



Learning and Development Policy

As a childcare setting, we follow the guidelines from the Early Years Foundation Stage (EYFS) Development Matters Framework, birth to five matters framework and the SEN Code of Practice, which is outlined by the government for early years practitioners to follow when assessing, planning, and working with children aged 0-5 years. This framework highlights the critical learning period a young child experiences where they develop essential skills to support them now and throughout their lives. For this reason, it is essential that we make each child's experience in our setting a fun, exciting, happy, active and secure environment where they are able to thrive.

Each child will have an allocated key person who is responsible for tracking, assessing, and monitoring each individual child's development. You will be informed of the name of your children's key person who will have a profile on our website and on the board in the porch when you first attend the setting to enable you and your child to begin building a good partnership with each other. It is paramount to work collaboratively to ensure we are supporting your child in the best way possible.

When you enrol your child into our setting you will be provided with a starting points sheet to complete to help us get to know your child and their abilities a little quicker.

When planning for activities, guiding play, and supporting children we will follow the child's interests. The EYFS states 3 characteristics of effective learning. These include-

1. "Playing and exploring- investigating and experiencing things.
2. Active learning-children concentrating and keep on trying if they encounter difficulties.
3. Creating and thinking critically developing their own ideas, making links and developing problem solving skills."

We will also provide tools and equipment that will support each area of the development in the EYFS, these include-

1. "Physical Development
2. Communication and Language
3. Social and Emotional Development
4. Literacy
5. Mathematics
6. Understanding the world
7. Expressive art and design"

We will follow the EYFS guidelines including-

- Working in partnership with parents/carers such as discussing and keep up to date with your child's developmental needs, new interests, likes or dislikes.

- Ensuring that if parents/carers are up to date with their child's next steps to support them at home.

- Notify all parents/carers of the 'EYFS Guidance for Parents'.

- Gain parental consent if the situation arises where we need to share any of your child's information with another setting, if they attend a second setting or are with other professionals connected to the child.

- Work together with parents/carers and other setting connected to the child.

- When planning we will consider each child's individual needs, interests and stage of development to ensure that we are creating interesting and stimulating activities and environments that suit each child. No child at Next Steps will be discriminated against regardless of need or disability as stated in the 'Equality Act 2010'.

- Ensure that we are planning activities and play to support different areas of the EYFS, which are a mix of both child initiated and adult led activities.

- Carrying out 2-year checks when each child passes their 2nd birthday.

The parents will be sent home an assessment which they will be asked to complete and the child's keyworker will also complete an assessment.

Once both assessments have been completed the child's keyworker will be able to gauge an accurate stage of development for each area of the child's learning.

- parents/carers will be informed about a range of activities that their child has been participated in, which supports their development.

-Encourage parents/carers to regularly bring in their child's diary to ensure that all parties have current information including achievements.

To ensure that we uphold Ofsted's requirements we will-

- Undertake regular training and professional development opportunities.
- -Record and communicate different interests that a child had developed.
- include parents/carers in their child's development progress.
- We will record any information passed on by any parent/carer regarding their child's 2-year check and other updates given by other professionals.
- Provide a stimulating environment and resources to encourage child development and enable children to take risks and explore.
- Educate children about cultures, communities, religions and different ways of life.
- Keep up to date with the EYFS Development Matters Framework.
- Carry out regular observations on each child carrying out a variety of activities such as playing, interacting, daily routines, outings or planned activities.

We will support children's development by-

- Ensuring we provide appropriate play time with an adult
- Sensitively participate within children play and following their ideas.
- Provide a range of stimulating activities, outings and resources to allow children to explore, and discover their own interests.
- Encourage children who need more stimulation in certain activities and calm down any children who are over stimulated.
- Offer children appropriate support when need, to help them reach their goal without ruling their play.
- Modelling different play techniques such as role play by pretending one object is something else.
- Encourage children to begin risk assessing for themselves.
- Verbally and non-verbally support and encourage children's confidence.
- Observe how children connect with activities with consideration to their learning style, enjoyment and engagement.

