



EYFS Teaching and Learning

Twinkling Toddlers Nursery fundamentally promotes the guiding principles of the Early Years Foundation Stage these are:

- **A 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/or carers
- **Learning & Development:** Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years' provision, including children with special educational needs and disabilities.

Play is the foundation for all future learning. At Twinkling Toddlers 'play' is our main method of teaching. We know that children learn best when they are deeply engrossed in meaningful activity. Play is meaningful to children, and our highly skilled practitioners are able to support children to learn new skills and gain new knowledge through observation, reflection and a carefully planned environment.

Our core beliefs:

- We believe that children learn best when they are happy, secure and actively involved in their own learning.
- We believe that high quality learning and teaching is the entitlement of all children. This must equip them with the skills, knowledge and understanding necessary to be able to make informed choices.
- We acknowledge that children learn at different rates and each is at an individual stage of development.
- Effective teaching and learning in the EYFS meets children's identified needs and interests and helps children to learn and develop in all seven areas of learning and development.

Cultural Capital

Cultural capital in EYFS is about celebrating and building on these early experiences and providing other new opportunities to be curious, explore, try new things and experience awe and wonder. As teaching staff we are ensuring that children are being taught the essential knowledge that children need to prepare them for their future success.

Effective Teaching and Learning

We believe that all play involves an element of learning whether with an adult or with other children. This section sets out how we teach children by being present and engaging in their play.

- Establishing a consistent approach to high quality learning and teaching which inspires all children and enables them to become happy, confident and engaged learners.
- Foster a harmonious atmosphere which supports and promotes self-esteem. Build confident communicators.
- Support children's development in all areas of the Early Years Foundation Stage (EYFS).
- Help every child to grow up feeling confident about their own identity, in a spirit of friendship, understanding fairness and the rights of others, valuing diversity, and ready to be a British citizen.
- Learning is play-based and takes place indoors and outside
- Teaching takes place moment-by-moment and is responsive to children's individual needs.
- Language development and the ability to communicate is fundamental to children's success as learners. Developing their ability to talk and speak is the prime objective for all our teaching and learning.
- Adults take children's interests and strengths as a starting point, seeing each child as a competent learner
- Parent involvement is crucial: parent support and a high-quality home learning environment make a huge difference to children
- Practitioners track each child's learning and development to pick up where children are at risk of making poor progress, and adapt the programme and their teaching as appropriate
- Early intervention is offered swiftly, so that children get the additional, specialist help that they need

Using the broad EYFS curriculum allows for those teachable moments to reflect seven key development areas. The prime areas are more basic, life-long skills that pave the way for children to progress towards specific areas of learning. The specific areas of learning cannot be developed alone, and rely on the skills gained in the prime areas of learning.

Prime Areas: Communication & Language, Physical Development & Personal Social & Emotional Development. **Specific Areas:** Literacy, Mathematics, Understanding the World & Expressive Arts & Design.

Characteristics of Effective Learning

The Characteristics of Effective Learning and the Prime and Specific Areas of Learning and Development are all inter-connected. Different elements of learning are identified in the EYFS, to make the complex picture of learning clearer. But children's learning is not compartmentalised and many or all of these elements are in action at the same time as children interact with people and things.

The Characteristics of Effective Learning describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective

learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.

Characteristics of effective learning are.

Playing and exploring: Children investigate and experience things and have a go
Active learning: Children concentrate and keep trying if they encounter difficulties, enjoying their achievements
Creating & Thinking Critically: Child have developed their own ideas, make links between their ideas and develop strategies for doing things.

Moment-by-moment teaching

Teaching at Twinkling Toddlers Nursery includes working face-to-face with a child or small group of children during the session and structuring the learning environment to support children in making progress through their chosen play. Sometimes these two approaches over-lap, for example when a child or small group initiate play, which is then supported and extended by the practitioner.

When we teach children:

- We make opportunities for the child to make a contribution and to make choices in their learning;
- We scaffold the child's development, to support increasing independence and control;
- We ask questions to check or develop children's understanding;
- We work collaboratively to solve problems and find answers;
- We provide formative feedback to help children to consolidate their learning and extend their exploration and thinking further.

Each nursery session has a blended approach to group times and will consist of:

- Reading stories from our Core Book collection, using dialogue and talk strategies, as well as extended by opportunities for Core Book-related play in nursery and at home every week.
- Singing and rhymes.
- Stage One Letters and Sounds activities.
- Opportunities to talk, listen, take turns and talk about the day environment/classrooms

Activities and experiences are arranged to promote independence. Opportunity is given by adults to play co-operatively, alone, or time is given for children to stand and observe.

