



1. The best for every child

- We aim to narrow the gap between the development of children from different backgrounds through high quality education and care that meets the individual needs of the children.
- We are inclusive to all children.
- We gain an understanding of the lived experiences of every child.
- We identify a starting point for every child through discussion with parents and observation. This establishes what a child can already achieve and progress to make.
- Any SEND needs are identified as early as possible through observation and any extra help required is received to ensure development progresses.

2. High quality care

- Every child has a key person.
- All early years teachers are involved in the care of all children.
- All early years teachers enjoy spending time with all children and are responsive to them.
- The children's wellbeing is embedded into all practice.
- Children learn through both child-led and adult-initiated play.
- Children are prepared for and supported through all transitions.
- Activities are adapted where necessary in line with children's individual abilities.

3. Our aims for the children

- For the children to learn to be independent.
- For the children to gain self-confidence and self-esteem.
- For the children to be ready for their next and future transitions.
- For the children to make progress at their own rate.
- For children to have a curiosity about the world and a desire to learn.
- For the children to be able to communicate with others.
- For the children to have real-life experiences.

4. Pedagogy (how we will help the children towards our aims)

- Our teaching will follow the zone of proximal development by scaffolding children's learning:
 - > first children can't do it;
 - > then children do it with help;
 - > then children can do it by themselves.
- We organise an enabling environment in all areas; inside, outside and Forest School, that is regularly evaluated and adapted to meet the children's needs.
- Play is child-led, freely engaged in and enjoyed by all children.
- Adult-initiated activities are provided as starting points for children to take an interest in, engage in, explore and develop how they wish.
- Play is sensitively supported and extended by early years teachers.
- Play is guided by specific educational outcomes.
- We ensure every child has a voice.
- Children are encouraged and supported to gain independence in managing their own needs and making their own choices.
- We make close links with local and transitioning settings and primary schools.
- We provide a variety of real-life experiences for the children including real objects to explore in play, visitors to the setting and child visit places of interest.
- Support is given to all children to develop their means of communication.



5. Assessment

- We notice what children do and what they know through observation.
- All early years teachers have good knowledge of the development matters curriculum guidance. They use this to provide teachable moments to extend children's learning, so they make progress at their own rate.
- Photo examples of children's learning are taken.
- From the children's starting points, assessment on their progress in all areas of learning and our curriculum aims is ongoing and recorded termly.
- For children who are not making progress, more detailed assessment will be carried out using the Birth to 5 matters curriculum guidance alongside the development matters. These children will be individually planned for including seeking outside support as required. Ongoing progress will continue to be reviewed.
- The 2-year progress check will be carried out for all children aged 2 years who attend our setting, unless this has been carried out at a former or additional setting.

6. Self-regulation and executive function

- We have behaviour expectations and have setting rules.
- Early years teachers model appropriate behaviour and follow our behaviour strategy when dealing with inappropriate behaviour.
- Early years teachers will talk children through plans of what they are doing so they can think ahead about how they want to continue, what they want to do next, if they need anything to carry out their plans, etc.
- Later, early years teachers check back with children how their plans went in an informal way to encourage self-review.
- Early years teachers tune in to children's emotions to help them manage their feelings.
- Setting rules and routines are in place which help develop all children's self-regulation and ability to know right from wrong.
- The importance of pretend play is recognised for children's development and is available at all times. For children who may struggle to be involved in pretend play, support is given.
- Children are encouraged to use language in play by early years teachers modelling talking through their play and ideas and through stepping back to allow children time to talk themselves. Language is supported whatever the means e.g. gestures, signs, verbal in all languages.

7. Our partnerships with parents

- The importance of building good relationships with parents and working closely with them is recognised.
- We ensure regular communication with parents takes place in a variety of ways including regular parent consultations, emails, noticeboards and ad-hoc face to face.
- Further specific discussions with parents take place when children start at the setting, when early years teachers have concerns about children's progress at any point and when the 2-year progress check is being carried out.
- Home learning is supported through offering activity ideas and suggestions. The importance of talking, playing and reading at home is always promoted to parents.
- Information about children is gained from parents at the starting point and regularly through their attendance at the setting. This is through information gathering sheets.



- Early years teachers get to know parents to gain an understanding of family life and offer help for home learning as required.