



Northumberland Street
Alwick
Northumberland
NE 66 1 LT
Tel: 01665 510 241

LEARNING AND DEVELOPMENT WITHIN THE EARLY YEARS FOUNDATION STAGE (EYFS)

It is the responsibility of:

Lisa Lowes (Proprietor/Owner/Manager)

To ensure this policy is followed at all times.

CONTENTS

SECTION:

1. POLICY STATEMENT	PAGE 2
2. EARLY YEARS FOUNDATION STAGE (EYFS)	PAGE 4
3. ROLES AND RESPONSIBILITIES	PAGE 4
4. KEY WORKERS	PAGE 5
5. LEARNING AND DEVELOPMENT	PAGE 6
6. OBSERVATION, ASSESSMENT AND PLANNING	PAGE 9
7. ACTIVITIES	PAGE 13
8. DISPLAYS	PAGE 13
9. TRANSITIONS (potty training, changes in routines)	PAGE 14
10. LEGISLATION	PAGE 16

1. POLICY STATEMENT

*“Every child deserves the best possible start in life and the support that enables them to reach their full potential...early years providers must ensure that children learn and develop well and are kept healthy and safe.” Every child is seen as a **unique child**, who is constantly learning. Children can be resilient, capable, confident and self assured and learn to be strong and independent through **positive relationships**. They develop well in **enabling environments**, where their experiences are based around their individual needs and where there is a strong partnership between practitioners, parents/carers and/or professionals. **All children develop and learn in different ways and at different rates.***

These are the overarching principles embedded throughout the Early Years Foundation Stage (EYFS, 2012) (see section 2) and have been at the heart of our vision for all children who have ‘crossed our path’s’ since we opened in 1992!

We aim to provide the highest possible standards of care in a safe, loving, happy and homely environment that is accessible to all. Each and every child will be made to feel special and individual, cherished and thought about while they are away from home. Staff understand that children learn and develop in different ways and at different rates, they consider the individual needs, interests and stage of development of each child in our care, and use this information to plan challenging and enjoyable experiences for each and every child in all areas of learning, development and care.

Our committed team of qualified staff will aspire to develop their skills and knowledge; they will inspire and motivate all to be the best they can be, laying the foundations for lifelong learning. We will adapt our practice, provision and environment as much as humanly possible to sensitively support all children and their families. Our target is to ensure that no child gets “left behind” and is ‘suitably equipped’ and prepared for the big wide world!!

We will encourage babies and young children to achieve within all aspects of the Every Child Matters (ECM) (2003) Outcomes of:

- Being Healthy
- Staying Safe
- Enjoying and Achieving
- Making a Positive Contribution
- Achieving Economic Well-being

Working within the EYFS welfare requirements we will promote:

- **Quality and consistency** (with regards to all aspects of care and support towards children, families and professionals) and encourage children and adults to recognise and make the most of their abilities and talents.
- **Secure foundations for learning and development** (planning and assessing around the child needs) and provide a range of positive learning experiences that promote cognitive, physical and emotional development, whilst developing autonomy, independence and self-

confidence. A strong emphasis will be placed upon understanding the processes of learning, 'developmental norms', characteristics of effective learning and learning styles.

- **Effective partnerships** (with parents, children and other professionals), we want all children to feel safe, secure and comfortable with staff with this in mind all children are allocated primary and secondary **key workers**. Key workers work closely with parents to build up positive relationships and act as a bridge between the nursery and home, by seeking such information we can build on the foundations of what the child is learning at home. We will promote effective communication and provide language rich environments which establish and sustain relationships with children, families and other adults.
- **Equality of Opportunity** (ensuring all children and adults are included and supported), we aim to offer a service that promotes equality and diversity. Children and adults will be encouraged to develop a sense of well-being and positive self image; we will embrace each other's heritage, language spoken at home, religious beliefs, cultural traditions and home background. We actively take part in event on a local and national scale, adding to the life and well-being of the local community.

With regards to transitions our aim is to ensure that each and every child and their family are supported, management, staff and families will work together to identify possible transitions at the earliest opportunity and plan for these accordingly. We intend to recognise any emotions attached to the experience and support adults and children to manage their emotions during any transitional periods.

