

Hindley Nursery School

Teaching and Learning / Early Years Foundation Stage Policy

“Supporting our community to enable a positive start for children and their Life-long learning”

This policy is written with regard to the Department for Education Statutory Framework for The Early Years Foundation Stage (EYFS) published in Nov 2024. This framework is mandatory for all children in Ofsted registered settings from birth to the end of the academic year in which a child has their fifth birthday. This policy refers to children from 2-5years within our school.

The Seven Key Features of Effective Practice (Development Matters Guidance, Sept 2023) has always been at the heart of provision at Hindley Nursery School:

1. The best for every child
2. High-quality care
3. The curriculum – what we want children to learn
4. Pedagogy – helping children to learn
5. Assessment – checking what children have learnt
6. Self-regulation and executive function
7. Partnership with parents

The four themes of the EYFS form the basis of our provision: aims and principles; the unique child, positive relationships, enabling environment and learning and development.

A Unique Child

At our nursery school we aim to meet the needs of all children. We see all children as unique and individual and we aim to enable personalised learning based on the child's individual needs, his/her unique learning style, ability, previous knowledge and experiences and interests.

This is achieved through regular meetings by Practitioners who analyse, discuss observations and evaluations, to provide next steps for children, which is made possible through the positive relationships that Practitioners have with them.

Staff believe that in our nursery we support the unique child by ensuring that our provision includes:

- Observations of the learning journey using 2 Simple to Build a Profile
- Individual Assessment Tracker to monitor progress and learning
- Rewards and praise
- Key person groups to meet individual needs
- Intervention planning to ensure all children learn and make progress
- SEND Support Plans for children with SEN and additional learning needs
- Strong partnerships with parents
- Play and learning that encourages children to make choices and develop the characteristics of effective learning

Positive Relationships

Our key worker system enables the child to form a strong bond with a Practitioner from an early stage at the Nursery, so that they can feel safe and secure in the environment in which learning takes place. The key person also interacts on a regular (day to day) basis with the family/carers of the child so that information and support can be given.

Practitioners are aware of the importance of a multi-agency approach to support our families. Staff record concerns or issues on a Child Log which is kept in the child's personal file. Discussions with health visitors, social care workers and other agencies are always recorded in the Child Log. Referrals are made to other services where appropriate. All child logs are monitored by the Headteacher to ensure all Safeguarding procedures are followed when necessary.

Positive Relationships with Parents / Carers

Parental involvement is important at the Nursery and this is started as early as possible through our Nursery provision. Before children start they are invited with their parent / carer to Inspire visit sessions. These Inspire sessions may also be followed by home visits which support children's transition into nursery and provide information to parents on how they can support their children's learning and development through the EYFS.

Although Key persons are available on a daily basis, parents meetings are also held to provide opportunity for the key person to update parents on their children's progress.

Parents are able to register with 2 Simple, the electronic assessment tool and observation and evidence of their child can be shared on a regular basis. Parents also have the facility to send electronic postcards to share with practitioners the experiences their child has had at home and how this has supported their learning.

Enabling Environments with teaching and support from adults

At our Nursery, we see the learning environment both indoors and outdoors as fundamental in developing children's learning. The indoor area has been developed using the 'Communication Friendly Spaces' and the 'Curiosity Approach' to learning as the stimulus. The learning environment is kept as natural and homely as possible to create a calm environment for children to explore and interact with. The large open plan nursery has been organised to encourage play, learning and independence. Both the indoor and outdoor environments are used to promote learning in accordance with the EYFS. Our Urban Woodland area further enhances our provision by focusing on learning in the natural environment, promoting a healthy lifestyle and wellbeing.

The environment supports individualised learning, social interaction and independence through appropriately matched resources and clearly defined learning areas, linked to the curriculum. Each classroom has a large outdoor area that has natural areas for exploring and investigation of the outdoor world.

Children are encouraged to become independent within the nursery and have access to snack, their own peg and age-appropriate bathrooms.

Learning and Development

All seven areas of learning within the EYFS curriculum are seen as part of our holistic approach to learning and are inter-linked on a daily basis through 'curriculum provision'. Staff also understand the importance of strong foundations in Personal Social and Emotional development, Communication and Language development and Physical development.

The Early Years Curriculum for children at Hindley Nursery School is based on the EYFS and the school has created a bespoke curriculum that is sequential and builds upon stages of learning for children and prepares them for the next chapter in their educational and lifelong journey.

Learning and Development within the Early Years Foundation Stage is split into seven areas of learning:-

Prime Areas

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Prime areas are time sensitive and need to be securely in place between the ages of 3 and 5 years. In our nursery we provide a strong focus of the prime areas as they are more difficult to acquire after the age of 5yrs and their absence may affect children making progress in other areas of learning.

