

**Outcomes
First
Group.**

Syon Nursery

EYFS Policy

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1.0 INTRODUCTION

Here at Syon Nursery we believe every child deserves the best possible start in life, we promote children's right to be strong, resilient, and listened to by creating an enabling environment that encourages children to thrive.

Children develop at different rates in their early years, and their experiences from birth to five have a major impact on their later experiences in life. We believe high quality early education and interventions that are stimulating and accessible is paramount. We have high aspirations for all our children, and we endeavour to ensure positive outcomes for all our pupils.

Our curriculum delivery is supported through the Total Communication approach for children who require Augmentative and Alternative Communication (AAC) Our focused teaching procedures ensure that each child progresses at their own individual pace and works towards achieving their full potential.

The curriculum consist of planned, adult lead activities, and child lead activities, which are organised around the seven areas of learning and development. They will focus on active learning and involvement through a range of adult lead and child lead opportunities: and will be strongly linked to the four broad areas, building up children's sense of autonomy in learning.

We have due regard to the SEN Code of Practice and the Early Years Foundation Stage (EYFS)

We implement the early year's curriculum supporting children to develop their personal, social and emotional skills. This involves helping children to understand their own feelings and begin to regulate their emotions. We support children to do this through working together with parents, having consistent approaches, structure, routine, and stage appropriate boundaries. We help build confidence and self-esteem by valuing all children and giving lots of praise and encouragement.

2.0 PRINCIPLES & CHARACTERISTICS OF LEARNING

The EYFS is based upon four principles;

Unique Child: every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships: Children learn to be strong and independent through positive relationships.

Enabling Environments: Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.

Learning and Development: Children develop and learn in different ways. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

Characteristics of learning:

As a Nursery, we strive to ensure that curriculum delivery incorporates the three characteristics of effective learning:

- Playing and exploring - children will have opportunities to investigate and experience things, and 'have a go'.
- Through play, our children explore and develop learning experiences, which help them make sense of the world. They continue to build up ideas, regulate their behaviour whilst understanding the need for boundaries. They have the opportunity to think critically and work with others to investigate and solve problems.
- Active learning - children will have time and space to concentrate and keep on trying if they encounter difficulties and enjoy their achievements.
- Active learning occurs when children are motivated and interested. Children learn to develop independence and control over their learning. As the children's confidence improves, they begin to make their own decisions. They are then able to take ownership over their own learning, developing a sense of satisfaction.
- Creating and thinking critically - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.
- Children are given the opportunity to be creative through all areas of learning. Adults support children's thinking, encouraging them to question their learning and make connections to other area of interest. Here children are able to access resources and move around the classroom and outside space, freely and purposefully, extending their own learning.

3.0 Intent Implementation and Impact

Intent

Our curriculum responds to children's needs so that opportunities for growth and development are not missed. We have high expectations for our children, which we share with parents and caregivers through curriculum workshops in which we discuss the intent, or our learning goals for the children as supported by the themes we select.

- To create a warm and welcoming environment for children and their families.
- Delivering a rich and varied curriculum that is tailored to the individual needs of children.
- Ensuring our curriculum is accessible to all, in a fun stimulating way in which every child can reach their full potential.
- Our delivery of the curriculum aims to provide a variety of learning opportunities for children to develop into independent, resourceful, positive learners.
- Delivering tailored curriculum to the specific, individual needs of every child.
- Underpinning teaching and learning by four key areas of need: communication and interaction, cognition and learning, sensory motor, and physical, social, and emotional wellbeing. With a careful balance of adult-led and child-initiated activities throughout. This ensures each child's individual needs are met, regardless of their complexities.

Implementation

Children will be given more opportunities to explore the world around them and understand how things work by taking part in practical activities that are relevant to their developmental stage. We employ a total communication approach that aids and supports our children to communicate, understand and challenge their thinking, supported by our tailored therapeutic approach.

- Self-confidence in their own abilities and will focus on their individual strengths and support curiosity and perseverance to learn, so that they enjoy and want to experiment, investigate, try new things, and form new meaningful relationships.
- Communication and Language skills; speech sound and abilities to make requests, verbal and non-verbal to enable children to make their needs and thoughts known.
- Activities in the outdoors, where the children have first-hand experience of solving real-life problems.
- Personal, social, emotional, physical, and intellectual well-being. This will support children to develop their creative, expressive, and observational skills; that encourage their development as individuals with different ways of responding to experiences.