Meeting the individual needs of all children is central to our ethos, this includes under and over achievers, those with disabilities or additional/special educational needs, children whose home language is not English, and children from disadvantaged backgrounds (see also additional needs policy).

This policy will be reviewed **Annually**.

2. EYFS:

The EYFS is a statutory framework set by the Government and early years professionals to describe the time in a child's life between birth and the age of 5 (up to the end of reception year). It sets the standards for learning, development and care for children during this period and must be followed by nurseries, pre-schools, reception classes and childminders. The EYFS Framework can be accessed at: <https://www.education.gov.uk/publications/standard/AllPublications/Page1/DFE-00023-2012>.

We recognise that parents are children's first and foremost educators; everything they do (i.e. talking, reading, singing, involving and questioning) has a lasting effect on a child's learning as they progress towards and through school. Further information for parents can be accessed at www.earlyhomelearning.org.uk. Parents can also access local groups at children's centres or libraries, where they can join in with activities such as messy play or singing sessions to support their child's learning further. See also www.foundationyears.org.uk for a range of free resources and contacts.

We successfully implement the EYFS through

- Planning and providing activities and experiences (educational programmes) that are based upon **areas of learning and development*** and **each child's individual needs**. Children learn through play, we focus on the "process" of learning rather than any "end product". We reflect upon our practices and are committed to raising standards so all children and adults can fulfil their potential.
- Supporting children to work towards the **Early learning Goals** (the knowledge, skills and understanding children should have at the end of the academic year in which they are five).
- Undertaking formal and informal **assessment arrangements** (written and verbal) to measure a child's progress and share this information with parents/carers (and other professionals as necessary).
- Adhere to **safeguarding and welfare requirements**. Taking steps to keep children safe and promote their welfare through the implementation of strict policies and procedures. We will provide a safe, secure and inclusive environment where children can investigate, explore, move, problem solve, get on with others, experiment and take responsibility.

Team leaders, management and our Early Years Professional (EYP) support staff to implement the EYFS-our family centred approach ensures issues are detected early and addressed as they arise. Informal discussions and supervisions are essential in supporting staff and improving individual and group effectiveness.

3. ROLES AND RESPONSIBILITIES

Key workers:

- Are responsible for several children within their area during any given session. They familiarise children and their families with our setting, act as a key contact for parents and

other carers involved and ensure that children's care is tailored to meet their individual needs (see key worker section).

All staff:

- Receive relevant training for the age group they are working with.
- Work in partnership with children, families, other practitioners and professionals, whilst putting the needs of the children at the centre of their practice.
- Have high expectations of themselves and the children.
- Build relationships with all children in their section (and wider nursery wherever possible by spending time in other sections on a regular basis) and respond sensitively to children's needs, ideas, feelings and behaviour.
- Reflect upon policies, procedures and practices to keep children healthy, safe and secure. Ensuring experiences, activities, resources and routines promote children's learning, development and economic well-being.

Team leaders:

- Have early years and leadership experience and have undertaken relevant training. They work with others in their section and beyond; observing and reflecting upon policy, procedures and practices to ensure children's needs are being met.

The Manager (Lisa Lowes), Deputy Manager and Early Years Professional (EYP) (Sally Lane).

- Have extensive early years and leadership experience and have undertaken relevant training.

They:

- Spend time in each section on a daily basis, observing and evaluating policy, procedures and practices to ensure the needs of children and their families are being met.
- Arrange for any translation of relevant information (where English is not the primary language).

Daily discussions, weekly team leader, section discussions and ½ termly planning meetings enable staff and management to review policy, procedures and practices within the EYFS.

Parents must share all relevant information regarding their child's health, learning and care with key workers and/or staff. We ask them to share any of their child's 'wow moments', special occasions and interests.

4. KEY WORKERS

(See also roles and responsibilities)

The name of the key worker is made known to the parents prior to the child starting via the welcome letter. Secondary key workers are allocated to a family when the child starts.

