



Wiggleberry Nursery – Care, Learning and Play Policy and Procedure

At Wiggleberry Nursery we are committed to meeting and supporting the individual needs, interests and stage of development of each child in our care. We use this information to plan a range of challenging and enjoyable experiences and play opportunities for each child in all the areas of learning and development.

Our values and the Early Years Foundation Stage

Wiggleberry Nursery follows the 'Statutory framework for the early year's foundation stage 2024'. We ensure all our practitioners, apprentices and students/volunteers understand the importance of the framework and how it is used to support children's learning and development, we do this through our rigorous induction processes.

Wiggleberry Nursery ensures quality and consistency is present in everything we do, so that every child makes good progress and no child gets left behind. We ensure we have:

- a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly,
- partnership working between practitioners and parents and/or carers,
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

Wiggleberry Nursery and all practitioners who teach and support children understand and respect that children are born ready, able and eager to learn. Our approach and values to teaching and learning mirror that of the Early Years Foundation Stage;

Unique child - Wiggleberry Nursery believes that every child is unique, they are constantly learning and can be resilient, capable, confident and self-assured.

Positive relationships - Wiggleberry Nursery recognises that children learn to be strong and independent from a base of loving and secure relationships with parents/carers and key people.

Enabling environments with teaching and support from adults - Wiggleberry Nursery understands that learning rich environments and the role our staff team plays are both key in supporting and extending children's learning and development.



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Learning and development - Wiggleberry Nursery respects that all children develop and learn in different ways and at different rates, including children with SEND, and all areas of learning and development are equally important and inter-connected.

We continually strive to provide quality and consistency so that every child within our care makes good progress and no child gets left behind. We provide a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are regularly assessed and reviewed. We strongly believe partnership working between practitioners and parent/carers are key to children's learning and development and we wholeheartedly believe in equality of opportunity and anti-discriminatory practice; we ensure that every child is included and supported.

Staffing arrangements

Staffing arrangements meet the needs of all children, and their safety is paramount. Children are always within sight or hearing of staff.

The Nursery Manager holds a QTS qualification and Level 2 and 3 qualifications in early years (minimum Level 3 and 2 years' experience). In her absence, there are 2 nominated Deputy Managers who can take their place.

Practitioners aged 17 or over are included in ratios, and anyone working under 17 is always supervised. Students and volunteers on long-term placements aged 17 or over and staff working as apprentices in early education (aged 16 or over) may be included in ratios if the setting manager is satisfied, they are competent and responsible, and relevant risk assessments have been taken.

We ensure all staff have sufficient understanding and use of English to ensure the well-being of children in their care.

Wiggleberry Nursery endeavours to ensure that all Early Years staff hold a current paediatric first aid certificate that meets the requirements of the Early Years Foundation Stage (EFYS) Statutory Framework 2024. At least one person who has a current paediatric first aid certificate will be always on the premises, and additional staff with relevant certificates will accompany outings. All paediatric first aid certificates are renewed every 3 years. All newly



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qualified entrants to the early years workforce who have completed a level 2 and/or level 3 qualification on or after 30 June 2016, must also have either a full PFA or an emergency PFA certificate within three months of starting work in order to be included in the required staff:child ratios at level 2 or level 3 in an early years setting

Ratios - A least one member of staff with a full and relevant level 3 qualification and at least half of all other staff will hold a full and relevant level 2 or above.

- 0-2 – 1:3
- 2-3 – 1:5
- 3-5 – 1:8
- 1:13 – Where a suitable person holding Qualified Teaching Status, Early years professional status, Early years Teacher Status or another suitable level 6 qualification and an accompanying member of staff holding a full and relevant level 3 qualification.

Managers and other professional bodies may determine a higher staff:child ratio than the minimum requirements to ensure the safety and welfare of children or when supporting children with SEND. In exceptional circumstances, Managers may determine a lower staff:child than the minimum requirements. Paragraph 3.31 of the framework states: 'Exceptionally, and where the quality of care and safety and security of children is maintained, changes to the ratios may be made.' This will only be actioned in exceptional circumstances, will be risk assessed and will only be actioned if the safety of our children and staff will not be compromised.

