



Learning and Development Policy

Date: August 2011

Review date: September 2012

Name of responsible person: Manager / Room Supervisors

Policy

At The Honey Pot Nursery, we support young children's learning by providing a wide range of opportunities, experiences and activities linked to the principles underpinning high quality early years education as set out in the Statutory Framework for the Early Years Foundation Stage (EYFS).

We also routinely incorporate Letters and Sounds guidance into our room planning

To support every child's learning and development at The Honey Pot Nursery:

- Children and their families are valued for who they are, the knowledge, skills and experience they have and for what they can contribute to the life of the setting.
- The *Statutory Framework for the EYFS* is used to guide planning across all six areas of learning and there is a balance between adult-initiated and child-led activities.
- Staff are trained to provide opportunities for children to learn through purposeful, active play by planning experiences and activities that build on children's ideas and understanding.
- Children are given time and space to become fully involved in ideas and activities that interest and engage them and also have opportunities to revisit experiences to consolidate their learning.
- All children are included and special care is taken to ensure that children with additional needs are able to access the opportunities on offer.
- The outdoor environment of the setting is utilised to its fullest extent and children have opportunities to be outdoors during each day.
- High quality resources and equipment are available for children to use.
- Storage systems enable children to access and return these resources independently.
- Children's learning and development is observed and recorded and this information is used to decide what opportunities or experiences to offer next to support their ongoing development.

Procedures

- **The Nursery has a standardised format for room planning** – these plans are used as a starting point for weekly plans which are drawn up incorporating all six areas of learning and observations made by staff

BUMBLES

- Here personal 'next step' sheets are used to monitor individual progress, and information is fed by Key Workers into overview sheets to ensure individual needs are incorporated into the room planning

THE HIVE

- Here 'focus' groups based around 'Key' groups provide planned adult led activities for part of each day, evaluations and observations feed into future plans and records and ensure the development of the 'individual' is at the centre of all planning
- An overview sheet relating to the 'unique' child is utilised by all staff to enhance individual provision

Throughout the Nursery –

- Termly **Learning Journey Observations** relating to children's learning are undertaken by the Key Person, these are recorded and used to enhance future planning. They are cross referenced into 'Personal Pathway' folders.

Additional shorter **WOW!** observations are also undertaken and again the data is fed into the children's individual records

Parents are encouraged to submit their own Wow! observations, these are also incorporated into the 'Personal Pathway' folder.

- **Children's ideas** and interests are incorporated into ongoing planning
- **Observations** of children's progress are recorded in 'Personal Pathway' folders and shared with parents at twice yearly meetings.
- **Resources** are stored, maintained and made available for children to use. Most are in easily accessible child friendly labelled containers
- **Staff** are encouraged to attend training to enable them to support children's learning and development

All staff are required to attend regular fortnightly staff meetings

- We are constantly **striving to improve the quality** of our provision

The Manager and Senior Team monitor the quality of provision for learning and development.