Key workers are allocated to a child and its family based upon:

- The sessions the child attends (please note the key worker may not work every day the child attends).
- Amount and age of existing key children.
- Whether they have looked after previous siblings.
- Parental requests (wherever possible).
- Child's requests (wherever possible). We look at who the child naturally seeks out when with staff.

Key workers change as the child moves sections.

Key workers will attend a home visit with parents and their child prior to the child starting nursery to get to know each other. Where this is not possible parents will attend a ½ hour meeting with the key worker at the nursery prior to their child starting.

Key workers:

- Ensure the child's preferred name is used and introduce the child to other children and adults within the section and nursery.
- Will build up strong relationships with children and their families and be aware of any changes in the child's home circumstances which may affect the child's needs at nursery. They will be there to comfort, reassure and support children and their families at times of distress, anxiety or transitions.
- Spend meaningful time with all their key children on a daily basis (individually and as a group) and provide personalised experiences, care and attention through the environment, daily routines, activities and interactions.
- Closely observe and assess the child's progress in all developmental areas.
- Record appropriate information, ensure assessment records are up to date and co-ordinate the sharing of appropriate information about the child's development with relevant people (see also observation, assessment and planning section).
- Discuss any concerns over a child's development with the parents/carers and the **Inclusion Co-ordinator (Lisa Lowes)**.

Wherever possible key workers:

- Administer feeds, change nappies and manage rest times for babies under 6 months old.
- Administer a child's medication.
- Liaise with the child's parent/carer at the end of the session or any other suitable time to discuss their child's progress; otherwise staff on duty will pass on relevant information.

New staff will not have any key person responsibilities until they have settled in, then they will act as key person to one or two children while gradually building up the skills and experience needed to cope with more.

5. LEARNING AND DEVELOPMENT:

We recognise that children develop quickly in the early years, from birth children are constantly trying to make sense of the world around them as they experience, imitate, play and interact with others, objects and their environment. Learning new skills is crucial in encouraging all children to fulfil their true potential, it is however equally important to recognise that children need support to have the desire, confidence and motivation to learn in order to acquire and embed any new skill.

*Staff consider children's engagement, motivation and thinking (**characteristics of effective learning**) and learning styles when planning to meet children's needs (as examples **Visual** learners like to see things and need lots of visual prompts, **Auditory** learners like to hear things and work better after*

hearing verbal instructions and **Kinaesthetic** learners like to feel things and need to try out a task for themselves).

We believe every occurrence or event has as a potential learning experience. Staff also recognise that play facilitates learning and development in the early years. It develops confidence, and enables children to enjoy themselves and relate to others whilst exploring, testing ideas, imagining, discovering and learning. Each area of learning and development is implemented through planned and purposeful play opportunities with a thorough mix of **adult-led/adult- guided** and **child-initiated** activities (see observation, assessment and planning section).

Staff:

- Provide a range of appropriate, stimulating open –ended resources both indoors and outdoors.
- Ensure rooms are kept calm and organised, routines are flexible yet orderly; children are given the time, space and freedom to become more deeply involved.
- Support children to choose their activities, adapting their practice to fit in with the children’s ideas. They encourage children to explore and try out new activities and experiences, show their own interest and delight in the experience and support children to achieve what they are trying to do. Significant activities are kept out (wherever possible)
- Pay attention to how children engage; they will describe what they see the child trying to do (using positive words and body language), be specific with praise and recognise the challenges and effort children make.

Activities and experiences (care and educational programmes) are based around the EYFS’s 7 areas of learning and development; staff understand these are all important and are all inter-connected. The 7 areas of learning are broken down into **three prime areas** (which are seen as crucial for igniting children’s curiosity and enthusiasm for learning, building children’s capacity to learn, form relationships and thrive) and **four specific areas** (which strengthen and apply the prime areas).

PRIME AREAS

Communication and language

Staff provide a range of opportunities such as copying sounds and words, turn taking conversations, singing, stories, talking to children in their home language, making eye contact, smiling, feeling, exploring, listening, smelling, verbal gestures and letters and signs alongside children’s work or displays encourage children to “*experience a rich language environment, develop their confidence and skills in expressing themselves and to speak and listen in a range of situations*” (EYFS, 2012, pg 5).

