



### Statement

At Twinkling Toddlers, we are committed to providing outstanding care, enriching learning opportunities, and engaging play experiences that support the holistic development of each child, in alignment with the revised Early Years Foundation Stage (EYFS, September 2025).

### Holistic Development

- We support children's comprehensive development—physical, intellectual, emotional, social, and creative—ensuring balanced growth and learning in line with EYFS 2025 standards.
- Individualised activities and experiences are planned according to each child's unique interests, needs, and developmental milestones.

### Learning Through Play

- Play is central to children's learning and development, and we actively integrate play-based activities that **foster exploration, critical thinking, creativity, and curiosity.**
- Emphasis is placed on child-initiated play, guided by adult support to extend learning opportunities naturally and effectively.

Our early years setting follows the curriculum as outlined in the 2021 EYFS statutory framework. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected sections. The prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

| The 3 Prime Areas  | The 4 Specific Areas   |
|--|--|
| <b>Communication and Language</b><br>→ Listening, attention and understanding<br>→ Speaking              | <b>Literacy</b><br>→ Comprehension<br>→ Word reading<br>→ - Writing                                    |
| <b>Personal Social and Emotional</b><br>→ Self-regulation<br>→ Managing self<br>→ Building relationships | <b>Mathematics</b><br>→ Numbers<br>→ Numerical patterns  |
| <b>Physical Development</b><br>→ Gross motor skills<br>→ Fine motor skills                               | <b>Understanding</b><br>→ Past and present<br>→ People, culture and communities<br>→ The natural world |
|  | <b>Expressive Arts and Design</b><br>→ Creating with material<br>→ Being imaginative and expressive    |



### Characteristics of Effective Learning

We uphold the view that learning is underpinned by the characteristics of effective learning.

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice.

### The 3 Characteristics of Effective Teaching and Learning

#### 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

#### Creating and Thinking Critically

→ Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

All of these areas interlink throughout the curriculum and adults make the most of opportunities to interact with children to develop their playing, thinking and learning

### Age-Appropriate Activities

- Activities are carefully planned and adapted to meet the developmental stages, interests, and individual abilities of each child, ensuring inclusivity and active engagement.
- Diverse learning experiences cater to varied learning styles and developmental needs.

### Learning Environment

- We maintain a secure, stimulating, and inclusive environment designed to inspire children's curiosity, imagination, discovery, and independence.
- High-quality resources and materials are thoughtfully selected to encourage exploration, creativity, and learning aligned with EYFS 2025 guidance.

### Observations and Assessments

- Ongoing, sensitive, and respectful observations and formative assessments inform personalised planning, supporting each child's progress and development.
- Parents are actively involved in assessment discussions, celebrating milestones, and identifying next steps collaboratively.

### Learning Goals and Objectives

- Clear, achievable, and personalised learning objectives are established for each child, informed by EYFS areas of learning, developmental milestones, and children's individual interests and needs.
- Planning in the moment is responsive and adaptive, ensuring that learning experiences remain relevant and engaging.



### **Inclusive Practices**

- We foster an inclusive setting, **celebrating diversity** and ensuring all children feel valued, respected, and included in all activities.
- Adaptations and support are provided to ensure equitable participation for every child, regardless of background or ability.

### **Embedding British Values**

For early years' providers, teaching British values will encompass two different parts of the curriculum:

1. Promoting British values as defined by DfE – which are already embedded in our day-to-day work with children
2. Teaching children more about the world in which they live and developing their understanding of life in modern Britain.

The British values isn't a separate entity from the EYFS and is strongly woven within in our curriculum.

### **Democracy**

On a daily basis, we ensure that children are listened to by adults and taught to listen to one another. We teach children how to debate respectfully. The nursery's leadership also strives to model the values of transparency and accountability in its own actions.

Our behaviour management policy involves rewards and sanctions; this is shared through all aspects of nursery life and also with parents, carers and visitors.

### **The Rule of Law**

We have three nursery rules that form the basis of our behaviour management policy:

- Use kind words
- Keep hands and feet to yourself
- Follow instructions

### **Individual Liberty**

Our nursery places special emphasis on freedom of self-expression, our emphasis on an enriched and creative curriculum, and the amount of freedom given to children to make choices as learners, both in class and in their extra-curricular activities.

- Children are taught to use the language of choice.
- Children, staff and visitors are taught to always challenge stereotypes.

### **Mutual Respect and Tolerance of those of Different Faiths and Beliefs**

We teach both self-respect and respect for others, developing tolerance and harmony between different cultural traditions and celebrating the diverse backgrounds of everyone at our School. Children are encouraged to discuss and show tolerance of all differences between people, whether those differences are in their faith, ethnicity, gender, disability, sexual orientation or family structure.



### Outdoor Play and Exploration

- Outdoor play is prioritised, providing daily opportunities for children to interact with nature, develop physical skills, and enhance their understanding of the world.
- Outdoor areas are regularly inspected and equipped with diverse, age-appropriate, and stimulating resources.

### Creative Expression

- Opportunities for creative and imaginative expression are integral, with children encouraged to explore various art forms, music, dance, role-play, and crafts.
- Creative resources are accessible, safe, and designed to stimulate innovation, imagination, and self-expression.

### Continuous Improvement

- Commitment to ongoing improvement includes regularly seeking feedback from staff, parents, and external professionals to refine and enhance our practices.
- Staff participate in ongoing professional development, ensuring they remain informed about current EYFS best practices and emerging research in early childhood education.

