeks settling in observation is done in the first few weeks. The key person will then observe the child at least every week to look at areas for development and plan next steps in that child's learning. These next steps are added to the planning on a daily & ongoing basis to support that child's learning.

After four to six weeks we write an '*Early Assessment review*' (EAR) report and arrange a meeting with parents/carer, to evaluate the settling in period and their current stage of learning and development and any future planning. We also speak to parents about further development and support parents can provide at home.

Child's learning journal can be accessed on Tapestry at any time to look at what progress they are making by parents/carers.

Assessment

The children's progress is monitored each week on their individual observation and planning across the setting and any gaps are identified early & then supported. Each term the key person will upload a formative assessment on Tapestry for your child highlighting what your child has done well and plan next steps. The parent can add comments to each observation & assessment as well as being able to add to the process by uploading photographs and videos to the journal.

Parents have opportunities to meet with their child's key person 3 to 4 times a year to discuss their progress. These are

- At child's first day we complete 'All about me' on Tapestry with their parent. This helps us understand child's need and also the key person use it to support the child during settling in.
- Early Assessment Review (EAR) meeting with parent – 4 to 6 weeks after the child started the nursery.
- Integrated review meeting – 2 years progress check
- 3 years review meeting
- Meeting every 6 months updating parents on child's progress.

We also encourage practitioners and parents to communicate everyday about day to day need of the child or any concerns they may have. Parents can meet with their child's key person at any time. Just make an appointment.

Planning

Our Nursery considers the all-round development of your child. We provide opportunities which enable your child to; exercise options and express ideas, reflect on experience and information, share thoughts, make decisions, make discoveries and explore and engage in first hand experiences. Our curriculum is designed to be accessible for all children, regardless of any special educational need or disability (see our curriculum policy).

Our allocation of time, space and equipment will provide opportunities for your child to develop to their potential, physically, linguistically, intellectually, emotionally, socially and morally. Through carefully planned activities we support and enhance your child's learning ensuring they make at least good progress over time. We plan themes on an annual basis (long term plans) but these are not 'set in stone' and are fluid to address the ever growing and changing needs of all our children. We see them as more of a 'working document'!

Plans for the medium term (monthly or half term) and short term (bi-weekly) are displayed in Nursery. If you would like a hard copy to take home, please just ask. We ensure that planning covers the 3 main & 4 specific areas of the EYFS.

Long-term plans - These are done annually setting out how we meet the 4 themes of the EYFS these are

- **A unique child - Positive relationships - Enabling environments - Learning & development**

Medium term plans - These are done each term. They include outings, visitors & special events that have been planned to support the children's learning & development. It might also contain details of any staff training or policy updates.

Short plans - environment - This is done for both the indoor & outdoor environment. This is added to on a daily basis by the practitioner to support children's interests & development. It covers the 7 areas of learning, COETL and Briths values and gives time for the children to lead the learning.

Individual child - adult led planning - This is done on a weekly basis for all the children. Adult led activities & group times to support learning & development, social development & school readiness.

Our curriculum is designed around the needs of our young children and is organised into seven areas of Learning and Development

These are:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics

- Understanding the World
- Expressive Arts & Design

Here are the main components of each of the seven areas.

Communication and Language experiences are about:

- Listening and Attention
Understanding
- Speaking

Personal, Social and Emotional experiences are about:

- Building Relationship
- Self-Regulation
- Self-Managing

Physical Development experiences are about:

- Fine Motor Skills
- Gross Motor Skills

Literacy experiences are about:

- Comprehension
- Word Reading
- Writing

Mathematics experiences are about:

- Number
- Numerical Patterns

Understanding the World experiences are about:

- Past and Present
- People, Culture and Communities
- The Natural World

Expressive Arts & Design experiences are about:

- Creating with Materials
- Being Imaginative and Expressive

We plan through a topic-based approach. To keep you well informed about the children's activities our plans are displayed: -

- On the Notice Board in the main play area and our office has the planning folder (long, medium- and short-term planning)
- Home Learning Plans are also shared via Tapestry or newsletters

Throughout the year we organise several exciting activities, outings and visits/visitors to enhance the children's learning. All planning is evaluated by the team leader & overseen by the manager. All planning is shared with parents via the planning boards display.