Physical development

Children are encouraged to be “*active and interactive both indoors and outdoors; they are helped to understand the importance of physical activity and make healthy choices in relation to food and exercise*” (EYFS, 2012, pg 5). Staff provide a range of large and small scale equipment that

encourages children to walk, crawl, climb and stretch their physical skills. Activities are planned and music is provided to enable children to practice moving in different ways. A wide range of resources such as bikes, baskets, balls, buckets, rattles or material develops co-ordination and control and movement. Areas are provided for children to rest or chill out; children learn about their bodies, managing risks, enjoying food, fresh air and exercise.

Personal, social and emotional development.

Staff devote uninterrupted time for all children; photographs, pictures, books and puppets are used to prompt discussion and recognise and name emotions and feelings. Children learn self awareness through warm, loving relationships with staff; every child is greeted and made to feel welcome. Children are actively encouraged to take part in routines such as tidying up, sorting laundry or mealtimes. Experiences such as role play, turn taking games or looking at learning journals also *“encourage children to develop a positive sense of themselves; and others; to form positive relationships and to develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities”* (EYFS, 2012, pg 5).

SPECIFIC AREAS:

Literacy

Staff provide a range of opportunities such as mark making, stories, rhymes, labels, books, phonics songs and ICT equipment to *“ignite children’s interests, encourage them to link sounds and letter and learn to begin to read and write”* (EYFS,2012, pg 5).

Mathematics

Staff provide a range of opportunities such as treasure baskets, songs and matching games; numbers and words compliment displays, puzzles and objects are provided in different sizes children are encouraged to *“develop and improve their skills in counting, calculating, understanding and using numbers, and describing shape, space and measurement”* (EYFS, 2012, pg 5)

Understanding the world

Staff encourage *children to make sense of their physical world and community and find out about people, places, technology and the environment”* (EYFS, 2012, pg5). They talk about children’s families and see people from other sections or the local community. Children are encouraged to explore the indoor and outdoor environment and actively participate in local and worldwide traditions and celebrations. Posters, books and resources depict the diverse society in which we live. Children are also encouraged to use technological equipment such as cd/dvd players, torches and cameras.

Expressive arts and design

Staff provide a range of opportunities such as music, dance, movement, sensory experiences, role play, construction (large and small scale), and design and technology *and “allow children to explore and play with a wide range of media and materials”* (EYFS, 2012 pg 5).

6. OBSERVATION, ASSESSMENT AND PLANNING:

We observe, assess and plan for children individually and in groups to ensure we are supporting them on their “*developmental pathway*” (EYFS, 2012. Pg.3), we use the much more parent friendly term of “*learning journey*”. Records will show that observation, assessment and planning as an ongoing cycle which not only reflects the needs of an individual but also as a whole section and nursery.

It is essential that parents share information regarding their child’s learning journey (including observations and assessments) between home and all those involved in the child’s care outside the setting. Information gathered is crucial in making accurate assessments of a child’s needs, ability and progression in order to plan a course of action which will support the child to reach their full potential.

OBSERVATION:

Staff :

- Observe children’s physical, emotional and cognitive wellbeing and development within the 7 areas of learning, they consider how they “*act and interact in their play, everyday activities and planned activities*” (EYFS, 2012, pg.3) and note children’s current likes, interests and needs.
- Share these observations with children, parents and anyone else involved in the child’s care (where relevant).

Parents/carers or anyone else involved with the child’s care should:

- Observe and assess their child’s current likes, interests and needs and how they act and interact during play, activities, routines and environments and **share** these with key workers and other staff verbally or by writing in the child’s learning journal.

Observations may be in the form of:

- Memorising (what the child is doing)
- Written records in learning journals
- Written records on display boards
- Written records on focused observation sheets
- Photographs in learning journals and notice boards
- Video’s or audio recordings

Unplanned Informal Observations:

Are carried out when any staff member, parent/carer or anyone else involved in the child’s care notices something out of the ordinary that the child is doing based upon what they already know about the child (previous assessments)-we call these the ‘WOW’ moments. (Wow moments are both positive and negative).