Key person

Each family is allocated a key person who will be the main point of contact for the child and the family. When allocating a key person the following considerations will take into account:

- Individuals with whom the child or family have struck up a bond with during the settling in period
- Individuals the child forms strong, positive relationships with when they begin attending nursery
- The shift pattern of each practitioner and sessions the child attends



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- The experience and training of individuals which may be more suited to a child's individual needs e.g. children with SEND may be better suited to a key person with experience or specific training

Parents and carers will be informed of the child's key person once their child has started the setting. They will receive a letter detailing the key person, details of their additional roles and responsibilities e.g. SENCO, DSL etc, how they can support the family, and who the child's secondary key person is. In some instances, the allocated key person will be changed if this is deemed in the child's best interests, for example if a child forms a more positive relationship with another staff member or if certain interests or needs become apparent after the child has been in nursery for a period of time.

Each key person is responsible for ensuring that every child's care is tailored to meet their individual needs, maintain up to date records of children and enhance learning and development in line with our curriculum. The key person will be responsible for complete assessments and implement strategies to support learning help the child reach their full potential. The key person will help the child become familiar with the setting and form positive relationships with both the child and their parents and carers.

If the family's key person is absent for short periods of time (annual leave, sickness, bereavement etc.) around 1-3 weeks, the secondary key person system will take place. This secondary key person will take over key person duties and roles for that individual child. Parents/carers will be informed verbally. If the family's key person is absent for a long period of time, 3 weeks or more a new key person will be allocated and parents/carers will be informed with a new letter.

Daily care feedback

At the beginning of each session key persons or familiar staff receive a handover from parents/carers asking about the wellbeing, events, home learning etc. of the child. All parents/carers receive a verbal handover of their child's day at the end of each session, focusing on key learning opportunities. If primary carers are unavailable for collection, key persons, Deputy Managers or Nursery Manager will contact parents via telephone to discuss anything significant in the child's day, if required.



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Wiggleberry Curriculum

Our Vision

At Wiggleberry Nursery our vision is allowing everyone to THRIVE - this applies to every aspect of nursery life.

Our Values

- 1) We value every child for their individuality.
- 2) We value parents and carers, working in partnership to provide a child centric approach.
- 3) We value providing opportunities which allow each child to reach their own individual, developmental potential.
- 4) We value providing support for children with SEND to enable them to fully access nursery life.
- 5) We value providing a happy, safe and engaging environment to provide the best opportunities for our children to thrive.
- 6) We value our staff and ensure they have opportunities to grow both personally and professionally.
- 7) We value working in partnerships with third parties to ensure each child receives the full support they deserve.

Our Ethos

We want our children, our relationships with parents and our staff to **THRIVE!** Our children, our relationships with parents and our staff **THRIVE** at Wiggleberry Nursery because they are happy, safe, respected, supported and nourished.

Together, we are

Happy, we form strong

Relationships, increase our

Independance, know we are

Valued and are secure in our

Emotional wellbeing

Our Super Six Curriculum Goals



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Super six represents the six key curriculum goals we would like our children to achieve during their time in nursery. Linking into the key areas of learning above and the Early Years foundation stage statutory framework, our super six learning goals are:

- 1) To look after and care for a pet
- 2) To recognise numbers to 20 and count to 10
- 3) To be able to independently tidy and care for nursery resources
- 4) To sing a song at carpet time
- 5) To communicate personal choice at the snack table and talk about their choices
- 6) To be school ready

Children will be encouraged and supported through learning and play to achieve all 6 goals by the time they leave the setting to go to school.

Learning and play

Play is essential for children's development, building their confidence as they learn to explore, to think about problems and relate to others. We believe children learn by leading their own play and by taking part in play which is guided by knowledgeable adults, therefore each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated play.