If you would like to find out more about our Nursery curriculum, please either speak to Shelena Begum or Sayma Begum who will be happy to help.

2.3. The role of the Key Person

Policy statement

Key person approach - Each child must be assigned a key Person.

- The key person should help the child to become familiar with the provision and to feel confident and safe within it, developing a genuine bond with the child (and the child's parents) and offering a settled, close relationship.
- The key person should meet the needs of each child in his/her care and respond: sensitively to their feelings, ideas and behaviour and talk to parents to make sure that the child individual needs are met.
- Patterns of attendance should be a key factor in practitioner's planning.
- Settings must keep a daily record that shows the names of the children's key person.

The Statutory framework for the Early Years Foundation Stage describes the key person duties as:

"The key person must help ensure that every child's learning and care is tailored to meet their individual needs. The key person must seek to engage and support parents and/or carers in guiding their child's development at home. They should also help families engage with more specialist support if appropriate".

What is the key person?

The key person is the named member of Staff assigned to an individual child to support:

- Child's development and act as the key point of contact with that child's parent/carers.
- This is the named member of staff with whom a child has more contact with than other adults.
- The key person has special responsibilities for: tracking, monitoring, assessing and caring for a small number of children.
- The key person should not: prevent any child building and forming relationships with other practitioners in the setting; the key person should not shadow their key children and prevent independence.
- However, it is essential that all practitioners respond to and react to all the children in the setting, keeping them safe, secure and stimulated.
- If the absence of the main key worker the co-worker will ensure that the child's needs are continued to be met.

What is the key person approach?

The key person system helps build positive relationships with the children and between parents/carer and staff. This is achieved by:

Shared Care

- an adult who is 'tuned in' to the child and family, and actively builds positive relationships and communications
- an adult who oversees and builds the shared record of a child's development and progress with staff, parents and other professionals.

Secure Attachment

- an adult who cares and responds sensitively to a child's feelings, ideas and behaviour
- an adult who is primarily responsible for personal care routines, e.g. nappy changing, toileting, sleep periods, snack times
- an adult who helps the child to become familiar with the setting and to feel confident and safe within it.

Independence

- a trusted and supportive adult who enables independence
- a supportive adult during new situations and times of anxiety or illness.

Further key person guidance in relation to all children with additional needs:

- ensure that all children in their care, irrespective of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability, experience a challenging and enjoyable programme of learning and development
- ensure positive attitudes to diversity and difference for the children in their care
- remove or help to overcome barriers for children where these already exist
- communicate regularly with parent/carers to ensure that additional needs are being met appropriately within the setting
- ensure that records of development and progress, in relation to additional needs, are available within the setting to be shared with parents and support agencies as necessary
- understand and work within the guidance of the SEN Code of Practice
- understand and work within the guidance of the setting's policies which make reference to children with additional needs e.g. SEN, Medication, Safeguarding Children, Behaviour Management
- plan and attend appropriate training in order to be proactive in supporting additional needs
- be able to identify where there may be concerns regarding learning and development and to know procedures for further referral
- contribute to the writing, monitoring and review of Individual Education Plans
- have access to and take account of appropriate documentation in relation to children's additional needs (eg. Speech and Language Targets, Individual

Education Plans, Physiotherapy Programme, Ethnic Minority Achievement Support Service Report)

- have regular shared communications with the named SENCo /manager and be available for meetings and SEN reviews as required
- ensure that, when there are increased staffing ratios related to a child's Statement of SEN or Inclusion funding, the child's needs are understood and supported by all practitioners in the setting
- plan for shared communications and transfer of all relevant documentation, in relation to additional needs, when transitioning to a new key person or setting

2.4. Date to be reviewed

All the Learning and Development section of the policy was adopted by Little Miracles Nursery.

Created On: 1st September 2018

Date to be reviewed: September 2021

Signed on behalf of the provider:

Name of Signatory: Shelena Begum & Shoid Islam

Role of signatory (e.g. chair, director or owner): Directors

Date to be reviewed	Date reviewed	By who	Signature
September 2018	created	Shelena	
September 2019	3 rd March 2019	Shelena	
September 2020	September 2020	Shelena	
September 2021	November 2021	Shelena	