Planned Focused Observations:

Are carried out by parents, key workers, other carers or staff members (where relevant) when they are trying to assess a child’s specific skill, knowledge, interest, learning style or need. These are recorded

in learning journals or focused observation sheets. Focused observations sheets may be attached in the child's learning journey or held in the child's file.

Learning journals:

Contain:

- Any type of observation (see above) undertaken by nursery staff, parents or others associated with the child's care.
- Children's drawings or attempts at mark making.
- ½ termly progress summaries (see assessments).
- Questions to parents and other carers.
- Questions from parents/other carers to key workers, staff or management.
- Children's comments or requests.

N.B only young babies' diaries will contain information relating to what the child has eaten and when they've slept. Diaries will not contain information relating to the day's activities, this will be noted on the section notice boards.

Learning journals are shared with the child on a regular basis and are exchanged between home and nursery as often as parent's request. As a guide we suggest that:

- Young babies should have their journals exchanged daily.
- Toddlers and upwards should have their journal exchanged at least once per week.
- 3+ children should have their journal exchanged at least once per ½ term.
- Any child showing a change in behaviour should have their journals exchanged at least once per week. Parents must contribute to observations and assessments during this time.

Where a child's journal has not been returned staff will be unable to record information for that day.

Learning journals must also be shared between all settings the child attends (including childminders).

ASSESSMENT:

It is a requirement that all professionals who care for children (including other settings) must provide parents with information regarding their child's progress.

Written assessments will be kept to those that are absolutely necessary to promote children's successful learning and development.

Parents can request records regarding their child at any time; we endeavour to provide any specific written records within 2 working days.

It may be necessary to make an appointment where specific information needs to be discussed between parents and key workers; this will be at a time convenient to the parents (and the staff members working hours) and can be done face to face or over the telephone.

All of our assessment judgements are based upon:

- Observations done on individual and groups of children
- Staff experience and knowledge of child development

- Information provided by parents/carers/other professionals
- EYFS Development Matters guidance
- Mary Sheridan's From Birth to Five-Children's Developmental Progress book and any other specific reference materials.
- Northumberland Local Authority's Speech and Language (SALT) and Inclusion toolkits, Occupational Therapy (OT) Screening Tool and Multi-agency Threshold Documents.
- Specific criteria set by relevant healthcare professionals

Initial assessments (of the child's current interests, abilities, likes and needs).

Are completed by Parents on the child's **all about me form** prior to the child starting nursery or moving section

Progress trackers:

- Are completed by the key worker approximately six weeks after the child starts nursery or is new to the section and used to identify where the child is currently at developmentally at (in each of the 7 areas of learning). Knowledge and skills are recorded as **Emerging** (just beginning to-lots of adult support still needed), **Developing** (developing the skill-less adult support needed) and **Secure** (doing the skill without thinking-no adult support necessary).
- Are formally reviewed every six months. However where a key worker identifies rapid progression/regression in skills or knowledge this is immediately recorded and dated.
- Where a child is seen to be below or above their expected developmental stage key workers will confer with their team leader; the Senco (manager) and EYP (deputy manager) will also pay special attention as to how the key worker is supporting the child's needs. (see also planning section)

Formative assessments

Are informal assessments of any observation carried out (they explain what the observation means) and enable us to plan for the child/ren accordingly. These are carried out by parents, carers, staff and anyone else involved in the child's care outside the setting.

Summative assessments

Are formal written assessments of the child's progress and specific care needs and are based upon previous formative assessments (of observations carried out by parents/carers, key workers and anyone else involved in the child's care outside the setting).

Examples of summative assessments:

Settling in reports:

- Are completed by the **key worker** approximately six weeks after child starts nursery or is new to the section. They are a brief written summary recorded in the child's learning journal regarding how the child has settled in.
- Parents whose children are new to the setting must attend a ten minute meeting (approximately) to discuss this assessment.

½ termly progress reviews:

- Are completed by the **key worker**, they are a brief written review (in the child's learning journal) of their progress over the past six weeks.
- Parents should add their own comments and countersign this record.

