

CARE, LEARNING AND PLAY: policy and practice

INTRODUCTION

We work hard at Toots to follow the EYFS guidance in order to give our children a good start and enjoy their time in the nursery and seek advice regarding updates where possible. We provide staff with relevant publications and they attend training to keep their knowledge updated and to meet the 6 areas of learning and development:

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Problem Solving, Reasoning and Numeracy
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

The majority of our staff have key children and plan a varied day based on their observations and knowledge of the children to meet their physical, intellectual and social needs. Staff purchase toys and equipment that we believe will enhance their learning and enjoyment of nursery life taking into account special needs including those of our gifted children. We make good use of indoor and outdoor areas incorporating local facilities where possible and have regular discussions with parents regarding their child's general health, development and progress to assist with providing for the children. The weekly activity plans are displayed in each room and every child has a folder tracing their development which is kept in their rooms and parents are able to contribute.

Physical Care

The children are observed and inter-acted with constantly. Basic needs such as toileting/nappy changing are carried out in accordance with the child's development and the parent's wishes. The children are encouraged to be as independent as possible and taught good hygiene practice; especially in the pre-school room where they take themselves to the bathroom, wipe their noses, put on their coats and shoes etc. Staff help the children as required and encourage them to help each other. We encourage children to be independent to increase their self esteem and so they will be able to cope better with school.

Children requiring sleep/rest are well catered for and this is incorporated within the daily routine. The children are also given healthy meals taking their needs into consideration.

Outings are carefully planned and policies adhered to.

Parents are encouraged to dress their children appropriately and in the summer are asked to provide sun hats and suncream to enable safe outdoor play. If the children become unwell in our care we assess their condition and follow our sickness policy. The same applies to accidents.

Environment

The nursery has 3 rooms; pre-school being in a separate area whereas the younger children have more of an open plan arrangement allowing interaction between the groups. This offers many advantages including giving children in pre-school a proper classroom environment where they are able to play and learn without disturbing or being disturbed by the younger children.

Learning and play

We believe that learning and play should be positive experiences for all our children and carried out in all forms from individual sessions to small or whole group activities to encouraged the development of listening skills, physical/ cognitive skills and basics such as co-operation; child to child and child to adult. Management have provided a wide range of resources to help the children acquire knowledge in all areas of the curriculum catering for their age and stage of development.

Short and long term plans are prepared in line with the EYFS. Each member of staff is a key worker to a small group of children. They get to know their children well and observe them regularly, enabling a good system of planning and support.

Comprehensive projects are planned and often in-corporate practical work such as cookery, scientific experiments, planting the garden or making models combined with appropriate stories, discussions, music and movement, puzzles, pictures, table-top activities etc. Their curriculum also includes dance and French.

All of the rooms maintain a flexible approach to learning and will adjust their activities and routine according to the children's interests and moods. Staff encourage children to take part in all activities and try to find different ways to match their needs if there is an important activity that does not appeal to them. Work produced will either be displayed or given to parents to encourage the children to take pride in their achievements. Stars and stickers are also given as indicators of achievement in all areas of their development.

May 11