Specific Areas

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

The specific areas are dependent on the learning in the prime areas – the specific learning cannot easily take place without the prime.

Practitioners are aware of how children develop at different rates and plan for progress based upon information gathered through assessments; staff records, observations and the assessment tracker. The assessment tracker data is used to analyse pupil and cohort progress and identify next steps.

Practitioners promote positive attitudes to diversity and difference within all children. They ensure all children and families feel included, safe and valued; that all children and adults are treated as individuals and are not discriminated against and that all children are listened to and respected.

Practitioners identify and respond early to the needs of any children with learning difficulties or disabilities, with a focus on removing or helping to counter underachievement and overcoming barriers for children where these already exist.

Provision for children with Special Educational Needs and/or Disabilities is integrated into the early year's curriculum. Children who require additional support will have specific targets through their SEN Support Plan.

Practitioners at our Nursery are appropriately qualified with a mixture of Teachers and Teaching Assistants, who are equally supported with learning and development opportunities through Performance Management, Supervision and Professional Development opportunities.

Characteristics of Effective Learning

At our nursery we believe that play based learning is one of the best opportunities for children to develop all the characteristics of effective learning – to be actively involved and motivated in their activities, as well as to think creatively and critically.

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their 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; and
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

It is important, particularly in child initiated play that practitioners effectively promote the characteristics described above.

At Hindley Nursery School the learning environment is well organised both indoors and outdoors and Practitioners provide a balance of structured, focussed and child-initiated play activities.

Practitioners work alongside the children, using their knowledge of each individual child, to intervene, when necessary, to support or move learning on to the next step, therefore, extending the child's knowledge.

Practitioners are also the role-model for demonstrating play and developing positive relationships between the children, where sharing and turn taking is encouraged and vocabulary is extended.

Induction and Transition

Our children are supported into nursery through our Inspire sessions and home visits. They are allocated a key person to help them settle and build strong relationships with. Children begin Nursery during a phased process and initially, the length of sessions will depend upon how quickly the child settles.

When the children are due to leave nursery the class teacher and key workers are invited to a locality transition event with the reception class teachers from the various

local primary schools. The teachers can discuss each child and their progress with their new reception class teacher. The children also pay regular visits to their new school during the final term in nursery.

Children with an SEN Support Plan / Education Health Care Plan have a separate transition meeting, with the relevant Inclusion support workers and school staff, to look at ways forward to best suit the child's needs.

Assessment

Regular assessments and observations are made and recorded to evaluate progress against the seven development areas and in particular Communication & Language, Personal, Social & Emotional Development and Physical Development, Literacy and Mathematical development. Assessments are recorded during child initiated and focussed activities. Evidence of progress is documented on 2 Simple and the assessment tracker which are designed to demonstrate their progress throughout the year. The tracker allows the practitioners to monitor children's attainment and progress and identify gaps or possible interventions to enable progress to be made.

All assessments are gathered on a termly basis for scrutiny by the class teacher and the pastoral and school lead.

Planning

All practitioners are involved in the planning process and plan a programme of activities and experiences based upon play and practical activities. Effective planning is the key to making children's learning effective, exciting, varied and progressive. It enables practitioners to build up knowledge about how individual children learn and make progress.

Planning involves:

- Long term continuous provision plans
- Medium term plans
- Short term plans for the learning environment, child initiated play, focused adult guided activities, group time and outdoor play.
- Intervention plans

Planning is produced weekly, in consultation with all the staff. Assessment information informs all planning and target children are identified.

Alongside the focused planning is the enhancement planning, this covers specific areas of the nursery environment and shows the intended experiences we would like children to have in each area. These are used to help practitioners and other adults working in the Nursery to support and extend child-initiated play situations.

Staffing

Hindley Nursery School takes all necessary steps to safeguard and promote the welfare of our children and thus, ensures that all practitioners caring for our children are safe to do so. This is through obtaining enhanced DBS checks.

The maintained nursery provision is led by the Executive Headteacher, Qualified Teacher and the Pastoral and School Leader, with the support of the Keyworkers and teaching assistants. The ratio of 1 member of staff for every 13 children for our 3 to 4 year olds and a ratio of 1 member of staff for every 5 children in our 2 year old provision is followed and at least half of the staff hold a relevant level 3 qualification.

The Nursery School provides a minimum of 5 in service training days for all practitioners per year. Practitioners training needs are identified through Performance Management and on-going monitoring. Supervision opportunities are provided for staff to support and guide their practice and ensure they feel that they are meeting the needs of the children and families.

Reviewed May 2025

Signed on behalf of the Governing Body.....

Date.....