Wiggleberry Nursery strives to promote independence and sufficient challenge to children, encouraging free flow routines (snack, drinks stations, personal hygiene routines, indoor/outdoor play, continuous provision, in the moment planning etc)

We believe that all areas of learning are interconnected and important. As part of our learning and play ethos we ensure that the three prime areas of learning are used as a base of focus. These are crucial for igniting children's curiosity and enthusiasm for learning, for building their capacity to learn and helping them form positive relationships, thus allowing them to thrive. When children are skilled in the prime areas, we begin to introduce the specific areas of learning, through which the prime areas are strengthened and applied. We ensure all our educational programmes encompass:

Prime areas

- Communication and language



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- Physical development
- Personal, social and emotional development

Specific areas

- Literacy
- Mathematics
- Understanding the world
- Expressive art and design

In planning and guiding children's activities, practitioners reflect on the different ways children learn and reflect these in practice. Three characteristics of effective teaching and learning are;

- Playing and exploring – children investigate and experience things, and have a go
- Active learning – Children concentrate and keep on trying if they encounter difficulties and enjoy achievements
- Creating and thinking critically – Children have and develop their own ideas, make links between ideas and develop strategies for doing things

English as an additional language

We ensure that for those children whose home language is not English, where appropriate, they have suitable opportunity to develop and use their home language in play and learning. Working in partnership with parents, where appropriate, parents/carers will be asked to provide key words or phrases in the child's home language and practitioners may use these in play and everyday routines. We also ensure children are given ample opportunity to learn English by modelling and extending use of English language through play, learning and social interactions, providing opportunities to practice English words and phrases. Practitioners assess the child's skills in English across the EYFS, accounting for speech and language skills in their first language. Any concerns in this area will be raised to the SENCO and advice and support will be provided.

Children with special educational and additional needs

At Wiggleberry Nursery we aim to provide a happy, stimulating and secure environment for all children, where individual needs and abilities are valued and celebrated (See Inclusion



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Policy and Procedure). Wiggleberry is a fully inclusive setting and provides care, learning and development opportunities for children with a wide range of special educational needs. We have two named experienced SENCo's who can provide support to those children accessing provision and the wider team.

Intent, Implication, Impact

We offer a broad and varied curriculum of carefully planned activities, play opportunities and interactions based on ongoing formative assessment, this is at the heart of effective early year's practice, and it allows practitioners to consider ways to support the child to strengthen and deepen their current learning and development.

Plans are compiled from in-depth termly meetings held with the manager and each child's key person which aims to identify the child's development level in each of the seven areas of learning. An attainment discussion is held regarding each child to ascertain if they are working below expected, at expected or above expected in each area of learning and to help identify primary and secondary needs.

These discussions are then placed in conjunction with:

- our Wiggleberry Curriculum
- each child's individual interests
- identifying the level of adult input required
- identifying what resources are required

This sets the intent of our learning and development.

We also obtain further information about our children from:

- Parent/carer observations – verbal, parental contributions to Wiggleberry parents' social media pages, all about me forms, WOW board contributions etc.
- Practitioner observations – knowledge, in the moment observations, baselines, learning stories etc.



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- Children’s own interests and how these change over time

Practitioners use the Wiggleberry Curriculum, their detailed knowledge of each unique child, the EYFS Framework (areas of learning and early learning goals) and Birth to Five Matters to understand each child’s level of achievement, interests, characteristics of effective learning to shape the implication of learning experiences for each child.

Assessment plays an important part in helping parents, carers and practitioners to recognise the impact of learning and development on children’s progress, understanding their individual needs and ensuring ongoing appropriate activities and support are in place.

Careful assessment and analysis of observations and deciding what they tell us about children includes;

- Discussing and documenting progress on a termly basis discussed at in-depth attainment meetings – reflecting on each child’s progress in relation to the curriculum and the seven areas of learning from the EYFS framework
- Discussing and deciding next steps
- Reflecting on cohort tracking data
- Completing a 2-year integrated progress check
- Referencing milestones on the Birth to Five matters document

Practitioners consider and use their in-depth knowledge of each child, assessment, individual needs, interests and stage of development to plan challenging and enjoyable activities and experiences in all areas for all children. Though plans are completed for each child, practitioners respond to day to day ‘in the moment’ observations of children and adapt planning and assessment accordingly.