*Six Month Progress Summary Report:

- Are completed every six months by the key worker, they are a formal written report which clearly show at what stage the child is currently working at in the prime and specific areas of learning plus an overview of the ways in which the child engages with people and their environment (characteristics of effective learning).
- Parents are asked to attend a ten minute meeting (approximately) with their key worker to discuss this assessment.
- The child's last progress summary is sent to any new school prior to them starting.

*Statutory 2 year old progress check:

- Are completed between the ages of 24-36 months by the key worker, they are a formal written report which clearly show at what stage the child is currently working at in the three prime areas.
- Parents must attend a ten minute meeting (approximately) at nursery to discuss this assessment.
- A copy of this report will be sent to the child's health visitor (in compliance with statutory requirements).

***Please note these may coincide and therefore become one report.**

Statutory 5 year old EYFS profile check:

- Are completed as and when needed.

See additional needs policy in relation to procedures for a child having an additional need in relation to their progress within the three prime areas and cognitive development (this includes both under and over achievers). Team leaders, Senco or the EYP will evaluate how key workers are supporting: a baby, a funded two year old child, a child who is soon to transfer to school, a child with differing abilities/disabilities/special education needs, a looked after child, a child who speaks English as an additional language and/or a child from any disadvantaged groups.

PLANNING:

Key workers:

- Work with parents and carers and use a variety of sources such as EYFS guidance 'Positive Relationships' and 'Enabling Environments' to consider what they **could do** and what they **could provide** to develop children's learning and development and meet the child's individual care needs.

- Use personal reflective journals to record ideas and possible strategies to support their key children.
- Spend time on a daily, weekly and ½ termly basis collaborating with other staff in their section to:
 - Discuss any concerns regarding individual and groups of children (under and over achievers).
 - Group children according to their abilities and interests.
 - Plan adult directed/adult supported activities.
 - Determine any additional resources or adaptations necessary to the environment which will inspire motivate and encourage learning and stimulate child-initiated play.

Records of activities, adaptations, group needs and child initiated play are recorded on each section's planning boards, parents are welcome to take a look at the planning and add any suggestions should they so wish. Planning boards are located:

- Cherubs-notice board above children's pegs.
- Tiny Tots-notice board between Stars and Tots section.
- Little stars-notice board to right of entrance into main room.

ACTIVITIES/RESOURCES AND ENVIRONMENTS

Every resource, activity, environment and interaction will promote learning and development and be based upon the children's interests and needs. During activities we focus on the process rather than any end product. Staff will do their utmost to encourage the child to participate; the child may however choose not to, parents should note that their child may not always have something to take home every day or on special occasions.

Daily activities are noted on each section's white board, parents should take the time to read these on a daily basis (this information will not be recorded in the child's learning journal unless it has been part of an observation).

DISPLAYS

Displays play an important role in celebrating the achievements of the children; adults and children are motivated and engaged as they take pride in their own and each other's achievements. Children are encouraged to contribute to our displays and the nursery environment.

Our displays:

- Promote an eye-catching, stimulating learning environment and are used as a learning resource which can be used for reference and reinforcement. They also provide a record of a child's work and contribute towards the assessment process.
- Include a combination of high quality materials (2D and 3D media) produced by staff, children, published materials, photos and objects of interest. Labels and observations will contain a mixture of handwritten and typed scribe of varying size.

TRANSITIONS:

(See also transition policy)

By the time children enter statutory education they are likely to have lived through several changes (transitions) in their life. Examples of transitions include:

- *Illness or changes in rest/eating routines.*
- *Being 'weaned' off a comforter*
- *Potty training*
- *Shift in parent work patterns*
- *Changes in attendance or persons collecting child*
- *Changes in nursery or home environment*
- *New to nursery, moving schools or settings.*

Research is beginning to confirm that transitions can be just as stressful for children as they can be for adults, and the resulting stress can have a far-reaching impact on children's emotional well-being and academic achievements in later life. Anticipation, excitement and curiosity may well be tempered with anxiety, uncertainty, fear and a sense of bewilderment as children and adults are faced with unfamiliar experiences, people, places or events. With this in mind we work with children and their families to plan for forthcoming transitions and support them through any unforeseeable events or changes in circumstances or routines.