All staff are continually:

- Catering for different learning styles and will use different methods of teaching that best fit the individual needs of the child.
- Using children's individual assessments and observations of children, to inform planning to meet the needs of each individual child.
- Using information from parents to help us to meet the needs of individual children.
- Actively encouraging children to learn through play and to follow their own interests.
- Implementing the Early Years Foundation Stage and making sure it is suitable for children from birth to five years of age.
- Planning for the needs and interests of individual children.
- Providing a balance of adult-led and child-initiated activities.
- Providing a wide variety of practical activities and experiences daily, both inside and outside.
- Offering outings and bringing visitors to the setting to extend children's learning.
- Actively valuing diversity within our setting and using resources which promote positive images of all the different groups of adults and children living within our society.
- Continuously using themes to inform planning and extend learning experiences.
- We value the importance of good role modelling from staff and peers and instil a sense of responsibility and place in society.
- We focus on the individual achievements of our children and celebrate their success's.

Impact

- We support children to achieve their personal success from the moment we meet them, everything we do is tailored to The individual child. We empower all children to flourish and live happy lives with all the support and encouragement they need.
- The curriculum offered at Syon Nursery encourages children to develop positive attitudes about themselves and promotes children to actively be involved decision making.
- We work towards children readiness for school by finding the right pathways and working together with parents.
- Children will develop an understanding of cause and effect through real life experiences and build up skills that enable them to be a part of their community and to begin to develop lifelong skills that will inform their critical thinking.

4.0 Early Years Foundation Stage

There are seven areas of learning and development that shape the EYFS programme. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are: · Personal, social and emotional development, Communication and language · Physical development. Children are also supported in four specific areas,

through which the three prime areas are strengthened and applied. The specific areas are: · Literacy · Mathematics · Understanding the world · Expressive arts and design
Personal social and emotional Development

Making Relationships

We foster a welcoming, nurturing, and inclusive environment to ensure children will come to learn and play. Keyworker systems are fundamental in underpinning all provision for our children. Key persons adopt a process of inviting, suggesting and then engaging with a child in interactions and care giving events. This enables a cooperative relationship to develop, opportunities for joint play will be on offer and specific interventions are delivered. This range of approaches and therapeutic methods are used to create a holistic approach in children's social play.

Sense of self

Attentive and uninterrupted moments of play are carried out, elements of intensive interaction and mirroring play techniques are used build up children's sense of self and awareness of the others around them. Our highly visualised environment enables children to make initiations and requests, instilling a sense of self through cause and effect. We provide a range of resources that reflect children's home environment to support them to feel safe and secure.

Understanding Emotion

Information from parents/carers is sought, and patterns of emotions are identified and monitored. We employ responsive reactions, in the moment, to support children to regulate their emotions and celebrate moments of joy. We show empathy and model responses that go hand in hand with a particular situation. We offer regular opportunities to use quiet break-out spaces/ sensory rooms with keyworkers

Communication and Language

Listening and Attention

We provide an environment where children are invited to listen, vocalise and respond. Opportunities are offered to support and explore using our senses. Familiar patterns are established by spending prolonged moments of time each day, interacting and offering cues to join in, using words, vocalisations, movement, objects, core boards and visuals, which supports total communication.

During local walks there is a range of opportunities to listen to the natural world. We encourage a wide range of opportunities to support children in their communication and language by modelling core and meaningful words. We use a scaffold approach, whereby we build on children's interest, which ensures the reasons behind wanting to attend and communicate are highly motivating.

Children are naturally encouraged to express their ideas and feelings about what is happening throughout their day. Our team is in tune with each child and use their profile details to inform the appropriate response to each unique engagement.

Understanding

We observe children interacting with the world around them, enabling us to ensure our input is meaningful. Core words and visual aids are used throughout the day to support children's understanding and thought processing. Consistent routines are in place enabling children to know what will be happening next. We also use transition songs, Makaton, facial expression, body language in aiding understanding. The Children's decisions are promoted through play, prompting thinking and choice.