Two-year integrated progress check

When a child attending nursery is 2 years old, a 2 year Ages and Stages Questionnaire (ASQ) is completed by the parent/carer and discussed with the Community Nursery Nurse (CNN) or Health Visitor (HV). Parents consent to share this information with Wiggleberry Nursery and this is recorded on the Health system.



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A meeting is held between the child's parents and the child's key person, where parents/carers are given the opportunity to share the ASQ Summary sheet and discuss the outcomes of the ASQ. The child's key person uses a range of information including:

- The outcomes of the ASQ
- Information about the level of learning and development gained through the child's time in nursery against the prime areas of learning (Communication and Language, Personal, Social and Emotional and Physical development), referencing the individual child's nursery assessments.
- The child's characteristics of effective learning.

This enables the child's key person to complete an Integrated Progress Check In form, provided by Doncaster Metropolitan Council (DMBC) in conjunction with the child's parents.

As part of this process we are able to:

- Review the child's progress, and provide parents and/ or carers with a short-written summary of their child's development in the prime areas which can be used to support their child's learning at home;
- Identify the child's strengths, and any areas where the child's progress is less than expected – highlighting any significant emerging concerns (or identified SEND);
- Develop a targeted plan to support the child, involving other professionals such as the special educational needs co-ordinator (SENCO) or the area SENCO, where appropriate;
- Highlight areas where good progress is being made, areas where some additional support might be needed or areas which may indicate there is a concern that a child may have a developmental delay (which may indicate SEND and the need for a targeted individual education plan, written to support the child's future progress.)
- Describe the activities and strategies we intend to adopt to address any issues or concerns;
- Gain consent from parents to share information directly with other relevant professionals.

The form is signed by the parent/carer and the key person. The form is then passed to the Deputy Manager – Learning and Development in the position of 2 year progress check lead,



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who will read through the report, using their own knowledge and experience to ensure the form is an accurate representation. At this stage, any concerns or misrepresentations can be identified and addressed. If there are no concerns, the form will be passed to the HV or CNN to sign. Parents, Wiggleberry Nursery and the Health representative will all retain a copy of the form.

If a child moves settings between the ages of two and three and the check has not been completed, the setting where the child has spent the most time will complete the review. Consent from parents/carers must be sought in order to share information directly with other professionals.

Early Years Foundation Stage Profile (EYFSP)

Usually, in the term of the year in which the child reaches the age of five, children have already transferred to a local Primary school where an EYFS profile will be completed for each child. The Profile provides parents and carers and practitioners with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. The Profile is a professional judgement to inform discussions with parents/carers and teachers. Each child's level of development is assessed against the early learning goals (EYFS 2024). This assessment indicates whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). Wiggleberry Day Nursery will produce EYFS profiles if it retains any children until this age and will provide results to the local authority upon request.

Outdoor Play

Outdoor play is an integral part of the curriculum and play and is part of everyday routines at Wiggleberry Day Nursery. Children have access to the outdoors in conjunction with daily routines. Children's requests to access the outdoor play space will be heard and their characteristics of effective learning always taken into consideration. Practitioners continue the learning and play teaching philosophy outdoors, ensuring play is challenging, meets the needs of all three prime areas and offers high quality resources etc.

The outdoor space will be set up for learning through play each morning and tidied away each evening. Resources and activities will:



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- reflect children’s growing interests,
- be age and stage appropriate,
- extend activities from indoors to outdoors (the outdoor space presents opportunities to do things on a much larger scale and for practitioners to provide outside experiences)
- Use a broad range of equipment, including that not suitable for indoor play e.g. bikes, ramps, urban scrap etc.