There must be time and space allowed to develop play both inside and outside, safely and securely. The environment is aesthetically appealing with lots of examples of children's current work included in child centred displays. Displays are limited to identified notice boards to reduce visual clutter.

Displays include examples of children's speech where possible and appropriate and give children opportunities to talk about, review and think about their previous experiences and learning (metacognition).

Clear guidelines and boundaries promote positive behaviour. Challenging social situations are seen as opportunities for growth and development, explaining and working with children to help them feel strong and safe, and to learn how to manage difficult issues and conflicts in appropriate ways.

Learning will be supported by appropriate resources including the use of ICT. These resources will be monitored regularly and maintained according to Health and Safety requirements.

Screen time

Screen time at nursery will be very limited and only used as a supportive learning tool where absolutely necessary; we advocate that while at home children have no more than 30-60 minutes daily to reduce the effects of sedentary behaviours which can have a profound effective on their eye sight, social interactions, speech, language and communicative development.

Under no circumstances is the screen to be used as a reward or to manage challenging behaviours

Learning outdoors

At Twinkling Toddlers Nursery, we believe that children gain from exploring and learning outside as much as possible. We give opportunities for children to play, should the chose, all the time. We believe that the outdoors provides space and opportunities for children to learn about the environment and nature. We value this immensely.

In a natural environment, where children, are given time to thoroughly explore their thoughts, feelings and relationships, they develop understanding of the world and the environment through the use of emotions, imagination and senses.

Animals

Children relate connect with animals in a unique way. At Twinkling Toddlers Nursery interacting with our animals offer opportunities to talk about caring for living things, offer opportunities to talk about nature as well as food and where it comes from. We have rabbits, fish, Giant African snails as well as stick insects.

Visits and visitors

The recent pandemic obviously restricted the possibilities for visits and visitors. But we believe that visits and visitors:

- Complement the curriculum we provide in nursery by enabling children to have first-hand experience of places and activities not available in nursery. They may introduce children to aspects of the world around them that they have not yet experienced.
- Contribute to the development of their confidence and independence.
- Contribute to their social development through sharing an experience with peers.
- They can be of great benefit to their language development through discussion during and after the visit.
- They enrich children's enjoyment of nursery.

- When parents take part in visits it may develop their knowledge of facilities in the area and allow them to participate more fully in aspects of their child's education.

We are committed to providing a Forest Nursery experience for all children throughout the year.

Staff teams

The core responsibility for teaching and learning rests with the class teachers or lead practitioner.

Although many tasks may be delegated to the key person, the class teacher/lead practitioner must support staff to achieve best practice, coach, encourage and model, and monitor the quality of work by each team member. Where necessary we will not hesitate to take action to ensure that all children experience an appropriate early education and care.

Staff roles and the routines of the sessions will be used to effectively support the aims and objectives of this policy. Sometimes staff work with individual children or groups of children, in guided learning activities or observing children at play both inside and outside.

All key people are involved in planning and assessing children's work. Key people maintain the records of a group of children assigned to them by their team leader. Students, volunteers and adult helpers are deployed as effectively as possible with clear guidelines as to what is expected of them.

Assessment for learning

Children in Twinkling Toddlers Nursery are assessed regularly. We begin our assessment processes through getting to know each child, using close observation in structured and incidental ways. Observations are written down if necessary, and all written observations are assessed to indicate the child's level of development. All these written assessments lead to action for the child, identifying next steps of development. This is a process of formative assessment.

Children are involved in this process through their Learning Journeys, and through their Learning Stories, where they can reflect on their learning and voice their opinions. Each child has one Learning Journal during their time in nursery, which is designed to celebrate a particularly important episode and to showcase the way the child goes about learning.

Special Educational Needs

Staff will always appropriately modify learning and teaching for children with SEN and/or disabilities. We value each child as a unique individual, are familiar with, and meet all the requirements of relevant equal opportunities legislation regarding race, gender and disability.

We work closely and in partnership with parents and any other involved agencies to meet the needs of our children through provision that is inclusive to all.

Children with identified Special Educational needs and /or disabilities will have an SEND Support Plan (SSP) or Education and Health Care Plan (EHCP) developed with the support of parents and any

involved agencies. Which enables us to engage with a range of children's needs through regular, planned provision, which is additional to the core curriculum.

Children who benefit from additional support and enhanced teaching will have a learning plan each, which specifies additional in-session support. Some of these children may be entitled to additional support. In that case, we will apply for additional funding to support that child.