For children whose home language is not English, we will take reasonable steps to:

- Provide opportunities for children to develop and use their home language in play and learning and support their language development at home; and
- Ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring that children are ready to benefit from the opportunities

### 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 effect 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.

### Weapon and Superhero play

Most children enjoy engaging in imaginative play that relates to, and makes sense of, the world that they live in. For lots of children this imaginative play contains a strong element of weapon and super hero re-enactment. Re-enacting weapon use is a universal language of play for children and usually results in high levels of engagement for the children actively involved in it.

**Note:** We are sensitive to the cultural / family background of the child, including whether the child's family has experienced violence, moved to Britain to escape war etc.



### Animals in nursery

We recognise that the presence of animals provides a wealth of learning opportunities. Children develop an understanding of the natural world, including animals and other living creatures, as part of the Early Years Foundation Stage (EYFS). Interacting with animals also helps children learn how to care for living things and understand what they need to survive and thrive.

#### Our Experience with Animals

In the past, our nursery has organised special animal experience days throughout the year. These include visits from farmyard animals and presentations from "Animal Mike," who introduces children to a variety of species in a safe and educational setting. We have also had children's family pets; hamsters, chickens, kittens etc. attend the setting for a show and tell session

#### Risk Assessment

- All parents are informed about the presence of animals during their initial visit to the nursery.
- Any confirmed allergies or medical concerns related to animals are carefully recorded and considered in all planning.
- On days when children with known allergies are attending, animals are restricted from specific areas to ensure safety.
- Risk assessments are conducted prior to every animal visit. These assessments ensure that all precautions are taken to prevent accidents, injuries, or the spread of infection.
- Hand hygiene is a priority: children wash their hands with sterilising gel or antibacterial soap after handling animals.
- A designated mobile handwashing station is located in each room to support hygienic practices.

#### Health & Hygiene

- Staff are fully trained in hygiene and safety procedures when animals are present.
- Children are closely monitored during all interactions with animals.
- Staff ensure that children do not place their hands near the animals' faces or their own mouths.
- After animal contact, children are encouraged and supported to wash their hands thoroughly before returning to their regular activities.
- Animals are never left with children unsupervised.

#### EYFS Key Themes and Commitments

| A unique Child     | Positive Relationships | Enabling Environment     | Learning & Development                 |
|--------------------|------------------------|--------------------------|--|
| Health & wellbeing | Supporting Learning    | The Learning Environment | Play & Exploration                     |
|                    |                        |                          | Knowledge & understanding of the world |

All animals interacting with children at Twinkling Toddlers are handled with care and respect.



We ensure they are healthy, properly housed during visits, and never subjected to stressful or unsafe situations.

### Transitions

#### Designated Safeguarding Lead (DSL)

Although transitions are a responsibility of the whole staff team, the DSL (**Shannon Ralph**) oversees the welfare of children during transitions, ensuring safeguarding practices remain central to the process.

#### 1. Understanding Transitions

These may include:

- Moving between home and the setting.
- Moving between rooms or age groups within the setting.
- Moving to another early years setting.
- Transitioning from early years into school.

We recognise that each child's experience is unique, and our approach is tailored to individual needs, developmental stage, and family circumstances.

#### 2. Partnership with Parents and Carers

We work in close partnership with parents to ensure they are actively involved in their child's transition. This includes:

- Sharing information on routines, interests, and needs.
- Providing opportunities to discuss concerns and expectations.
- Encouraging home visits or settling-in sessions where appropriate.

#### 3. Moving Between Rooms (Internal Transitions)

When children move between rooms within the setting:

- Key persons share developmental records, care routines, and individual learning plans.
- Familiarisation visits are arranged so children can explore the new environment gradually.
- Staff introduce children to their new key person and peers to build trust and familiarity.

#### 4. Moving to Another Setting (External Transitions)

If a child moves to a different early years provider:

- We liaise with the new setting to share developmental progress and safeguarding information, with parental consent.
- We provide transition reports summarising the child's interests, achievements, and next steps.
- Parents are supported in preparing their child emotionally and practically for the change.

#### 5. Moving into School

To support school readiness and successful transition into Reception:

- We liaise with **local schools** to share progress summaries and safeguarding information in line with EYFS 2025 requirements.
- We invite Reception teachers to visit the child in our setting where possible.
- We support children through role play, stories, and discussions about school.



- We encourage the development of independence skills (e.g., self-care, dressing, toileting, communication) in preparation for school.

### 6. Key Person Role

The key person has a central role in transitions by:

- Providing emotional support and reassurance.
- Acting as a consistent point of contact for the child and family.
- Sharing knowledge of the child's development with colleagues, schools, or new providers.

### 7. Supporting Children's Emotional Well-being

Transitions can be unsettling for children. To minimise stress and anxiety:

- We provide consistency in routines where possible.
- We listen to children's thoughts and feelings about changes.
- We use visual aids, books, and activities to help children understand transitions.

### Record Keeping and Information Sharing

- Developmental records and progress summaries are shared with new settings and schools, with parental consent.
- Information is transferred securely and in line with **GDPR** requirements.
- Parents are informed of what information will be shared and why.

### Policy Monitoring and Review

This policy is reviewed **annually** or could take place sooner if legislation changes prior to review date. Staff, parents, and partner settings are invited to contribute feedback to ensure continuous improvement of transition practices.