

## EYFS & Quality of Care and Education

The four principles of the EYFS relate to how children develop that they are all different, but should be treated equally and that positive relationships and good communication are vital. Children need to be able learn risks safely, and how to make good choices, and to follow boundaries. They thrive best when all their physical and emotional needs are met.

At Newlands Nursery we gather as much information about a child from the moment they start this includes their likes and dislikes, their family and their routine at home, and we use this to facilitate the child's settling-in period at nursery. Parents/carers are also invited to stay at the nursery when their child attends their first settling in session, this enables the parents/carers to undertake an induction with the manager. This involves explaining key policies and procedures with the parent, activate their details on the online system and, enables them to meet all the staff and in particular their child's key worker, the key worker will then help their child to settle in and become familiar with the nursery.

Each child in our setting is assigned a key worker. This key worker is responsible for giving their key children reassurance to feel safe and cared for, builds relationships with their parents, creates their learning journey, monitors their progress and completes assessments on a termly basis.

We also pride ourselves on being very inclusive and we actively welcome children and their families from all faiths and cultures. Currently we have families from Russia, Romania, Bulgaria, Poland, Nigeria and India and cater for a variety of religions such as Christians, Muslims, Catholics and Jains. We incorporate these faiths and cultures and into our nursery life by respecting cultural differences and beliefs Eg; dietary, celebrating different festivals and ensuring we have no language barriers by translating information into different languages either on our Facebook page or by sending information electronically so that our families can easily have the information translated.

We also welcome children with additional needs and our setting has a disabled toilet, ramps on both entrances and easily maneuverable furniture. Pictures,

equipment and resources reflect disabled and multicultural people's lives and form a wide representation of children's differing backgrounds and experience.

All practitioners are aware that attitudes, environments, structures and policies are needed in order that they do not disadvantage particular children. For example: for a child with cystic fibrosis the environment can be changed for the days attended Eg: dry sand available as wet sand can give off spores that their chests, more frequent hand washing for the child and practitioners, no toys out that could contain stagnant water both indoors and outdoors.

All practitioners in our setting are all aware of and are developing necessary skills to communicate effectively with each child, and encourage all children to develop ways of communicating with each other. Sign language is used in our setting with all children. Key words are signed throughout the day by all practitioners eg; please/Thank you, more, sorry, toast, milk, water etc.

The health and well-being of our children are monitored using the Leuven well-being and involvement scales and children are encouraged to eat healthy and follow active life styles. The nursery uses menus and snack ideas taken from the Children's Food Trust

The Learning and Development principle recognises that all areas of learning are interconnected and that while children will need to be taught new skills, these should always be balanced by opportunities for them to independently practice and consolidate their new learning through a richly resourced environment, both inside and out.

Our environment enables children to be independent and make their own choices of materials and resources and there is a mixture of quiet spaces where children can relax and play as well as larger open spaces to develop and support their physical skills. When the environment is suitable, children deeply engage in their learning and practitioners' can then support each child constructively in their learning journey. Practitioners continually monitor the areas of provision and record involvement and adapt the areas as necessary. The characteristics of effective learning are embedded throughout the setting. This is effectively implemented through our 'In the moment Planning. In the moment planning enables our

practitioners to capture children's interests immediately and to act upon it there and then, in order to challenge, question and enable children to be creative, think critically and become active learners. This planning process also allows for strong parental involvement.

Parents can contribute greatly to their child's learning journey ,through completing a base line with the child's keyworker, to being able to easily access and add to their child's learning journey through online learning journals, by being encouraged to attend play and stay sessions and sent regular progress reports..

We also work alongside other agencies to provide any support that our children and their families may need.

We have strong links with local schools and are often invited to their concerts and special events and work alongside Reception class teachers to prepare a child for school through visits from their new teachers, to role-play, stories and secure relationships and school readiness activities and advice enable us to ensure a child's transition from nursery to school to be as smooth and unsettling as possible.

Most importantly guaranteeing a child's basic needs are met by all our practitioners, volunteers and helpers is paramount. Ensuring a child is kept clean and tidy, is secure, kept safe, is well nourished, gets rest and is loved and cared for enables our practitioners and our setting to use this as a basis for the children in our care to grow and thrive and become strong independent little people.