The SENCO monitors the progress of all children with Special Education Needs & Disabilities (SEND) to ensure that they are benefitting from an appropriate curriculum, which enables them to feel safe and secure, and to learn effectively. Where children with SEND are making limited progress, further assessment is undertaken, or support sought.

Partnership with parent and carers.

At Twinkling Toddlers Nursery, we work together in an integrated way to promote parent involvement and support families.

Parents are welcomed each session and encouraged to stay to settle their upset/distressed child and they are made to feel welcome to come and have informal discussions each day. Parents are encouraged to take Learning Journeys home. They are involved as partners in assessing children's progress and identifying needs; during the home child has a specific target, which is the joint responsibility of the parent and nursery, where the contribution of each party is clearly set out.

Leading and monitoring teaching and learning

The nursery's SEF document sets out the specific actions aimed to improve outcomes for children in the nursery.

These actions are linked to teaching staffs supervision targets. Teaching staff are observed regularly to judge progress towards their targets, and their general impact on children's progress and wellbeing. The senior leadership team also carry out termly "class reviews", looking at the quality of provision and the progress of children in each class.

Monitoring itself cannot lead to better teaching. We strongly promote professional dialogue about children and their learning, and staff are encouraged to innovate, to use ideas from other nursery's and to act based on research. We believe that it is important that all practitioners are given support, encouragement, and targeted coaching through supervision to improve the teaching and learning at our nursery.

Transitions

We work closely with families and new nursery's and primary schools understanding that transitions are a process not a standalone event, this is to ensure that we and or the receiving setting has a vast amount of knowledge regarding the children to allow for more effective planning to meet the child's needs. Pre visits allow for security in knowing where the child is going, their teachers, and children who will be in their key group/class.

Celebrations at nursery

Link to other Policies:

- Safeguarding and Child Protection Policy,
- Equal Opportunity and Inclusion Policy
- Snacks and lunches Policy

What this policy covers

- Religious Holiday Celebrations
- Birthday Celebrations

Celebrating Birthdays and Religious holidays are important. We acknowledge children's birthdays and celebrate using non-food based activities that make a child feel special. We celebrate as a class by singing "happy birthday" to the child during circle time. We encourage children to join in dancing, singing and craft activities, and lively games such as musical chairs.

Parents are advised if they wish to bring something special into the setting we only recommend fruit or some other suitable healthy snacks or cultural food items to share. This is promoted as different and exciting by the staff which is viewed positively by the children as something to try and enjoy. If parents/ carers still wish to bring shop bought cake, it will be shared amongst the children when going home once consent is gained from additional parents.

The Nursery will not allow any homemade cakes brought in by parents to be consumed by any children whilst at nursery and will not allow any cake to be left in Party Bags for children to take home, as this does not respect Food Safety & Food Hygiene guidelines. The Nursery's philosophy is that the Parent should control and decide how many and what kind of 'treats' their child eats. The Nursery Menu contains none of these, and their consumption is prohibited at Nursery.

The Nursery will allow parents to distribute Party Bags, which will be taken home for each individual to assess the contents and decide on consumption for their own child. Please ensure any treats are nut and chewing gum free, and that miniature toys are age suitable.

When we celebrate other festivals, we may ask parents to bring in suitable music, objects of interest, and food items such as exotic fruit, so that we can make a healthy range of snacks for the children to enjoy.

Celebrations may also include cooking: children bake healthy versions of cakes and biscuits, and prepare fruit kebabs. We will also have a curriculum that is linked to religious festivities for example; we will put up posters and displays about a festivity and cook food with children that explores tastes associated with that festivity.

An example of this is pancakes for **Shrove Tuesday**, but these would also be done in a healthy way, for example serving the pancakes with banana not sugar. Activities, music, dance, lively games and singing also link at these times. E.g. **St George's Day**- decorating flags, **Chinese New Year** -Stir fry vegetables, noodle. **Easter**- Painted Eggs, hot cross buns, **Diwali**- Dolls and puppets to retell stories,

Eid Mubarak- Pitta bread and dips, fruits and rice pudding. **Halloween**- Dunking, soup making, apples games, fancy dress.

Religious festivals and Celebrations

Our local community regularly celebrates some of the above festivities, which we happily enjoy together. We celebrate all cultures and diversity.

Policy was:

Implemented		Reviewed		Amended	
Date:			Next Review Date:		
Manager	Shannon Ralph	Manager Signature			
Deputy Manager	Shabana Hussain	Deputy Signature			
Director	Sajid Hussain	Director Signature			