Speaking

Total Communication approach for children who require Augmentative and Alternative Communication is used. Strong foundations are established to ensure consistency on how children can communicate. Tailored approaches for each child are used, we use Makaton, Visuals, Gestures,

Physical Development

Moving and Handling

Opportunities to negotiate space and obstacles safely are on offer and support children's coordination skills. Our outside space is accessible throughout the day. Children are encouraged to climb, use ride along bikes and scooters, dig in the sandpit and use the mud kitchen to strengthen their gross motor skills. This supports and aids children's fine motor skills for early mark making.

Quiet focused opportunities are provided to ...

Validating and encouraging the connection between their movement and the marks they make in understanding their cause and effect. Providing equipment that supports different kinds of schemas, so that children have an opportunity to build on their own individual natural patterns of movement.

Health and Self-Care

We support children's independence and encourage children to be a part of their own hygiene routines, this also includes taking off coats, placing bags on pegs and to be an active part of their own dressing routine. These tasks are broken down into steps and participations is based on children's developmental stage.

Literacy

Reading

We use finger play, rhymes, and familiar songs to support young children to attend and enjoy early reading. A range of reading resources are used to share experiences, such as books and apps, in ways that are emotionally secure and supportive.

The children are invited to take part in song and rhyme time and are given opportunities to respond to picture books, by handling them. Adults will draw children's attention to the images and prints around them to show their purpose.

All children develop at different rates and our curriculum is responsive to each child's developmental levels. Some children may recognise letters and will display early reading traits. These skills are fostered and supported to flourish by accessing our early phonics programs.

Writing

We offer children a range on marking making materials igniting children curiosity, showing them, they can create effects in forms of leaving marks. Mark making is encouraged at the earliest stage possible and is done through play in a fun and exciting way. We draw attention to visuals and signs showing them meaning and purpose of them.

We have devised our own curriculum based on the needs and interests of our children; our values; pedagogy; research; therapeutic input; the EYFS and the new Development Matters

Maths

Mathematics

Children are supported to explore their spatial surrounding to develop an awareness of their own body. Children are encouraged to explore, and problem solve, with regards to how they might fit into something, or mount objects; to continuously build up a sense of self.

We model mathematical language as we outline parts of children's play. We provide activities for children to manipulate objects into spaces, accurately put objects into holes and notice shapes and patterns.

We use treasure baskets, bags, and buckets with a range of grouped and singular items, drawing children's attention to what is inside. Practitioners use these opportunities to say several words and make comparisons. During hygiene routines, staff will use mathematical language that is stage appropriate to each child; this is also followed through into all aspects of play. With the use of visual timetables that outline our daily routine, we use this to put time into concept, supporting children to understand things that happen at specific times. This enables children to show anticipation with familiar time-based events.

Understanding of the world

People and communities

We collate a wide range of pictures of environments and the local area that are of great interest to the children. We recognise this an opportunity to pre-teach children and reduce anxiety in unfamiliar situations, before going out to new environments. This helps them to know what is going to happen, or what to expect at any given time.

Following from such events, we use pictures taken during our time in these places to reflect on our experiences and the people who may have helped us. Photobooks are not only supporting our children to settle into their new environment, but they also provide a wider representation of different families for our children to be proud of. This builds up a sense of self, provides comfort and reinforces who their immediate family are. We ask all parents/ carers to send in photos of their family before starting the nursery and we also share our nursery album with families.

The world

We provide small quiet areas for children to become engrossed in their play respond to the world around them. Mirroring children movement and play, drawing their attention and creating opportunities for children to communicate using varied methods to build up the joy of collaborative play. Children are encouraged to attract our attentions and lead their own play, whilst we build on their play experiences by making comments, adding resources and join in. Stories and song with repetitive phrases are used, and time is allowed for children to join in, in their own way.

Technology

Our rooms are fitted with interactive TV monitors that support our children to transitions throughout the day. TV monitors are multipurpose and can be used for self-registration and range of educational games. We provide cause-and-effect toys, that have buttons, flaps, and simple mechanisms for children to learn how to operate. We support children to explore technological items and talk about what they can do and suggest how they could operate them.