Practitioners will complete a series of risk assessments and follow the correct health and safety procedures for outdoor play. If staff identify equipment, environment or play that is judged to be unsafe, they must take the relevant steps to make it safe. This may include the disposal of equipment, repairs being made, alerting the Nursery Manager or cordoning off unsafe areas etc. When children are accessing climbing equipment, one member of staff must be present to support this play and staff must ensure play equipment is accessed appropriately and safely. Staff must ensure that all outdoor play equipment is stored safely and correctly at the end of the day.

Practitioners will ensure children are dressed appropriately for the climate and encourage older children to develop an understanding about dressing themselves appropriately. Un-safe weather conditions (see weather policy) may prohibit outdoor play.

Where possible, we make reasonable adjustments and adaptations to routines and environments to ensure all children can access the outdoor area freely and safely, under the Equality Act 2010.

Risk taking

We endeavour to create an atmosphere where children can learn to take risks in a controlled environment. Risky play is encouraged at Wiggleberry Nursery as children who take risks learn negotiating skills, understanding, judging and can make judgments about their own capabilities. Children who learn in their early years to make their own reasoned decisions, rather than simply doing what they are told to by others, will be in a stronger position to resist pressures and make informed decisions. Practitioners make learning safe by:

- Supporting children to develop a sense of their own boundaries and manage personal risks.



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- Having discussions with children about how to keep themselves safe.
- Observing and identifying children who need greater challenge or specific support.
- Carrying out relevant health and safety checks.
- Distinguishing between acceptable and unacceptable risks and removing any hazards.

Food play

We encourage activities which involve tasting different types of food, and activities which involve children in preparing and eating different food types. We understand that learning experiences are provided through exploring different textures and food may be used in play.

When children are participating in food play, staff must have first carried out a risk assessment to identify risks such as food allergies or intolerances, choking hazards etc. Staff will supervise objects that are put in mouths or dropped onto the floor. All toys and equipment used in food play will be sterilised afterwards to reduce cross contamination.

Supporting our Fundamental British Values

Wiggleberry Nursery believes in the importance of promoting British Values within our Nursery. We aim to provide a high standard of provision contributing to each individual child's physical and emotional health, safety and well-being, including their spiritual, moral, social and cultural development.

The Counter Terrorism and Security Act also places a duty on early years providers **“to have due regard to the need to prevent people from being drawn into terrorism”** (The Prevent Duty June 2015, updated September 2023). Statutory guidance on the duty is available at www.gov.uk/government/publications/prevent-duty-guidance

Wiggleberry Nursery can help to build children's resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist's views. We will aim to provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. For early year's childcare providers, the statutory framework for the Early Years Foundation Stage continues to set the standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world.



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Wiggleberry Nursery promotes and supports fundamental British Values throughout its early year's settings in various ways;

Democracy – Making Decisions Together

We focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development.

At Wiggleberry we do this by:

- Staff encourage children to know and understand that their views count,
- We encourage children to respect each other's views and values and talk about their feelings,
- Where and when appropriate, we demonstrate democracy in action e.g. the children share views on what the theme of their role play area could be with a show of hands or children share views on what 'book of the month' could be.
- Staff support the decisions made by the children and provide various activities that involve turn-taking, sharing and collaboration.
- We provide opportunities for children to develop a curious and inquisitive mind in an atmosphere where questions are valued
- We talk about buildings they will have seen in the local area and discuss their purpose
- Staff help to educate children about the history of their environment
- Staff involve children in their planning e.g. What do they enjoy playing with, what would they like to do? What would you like to happen next time?

Rule of Law- understanding about rules as cited in Personal, Social and Emotional Development

As part of the focus on managing self and self-regulation, and as a key element of our Curriculum, staff can ensure children understand their own and others' behaviour and its consequences, learning to distinguish right from wrong. Staff encourage children to be able to explain the reasons for rules, knowing right from wrong and trying to behave accordingly. Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand that rules apply to everyone.