We recognise that behaviour, physical needs, rest and eating routines may all change as the child manages any transition.

Staff will carry out additional observations during planned and unplanned transitional periods to identify and assess a child's needs and plan for these accordingly.

Parents must:

Ensure that they pass on all relevant information regarding any changes at home, routines, illnesses or accidents or child's behaviour. They are always welcome to come in and discuss their child's needs at any time, should they want an in-depth discussion we do suggest an informal meeting where concerns/anxieties can be listened to more freely.

Provide a selection of non returnable photographs of people/things special to their child when their child starts.

ROUTINES

Are kept similar throughout the nursery. Staff spend time in other sections on a regular basis and take children into other sections for short visits; this promotes a greater sense of identity, the family feel we aspire to achieve throughout the nursery and provides an opportunity for:

- Children to familiarise themselves with the nursery as a whole and build up relationships with all staff, siblings and other children.
- Us to identify future key workers.
- Children to maintain existing relationships with staff after they have moved sections.

PROLONGED ABSENCES:

Staff will follow settling in procedures.

Children may need additional support or struggle to cope on their return to nursery, parents must:

- Be available to re-settle the child back in to the setting
- Be aware that their child may need additional visits.

ROOM MOVES:

Are carefully planned and based upon:

- Space and staffing within the next section. Room moves are not age related.
- Other children moving sections (we try to move children with some of their peers wherever possible).
- Any other transitions the child may be experiencing at the time (a room move may be put on hold where it is believed the move will be of detriment to the child's emotional wellbeing).
- The child's developmental stage, ability and needs (this includes the child's ability to manage the change, follow routines and rules and ability to play purposefully and engage within their new section).
- Key workers will work closely with parents (and child where relevant) to identify when the child is ready for the move, official visit dates are organised and all about me form given to parents to update.
- The new key worker will spend time each week visiting the child and existing key worker will take the child for visits to the next section, introducing them to staff and environment.
- No child will be taken on outings/walks until he/she has completely settled whether new to the nursery or individual section.

CHANGE IN CHILDCARE:

- Parents must notify us at least one month in advance of any prospective changes in their child's schooling/care arrangements (this includes change of childminder).
- Staff will provide activities and group discussions around going to a new school and people who look after us.
- We ask that parents wherever possible add photos of the child's new school/teachers/cares/family members etc to their learning journal so staff can use this as a discussion point.

POTTY TRAINING:

Should be only be carried out when the child is ready and shows signs of pulling at their nappy or recognising when they have 'weed' or 'pooed'.

We suggest that:

- The child be put on the potty before nappy changes, before/after mealtimes and before and after bath-time. Adults should always simply talk this through with the child.
- Potty's are made available (these are placed in the relevant section, toilet seat reducers are used (where relevant).

- Children’s lower half is ‘stripped’ down to underwear or loose fitting clothing used to enable the child to pull bottoms up and down.
- Adults give praise (verbal and visual) for the child’s effort of sitting on the toilet or potty and successes.
- Adults give the child gentle reminders to try and use the toilet/potty. Accidents are recognised but not chastised.
- Adults give the child additional emotional support and recognise that the child may regress at times or stress/anxiety/ illness etc.

Whilst we respect parental wishes around potty training we will never make a child use a potty or toilet if they become upset or anxious.

EYFS key themes and commitments

1.2 Inclusive practice	2.2 Parents as partners	3.2 Supporting every child	4.4 Personal, social and emotional development
1.3 Keeping safe	2.4 Key person	3.3 The learning environment	
1.4 Health and well-being			

11. LEGAL FRAMEWORK

Children’s Act 1989

Data Protection Act 1998

Early Years Foundation Stage EYFS welfare requirements (2012).

Equality Act (2010)

Every Child Matters (ECM) 2004

Freedom of information Act 2000

Human rights Act 1998

Un Convention on rights of child 1989

UNICEF 1989

May 2013

Held on

Date to be reviewed

May 2014

Signed

Name of signatory

Lisa Lowes

Role of signatory

Employer/Manager