- Encourage children to try again when they don't first succeed. 'Practice makes perfect' and we all make mistakes and learn from them.
- Allow children to be independent in their decision-making skills such as choosing an activity or toy to play with.
- Encourage children to plan, do and review so they can develop their own goals and extend their knowledge.
- When appropriate, ask questions on a child's play to encourage their thinking development.
- Encourage children to think together by sharing their opinions, thoughts and ideas.
- Ensure that praise is specific and complements the children's efforts.
- Support and allow children to make mistakes and feel safe doing so, we will compliment the child's efforts and ideas.
- Allow every child time to talk and share. Their questions, thinking and statements will always be valued.
- Allow children to make connections between their experiences.
- Allow children to talk about any problems they may have encountered and together think about problem solving strategies.
- Give children the opportunity for freedom and time to become fully engaged in an activity of their choice.
- Encourage children's focus for appropriate amounts of times.

We will ensure that the setting/environment is-

- Safe and secure, giving children the opportunity to freely explore the surroundings.
- Ensure children have access to stimulating resources that are open-ended and can be used in a variety of ways.
- Ensure we have resources that promote equality and diversity.
- Try to limit the number of toys out at any one time to allow the children to play, move, build and enjoy.
- Try and limit the noise to allow the children to think.
- Incorporate a variety of natural resources and materials within the setting to promote sensory exploration.
- Create spaces where children can think creatively and be flexible.
- Ensure there is an optional quiet area for children who may need time alone.

- Allow children to develop transferable skills, which they can use in different ways.

We will offer the same level of education to those with English as a second language by providing additional tools to help them.

When children who are bilingual or have a speech impairment-

- We will find information about the child's first language including working closely with their parents/carers.
- Plan and implement a variety of opportunities for the child to interact with their peers and develop their language skills.
- If possible, we will organise a regular visitor who speaks the child's first language.
- We will create appropriate gestures and visual cues including signs (English and the child's first language) to communicate with the child whilst their language develops.
- We will use simple language clearly and repeat if needed when communicating with the child. We will also allow the child time to respond.
- We will find toys, books and resources that reflect the child's language and cultural background.
- Carry out regular routines and activities so that the child has the opportunity to pick up the language.
- Play a variety of games and music, which develop and strengthens both of the child's language.

If a key person discovers that any child is not meeting their developmental milestones, they will report this to a deputy or a manager of the setting. We will then arrange a meeting to inform the parents/carers of our concerns. If possible, we will always work with the parents/careers to support the child in reaching these milestones. If the child has still not achieved these milestones by the time they are six months older then the milestones not met, then we have a duty to refer the child to a professional who will be able to support the child. This will always be discussed with the parent/carer before any action has been taken and we will act as a support to the family through out the process. We encourage parents/careers to up hold a working relationship with us and ensure that they notify us with any up dates from other professionals or

organisations so that we can support the child in the best way possible and help them reach their milestones. Please note that this process works both ways, if any parent/carer has any concerns about their child's development they will always be listened to and a meeting can be organised to discuss their concerns.

In cases where children have additional needs, we will put alternative measures in place to help the child develop to the best of their ability.

- We will include them in all activities and daily routines.
- If children require medication or treatments such as physiotherapy etc, all staff members will be trained by a professional to enable us to provide this care.
- In the case where a child may have a life threatening condition all staff must be trained to monitor signs/symptoms and perform the relevant care in an emergency by a medical professional before the child may attend the setting.
- When children have special educational needs the SENCO and keyworker will work effectively with the parents/carers to assess, plan, do, review, to ensure the child is receiving the best possible help to enable their development.
- SENCO's Lisa Hatt (Deputy Manager) and Becky Hodges (Preschool assistant) will liaise with relevant authorities in regard to the child's learning and wellbeing.

Reviewed date: March 2023