At Wiggleberry we do this by:

- ensuring that children understand their own and others' behaviour and the consequences their behaviours can have on others

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- ensuring healthy boundaries are in place and shared with our children
- educating children so that they can distinguish what is right and what is wrong
- collaborating with children to create the rules and codes of behaviour e.g. to agree rules about how we play in certain areas (e.g. are we happy for us all to dig in the vegetable patch which might hurt the plants) or how and when we will tidy up
- having a robust behaviour policy in place
- where possible we encourage visits from people who help us such as the police, fire brigade, paramedics etc (please see Covid 19 Policy and Procedure)

Individual Liberty – Freedom for all

As part of the focus on self-regulation & managing self as cited in Personal Social and Emotional Development and people, culture and communities and the natural world as part of Understanding the World, children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.

Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions.

At Wiggleberry we do this by:

- helping children to develop a positive sense of themselves by providing opportunities for children to develop their self-knowledge, self-esteem, and increase their self-confidence through a robust planning system which is individualised to meet the specific needs of each child, considering their personal interests individual abilities.
- operating group times, circle times or other sociable activities where children are given time to reflect on their differences and understand that we are free to have different opinions e.g. small group discussions about how they feel transferring rooms/school
- providing an opportunity for personal choice; snack time, continuous provision
- promoting sensible use for computers and IT products
- celebrating events within the setting, including widely known celebrations and those individual to children within the setting

Mutual Respect and tolerance – treat others as you want to be treated



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This is promoted as part of the focus on people, culture & communities, self-regulation, managing self and building relationships as cited in Personal Social and Emotional Development and Understanding the World.

At Wiggleberry we:

- Ensure our managers and staff create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community
- Children are encouraged to develop a tolerance, appreciation and respect of their own and other cultures
- Actively promote good manners
- Children know about the similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practises, celebrations and experiences
- Staff encourage and explain to children the importance of tolerant behaviours such as sharing and respecting other's opinions
- Staff to promote diverse attitudes and challenge stereotypes e.g. sharing stories that reflect and value diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping
- We hold sports day which provides the children an opportunity to work as part of a team
- Involve children in various environmental topics
- Create links within the local community
- Encourage world topics within the setting e.g. World cup, Olympics
- Each room has a calendar of events for children and families to complete on a monthly basis

Spiritual, Moral, Social and Cultural Awareness (SMSC) is embedded throughout the Early Years Foundation Stage through the unique child approach and individualised planning. SMSC supports the implementation of British Values within the Early Years sector.

Spiritual

- On-going resources are provided throughout the continuous provision that reflect a wide range of communities and cultures
- We explore the local environment, encouraging children to make sense of their world and community
- Children are introduced to various food on a regular basis to encourage new experiences/healthy eating



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- Children/parents/carers are given opportunities to be able to share individual celebrations
- Children are encouraged to share experiences from home e.g. through show and tell, circle time
- Staff provide expressive and creative experiences using various media and resources including music, movement and dance

Moral

- Staff provide structure and boundaries within the setting to ensure children understand expectations
- Circle time is used to act out scenarios and highlight morals within the setting
- Emergency services personnel are invited to site to discuss their roles and to raise awareness of how the services help us
- Consequences to rule breaking are discussed
- A calendar of events is used to enable group discussions around specific events
- Topics and issues are addressed such as recycling and visits to different places discussed to provide real life experiences

Social

- All children are encouraged to mix within the different age groups on a regular basis
- Children are encouraged to share experiences and celebrations with peers at nursery, this will open children to new experiences
- Children are allowed the opportunity to solve problems between themselves
- Opportunities are provided to allow children to let their views be known e.g. voting systems
- Children are encouraged to understand the needs of others, to empathise and understand the feelings of others

Cultural

- 'All about me' sheets are included into the registration process and are regularly updated. This information can be discussed with the child and photos used alongside
- We discuss cultural experiences which may include food tasting, wearing costumes, music or dance.
- We use sporting events within the media to influence activities within the setting
- Resources are regularly reviewed within the setting

What is not acceptable is:

- actively promoting intolerance of other faiths, cultures and races
- failure to challenge gender stereotypes and routinely segregate girls and boys



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- isolating children from their wider community
- failure to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs