

LEARNING & DEVELOPMENT POLICY

General legal requirement:

- Provider must plan and organise their systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.
- Adult looking after children must have appropriate qualifications, training, skills and knowledge.
- Children's behaviour must be managed effectively and in a manner appropriate for their stage of development and particular individual needs.
- The provider must take necessary steps to safeguard and promote the welfare of children.

The Pre School plans to provide the children attending with opportunities that will support and promote their overall development in a safe, stimulating and caring atmosphere, created by appropriately trained, qualified, knowledgeable staff, working directly with parents and carers, plus involve all their families within our community who are interested in and support our aims. This we believe will then provide a high quality and age-appropriate learning environment, where playful, experiential and active learning is at the heart of the child's curricular experiences both indoors and outdoors.

We are registered with Ofsted and follow the statutory Early Years Foundation Stage framework, EYFS.

Purpose and aims of the Early Years Foundation Stage.

The overarching aim of the EYFS is to help young children achieve the five **Every Child Matters** outcomes of;

- Staying **S**afe
- Being **H**ealthy
- Enjoying and achieving
- Achieving **E**conomic well-being
- Making a **P**ositive contribution (**SHEEP**- this anagram makes it easier to remember!)

It aims to achieve this by;

- **Setting the standards** for learning, development and care young children should experience when they are attending a setting outside their family home, ensuring that every child makes progress and that no child gets left behind;
- **Providing for equality of opportunity** and anti-discriminatory practice and ensuring that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability;
- **Creating the framework for partnership working** between parents and professionals, and between all the settings that the child attends;
- **Improving quality and consistency** in the early years sector through a universal set of standards which apply to all settings, ending the distinction between care and learning in the existing frameworks, and providing the basis for the inspection and regulation regime;
- **Laying a secure foundation for future learning** through learning and development that is planned around the individual needs and interest of the child, and informed by the use of ongoing observational assessment.

Context and legal responsibilities.

- The EYFS is a central part of the ten year childcare strategy *Choice for parents, the best start for children* and the landmark **Childcare Act 2006**. The Act provides the context for the delivery of the EYFS and taken together with the other elements of the strategy, the EYFS will be central to delivery of the new duties on improving outcomes and reducing inequalities.
- Recent year have seen significant developments in early years curriculum and standards. The EYFS builds on these and practitioners will recognise continuity with the principles, pedagogy and approach of the *Curriculum Guidance for the Foundation Stage*, the *Birth to Three Matters* framework, and the *National Standards for Under 8s Daycare and Childminding*. These three

frameworks are replaced by the EYFS and are no longer in use.

- The EYFS is given legal force through an Order and Regulations made under the Act. Since September 2008 it has been mandatory for all schools and early years providers in Ofsted registered settings attended by young children – that is children from birth to the end of the academic year in which a child has their fifth birthday.

(from The Early Years Foundation Stage Statutory Framework May 2008; DfES)

The Pre School is committed to provide activities which use equipment appropriate to the age and stage of development of the children attending, which will stimulate their interest and encourage investigation, as well as enabling the children to practice existing skills and to build on those skills to acquire new ones. Playful learning experiences are developed from the basis of their own interests and preoccupations, some of which we recognise come from their *home life* and some from their 'Pre School' life.

We believe care and learning go *hand in hand* and at our setting we work hard at learning about all children prior to them starting; arranging home visits and providing parents with a information sheets entitled *All About Me and Parent Voice* for them to be complete about their child/ren. Home visits provide us with the ideal opportunity to 'get to know' the children before they start, watching them in their own environment, listening to parents and noting any special information; this fosters a partnership with parents from the very beginning and enables us to provide resources specifically tailored to their needs.

The EYFS has four themes, **A Unique Child**, **Positive Relationships**, **Enabling Environment & Learning and Development** and within these are commitments and principles that guide us. There are sixteen commitments - one of these contains the Areas of Learning and Development; six areas of learning and development, all of which are interconnected to one another and equally important;

- **Personal, Social and Emotional Development**

Children will be provided with experiences and support which will help them to develop a positive sense of themselves and of others; respect for others; social skills; and a positive disposition to learn. The Pre School will ensure support for the children's emotional well being to help them to know themselves and what they can do.

- **Communication, Language and Literacy**

The Pre School will support the children's learning and competence in communicating, speaking and listening; providing a range of quality fiction and non fiction books and props to encourage reading and provide mark making media for the children to experiment with. The Pre School will provide opportunities and encourage the children to use their skills in a range of situations and for a range of purposes, and be supported in developing the confidence and disposition to do so. The setting will use Makaton when communication with all children as frequently as possible

- **Problem Solving, Reasoning and Numeracy**

The Pre School will support all children in developing an understanding of problem solving, reasoning and numeracy in a broad range of contexts in which they can explore, enjoy, learn, practise and talk about. Opportunities will be provided for children to practise these skills and gain confidence and competence in their use.

- **Physical Development**

The Pre School will support the physical development of all children by providing opportunities for them to be active and interactive and to improve their skills of co-ordination, control, manipulation and movement. We will support the children to use all of their senses to learn about the world around them and to make connections relating to what they already know and extending on. The importance of Physical activities; making healthy choices regarding food and developing awareness of danger-risks in play.

- **Knowledge and Understanding of the World**

The Pre School will support the children to develop their knowledge, skills and understanding about the world in which they live in. Learning will be supported by offering opportunities for the children to use a range of tools safely, encounter creatures, people, plants and objects from their natural environment and undertake practical 'experiment', plus work with a range of materials.

- **Creative Development**

The Pre School will support creativity by encouraging exploration, providing resources to experiment with and extend their thinking skills. Opportunities to explore and share thoughts, ideas and feelings - through a variety of art, music,

movement, dance, imaginative and role play activities, mathematics and design and technology.

As qualified, experienced, and knowledgeable early years practitioners we committed to;

- Plan and resource the setting, inside and out, to ensure it is stimulating, challenging and that children feel safe and secure - supporting them to become confident learners in an enabling environment and celebrate all children's achievements. Nurturing and supporting each child's care and learning and, in addition, provide areas for energetic activity and quiet activities.
- Recognise that children have a right to play – under the United Conventions on the Rights of the Child, Article 31.
- Support children's learning through planned play activities – observing all children in their playful learning and interacting, asking open ended questions and responding
 - Support and extend children's spontaneous playful learning (child initiated), extending and developing children's personal, social, emotional, language, cognitive and physical needs and skills
 - Provide quality adult led activities that support all aspects of the EYFS and Every Child Matters agenda
 - Work in partnership with parents, encouraging their involvement in their child's assessment process, by verbal comments, writing observations or providing photographic evidence
 - Plan for key persons and other staff to undertake sensitive observational assessment on all children, in order to plan to meet their individual needs. Records of all children's progress and achievements are made in their individual folder and shared with parents, other professionals directly involved with the child, and other settings or childminders that the child attends.
 - Work with other agencies, professional bodies to support children's individual needs, for instance Early Years Support Teacher, Inclusion Co-ordinator, Speech and language therapist.
 - Continue to attend relevant training to up date our knowledge and skills and improve our practice
 - Reflect and evaluate our own practice and the setting, identifying areas for development
 - Support each other! The TEAM.

This policy has been adopted by Herstmonceux Pre School, February 2009.

Signed by Proprietor/managerMrs K Hathaway

Review Date: _____ By Whom: _____
Comments: _____

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