Expressive Arts and Design

Creating with Materials

We have a big emphasis on sensory exploration and encourage children to engage with our environments by using their different senses to make sense of the world around them, and their own bodies. Sensory input is organising in a way that enables our children to establish a sense of where their body is in time and space, to feel safe in our own body, and to accurately understand the body's relationship to the environment.

We use a range of media and sound in our music-led activities, programmes and sensory circuits that are centred on the children's developmental stage. There are opportunities for children to use materials and object in different ways, such as constructing their own sculptures. Our facilities offer spaces for both indoor and outdoor movement, dance and creating sounds using tools, instruments and materials

Being imaginative and expressive

Representations of real-life events and imaginary experiences are promoted within our nursery. Through role modelling pretend play and providing opportunities for creative thinking, in a way that is appropriate to each child's development stage. We also use social stories to show real life representations of events and provide outings within the local environment that enhance children experiences within the world around them.

5.0 PLANNING

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can do. Our planning shows how the principles of the EYFS will be put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning. All practitioners who work in EYFS at Hillingdon Manor are involved in this process. There are three stages of planning the curriculum:

Long Term Planning

We have created a framework, which gives structure and coherence to the curriculum. Topics are planned for each of the six half terms with broad learning objectives across the Early Years Foundation Stage.

Medium Term Planning

Topic maps are written every half term around each topic theme. Clear targets are written around each EYFS area of learning which will be focused on throughout the half term. Each topic enables the children to focus on particular aspects of the curriculum in more detail. The plan also outlines potential community trips around each theme.

Weekly Planning

Each topic is broken down into a weekly focus. The practitioner then focuses on a set of activities in relation to EYFS targets across the curriculum. This is then reviewed each week to highlight any targets which need to be continued to the following week.

Daily Planning

The Practitioners creates a daily plan according to the children's ability. Each child is given a specific target to work on within that lesson. Each key worker then writes an observation if the child

1.0 AIMS, OBJECTIVES & STRATEGIES

Aims

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to the Nursery;
- To implement Nursery-wide strategies to ensure that EAL children are supported in accessing the curriculum;
- To help children to become confident and fluent in English in order to be able to fulfil their academic potential;

Objectives

- To be able to assess the skills and needs and to give appropriate provision throughout the Nursery;
- To equip Practitioners with the knowledge, skills and resources to be able to support and monitor EAL children;
- To monitor children' progress systematically and use the data in decisions about nursery classroom management and curriculum planning;
- To maintain children ' self-esteem and confidence by acknowledging and giving status to their skills in their own languages; promote the use of children's home language through rich learning and play.

Strategies

- Recognise the child's mother tongue; boost the child's self-esteem;
- Nursery classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities;
- Identify the children's strengths;

2.0 TEACHING & LEARNING

- Assess the children's English in relation to the EYFS/ national curriculum standards and expectations as soon as possible.
- Show differentiated work for EAL children in planning;
- Have high expectations; expect pupils to contribute and give you more than one-word answers;
- Monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives;
- Recognise that EAL children need more time to process answers;
- Allow pupils to use their mother tongue to explore concepts;
- Group children to ensure that EAL pupils hear good models of English;
- Use collaborative learning techniques.

Nursery managers

The Nursery Management team will ensure that:

- All involved in teaching EAL learners liaise regularly;
- Parents and staff are aware of the school's policy on children with EAL;
- Training in planning, teaching and assessing EAL learners is available to staff;
- The effectiveness of the teaching of pupils with EAL is monitored and data collection is managed;

Practitioners

The Class Teacher/ Practitioners will:

- Oversee initial assessment of children's' standard of English;
- Give guidance and support in using the assessment to set targets and plan appropriate work (complete an Individual Educational Plan for each child);
- Monitor standards of teaching and learning of EAL children;

- Liaise with the Multi-Cultural Service;
- Liaise with parents/guardians;
- Support the pupils' language development both in class and by withdrawal (for 1:1 work) as appropriate;
- Report to the Nursery Management on the effectiveness of the above and the progress of children;
- Be knowledgeable about children's' abilities and needs in English and other subjects;
- Use this knowledge effectively in curriculum planning, classroom teaching and children's grouping;

We are part of the Outcomes First Group Family, by working together we will build incredible futures by empowering vulnerable children, young people and adults in the UK to be happy and make their way in the world